



AAQEP Annual Report for 2023

Provider/Program Name:	University of Maryland Global Campus/Master of Arts in Teaching
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	June 30, 2029

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

In alignment with the university’s mission to “inspire hope, empower dreams, and transform lives... one student at a time,” UMGC’s MAT program is committed to providing a learner-centered post-secondary experience for our diverse population of teacher candidates. As per Maryland statute, UMGC is obligated to “improve the lives of adult learners by operating as Maryland’s open university, serving working adults, military servicemembers, their families, and veterans across the United States, and around the world.” Thus, UMGC’s MAT program is uniquely situated to recruit and support career changers to the field of education and serve as the provider of choice for districts looking to “grow their own” staff.

UMGC’s fully online asynchronous coursework is paired with in-person field experiences in the student’s community. The MAT is designed to prepare you to leverage innovative educational technology and effectively address the diverse needs of students across various secondary school settings. This program is designed for individuals holding a bachelor’s degree in their desired

teaching subject and seeking Maryland teaching certification in secondary education. The subjects offered as a part of the MAT program include English, history, social studies, biology, chemistry, earth/space science, physics, mathematics, computer science, Spanish (PK-12), French (PK-12), German (PK-12), and Mandarin Chinese (PK-12). The program currently consists of five 6-credit classes with embedded field experience requirements for each course. The courses include:

- Foundations of Teaching for Learning (6 Credits, 12 weeks, EDTP 600)
- Adolescent Development and Learning Needs (6 Credits, 12 weeks, EDTP 635)
- Reading and Multiple Literacies (6 Credits, 12 weeks, EDTP 639)
- Subject Methods and Assessment (6 Credits, 12 weeks, EDTP 645)
- Professional Internship and Seminar (6 Credits, 17 weeks, EDTP 650)

In each course, MAT students complete community/school-based field experiences, including teacher interviews, classroom observations, small group instruction, etc. The full-time semester-long internship is completed in a middle or high school in the students' communities. UMGC MAT staff work closely with districts and administrators to establish MOUs and identify appropriate settings/mentors. For the teacher candidates who are already working as a classroom teacher, program faculty will determine if they can successfully fulfill their internship in that setting. There are strict parameters regarding the content taught (at least 60% of the school day must be spent in their specific content area with 7th- 12th graders and they must serve as the lead instructor (rather than a support staff/paraprofessional). For these teachers of record, often hired with conditional certifications by the district, the university must work closely with the school-based mentor teacher to provide ongoing coaching and feedback to the candidate.

The Master of Arts in Teaching at UMGC is led by a Program Director and supported by one full-time faculty member and one full-time Director of Student Support. Most of the courses are taught by long-time part-time faculty, all of whom have terminal degrees and teaching/administrative experience. Internship supervisors are current or recently retired teachers/administrators who are also trained instructional coaches. The entire MAT program is housed within the Department of Education and Professional Studies, within the School of Integrative and Professional Studies. The multi-disciplinary composition of the unit/department affords multiple opportunities for collaboration and interdisciplinary programming. The Program Director collaborates closely with faculty and staff from programs aligned with certification areas, such as English and Computer Science. A notable illustration of these interdisciplinary efforts is the Teacher Pathway Workgroup, which aims to cultivate career awareness and facilitate the transition from undergraduate degrees to the graduate teacher licensure program.

Based on feedback during the AAQEP annual review process as well as recent program evaluation activities, the MAT endeavors to build upon these collaborative relations and is exploring new program development opportunities (i.e., School Counseling, Special Education, Health Education certification). An ongoing program modification influenced by the AAQEP self-study involves the creation of distinct tracks and tailored approaches for two specific student groups: preservice and in-service teachers. As part of a university-wide initiative to convert all programs to 3-credit, 8-week course models, the MAT program is in the process of redesigning the program. These revisions will include separate options for the field experiences for the pre-service teachers (i.e., observations, small group instruction) and in-service teachers (i.e. co-planning lessons, video-based observation, and coaching).

The proposed and in-progress changes described above are targeted for implementation in Fall 2025. In the meantime, the program faculty and staff continue to use the program evaluation data (e.g., focus groups, surveys, etc.) to make smaller program adjustments, such as the revision of our lesson plan template. Our observations revealed that teacher candidates required additional understanding of aligning assessments with targeted standards. Consequently, we revamped the lesson plan template to adhere to a backward planning model, and the lesson plan assignments now incorporate more scaffolding in the early stages of the course.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.umgc.edu/online-degrees/masters/mat-teaching>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2022-2023

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 07/23)	Number of Completers in most recently completed academic year (12 months ending 07/23)
<i>Programs that lead to initial teaching credentials</i>			
Master of Arts in Teaching	Initial Certification: Biology (Grades 7-12)	14	2
Master of Arts in Teaching	Initial Certification: Chemistry (Grades 7-12)	1	0
Master of Arts in Teaching	Initial Certification: Computer Science (Grades 7-12)	3	1
Master of Arts in Teaching	Initial Certification: Earth Space Science	3	1
Master of Arts in Teaching	Initial Certification: English (Grades 7-12)	41	13

Master of Arts in Teaching	Initial Certification: French (PK- 12)	1	0
Master of Arts in Teaching	Initial Certification: German (PK- 12)	0	0
Master of Arts in Teaching	Initial Certification: History (Grades 7-12)	21	6
Master of Arts in Teaching	Initial Certification: Mandarin Chinese (PK- 12)	0	0
Master of Arts in Teaching	Initial Certification: Mathematics (Grades 7-12)	7	3
Master of Arts in Teaching	Initial Certification: Physics (Grades 7-12)	2	0
Master of Arts in Teaching	Initial Certification: Social Studies (Grades 7-12)	12	3
Master of Arts in Teaching	Initial Certification: Spanish (Grades PK-12)	3	0
Total for programs that lead to initial credentials		108	29
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Total for programs that lead to additional/advanced credentials		0	0
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Total for additional programs		0	0
TOTAL enrollment and productivity for all programs		108	29
Unduplicated total of all program candidates and completers		108	29

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

N/A

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.			
108			
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.			
29			
C. Number of recommendations for certificate, license, or endorsement included in Table 1.			
29			
D. Cohort completion rates for candidates who completed the various programs within their respective program's expected timeframe and in 1.5 times the expected timeframe.			
The anticipated completion timeframe for candidates who maintain continuous enrollment is two years and 1.5 times that is 3 years. Please note, that this period includes pandemic-related school closures, which were widespread in Maryland, preventing many of our candidates from completing their full-time internships.			
<i>Retention and Graduation Data (2018- 2022)</i>			
	1 year out	2 years out	3 years out
2018- 2019	9%	30%	47%
2019- 2020	6%	37%	46%
2020- 2021	11%	64%	64%
2021- 2022	8%	14%	
2022- 2023	5%		

E. Summary of state license examination results, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

UMGC MAT teacher candidates are required to pass their respective content-specific pedagogy tests before progressing to the internship, so the pass rate for each state licensure content exam for all 2022- 2023 completers is 100%. The table below lists the pass rates for the content-specific pedagogy Praxis assessments that are required for Maryland licensure for the AY 2022- 2023. Please note this data set only includes the exams that were taken during this window, across all cohorts.

Content-Specific Praxis Exam Pass Rates (2022- 2023)

	State Required Min. Score	Mean	SD	N	Percentage Passed
Biology (5236)	150	*	*	3	100%
Chemistry (5246)	153	*	*	0	*
Comp. Science (5652)	171	*	*	3	
Earth/Space Science (5572)	152	*	*	0	*
English (5039)	168	*	*	3	
French (5174)	162	*	*	0	*
German (5183)	163	*	*	0	*
History (5941)	160	164	11.57	9	88.9%
Man. Chinese (5665)	165	*	*	0	*
Mathematics (5165)	160	168	30.87	6	66.6%
Physics (5266)	143	*	*	1	100%
Social Studies (5086)	153	*	*	2	100%
Spanish (5195)	168	*	*	1	100%

**No data is displayed because the test taker count is fewer than 5.*

UMGC students must have at least 30 credits of content-related coursework to be eligible for admission, however, given the potential length of time between undergraduate coursework completion and program admission, faculty have identified a need to “refresh” the content knowledge for admitted candidates. One specific strategy employed during the 2022- 2023 AY was to include a self-assessment assignment into the first MAT course, designed to help students identify content knowledge gaps and set goals to study and prepare for the Praxis.

UMGC MAT students are then required to register for the Principles of Learning and Teaching: Grades 7-12 (Pedagogy; 5624) prior to beginning their internship. Successfully passing the Pedagogy exam is not a condition of graduation. The table below lists the pass rates for exam 5624 for all candidates who took the test in AY 2022- 2023, across all cohorts.

Pedagogy Assessment Pass Rates (2022- 2023)

	State Required Min. Score	Mean	SD	N	Percentage Passed
Principles of Learning and Teaching: Grades 7-12 (5624)	157	178.75	11.21	32	96.88%

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

Program completers provide program feedback through multiple means. The following is a summary of the end-of-program evaluation survey embedded into the internship course evaluation. Program completers were asked to rate themselves on their ability to demonstrate the following competencies. For all but one of the tasks, more than 80% of all survey participants identified that they could perform each of the tasks either “Extremely Well” or “Very Well.” Only 54% of the respondents indicating being able to “integrate into instruction the political, economic, cultural, and ecological concepts of global citizenship.” These findings track the limitations identified in the program completer surveys submitted with the AAQEP QAR.

Program Survey of Completers (2022- 2023)

	Extremely Well (1)	Very Well (2)	Moderately Well (3)	Slightly Well (4)	Not Well at All (5)	Mean	SD	N
Acts upon academic content, professional and pedagogical knowledge, and understanding of students to maximize student achievement.	62%	38%	0	0	0	1.38	0.51	13
Engages in an ongoing process of reflection, re-planning, testing, and refining for continuous improvement.	69%	23%	8%	0	0	1.38	0.65	13
Demonstrates selection and integration of technology to deepen and personalize student learning and to prepare students to participate actively and ethically in a digitally connected world.	41%	41%	8%	0	0	1.62	0.65	13

Integrates creativity, innovativeness, and adaptability into curriculum, promoting opportunities for discovery, deep learning, and originality.	62%	38%	0	0	0	1.38	0.51	13
Integrates into instruction the political, economic, cultural, and ecological concepts of global citizenship.	31%	23%	38%	0	8%	2.31	0.9	13
Initiates change and mobilizes the learning community toward the goal of curriculum and organizational improvement, influencing the practice, character, and culture for learning.	41%	23%	15%	15%	0	2.00	1.15	13

While the completer survey data (above) is collected at the end of the internship course, alumni surveys are distributed to all completers one year after graduation. Fifteen participants responded to the online survey distributed to graduates of the Fall 2021 and Spring 2022 semesters. Please note that the Likert scale is different than the previous table. For this survey, alumni were asked to indicate their agreement with the following statements (Strongly Agree “5,” Agree “4,” Neutral “3,” Disagree “2,” or Strongly Disagree “0”). The data indicates that graduates feel confident in their ability to demonstrate positive professional dispositions, plan lessons, and implement classroom management strategies. However, the data summarized below is not disaggregated by the two distinct populations of UMGC MAT students- preservice and in-service teachers. Two areas of weakness identified in the alumni survey were both related to the use of data/assessment. Upcoming program revisions include an additional assignment with a mock classroom data set, designed to create opportunities for students to practice making data-based instructional decisions. Relative low scores on the following items will be used to strengthen the coaching model during the internship and provide opportunities for feedback: “My university supervisor gave me insight and constructive feedback to improve in classroom management” and “Professors gave me lesson planning experience that gave me substantial confidence and insight.”

Alumni Survey Results for 2021- 2022 graduates (One-year post graduation)

Survey Question	N	Mean	SD
I see myself as a professional and can demonstrate all the professional dispositions needed for a position in the field of education.	15	4.67	0.90
The MAT program prepared me well to plan for student assessments in the classroom.	15	4.66	0.83
Program course content continually enhanced my understanding of classroom management techniques.	15	4.65	0.99

My internship experience offered me the practice and support I needed to apply well-developed lesson plans in the classroom.	15	4.55	0.90
I feel confident that I can plan learning activities for a diverse population of students in the classroom.	15	4.53	0.66
During my internship semester, my mentor teacher offered me the valuable suggestions I needed to improve my classroom management skills.	15	4.45	1.01
Field Experiences in the program helped me develop my classroom management strategies.	15	4.44	0.72
Course content and assignments in the MAT Program supported my abilities to design instruction well.	15	4.19	0.87
Field Experiences in the program provided insight into creating well-designed lessons.	15	4.05	0.83
My university supervisor gave me the insight and constructive feedback to improve in classroom management.	15	3.99	0.72
Professors gave me lesson planning experience that gave me substantial confidence and insight.	15	3.89	.60
The MAT program's course content enabled me to successfully collect and analyze student data.	15	3.70	0.15
As a result of MAT learning, I am (was) well prepared to serve on school committees which require me to collect and analyze student data.	15	3.50	1.00
<i>Note: Respondents were asked to indicate their level of agreement with the following statements (5= Strongly Agree; 4= Agree; 3= Neutral; 2= Disagree; 1= Strongly Disagree)</i>			
G. Narrative explanation of evidence available from employers of program completers, with a characterization of findings.			
As per the continuous improvement cycle that was outlined in the AAQEP QAR, the UMGC MAT program will conduct outreach to solicit formal employer feedback every five years.			
In September of 2022, the MAT Program Director conducted informal telephone interviews with four administrators of recent MAT graduates (2020- 2022). The semi-structured interviews lasted approximately 30 minutes each and were focused on the respective UMGC MAT graduate the participant supervised. Two of these graduates had been in-service non-certified teachers during the final internship semester and the other two were traditional interns with full-time mentor teachers in their classroom daily. Overall, the administrators reported satisfaction with the teachers' preparedness, especially as it pertained to curriculum, lesson planning, and professional dispositions. During the interviews with both administrators of the in-service teachers, it was noted that the teachers struggled to differentiate instruction to meet the needs of students with disabilities and employed minimal strategies for student engagement. One potential explanation is that these teachers had fewer opportunities to co-construct lesson plans and to observe a mentor teacher delivering instruction.			

The findings from these informal interviews will be used to construct the more formal employer focus groups, with an emphasis on the pedagogical practices of the two distinct groups of teacher candidates at UMGC- in-service and preservice teachers.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

The UMGC MAT Program uses a variety of strategies to track employment rates for program completers, including the following:

- Completer/capstone surveys that solicit personal contact information for graduates.
- Alumni follow-up surveys and individual emails
- Review of publicly available staff data (Click [here](#) and scroll down to “Staff Data”).
- Collaboration with other Maryland IHEs to pull publicly available data from the Maryland Labor Department

Employment Outcomes of 2022- 2023 Completers

2022- 2023 Completers	# Responded	% Respondents Employed as teachers in public schools in Maryland	% Respondents Employed as teacher in Maryland (including public, private, charter, etc.).	% Respondents Employed as a teacher out of state	% Respondents Employed as a teacher total	% Respondents Not employed as a teacher
29	24	58%	75%	21%	96%	4%

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation		Level or Extent of Success in Meeting the Expectation				
Internship Evaluation- Candidate Preservice Assessment of Student Teaching (CPAST) rubrics- <u>Pedagogy</u>	The CPAST is a formative and summative assessment developed and validated by Ohio State University. The CPAST rubric is comprised of two subscales: (1) Pedagogy and (2) Dispositions with detailed descriptors of observable, measurable behaviors, to guiding scoring decisions (Likert Scale: 3= Exceeds Expectations, 2= Meets Expectations, 1= Emerging, 0= Does Not Meet Expectations). Candidates are assessed by their mentor teachers and their university supervisors. Users must complete a self-paced 90-minute training module and receive an additional “Look Fors’ resource, which operationalizes and provides examples of observable behaviors aligned to each competency. All data is entered into an electronic assessment system, TK20.		Interns are assessed multiple times throughout their internship and expected to demonstrate proficiency on the CPAST rubric with ratings of “Meets Expectations” or “Exceeds Expectations” across all rubric criteria. As demonstrated by the data below, UMGC MAT interns consistently earned 2’s and 3’s across the rubric criteria, indicating their ability to meet or exceed expectations.				
<i>Internship Observation Rubric: Pedagogy (2022- 2023)</i>							
CPAST Pedagogy Rubric	% Exceeds Expectations	% Meets Expectations	% Emerging	% Does not meet expectations	% No Response	Mean	Standard Deviation
A. Focus for Learning: Standards and Objectives / Targets	57.32%	39.63%	2.44%	0%	0.61%	2.55	0.54
B. Materials and Resources	56.71%	39.63%	1.83%	0%	1.83%	2.56	0.53
C. Assessment of P-12 Learning	35.98%	50.61%	12.2%	0%	1.22%	2.24	0.66
D. Differentiated Methods	31.71%	57.32%	10.37%	0%	0.61%	2.21	0.61
E. Learning Target and Directions	56.1%	40.85%	1.83%	0.61%	0.61%	2.53	0.57

F. Critical Thinking	40.24%	45.73%	12.8%	0%	1.22%	2.28	0.68
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	37.8%	50.61%	10.37%	0.61%	0.61%	2.26	0.66
H. Digital Tools and Resources	50.61%	43.9%	1.83%	2.44%	1.22%	2.44	0.66
I. Safe and Respectful Learning Environment	70.73%	23.17%	4.88%	0%	1.22%	2.67	0.57
J. Data-Guided Instruction	32.93%	51.83%	10.98%	3.05%	1.22%	2.16	0.74
K. Feedback to Learners	44.51%	45.12%	9.76%	0%	0.61%	2.35	0.65
L. Assessment Techniques	36.59%	53.05%	9.76%	0%	0.61%	2.27	0.63
M. Connections to Research and Theory	41.46%	42.68%	8.54%	4.88%	2.44%	2.24	0.81
Total/Percentage	45.59%	44.93%	7.5%	0.89%	1.08%		

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Internship Evaluation- Candidate Preservice Assessment of Student Teaching (CPAST) rubrics- <u>Dispositions</u>	The CPAST is a formative and summative assessment developed and validated by Ohio State University. The CPAST rubric is comprised of two subscales: (1) Pedagogy and (2) Dispositions with detailed descriptors of observable, measurable behaviors, to guiding scoring decisions (Likert Scale: 3= Exceeds Expectations, 2= Meets Expectations, 1= Emerging, 0= Does Not Meet Expectations). Candidates are assessed by their mentor teachers and their university supervisors. Users must complete a self-paced 90-minute training module and receive an additional "Look Fors" resource, which operationalizes and	<p>Interns are assessed multiple times throughout their internship and expected to demonstrate proficiency on the CPAST rubric with ratings of "Meets Expectations" or "Exceeds Expectations" across all rubric criteria.</p> <p>As demonstrated by the data below, UMGC MAT interns consistently earned 2's and 3's across the rubric criteria, indicating their ability to meet or exceed expectations.</p>

provides examples of observable behaviors aligned to each competency. All data is entered into an electronic assessment system, TK20.

Internship Observation Rubric: Dispositions (2022- 2023)

CPAST Dispositions Rubric	% Exceeds Expectations	% Meets Expectations	% Emerging	% Does not meet expectations	% No Response	Mean	Standard Deviation
A. Participates in Professional Development (PD)	74.39%	23.17%	2.44%	0%	0%	2.72	0.5
B. Demonstrates Effective Communication with Parents or Legal Guardians	45.73%	40.24%	7.93%	6.1%	0%	2.26	0.85
C. Demonstrates Punctuality	84.15%	13.41%	2.44%	0%	0%	2.82	0.45
D. Meets Deadlines and Obligations	80.49%	15.24%	3.05%	0.61%	0.61%	2.77	0.53
E. Preparation	71.95%	23.78%	3.66%	0%	0.61%	2.69	0.54
F. Collaboration	78.05%	17.68%	3.05%	0.61%	0.61%	2.74	0.54
G. Advocacy to Meet the Needs of Learners or for the Teaching Profession	53.66%	39.63%	5.49%	1.22%	0%	2.46	0.66
H. Responds Positively to Feedback and Constructive Criticism	84.15%	12.8%	1.83%	0.61%	0.61%	2.82	0.47
Total/Percentage	71.57%	23.25%	3.73%	1.14%	0.3%		

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

In August of 2022, as part of the AAQEP self-study process, the UMGC MAT program identified the following long-term goals:

- Goal #1- Enhance the use of student data to guide the continuous improvement process.
- Goal #2- Enhance the use of stakeholder data to guide the continuous improvement process.
- Goal #3- Ensure that students have multiple opportunities to develop and demonstrate the professional dispositions and pedagogy skills necessary for the successful completion of the internship.

The accreditation review visit yielded an additional strategic priority- to differentiate the program to meet the needs of our increasing population of conditionally certified in-practice teachers.

Based on the student and stakeholder data and the strengthened commitment to ensuring that all students had multiple, scaffolded, and differentiated field experiences, the program faculty and staff have identified the need to revise the field experiences and the structure of the full-time semester-long internship. Through a continuous improvement process, the internship course has been revised to create more opportunities for feedback and coaching. As compared to the traditional model of three formal observations across the semester, interns submit biweekly video recordings of their practice and work collaboratively with their university-hired internship supervisor and school-based mentor teacher to identify strengths and areas of opportunity. Each recording has an accompanying rubric to help the intern, mentor, and supervisor focus their reflection and feedback.

As outlined in Goal #1 above, the program endeavors to leverage student-level data to guide the continuous improvement process. A particular challenge has been differentiating the pre-internship field experiences to meet the distinct needs of preservice and in-service teachers. These experiences have historically been embedded in assignments in asynchronous online courses. To allow for more flexibility and customization of these experiences, the program faculty are proposing a series of significant program revisions, including the provision of 1-credit field experience course sections that can be differentiated to meet the needs of in-service or pre-service teachers. For example, an in-service teacher may earn a lab credit for working closely with an instructional coach, while a pre-service teacher may earn a lab credit for observing a teacher for a school day. This proposed change aligns with the university-wide initiative to move towards a consistent 8-week, primarily 3-credit course structure (while our current program consists of 6-credit, 12-week courses). MAT program faculty are working through the newly launched program development/curriculum management process, consisting of multiple “stages” of approval and collaboration from academic and operational leadership with an anticipated start date of Fall 2025.

Another important contextual factor is the forthcoming revisions to the state-level program approval guidelines. Two significant changes to note- beginning in 2026, all teacher candidates must complete a portfolio-based assessment (such as edTPA or PPAT) to earn initial licensure. In addition, educator preparation programs in Maryland will be required to document their inclusion of culturally responsive teaching standards, which will require us to ensure that our internship observations specifically assess culturally responsive teaching practices. The changes necessary to address these revised requirements will be included in the overall instructional learning design efforts for the revised program model.

The changes described above are a result of the need to accommodate the changing demographic of the MAT program, which is increasingly comprised of uncertified teachers who are already working in classrooms. To support local school districts and these candidates, the UMGC MAT program faculty and staff have revised the admissions and onboarding process. With an increase in students who do not yet have the prerequisite content coursework to be admitted to the MAT, program staff developed rubrics and course guides that can be used to make specific course recommendations to ineligible applicants.

The UMGC MAT program is proud of the steady progress made towards the above goals in pursuit of the described program revisions that are designed to meet the differentiated needs of our teacher candidates. In addition to the anticipated resources related to the course and program revisions described above, the university has also demonstrated a commitment to teacher education by adding a full-time faculty member to the program faculty (as of December 2023).