Achievement Matters
The University of Maryland is the flagship institution of the University System of Maryland. With a mandate to become nationally and internationally recognized for excellence in research and the advancement of knowledge, the university serves as the primary statewide center for graduate education and research and of university serves as the primary statewide center for graduate education and research and of university serves as the primary statewide center for graduate education and research and of university serves as the primary statewide center for graduate education and research and of university serves as the primary statewide center for graduate education and research and of.

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Maryland Institute for Minority Achievement and Urban Education
University of Maryland
College of Education

FROM THE OFFICE OF THE DEAN

It is unacceptable in a country as rich and diverse as ours that minority students in most schools have significantly lower academic achievement than their non-minority peers.

This minority achievement gap is one of the most significant problems facing education, but it is not the only “gap” that needs to be addressed. There is often a disjoint between research, practice and educator preparation that impedes our ability to understand and address the pressing issues of minority achievement. The Maryland Institute for Minority Achievement and Urban Education at the College of Education was founded more than five years ago to address all of these critical “gaps.” A dramatic improvement in academic achievement among minority students requires creative collaborations between researchers, school districts, parents and policy makers. That sounds simple enough—translate proven theory into activities that help teachers, school leaders and the students themselves. With a commitment to our surrounding community and the potential to bring projects to scale, the Institute has initiated successful programs that focus on professional development, outreach to troubled schools, and stimulating new avenues for promising research.

In some ways, the mission seems counterintuitive from the academic perspective. As researchers, we are analytical and base our findings on observations. School leaders and classroom teachers look for the norm and want specific tactics to solve problems. We need each other, it seems, to be successful. The work of the Institute has demonstrated that research based on practices is extremely valuable, especially when it is shared through productive, collaborative relationships.

Within the pages of this publication, Achievement Matters, we have selected programs and projects that demonstrate how successful alliances have led to professional development opportunities for leaders and teachers, how programs have made a difference in the lives of children, and how we can nurture the next generation of scholars committed to research that will bridge the achievement gap.

With the generous support of PepsiCo Inc. and several of the business leaders in the Prince George’s County area, NAI, The Michael Companies, Inc., Giant, and Doctors Community Hospital, we recently appointed the Institute’s first executive director, Stephanie Timmons-Brown. I believe the work of the Institute will grow in its influence because of the commitment made by community and school leaders, scores of dedicated teachers, more than 30 association leaders and the leadership of our new executive director.

With continued support for the Institute through sponsored research funding and private philanthropic commitment, the Maryland Institute for Minority Achievement and Urban Education will expand its collaborations to empower us all to move from rhetoric to results. I am pleased to share with our readers selected stories of successful programs that reflect the value of collaboration in seeking ways to bridge the achievement gap.
The Maryland Institute for Minority Achievement and Urban Education

When the MIMAUE was created in 2001, the College of Education was seeking an avenue to apply the research of faculty throughout the college to real-life, real-time problems in the K–12 school system. The driving force behind the Institute was a vision of collaboration with school teachers and administrators that would avoid the pitfall of “bring[ing] it to the schools” and reinforce the concept of “doing it with the schools.” The No Child Left Behind Act was passed by Congress in the same year and spurred activity aimed at addressing the achievement gap for minorities, children with disabilities and other special needs populations.

The Institute is a unique unit within the dean’s office and works to bring college departments and faculty together around this pressing issue. In the years since its inception, the Institute has strengthened its conviction that collaborative partnerships between researchers, teacher educators and public school systems are the most effective way to solve the problems of underachievement in children who have been chronically under-served. Institute-sponsored research confirms that it is possible to impact student achievement by working collaboratively with schools and teachers and by initiating practical applications of research. Opening a dialogue between the university and the schools, between researchers and practitioners, between college students and school children has created a bridge across a culture gap that has provided rich opportunity to affect change. The Institute has been successful in creating a network of associate faculty from across disciplines at the University of Maryland and other institutions, whose research is informed by and applied to expressed needs of K–12 administrators and teachers. It has developed a series of initiatives and activities directly related to classroom practice, professional development and collaborative problem-solving. Drawing on the energy and creativity of University of Maryland students, the Institute has developed student-to-student programs that have been remarkably successful in raising interest and expectations of middle and high school students in choosing college as a life option.

The earliest result of the Institute’s efforts was the Bladensburg Project, a collaboration between the Institute and neighboring Bladensburg High School and its feeder middle and elementary schools. All of the majority African American schools in the group could be characterized as low-achieving, with a multitude of related problems such as high rates of English Language Learners and low parent involvement. First steps in the dialogue cause with meetings between university administrators and faculty, the Prince George’s County Public Schools chief executive officer and principals at the target schools to hammer out a Memorandum of Understanding that would formalize the scope and structure of the collaboration, i.e., the university would provide opportunity for teachers and administrators to meet with faculty to discuss needs and priorities and mutually agree on ways these needs might be resolved, both programmatically and through directed research. After several years of successfully addressing issues as critical as math and science instruction, providing professional development courses on site, intensive leadership training and colloquia, initiating student-to-student activities in the middle and high schools, the Bladensburg Project expanded to include all schools within the Bladensburg “cluster” in the Prince George’s Region II system. Lessons learned from the Bladensburg Project also helped the Institute expand into the schools of Anne Arundel County and Baltimore City. The substance and success of some of these projects are contained in the following pages.

In the next several years, the Institute will broaden its collaborations both within Maryland schools and nation-wide. It will continue to seek research opportunities that employ the strong relationships already established and develop new partnerships in public schools. The path to amelioration of the minority achievement gap is neither clear nor comfortable, but the current set of the compass holds promise for all who care about equality of opportunity through our education system.
The Rewards of Collaboration

It seems on the surface an uneasy alliance: scholars seeking research opportunities that will advance the state of the discipline, teachers in classrooms that can disrupt into chaos at the drop of a cellphone, administrators juggling test results, budgets and truancy. Theory versus practice perhaps never saw a wider gap than in the field of education. At risk in those large spaces are children, most often those from less advantaged circumstances who enter the education system with a deficit account in knowledge, experience and support.

Creating an alliance that looks head on at these anomalies was the impetus behind the Maryland Institute for Minority Achievement and Urban Education, an initiative within the dean’s office at the College of Education. The Institute wanted to begin a dialogue between faculty at the University of Maryland and local K–12 school systems about how the two entities could work together to address the most pressing problems of the achievement gap among minorities, children with disabilities, and non-English speakers. After all, the university is in the business of educating future teachers, counselors and administrators in best practices for their professions, as well as refining the methods, issues and measurements that define the field of education.

Eleanor D. White began her relationship with the Institute through the Bladensburg Project, an executive director of Region II in the Prince George’s County public schools. She judged the initial efforts with some skepticism, understanding the difficulty of bridging the gap between theory and practice. But she was surprised and pleased at the energy and enthusiasm that the college and the district representatives have invested into the initiatives: “Teachers and administrators were impressed with the openness and desire to listen to Institute leaders. We all knew that we had problems to solve, and here was an opportunity to let some experts take a look at our situation and help us toward resolution with an array of resources and tools we could use.”

That was the beginning,” says White, who now works as MMUAIE’s project coordinator. How is collaboration authenticated and strengthened? “Action and results are the only real basis for establishing trust,” says James G. Greenberg, director of the K–16 Partnership Development Center, a college unit that supports Institute’s programs and other K–16 initiatives. “The Institute has been hugely successful in forging a greater partnership with measurable results for the participating schools. At the inception of the Bladensburg Project, there had been a let-down in enthusiasm for school–university collaborations on both sides. It was not a great climate for a new initiative, but then–Dean (Edna) Stryjewski and former Prince George’s Chief Executive Officer Iris Mietts recognized the importance of working together. The original high-powered group of academics and school personnel signaled that leadership wanted change and there was a commitment from the top to create a strong program.”

Once the partnership was formalized, a series of regular meetings at the schools brought together university faculty, regional and district superintendents, evaluation specialists, teachers and principals to begin the process of identifying issues and concerns that might mutually be addressed. The list was long: assessment issues, standardized testing, literacy, teacher morale, non-English speakers, lack of parent involvement. “What worked,” says Donna L. Wiseman, associate dean for teacher education, “was the careful building of personal relationships, the careful listening, and the thoughtful response to real needs.” Participants met together, reviewed the data, and looked at problems as they were: “It was from that base that everyone could work together to devise strategies that had the consensus of all concerned.”

The challenges of collaboration are a side study for Greenberg. He emphasizes the importance of going review and revision to keep a partnership vital and current. There are always problems of changing personnel with different priorities, and the persistent problem of trying to match research interests and, especially, research opportunities with school-based needs. Martin L. Johnson, a founder of the Institute, current director, and associate dean for minority and urban education at the college, looks forward to a concentrated effort to match RFPs with specific issues in partner schools. “I believe that bringing these real-time situations into the methodology will enhance our faculty’s chances for sponsored grants and provide unique opportunities for findings that can be applied more universally.”

Communication and the development of personal relationships are always key to collaborative efforts, and the channel for dialogue is kept open through regular meetings between Institute and school personnel. Many faculty and graduate assistants spend rewarding time at the schools, observing, listening to teachers and students, creating a helpful presence. An advisory board that includes government officials and outside experts helps to set direction for partnership activities. Evaluations, both formal and anecdotal, are part of every initiative. The greatest reward, says Greenberg, is the genuine trust that is built within a functioning partnership; where respect for differences—of opinions, of needs, of cultures—becomes the basis for creative thinking and planning. For partners to feel secure that outcomes will match their needs and make that vital difference is essential to the success of the program.

Of the many initiatives formed and implemented by the partnership, the annual Leadership Retreats are a major factor in improving team building and shared direction. “Rarely are there structured opportunities for teachers and leaders across disciplines to share ideas and concerns among themselves. They also highlight the benefits of professional development and building leadership capacity, which spurs many teachers to pursue additional course work or attend workshops,” Greenberg says.

It is the teachers in the classroom, says Johnson, who can affect real change and real education reforms. Though the university can prepare new teachers with the latest methods and research, it is the experienced professional with five or six years in the classroom who is ripe for a leadership role that will apply all that he or she has experimented with and gained understanding of. “Nobody goes into teaching without a real enthusiasm for the work, without a real interest in helping children learn,” he says. “But it takes years to develop a full array of skills and strategies that make teaching effective, especially for children who are struggling to overcome the effects of poor teaching, learning deficits, disabilities, or are non-English speakers.”

As the Institute’s collaborations broaden and deepen, and results begin to appear in the literature of the various disciplines as well as in test scores, the gap between theory and practice is being transformed into a continuum where research, training, practice and student success flow naturally from the informed dialogue created by genuine partnership among all vested groups.
The Next Generation of Scholars/Teachers

Maryland Institute for Minority Achievement and Urban Education faculty have been instrumental in developing a specialization in minority and urban education that is just beginning to impact graduate enrollment at the University of Maryland. Interest in this field is growing rapidly, and one way the Institute has broadened awareness is through national symposia and internal colloquia, encouraging research directed toward critical areas of minority education, minority achievement and the special challenges of urban school systems.

Symposiums with national impact
With funding from the National Science Foundation, MIMAUE introduced a research symposium in the fall of 2004 that welcomed doctoral students and faculty from across the nation to participate in an exchange of research, ideas and experiences. The two-day event featured presentations, panel discussions and workshops by prominent academic leaders on the topic of optimizing mathematics achievement for K-12 students.

Now institutionalized as an annual event, the 2005 symposium emphasized science education. An upcoming symposium will focus on math and science achievement in the Latino student population. “These conferences offer participants many opportunities to discuss specific aspects of the topic face-to-face, and exposes them to promising programs that have already begun to make a difference,” says Johnson.

Surveys of participants confirm that the symposiums have empowered many to delve into the complexities of urban education and have been influential in defining their research. “This was our intent when we began hosting the conferences,” says Johnson. “In 2003, our keynote speakers were mostly faculty and were all experienced in the area of minority achievement, and the next year we opened the conference to doctoral students and invited them to present their research on this topic.”

Training counselors for urban schools
Counselors in today’s urban schools must understand how family issues, peer interactions and cultural differences can become barriers to student success. The School Counseling Program within the Department of Counseling and Personnel Services prepares professional school counselors to work in an urban environment to promote improved performance in a diverse student population.

“Students develop a greater consciousness because of the experience,” says Natasha Mitchell, a faculty member with the School Counseling Program. “Once they’re in the field, they see the importance of understanding context. They cannot go in with the traditional approach—they have to be innovative, flexible, and connect with the community to be effective.” Mitchell works with two elementary schools in southeast D.C.—J.C. Nalle and C.W. Harris—to provide training and support for counselors on site. Mitchell says the data after just one year show that both schools have experienced increased student attendance, and truancy and behavioral referral have decreased.

“Our counselor interns gain valuable experience in these settings because they learn how to work within the school system to become advocates for the students,” says Professor Courtland C. Lee, director of the school counseling program. “You don’t learn how to be a school counselor by understanding the theory. You learn by doing it,” Lee explains. Both Mitchell and Lee are associated faculty in the Maryland Institute for Minority Achievement and Urban Education.

Counselor interns spend 20 hours a week in their schools for the entire academic year, supervised by the school’s staff counselor. Past student projects include organization of a bilingual parent-teacher’s night which markedly increased Latino parent attendance, and development of a course on immigrant students for teachers which helped a school with a rapidly increasing immigrant population to move from stereotyping to welcoming the new diversity.

Encouraging a community of scholars
In the large and varied field of education research, it is MIMAUE’s mission to focus attention on minority achievement and issues of urban education. Through its twice-yearly colloquium series, the Institute shines a spotlight on the interdisciplinary work and pertinent research underway within the College of Education. The series has welcomed a wide array of presenters, ranging from university faculty to area superintendents and teachers, on topics that have included the dimensions and impact of school violence, the role of parents and teachers in urban schools, public school system initiatives to close the achievement gap, the diagnosis of children with special needs and the requirements of the Latino school population.

The popular series is having an impact across the College of Education. “Graduate students in particular attend these colloquia on a regular basis,” says Johnson. “It is a great opportunity for them to interact with other researchers and school personnel and to learn about the challenges of teaching in urban schools and working with diverse student populations.” Many of the issues discussed from the sessions found their way into dissertation topics and other research activities.

Academic specialization provides focused study
Minority students in urban schools confront a myriad of academic and social barriers that have a direct impact on academic achievement. The Minority and Urban Education specialization offered through the Department of Counseling and Instruction provides graduate students with a broad base of knowledge about the education of minorities and of students in urban settings.

“This program is a dynamic, interdisciplinary approach to addressing sociological, political, cultural, social and psychological issues facing urban students and teachers,” says Marvin Lynn, assistant professor and program director. While the program specialization targets school educators, there is also a track that prepares future researchers and teacher educators who will eventually work at the university level.

The field of minority and urban education necessarily incorporates perspectives from a variety of fields, including sociology, urban planning, political science, educational policy and leadership, science, mathematics and literacy. Many of the students in the program develop a cognate in a related area of study and take advantage of research and outreach initiatives offered through the Institute.

Many of the program’s students have been teachers for some time. Students share their experiences and attend MIMAUE-sponsored colloquia on topics such as the cultural context of Hispanics and Learning, achievement of minority and urban students in academic content subjects, and violence in the schools. These activities, combined with the full range of the university’s resources, create a dynamic learning environment that can be applied to K–16 schools as well as graduate study.
In collaboration with the District of Columbia’s public school system, the Institute, along with other area universities, “will help teachers negotiate the certification process, become more effective educators, and serve as advocates for student learning,” according to Donna L. Wiesman, associate dean for teacher education. Teachers in the program will develop professional portfolios, create lesson plans and evaluate teaching styles through a year-long master’s degree that culminates in the certification process. This year, nearly 30 teachers are enrolled in the pre-certification and candidacy course supported by the Washington-based MIMAUE, participates in bi-monthly meetings and frequent peer mentoring sessions.

MIMAUE’s goal for the program is to encourage more teachers to commit to the process, especially in urban schools. “Research tells us that National Board-certified teachers can apply a wide range of skills in their classrooms, develop a supportive and inclusive environment for students, and take a leadership role in improving their schools,” Wiesman says.

“We are making a significant impact in the lives of students by helping teachers attain this important credential.”

Project NEXUS tackles science education

Many minority students are encouraged to pursue the study of science, a subject not always seen as relevant to their lives and interests. In order to challenge that assumption, all teachers need strategies, resources and tools beyond the everyday. And minority students benefit from science taught by teachers from a variety of backgrounds, particularly those from under-represented groups. Project NEXUS is designed to test professional development activities that address these needs.

With support from the National Science Foundation as part of the Maryland Upper Elementary/Middle School Science Teacher Professional Continuum Program, Project Nexus is developing and testing an exemplary continuous curriculum. The program’s transformative undergraduate science content courses in life science, physical science and science methods specifically targeted to the science education needs of minority and urban students. NEXUS will come into the classroom to provide training, support and sustains specialist science teachers at the critical level of upper elementary and middle school grades.

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Reaching Out to Children and Parents

Some of the Institute’s most successful collaborations have involved the pairing of university students with public school children in student-to-student programs that augment and enrich educational experiences on both sides. From basic tutoring sessions to after-school service projects, from supplemental reading to assistance with college admission, these programs provide critical support to widely diverse cultures and expectations. There are also outreach programs designed to draw parents into their children’s educational processes for a better understanding of how to help and support their students’ efforts.

The Ninth Grade Academy

The Ninth Grade Academy has been designed to identify and enroll 90 first-year Prince George’s County students in the International Baccalaureate (IB) program at Central High School, one of three schools in the district to offer the program. “Total student enrollment at the three high schools is needed. In the last year only 135 students participated in the baccalaureate program, where students can earn college credit—and only one graduated with the IB diploma. That’s deplorable,” says White, MIMAUE project coordinator. “You know, half of ninth graders come into high school having been on the honor roll throughout their early education. The goal of the Ninth Grade Academy is to ensure that all 400 ninth graders mature to Grade 10. By 10th grade, too many of them are drop outs, truants, failing and displaced. We have to get their attention and start working with them.”

With support from the school system, White is working directly with teachers at Central to increase participation in the project titled “Team Success.” Program founder Fred Spencer built its focus on the motto, “Participation to Kids Who are Parting Attention.” Activities include monthly meetings and intersession home room sessions and working with a consultant to engage students, staff and parents. “If we can make an impact at the ninth grade level, by the time these students are tenth grade, we have high expectations that they will enroll in the International Baccalaureate program.” University of Maryland undergraduate students who are part of the MIMAUE, will be doing field experiences in the classroom to provide practice work and insight into improving college.

Research targets Latino success

Teachers and administrators in area schools are grappling with a rapid and dramatic shift in student demographics. The influx of students from other cultures who do not speak English well—or at all—presents real challenges. The Latino student population in Region II of Prince George’s school, for example, is as high as 60 percent. Providing these children with a quality education requires urgent changes to our current system in recruiting the needs of the diverse Latino/Hispanic population.

The MIMAUE has created a research center, the Latino Access and Success Project, designed to focus on research and outreach activities that will improve Latino student participation and performance in the 12th system. Irene Zoppi, project director, works along with faculty, staff and graduate students in the College of Education to identify issues in the local community and public school systems where research initiatives can benefit the Latino population. “Our intent is to unite research with practice while raising community awareness,” Zoppi says.

One such research project investigates the ways Latino parents are involved in their children’s education at the elementary, middle and high school levels, with emphasis on parental involvement improving school attendance and achievement. Another examines the role of communication, educational experiences and parent-school relations among parents in the Latino community The Institute also supported research on Latino students in higher education and activities that would support retention.

Students urged to explore college opportunities

Hosting development and information sessions for student groups from area public schools is an important component of the Institute’s initiative to provide outreach and increase college achievement among the region’s minority students. Middle and high school students visit the University of Maryland campus, attend classes, talk with graduate students and explore career options.

“With a little bit of innovation and quite a lot of support, students realize there is value in going to college,” says Johnson. Groups as diverse as the Future Teachers Association of Central High School and Takoma Park Middle School’s “Hype, Ideas, Project Program” for Students of Latin and African Descent learn firsthand about the responsibilities and rewards of attending college. Many of their young scholars are provided with information about admissions procedures and exposed to college level instruction in lively seminars led by university faculty.

During the university’s annual Maryland Day open house, area high school students interested in teaching showcase their skills by organizing and managing events for young visitors. “These students begin to understand that college is important for developing their talents and that they can get here and succeed,” Johnson says.
Center for Accelerating Student Learning (CASL)
www.education.umd.edu/EDSP
This goal of this center is to accelerate learning for students with disabilities in the early grades and to provide a solid foundation for strong achievement in the intermediate grades and beyond. It is a five-year collaborative research effort supported by the U.S. Department of Education’s Office of Special Education Programs. Participating institutions are the University of Maryland, Teachers College of Columbia University, and Vanderbilt University.

Center for Children, Relationships, and Culture (CCRC)
www.education.umd.edu/EDHD/CCRC
The center supports collaboration of research projects on the social, cognitive, and emotional development of children and adolescents, in families, schools, and communities. The center has three major goals: facilitating the collaborative, longitudinal, national and cross-cultural research projects on connections between children, social relationships, and culture; offering graduate and post-doctoral training related to research on children, relationships and culture; and serving as a resource to help produce policy initiatives and improvements in practice related to strengthening of families and child development.

Center for Educational Policy and Leadership (CEPAL)
www.education.umd.edu/EDPA
This center, based in the Department of Education Policy and Leadership, engages in activities focusing on critical issues in education policy and leadership through research projects, colloquia, policy briefs, and a semi-annual publication featuring research that addresses education policy and leadership issues.

Center for Human Services Development
www.education.umd.edu/HRSCED
The Center for Human Services Development: Rehabilitation Provider Continuation Education Program in the Department of Counseling and Personnel Services. Its mission is to improve the capacities and opportunities for persons with significant disabilities. This is achieved by providing training and technical assistance to state and local human service agencies, independent living, state vocational rehabilitation, and the business communities. The center is housed within the Schools of Public Policy at the University of Michigan, Pennsylvania, Virginia, and West Virginia.

Center for Integrated Latent Variable Research (CILVR)
www.cilvr.umd.edu
Housed within the Department of Measurement, Statistics and Evaluation in the College of Education, the center serves as a national and international focal point for innovative collaboration, state-of-the-art training, and scholarly dissemination as they relate to the full spectrum of latent variable statistical methods. The research funded through CILVR seeks to enhance understanding of, application of, and relations among various latent variable methods, benefiting a host of disciplines within and outside education and the social sciences in general.

Center for Mathematics Education
www.education.umd.edu/mathed
The mission of the Center for Mathematics Education is to improve and develop mathematics education through a coordinated program of research, teaching, and service.

Center for Research on Latino Educational Success
www.education.umd.edu/MIMAUE
The mission of the center is to improve Latino student success in PK-16 education through research and development activities. The center, based within the Maryland Institute for Minority Achievement and Urban Education, is currently involved in research projects in PK-12 schools and higher education.

Center for Young Children (CYC)
www.education.umd.edu/CYCD
Accredited by the National Association for the Education of Young Children, the Center for Young Children is a full-day educational program that employs highly qualified teachers to educate and care for the children of faculty, staff, and students at the University of Maryland. As a laboratory school within the Department of Human Development, the CYC seeks to educate and care for children in a developmentally appropriate manner based on knowledge of early childhood education, to serve as a demonstration school for training and preparing undergraduate students for teaching and other related professions, and to serve as an observation and research facility.

Educational Policy Reform Research Institute (EPRRI)
www.eprri.org
This institute, housed with the Department of Special Education, is a federally funded program aimed at increasing knowledge and understanding of ways that students with disabilities can be fully included in educational accountability mechanisms. The center’s mission is to provide research to support the reauthorization of the Individuals with Disabilities Education Act. EPRRI has sponsored a series of summits, research projects, and proposals. EPRRI is a collaboration of three institutions: the Institute for the Study of Educational Children and Youth at the University of Maryland, the National Center on Educational Outcomes at the University of Minnesota, and the Urban Special Education Leadership Collaborative at Education Development Center, Inc.

Human Development/Institute for Child Study
www.education.umd.edu/EDHD
The purpose of the Department of Human Development Institute for Child Study and its graduate programs is to support development of basic knowledge in research, practice, and policy in the multidisciplinary field of human development. The Department of Human Development Institute for Child Study offers masters’ and doctoral degree programs in human development that are designed to develop competencies in the scientific knowledge of human development through theory and research.

Institute for the Study of Exceptional Youth and Children
www.education.umd.edu/DepEd/EDSP/ISEC/index.html
This institute houses several high-profile national policy projects including the Center for Policy Research on Educational Policy and Special Education Reform, the Beacons of Excellence Project, the Systemic School Reform for Students with Disabilities, and the Special Education as Requirements in Charter School (SEARCH) Project. This housed in the Educational Policy Reform Research Institute, the High Standards for Every Student Through Access to Education of Rural Schools in Three States, Project Impact, and Educational Policy Research and Students with Disabilities Prevention Program. The institute offers well-trained and qualified personnel and has the ability to support a wide array of projects, resources, and networks the goals and objectives of an agency- or small-scale research project.

International Center for Transcultural Education (ICTE)
www.intleduccenter.umd.edu
This center within the Department of Education Policy and Leadership is a research organization that convenes networks of scholars, researchers, educators, policy makers, and social advocates who are committed to the transformation of education policies, practices, and perspectives through transcultural teaching and learning.

K-16 Partnership Development Center
www.education.umd.edu/Institutesandcenters/k16pkdc
The K-16 Partnership Development Center is a collaborative effort between the College of Education at the University of Maryland and several participating school systems. Its goal is to make the expertise and research work of the college relevant to the needs of the school system.

Maryland Assessment Research Center for Education Success (MARCES)
http://mareces.org
MARYCES provides support to the range of assessment activities in the state, region, and nation by conducting basic and applied research to enhance the quality of assessment practice and knowledge. The center is housed within the Department of Measurement, Statistics, and Evaluation. MARCES offers expertise in assessment design, development, implementation, analysis, reporting and policy issues as well as the development of quantitative theories that form the foundations of measurement.

Maryland Institute for Minority Achievement and Urban Education (MIMAUE)
www.education.umd.edu/IMAEU
This interdisciplinary institute links the faculty and resources of the nationally ranked College of Education with area school districts and the state. The institute supports faculty research and outreach by developing large-scale research programs—in partnership with community and state districts—in order to evaluate, implement, and improve practices for increasing student achievement and improving schools. It offers outreach services to help schools identify, implement, and evaluate strategies to improve student achievement and provides a structure to move faculty from other colleges and campuses, including historically black institutions, in research collaboration and coordinated research-based K-12 outreach.

Maryland Literacy Research Center (MLRC)
www.education.umd.edu/IMAEU/MLRC
The broad goals of the MLRC include the formation of an organization of literacy researchers in the college to contribute to the field of literacy at the national level by interpreting and synthesizing research and conducting multidisciplinary analyses of problems facing education using the expertise of the center faculty. The center communicates current research, progress, perspectives, and emerging questions on literacy, provides opportunities for doctoral students to gain knowledge of current edge of current research issues, funding practices, and implications of research for policy for the eligible team-based research projects.

Mid-Atlantic Center for Mathematics Teaching and Learning (MAC-MTL)
www.education.umd.edu/macmtl
A major grant from the National Science Foundation funded the creation of the Mid-Atlantic Center for Mathematics Teaching and Learning with two primary goals: to design and operate an innovative program of professional education for specialists in mathematics education research, mathematics teacher education, mathematics curriculum and assessment development, and mathematics education policy leadership and to develop, evaluate, and disseminate research in the mathematical education of prospective teachers and professional development of practicing mathematics teachers in elementary, middle, and high schools. The NRT grant and contributions from the university and school system partners support studies and research by doctoral and post-doctoral fellows as well as work on the model teacher preparation and professional development programs. In addition to the University of Maryland, partners include: University of Delaware, Pennsylvania State University, Delaware Department of Education, Prince George’s County Public Schools and Pittsburgh Public Schools.

The National Center on Education, Disability and Juvenile Justice (EDJJ)
www.edjj.org
This center examines the overrepresentation of youth with disabilities at risk for contact with the courts or already involved in the juvenile delinquency system. It provides professional development, technical assistance, conducts research and disseminates information, and provides resources and services to juvenile justice and youth areas, programs, and卓校 children’s systems that serve youth returning to schools and communities.

Reading Center
www.education.umd.edu/EDC/readingcenter/index.html
The Reading Center is a unit within the Department of Curriculum and Instruction in the College of Education. The center offers graduate degrees in reading education leading to reading specialist certification and to positions as teachers and researchers at institutions of higher education. The center conducts summer programs for children which serves as a practice for students enrolled in graduate programs.

Science Teaching Center
www.education.umd.edu/EDC/Science
The Science Teaching Center is a unit within the Department of Curriculum and Instruction in the College of Education. The center provides courses for the professional study of science education in both formal and non-formal settings at levels from elementary through college. It offers degree programs leading to national certification toward Maryland State Teacher certification in biology, chemistry, physics, and earth/space science, along with degree programs in science education research applicable to an array of careers in science education.

For more information on the College of Education Institutes and centers, visit: www.education.umd.edu
The College of Education at the University of Maryland is ranked 24th among the top colleges of education by U.S. News & World Report for 2007. The Department of Counseling and Personnel Services ranks first in the nation and the Department of Special Education ranks seventh. The college has nine ranked educational specialties plus one ranked health specialty, (Rehabilitation Counseling, ranked ninth in 2004) for a total of 10 Top 15 ranked specialties of which five are Top 10 rankings. Offering undergraduate, master’s and doctoral degrees, the College of Education provides research- and practice-oriented programs through its six departments: Counseling and Personnel Services; Curriculum and Instruction; Education Policy and Leadership; Human Development; Measurement, Statistics and Evaluation; and Special Education. College programs prepare educators, counselors, psychologists, administrators, researchers and educational specialists. Graduates work with individuals from infancy through adulthood in schools, community agencies, colleges and universities. Educational programs are accredited and approved by the following: National Council for Accreditation of Teacher Education, Maryland State Department of Education, American Psychological Association, Council on Accreditation of Counseling and Related Educational Professions, and Council on Rehabilitation Education. Dennis M. Kivlighan, Jr., Ph.D., was named interim dean of the College of Education in July 2006.