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Established as a land-grant institution, the University of Maryland was conceived in the rich tradition of serving the needs of society. Today it is a highly recognized research institution with top-rated programs and nationally and internationally recognized faculty known for excellence in research and the advancement of knowledge. Yet our heritage of service endures. It is embedded on our campus and college, and guides us as we connect with professionals outside the campus community. As we design and implement outreach programs, our goal at the College of Education is to provide learning opportunities, resources and support systems that contribute to the effectiveness of professionals who work with schools, communities and families.

In this publication, we have gathered a compendium of the College of Education’s outreach programs. These programs are grounded by our research and directed toward practice and real life situations. Our objective is to reflect the relevance essential to be truly useful in helping improve the work of practitioners and professionals in the field. Nowhere is that more important than in the work we do in the schools. Whether it’s preparing new administrators or employing a holistic approach to assessing classroom student learning, we respond with opportunities to engage professionals in ways that reflect the enormous body of knowledge and capabilities resident in our college.

Our work in the schools and the community is a process of give and take. We collaborate closely with practitioners, learning from them as they undergo their day-to-day experiences. We become partners in their learning, exposing them to various ways of thinking and reflecting with them about their work. Our outreach programs provide an ideal opportunity to learn from each other that also enriches everyone involved. I am pleased to share this publication with you, and if you are intrigued by what we do and have questions or comments, we welcome inquiries about our outreach endeavors.

Donna L. Wiseman, Ph.D.
Interim Dean, College of Education
University of Maryland
Responsive, focused and inclusive

Researchers in the University of Maryland's College of Education listen to educators’ needs and—in partnership with school systems—design teacher education programs that draw on the college's broad-ranging expertise and resources. Coordinated through the Office of Outreach Programs, these efforts seek to provide teachers and school administrators with tools to improve their skill sets and the systems in which they teach.

The college is known for its creative and supportive approach. “Our faculty and chairs are ensnatched in our learning communities,” says Assistant Director for Outreach Amy Berman. Given the extraordinary demands being placed on today's educators, courses and workshops are held on-site at schools and centers at times that meet educators' schedules. Follow-up and observation sessions provide valuable data that is incorporated into subsequent programming.

A historically strong master's certification program complements programs in literacy, human development, mathematics, leadership, assessment, special education and others. College of Education initiatives span the nation, even internationally, as demonstrated by the Special Education Leadership Doctoral Program in Germany, funded by the U.S. Department of Education, to meet the needs of Department of Defense Dependents Schools.

The many different and distinctive outreach programs provided by the College of Education offer teachers professional development opportunities in areas ranging from personnel to technology. The college prides itself on delivering customized, student-centered support services; and the steady increase in the number of applicants and requests for turn-key programs in more sites continues to validate the college's approach.

Berman says a key component in keeping quality high is careful planning. "We have to evaluate and identify the best ways to meet the needs of our teachers, schools and communities. In maintaining ongoing conversations with our school systems, we are positioned to respond quickly to the needs presented. This is how we offer programs that are a strong fit and make sense for our teachers and our schools."

Maryland Institute for Minority Achievement and Urban Education

Genuine, effective partnerships come through focused and strategic efforts on all sides. The rewards can be at multiple levels, as is the case with the Maryland Institute for Minority Achievement and Urban Education (MIMAUE) and its work with public schools. Its holistic approach to improving academic performance includes providing services to students, their teachers and their families. One focus of MIMAUE is on optimizing student achievement using an interdisciplinary approach based on original research generated by university scholars. Executive Director Stephanie Timmons-Brown says that the college's work with elementary school boys, for example, is an adaptation of faculty member Courland Lee's influential work on the connection between males in urban schools, mentoring and achievement.

By sharing research on successful strategies for black and Latino students with educators and administrators, MIMAUE is combining expertise and resources; and their colleagues provide tools to combat the stereotypes and realities that often plague urban schools.

Two MIMAUE initiatives new for fall 2007 address academic performance by students. Both initiatives are funded through a Department of Education grant to the institute. The African American Male Achievement Program provides mentoring and tutoring for approximately 30 third and fourth graders at Seabrook Elementary School in Sea- brook, Md. Students meet weekly with mentors from all over the state.—University of Mary- land students, the music teacher at Seabrook, men from churches, fraternities and Concerted Black Mm., lists Timmons-Brown. While they have enlisted a number of mentors, organizers would like more to participate so that they can work with all of the boys at Seabrook.

The mentors also meet monthly to learn how to help young people develop from boys to men. Teachers receive information on what impedes—and aids—learning. Seabrook's principal, Marvel Smith, follows up to see if instructor behaviors change. Parents of children involved in the program can attend workshops where they're encouraged to discuss what they observe.

A second outreach effort, the Latino Parent Empowerment Program, serves a population growing not only at its project site at Sligo Middle School in Silver Spring, Md., but nationwide. A full-time parent-teacher liaison of Latino descent coordinates four workshops during the school year designed to acculturate families to the American public school system, using topics suggested by parents. Parents are also encouraged to join a volunteer program to provide them even more interaction with the school.

On the professional level, the institute's new graduate series on culturally responsive peda- gogy helps teachers improve classroom manage- ment and make learning more engaging for minority students, particularly in mathematics. Johnson says that all outreach efforts are carefully developed and based on sound re- search. "Our hallmark is that the programs are built from research," says Johnson. "And the projects are assessed as we do them," he adds, so that they can provide information that is both credible and replicable.

As it moves forward, the work and findings of the institute will continue to be integrated into the College of Education curriculum, guided by a steering committee of faculty members.

Connecting the Next Generation

K-16 PARTNERSHIP DEVELOPMENT CENTER

Successful college students develop from well-prepared and high school students. The K- 16 Partnership Development Center, a pro- gram of the Maryland Institute for Minority Achievement and Education, is working with public schools in Anne Arundel and Prince Georges' counties to help institutionalize this natural progression of achievement. 

Director White, associate director of the center, speaks passionately about the collaborations between university faculty, researchers and their students. "It's exciting to see the light come on in their eyes... that the hope does exist of going to college."

A major part of the center's work, says Director James Greenberg, is trying to create mutually beneficial relationships that result in these positive outcomes. One program in particular demonstrates commitment to the next generation of college students.

Modeling the university's successful Honors UNIV100 college orientation course, this Scholars Program pairs undergraduate Maryland students as mentors with juniors and seniors at Bladensburg and Central high schools in Prince George's County, and sev- eral high schools in Anne Arundel County. Through a variety of activities, the younger students begin to see college as not only a possibility but also a necessity. Educational Talent Search helps coordinate the program and between just Central and Bladensburg high schools, 400 students are involved.

"Course work includes service learning, academic planning and how to select a college," says White, adding that the university team emphasizes the importance of being a scholar by ensuring that students are assigned and read a book every quarter.

Greenberg says that while each of the sites takes a slightly different approach, the transition is the key theme. "The transition to college is something that we don't prepare kids for very well. There are kids who wouldn't necessarily come from a home where college is talked about. Some don't have an internalized layout of what is neces- sary to get from where they're starting."

Academic progress is tracked and data are kept on scores, grade point averages and students who enroll in college. How- ever, White has her own data set. "I've got 12 kids coming to Maryland [from Central High School] who hadn't thought about it before."

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Maryland Master’s Certification

Designed for people with a degree who have developed an interest in becoming teachers, the Maryland Master’s Certification Program (MCERT) in the Department of Curriculum and Instruction prides itself on its entrepreneurial and flexible approach to helping individuals to do so, and has created a number of different pathways to make this transition possible.

There are plenty of applicants lining up for the academic challenge. MCERT was designated by the state as an alternative pathway to certification long before the popularity of such nontraditional programs began, and it has grown to nearly 100 students per year with plans to grow even larger. Indeed, it is the largest program in the College of Education’s outreach offerings, with students ranging from those fresh from earning a bachelor’s degree to, in a recent cohort, a 62-year-old man starting a second career.

“What all of our students share is a desire to teach,” says Kathleen Travers, coordinator of MCERT secondary education for Montgomery County Public Schools. “They can and do come from just about any background,” says Travers, who adds that MCERT graduates make “enormously attractive hires.”

“MCERT graduates are fully certified and have a master’s degree,” says Leslie Gettier, MCERT coordinator for Professional Development Schools in elementary schools. Graduates navigate a curriculums built around four themes from national and local reform agendas: inquiry and reflection; teaching for understanding; teaching for diversity; and building democratic learning communities. The program’s cross-disciplinary faculty base their teaching on research, theory and knowledge from five areas of inquiry: action research conducted by experienced teachers; research from psychology, sociology, anthropology and philosophy that addresses the nature of teaching and learning; studies of theory-based educational programs; research on the school as a learning community; and research on learning to teach.

Five years ago, working with Montgomery County Public Schools, the program began offering paid internships for the secondary school track. Interns get the chance to integrate theory and practice while serving as the “teacher of record” for three classes, where they are in charge of the planning and delivery of instruction and the on-going assessment of student learning. Interns work closely with on-site mentor teachers and a university-provided field supervisor, who is often a master teacher or retired principal. Each intern receives a stipend plus 24 credits of tuition remission. They also must commit to working in the county for two years upon graduation. Thirty-five slots are available each year for paid internships in Montgomery County. Twenty are available in Prince George’s County with the possibility of expanding those numbers next year.

When asked why they think individuals choose such a rigorous program, MCERT personnel credit the personalized attention students receive—and something more intangible: “They’ve got this sense of heart, head and spirit,” says Jean Snell, program director. “And it leads them to really insist on this.”

UMCP/MCP Program Partnership in Middle School Mathematics

Montgomery County Public Schools wants 80 percent of its eighth graders to pass algebra, a challenging goal that requires its middle grades teachers to be highly qualified to teach at this level. To achieve this, the county approached the College of Education to help create a program to further develop the mathematics skills of their middle grades teachers.

The resulting master’s program in Middle School Mathematics in the College of Education is not only aimed at developing highly qualified teachers, but also focuses on mathematics content areas that are not typically available through elementary certification programs. This program is offered through the college’s Center for Mathematics Education in partnership with the county and the university’s Department of Mathematics in the College of Computer, Mathematics and Physical Sciences.

Designed for county teachers interested in teaching mathematics in grades 6 through 8, participants go through the program as a cohort in order to develop communities of practice across schools. There are currently two cohorts in the program, the first with 15 participants, and the second with 23. The cohorts take nine instructional courses and one action research course. The instructional courses are evenly distributed across mathematics content courses, pedagogy courses and innovative integrated content/ pedagogy courses.

Leah Quinn, the pre-K-12 mathematics supervisor for Montgomery County, says that her teachers find the program of great value because it enables them, among other benefits, to make connections between theory and practice; it facilitates the development of deeper mathematical understanding of content; and it enables them to identify, understand and address common student misconceptions about math, thus improving their knowledge of how students learn. Having practitioners involved from the county and the university, she says, is a strong component of the program. The ongoing communication between the county and university has made it possible for the program to respond to the needs of the district in an ongoing manner.

Two doctoral students have chosen to focus on the Master’s Program in Middle School Mathematics for their dissertations. Their projects have looked at how participants’ mathematical knowledge has evolved over the course of the program and how they use what they have learned in their classrooms. Dan Chuan, associate professor in mathematics education and the program’s director, says that this kind of observation and understanding, combined with regular self-evaluation and participant feedback, keeps the program vital and responsive.

“Middle Level Higher Education Commission supports this work, primarily with tuition support,” says Chuan. “We are a model program in a state that doesn’t have middle grade certification. If the state develops a middle grades mathematics certification program, we want to be part of that process. What we have learned from this program enables us to bring significant insights and understanding to these conversations.”
Instructional Consultation Teams
By intentionally building a consultation model that empowers teachers to learn from each other and best practices, researchers in the Department of Counseling and Personnel Services hope to help schools better meet students’ needs.

In more than 150 elementary and middle schools around the country, teachers, psychologists, and administrators have formed Instructional Consultation (IC) Teams based on the work of Professor Sylvia Rosenfeld. Since the early 1980s, Rosenfeld has proposed this deliberately collaborative approach to support learning, namely sharing good instructional practices based on psychological principles.

IC is used to assess individual student learning. While its use is often triggered by a request for student assessment prior to referring a student to special education, the heart of the program is the process whereby student behavior is assessed within the context of classroom instruction. This is key, for the result is often the discovery that some aspect of classroom instruction has a causal relationship on the student’s behavior and performance. “Consequently,” Rosenfeld adds, “while referrals are typically considerably reduced, classroom learning also improves as teachers become more aware of the effects of what and how they are teaching—or not teaching, as the case may be.”

To form an IC Team an interested school identifies a facilitator, who then goes through an intense training process to learn how to facilitate change, properly assess students, as well as how to problem solve and other related skills. Facilitators go back to their school and with their principals, identify team members who form a core of trained consultants to work with teachers having concerns in their classrooms.

“In Michigan, a school facilitator says that this has changed her whole way of thinking as a school psychologist,” says Todd Gravos, co-director of the IC Lab at the university. IC Teams are designed “to make whatever teachers are doing more powerful.”

The IC Teams model is flexible. “The change process is built into the model,” says Rosenfeld.

“We’ve implemented IC teams in every configuration of schooling you can think of.” From rural school districts in Nevada to suburban settings in Manassas, Va., to urban settings in Baltimore, Md. “What we recognize is that there are some core principles and practices.”

One IC Team guiding principle is that change is a process, not an event. So Rosenfeld and her colleagues continue to do research. Three years into a four-year grant from the Institute of Education Sciences, she and co-principal investigator Professor Gary Gottfredson, a department faculty member, along with Gravos and Deborah Nelson, both staff members of the IC Team Lab and graduates of the school psychology program at the university, and four research assistants have gathered data from nearly 2,000 teachers and more than 20,000 students from 34 schools in Prince William County, Va., with half randomly assigned to receive IC Teams in their schools.

One of the project’s goals is to move research into practice. School district staff members are building skills and learning to monitor their progress. It can be difficult to institute a team model, says Rosenfeld, but once core ideas take hold, the process will outlast the people,” she says. “In combination with the excellent instructional programs already in place in the Montgomery and Prince George’s County Public Schools, it seems to me that all of us are working hard to provide more options and choices for struggling learners when they graduate from high school. I’m excited about it.”

Literacy Coach Certificate
Reading and writing mean more than knowing how to put letters together to form words, sentences and paragraphs. It means comprehending, constructing and critically synthesizing principles and concepts. For teachers in low-performing middle and high schools, pupil mastery of reading and writing is the difference between students who barely get by or drop out, and those who excel and proceed to higher levels of academic achievement.

Wayne Stare, associate professor of secondary English education and literacy in the Department of Curriculum and Instruction, coordinates the university’s Literacy Coach Post-Baccalaureate Certificate program that is designed to prepare experienced, highly-qualified teachers in Montgomery and Prince George’s counties “to incorporate research-based reading and writing instruction across content areas, such as art, foreign languages, mathematics, music, and social studies.”

Grants from the Maryland Higher Education Commission, the university and both school districts cover teachers’ tuition for the 18-credit program. Cohorts of 20 study and analyze research, theory and best practice relevant to struggling learner instruction, engagement and assessment. The Maryland program adheres to performance standards for literacy coaches shared collaboratively by the International Reading Association, the National Council for the Social Studies, the National Council of Teachers of English, the National Council of Teachers of Mathematics and the National Science Teachers Association. Some of the areas covered include teaching English to Speakers of Other Languages reading and writing in secondary content areas; Teachers of English to Speakers of Other Languages; special education, and assistive technology.

Stare says that the program’s mission is not only common sense but also a wise investment in students’ futures. “If students can’t read, write and think critically, what are their options for further learning and advancement in our highly technological information age? Without mastery in higher level reading, writing, and thinking, they will probably be unable to become the proactive, informed, productive citizens our country needs.”

Participants in this self-paced, six-term, online intensive program require a Bachelor’s degree and are operating a lot like we do parenting; we help schools better meet students’ needs. They can take the program part-time or full-time, and from any location in the world. The program is ideal for classroom teachers, literacy specialists, instructional coordinators, and other educators who are interested in working with teachers having concerns in their classrooms.

The College of Education’s Graduate Professional Development Program is a unique opportunity for educators to take the next step in their professional development. The No Child Left Behind legislation requires evaluative skills beyond what is possessed by many otherwise qualified teachers. To help meet educators’ needs in this area, the Department of Measurement, Statistics and Evaluation offers a graduate Assessment and Evaluation Program designed to develop participants’ proficiency in a uniform set of core conceptual competencies and skills.

Sponsored in part by a Professional Development Schools grant and Anne Arundel and Howard county public schools, the five-course program is provided to teachers from those counties. The college is hoping to expand its offerings and offer university certification in the future. Kathryn Alvisstadt, adjunct associate professor and coordinator of the program, says that directors of testing are enthusiastic about this University of Maryland professional development opportunity.

“Many teachers feel that they are not adequately prepared to do assessment before they go into the classroom. Some are operating a lot like we do parenting; we do what is done to us. This is not effective in this age of accountability,” she says.
Professional Master of Education in Human Development

In its eighth cohort of students and with more than 80 graduates, the Professional Master’s Degree program provides secondary school teachers and other school professionals with information about different aspects of adolescent development and how the developmental issues adolescents face impact their learning and behavior at school.

The program is a partnership between Montgomery County Public Schools and the Department of Human Development. Developed by Ann Battle, assistant director of the college’s Institute for Child Study, and Allan Wigfield, chair of the department and institute director, in direct consultation with teachers, administrators, and staff development specialists in the county, it draws on the department’s expertise in developmental and educational psychology. The program’s focus on adolescents’ development and its relation to learning is relatively unique among master’s degree programs available to secondary school teachers.

Other important features of the program include its use of a cohort model so that all students who enroll in the program take all of their classes together and graduate after two years. This schedule is demanding, but is one that the students have indicated in end-of-program exit surveys that they prefer. Second, it is highly interactive; as professors and students share information about adolescent development and effective teaching practices. Third, the program has changed and will continue to change in response to evaluative feedback from students in the program. An example of such a change can be seen in the addition of a new course, “Adolescents at Risk,” designed to help teachers understand particular environmental and internal risk factors for achievement for some populations of teens.

Wigfield adds that the department values its association with its neighboring school district. One of the department’s strategic objectives is the continued strengthening of this important school-university partnership. “My work with teachers in Montgomery County is certainly one of the most exciting and gratifying components of my job,” says Battle.

MARYLAND ASSESSMENT RESEARCH CENTER FOR EDUCATION SUCCESS

As much a part of the educational process as instruction, assessment provides teachers with the ability to gauge the impact of their work, and to identify strengths and weaknesses of their students. For those working with students who have severe cognitive disabilities, it may be even more imperative that schools be able to assess academic achievement and instructional program success.

The annual Maryland Assessment Conference, co-sponsored by the state and the college’s Maryland Assessment Research Center for Education Success (MARCES), brings together prominent national experts to explore the nature of constructs that alternative assessments are designed to measure; the unique assessment challenges that alternate assessments pose; a range of approaches to those challenges that have been or are likely to succeed; and documenting the quality of alternate assessments. Prior annual topics include growth modeling, value-added models and cognitive modeling. Attendance is both nationwide and international.

Robert Lissitz, director of MARCES, has also been contracted by the Maryland State Department of Education Assessment Branch to conduct a series of studies that are looking at possible modifications to the Maryland State Assessment exam and the High School Assessment exam. He’s also used as a resource person by other states and the federal government. His graduate students, he and emeritus professor Bill Schaefer have worked successfully on a number of state contracts.
Centers and Institutes

Center for Accelerating Student Learning (CASL)
www.education.umd.edu/EDSP
This center accelerates learning for students with disabilities in the early grades and thereby provides 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 collaborative research projects on the social, cognitive and emotional development of children and adolescents in families, schools and cultures. 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 the strengthening of families and child development.

Center for Educational Policy and Leadership (CEPAL)
www.education.umd.edu/EDPA/CEPAL
Based in the Department of Education Policy Studies, this center focuses on critical issues in education policy and leadership through research projects, colloquia, policy briefs, occasional papers, and LEADS, a semi-annual publication featuring research that addresses education policy and leadership issues.

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 related 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/methed
The Center for Mathematics Education helps improve school and college mathematics education through a coordinated program of research, teaching and service.

Center for Young Children (CYC)
www.education.umd.edu/EDHD/CYC
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 educates and cares for children in a developmentally appropriate manner based on knowledge of early childhood education, serves as a demonstration school for training and preparing undergraduate students for teaching and other related professions, and serves as an observation and research facility.

Educational Policy Reform Research Institute (EPRRI)
www.epri.org
This institute, housed within the Department of Special Education, is a federally-funded program that increases knowledge and understanding of ways that students with disabilities can be fully included in educational accountability measures. EPRRI’s work features policy analyses, research and dissemination. EPRRI involves and serves policymakers, practitioners, parents/families, advocates, and consumers. EPRRI is a collaboration of three institutions: the Institute for the Study of Exceptional 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 Department of Human Development/Institute for Child Study and its graduate programs develop basic knowledge in research, practice and policy in the multidisciplinary field of human development. The Department of Human Development/Institute for Child Study offers master’s and doctoral degree programs in human development that 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/EDSP/SECYC/
The institute houses several high-profile national policy projects, including the Center for Policy Research on the Impact of General and Special Education Reform, the Beacons of Excellence Project, Systemic School Reform for Students with Disabilities, and the Special Education as Requirements in Charter School (SEARCH) Project. It also houses the Educational Policy Reform Research Institute, High Standards for Every Student Through Access to the Curriculum: A Study of Rural Schools in Three States, Project Intersect and Educational Policy Research, and Students with Disabilities Personnel Preparation Program. The institute offers well-trained and qualified personnel and can support a wide array of resources, projects and networks.

Mid-Atlantic Center for Mathematics Teaching and Learning (MAC-MTL)
www.education.umd.edu/mac-mtl
A major grant from the National Science Foundation (NSF) funded the creation of the Mid-Atlantic Center for Mathematics Teaching and Learning. The center has two principal goals: design an operational and innovative program of doctoral and postdoctoral education for specialists in mathematics education research, mathematics teacher education, mathematics curriculum and assessment development, and mathematics education policy leadership; and development, evaluation and dissemination of models for the mathematical education of prospective teachers and professional development of practicing mathematics teachers in elementary, middle and high schools. The NSF 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 court contact with the courts or already involved in the juvenile delinquency system. It provides professional development, technical assistance, conducts research and disseminates resources in three areas of national significance: prevention of school failure and delinquency, education and special education for detained and committed youth, and transition services for youth returning to schools and communities.

Reading Center
www.education.umd.edu/EDC/readingcenter/INDEX.HTM
A unit within the Department of Curriculum and Instruction, the Reading 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 also conducts a summer reading program for children that serves as a practicum 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. 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 in instructional practice 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 Centers and Institutes, visit www.education.umd.edu
About the College

Offering undergraduate, master’s and doctoral degrees, the College of Education provides research- and practice-oriented programs through its seven departments: Counseling and Personnel Services; Curriculum and Instruction; Education Policy Studies; Education Leadership, Higher Education and International Education; 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.

The College of Education is ranked 21st among the top colleges of education in the United States by *U.S. News & World Report* for 2008. The Department of Counseling and Personnel Services ranks first in the nation for the eighth consecutive year and the Department of Special Education ranks 10th. The college has nine ranked Educational Specialties plus one ranked Health Specialty, (Rehabilitation Counseling, ranked ninth in 2004) for a total of 10 Top 20 ranked specialties, of which five are Top 10 rankings.

Educational programs are accredited and approved by the following: the National Council for Accreditation of Teacher Education, the Maryland State Department of Education, the American Psychological Association, the Council on Accreditation of Counseling and Related Educational Professions, and the Council on Rehabilitation Education.

Donna L. Wiseman was named interim dean of the college in July 2007.

www.education.umd.edu