

## University of Maryland

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The College of Education is committed to providing teacher education programs that foster development of critical knowledge and skills needed to effectively teach all children, PreK-12, in our diverse and multicultural society. Our programs reflect the College of Education's mission of excellence and equity through research, teaching, and service. We are committed to drawing upon research to improve our practice. Our professional preparation programs include rigorous and relevant coursework and field experiences to help our students develop the knowledge, skills, and dispositions necessary for successful teaching careers.

The teacher preparation programs at the University of Maryland engage students in both content and pedagogical knowledge through a combination of rigorous academic coursework and multiple field experiences in diverse classroom settings. These complementary experiences enhance our graduates' commitment to the education profession and help to advance their students' learning and development, while fostering equity in the schools where they work. As a result of this thorough preparation in both content and pedagogy, our graduates enter the teaching profession ready to embrace their responsibility for advancing the learning and development of their PreK-12 students, advocate for equity in the school districts and classrooms where they work, and lead others toward these same goals.

We are committed to excellence and equity for our faculty, staff and students. Our goal is not solely to prepare good educators, but to prepare exceptional educators who understand teaching and learning and commit themselves to meet the needs of a diverse student body within the community and schools in which they work.

### **OUR VISION**

The College of Education envisions a world in which every individual has equal access to life-long learning and opportunities for healthy development and each person's distinct abilities are nurtured from potential to achievement. We aim to prepare accomplished professionals who can advance the learning and development of their students and who are ready to become leaders in the field of education.

## **OUR MISSION**

Our mission is to foster the learning and development of PreK-12 students through our educator preparation programs, leadership, research, advocacy, and partnerships. We aim to prepare educators with the skills and commitments necessary to ensure equity for all students in the public schools and classrooms they will lead. The College of Education is dedicated to rigorous evidence-based research and responsibility to the surrounding community. Our core values include diversity and equity, innovation and creativity, internationalization, and policy engagement.

## **EDUCATOR PREPARATION PROGRAMS**

The 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/Council for the Accreditation of Educator Preparation, the Maryland State Department of Education, and the American Psychological Association. The college is ranked among the top schools of education in the nation by U.S. News & World Report. The unit is directed by the Dean of the College of Education, Donna L. Wiseman, Ph.D.

The University of Maryland, College Park provides unique opportunities to obtain a high quality teacher education. The University's status as a Research, Flagship University means that faculty must demonstrate not only excellent teaching but must also conduct high quality research that advances knowledge about education. Maryland also offers highly diverse environments for practice and study in its urban and suburban school districts. Our programs encourage inquiry and reflection, teaching for understanding, embracing diversity and building democratic learning communities - the core tenets of successful teaching and learning.

Education professionals assume many roles, and need to draw upon many types of knowledge including knowledge of subject matter, curriculum, learners, educational goals and assessment, social context, and pedagogy. The knowledge base from these areas, including that associated with the Interstate New Teacher Assessment and Support Consortium (INTASC) Model Core Teaching Standards, has guided the development of performance standards in initial teacher preparation programs in the College.

As part of the state flagship institution, the College creates model teaching and teacher preparation programs involving research and service in elementary (grades 1-6), middle level education (grades 4-9), secondary education (grades 7-12), and special education. PreK-12 programs include art, physical education, world language education, and teaching English to speakers of other languages. The School of Music offers a PreK-12 program in music education that also is affiliated with the College. The secondary education programs, which require a major in a content area associated with the teaching major, include English, mathematics, science (including agriculture), and social studies education. The special education programs lead to special education teacher certification in an early childhood or elementary/middle level area with an emphasis on severe disabilities. The College also offers a middle school program in mathematics and sciences, which prepares candidates to teach in middle school settings (grades 4-9).

Several new programmatic initiatives are underway to strengthen teacher preparation. The following examples are illustrative: UMD recently launched its UTeach replication, *Terrapin Teachers*. This program is expected to increase the number of high-quality secondary science, technology, engineering and mathematics (STEM) teachers and to expand the university's offerings that enable undergraduate students in STEM fields to receive both a subject-matter degree and teaching certification. Terrapin Teachers will increase the engagement of our on-campus faculty and local school districts in the shared venture of preparing future STEM teachers who will help us make the Common Core State Standards in mathematics and the Next Generation Science Standards a reality. The implementation of Terrapin Teachers is expected to lead to increases in STEM teacher production across all levels, but especially in the secondary mathematics and science areas.

The College continues to offer the National Science Foundation Noyce Scholarship. This program is focused on comprehensive teacher preparation and recruitment aimed at attracting and preparing a talented and diverse cohort of University of Maryland students to effectively teach mathematics and science in high needs middle and high school. The grants have been a tremendous resource in that, through Noyce, we have awarded over thirty \$14,000 scholarships to preservice secondary STEM teachers over the past four years. Furthermore, the Noyce grants provide funds for early experiences in the STEM teaching profession for freshman and sophomores through tutoring positions at local school and internships.

In addition to major innovations in the STEM area, the College recently completed a transformation of its early childhood and special education teacher preparation programs to launch a revised, truly blended early childhood, special education program that will lead to dual certification. This program, which has been identified as a model for the State, will allow graduates to be prepared to meet the needs of typically developing and atypically developing children from birth through age 8/grade 3. A unique aspect of the modified program is a focus on children who are at environmental risk due to poverty, immigration, and/or language.

Also noteworthy, UM is continuing its work as the lead institution for Maryland on a national initiative to implement edTPA, a performance-based teacher assessment system and licensure process for pre-service teachers. The edTPA is a nationally- recognized and normed assessment that will allow us to compare our candidates with others around the country, ultimately raising the standard for teacher preparation on campus, in Maryland, and nationally. The edTPA is not only expected to play a major role in elevating the professional and pedagogical preparation we provide to our candidates, but also in documenting our graduates' impact on PreK-12 student learning, which is a paramount concern for school systems.