

#1

**Response to Maryland State Department of Education
(MSDE) Proposal Guidelines for New/Modified Educator
Preparation Programs**

UMBC

The University of Maryland, Baltimore County

Master of Arts in Teaching – MAT

Presented By

The UMBC Department of Education

For Review by

**The Maryland State Department of Education Division of
Certification and Accreditation Program Approval and Assessment
Branch**

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CERTIFICATION AREAS

1) Identify Certification Areas:

The UMBC MAT Program seeks approval to certify teacher candidates in the following areas. The Site-Based Urban Teacher Education delivery system will certify teacher candidates in elementary education only. All other certifications are earned through the Course -Based Teacher Education delivery system.

Note: The proposed MAT degree reconfigures currently approved graduate-level course work into an integrated program of study. The degree proposal includes no new course approval for the degree. Courses currently approved for the Post Baccalaureate certification program combined with recently approved literacy courses, a strong admissions policy, extensive internship, intensive advising and a standards-based portfolio performance assessment will meet UMBC degree requirements as well as MSDE certification standards.

Certification Areas	Course - Based MAT Delivery System	Site-Based Urban Teacher Education MAT Delivery System
Art	5-12	
Biology	7-12	
Chemistry	7-12	
Early Childhood Education	N-3	
Earth/Space Science	7-12	
Elementary Education	1-8	1-8
English	5-12	
French	7-12	
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Physical Science	7-12	
Physics	7-12	
Russian	5-12	
Social Studies	5-12	
Social Studies/Geography	5-12	
Social Studies/History	5-12	
Spanish	7-12	
Theater	5-12	

2) Identify Degree: Masters of Arts in Teaching – MAT – 36 semester hours

The proposed 36 credit hour MAT Program is equivalent to four semesters of course work. This work may be completed over a 22-month period (fall, spring, fall, spring), 14-month period (summer, fall, spring, and summer semesters) or as a part-time program. In the proposed MAT, all early childhood and elementary candidates will complete 12 credits of state-mandated reading courses (3 credits per semester over four semesters) and 24 credits of the content core. Secondary students complete 6 credits of reading, 24 credits in core content and 6 hours of academic or related electives. Some students may be required to take additional coursework in content areas if they lack any courses required for certification as defined by UMBC, MSDE /NCATE approved program requirements.

RATIONALE

1) Description of UMBC MAT Theoretical Framework and Program Philosophy:

The UMBC DEPARTMENT OF EDUCATION MISSION is to prepare caring, thoughtful, knowledgeable, and skilled teachers who are responsive to children, families and the community. We expect our graduates to be leaders in their schools as well as advocates for democracy and social justice everywhere.

The theoretical and conceptual framework for the UMBC MAT program is built upon two major tenets. These **tenets** are “**academic strength**” and the idea of a “**professional development continuum**”. The tenets are connected through eight “**unifying curriculum themes**.” These themes represent contemporary and critical issues of schooling and are aligned with the professional standards for excellence in teacher preparation developed by INTASC, NCATE, ACEI, NAEYC, MSDE, as well as all other NCATE aligned professional organizations.

Tenet #1 - Academic Strength

UMBC MAT teacher candidates will develop teaching competencies through strong academic preparation. Strong academic preparation includes three major components - a background in the liberal arts, in-depth mastery in a content area, and extensive professional knowledge and experience. This preparation is accomplished through the General Foundation Requirements (GFR's) of the University, the requirement of an academic major for all teacher candidates at the undergraduate level, and a rigorous professional program that integrates the three components.

Tenet #2 - Professional Development Continuum

UMBC MAT teacher candidates will construct their understandings of teaching from personal experiences across their career. Essential pedagogical and content knowledge, skills and dispositions will be developed across time. The UMBC teacher education programs develop

professional teaching competencies through thoughtfully sequenced academic and pedagogical inquiries in courses with other professionals in a variety authentic learning contexts.

Unifying Curriculum Themes

Eight unifying curriculum themes link the two major tenets and are integrated across the MAT program. The unifying themes are:

1. inquiry, reflection and action research;
2. diverse learners in diverse schooling and community contexts;
3. professional dispositions related to respect, attitudes, valuing, belief systems and global perspectives;
4. technology enhanced learning, instruction, evaluation, research, and record keeping;
5. teaching for understanding;
6. ongoing performance assessment;
7. collaboration for learning, teaching, schooling, and teacher education;
8. research on teaching and learning & teacher education

Description and Rationale for UMBC MAT Integrating Curriculum Themes

The unifying curriculum themes included in the MAT theoretical and conceptual framework serve to link all coursework and experiences of the UMBC teacher candidates. Through analysis of these themes in a variety of contexts, the candidate's understanding of each theme is enhanced, connected to other themes as teacher candidate's dispositions are clarified.

Theme #1 Inquiry, Reflection and Action Research

Beginning with the first courses in the program, teacher candidates are asked to explore a variety of questions related to schooling, collect and analyze information, and reflect on the information obtained. Through the observation and recording of events that take place in the schools, library research on related topics, analysis of the information obtained, and thorough class discussion of the issues, the teacher candidate gains the knowledge and formulates the dispositions that are important to success as a teacher. As the candidate progresses through the program, increasingly complex ideas and situations are explored. In the methods courses, there is an expectation that each lesson developed and taught by the candidate is critiqued by the candidate, the instructor, and, in some cases, by peers. Possible modifications to improve the lesson are discussed. In some cases, a videotape of the lesson of the lesson is made and the candidate has the opportunity to view the tape alone and reflect on the success of the lesson. In some cases, the candidate's peers may also view the lesson and provide individual written and oral feedback. These experiences are carried out in a collegial manner and are viewed by candidates as a positive, non-threatening way to receive a critique of their teaching. Experiences such as these are important to the candidates since they become used to the evaluative process. Consequently, they feel more comfortable when they are observed, and evaluated during student teaching and internship experiences. Candidates are continuously encouraged, and required, to reflect on the lessons they have taught and the experiences they have had to reflect on their dispositions related to a variety of issues and improve their effectiveness. To aid them in this

process, evaluative instruments have been devised to focus reflections on the multitude of important elements that are part of the characteristics of a successful teacher. These instruments are included in Section 3 – Performance Assessment System and are described in more detail in description for Theme #6 - ongoing performance assessment.

Theme #2 Diverse Learners in Diverse Schooling and Community Contexts

The state required PDS relationships established with school systems in the metropolitan area are with schools that are truly diverse. There are diverse student populations in virtually all of the professional development schools linked to the program. Some of the schools are in the inner city, some are in suburban areas and most are in “high need” schools that will benefit from the relationship with UMBC. The teacher candidates benefit from multiple experiences in variety of different school settings. The experiences that UMBC elementary teacher candidates have in their courses and in professional development schools are shaped by the University System of Maryland (USM) Standards on Diversity, Multiculturalism and Urban Teacher Education in Teacher Preparation (*Draft 4/02 – <http://www.umbc.edu/diveristy>*). The Task Force that created these standards is based at UMBC and is comprised of representatives from K-16 institutions and the state. Dr. Kendra Wallace from UMBC served a chair of the Task Force. The draft standards reflect national and state diversity standard, specifically those established by NCATE, INTASC, and the Maryland Education That Is Multicultural (ETM) Regulations (COMAR13A.04.05) adopted by the State Board of Education in 1994. Finally, the standards reinforce the ETM core competencies which target in-service teacher professional development related to intercultural communication, prejudice reduction, establishing culturally supportive learning environments, designing curriculum and instruction for ETM and accelerating minority achievement, as well as testing, measurements and assessment for achieving equity. The standards are in the first phase of implementation in the UMBC Elementary Teacher Education Program and across the state. The goal is to have the standards fully integrated into the UMBC program by Fall 2003. The intent is that these standards will guide Maryland teacher educators in the areas of curriculum, pedagogy, assessment, admissions, field experiences, mentoring, and faculty/student demographics as they relate to diversity and urban issues in teacher education.

Theme #3 Professional Dispositions

The experiences provided in the campus work and the field work that are required of all candidates effectively introduce them to perspectives related to their belief systems, values, and attitudes that they have often not considered before. Many of our candidates have had relatively little experience with other cultures, socio-economic, or racial groups. The experiences that we provide give them the opportunity to be involved with these diverse groups and to build an appreciation and respect for them. This is true of our candidates who are only a year or two removed from their undergraduate studies as well as our non-traditional candidates who are in their thirties or forties or older. In some cases, this latter group benefits the most since their initial values, developed over many years, are greatly in need of reexamination and reflection. Often, the stereotypes that have been cultivated over the years by both groups begin to be questioned based on their observations and through discussion with their instructors and peers.

Theme #4 Technology Enhancement

As the technology revolution reaches the classrooms in the public schools, all teachers must gain competence in the use of these new aids that enhance the teaching and learning processes. Guided by the Maryland Teacher Technology Standards (2002), UMBC programs and courses have been developed to facilitate the development of teacher competencies in the areas of: information access; evaluation, processing and application; communication, legal, social and ethical issues; assessment and administration of instruction; integrating technology into the curriculum and instruction; assistive technology; and professional growth. Technology is integrated across the courses and teacher candidates are expected to demonstrate their skills in a number of authentic ways. Teacher candidates use technology to communicate and do course activities/assignments as well as when building their developmental and showcase e-portfolios. Many of our traditional candidates come to us with partially developed skills in the use of technology, while, in many cases, our non-traditional candidates have had little or no experience with the use of computers or other technology. Both groups soon realize, from in-school experiences, that the students that they will be teaching are often quite advanced in the use of a variety of technologies. Before the skills of our teacher candidates can be adequately developed, it is necessary that all education faculty members develop their proficiency in these areas. This goal is currently coming to fruition, but, realistically, another year is needed for faculty members to reach the desired level of proficiency. With these skills developed, education faculty can model, in their lessons, the use of technology that they will require the candidates to use. While this upgrading of skills is occurring, our candidates will not be adversely affected since they will have the opportunity to see and use technology both on campus and in the schools.

Theme #5 Teaching for Understanding

From the time candidates enter the UMBC MAT certification program, the necessity of teaching for understanding is stressed. The initial conception of the learning process held by many of the candidates early in the program is that students are simply the receivers of information and that they assume a passive role in the learning process. Candidates will come to view the learners as active participants in the learning process, with emphasis being placed on constructivist learning. This view of learning is congruent with all NCATE professional standards. Candidates will learn to construct activities that engage students in the learning process by promoting inquiry, gathering information, analyzing and organizing data, testing hypotheses, and reaching conclusions based on their deliberations. An emphasis will also be placed on generalizing the application of knowledge and skills learned in a variety of situations. This approach to student learning is stressed and modeled throughout the program and assessed in the field experiences and extensive internship.

Theme #6 Ongoing Performance Assessment

Information and Assessment Systems

The Department of Education at UMBC, with the involvement of its professional community is implementing a dynamic **Information and Assessment Systems** (IASs), <http://education.umbc.edu>) to ensure continual improvement of candidate performance, program quality and unit operations. The IASs documents both qualitative and quantitative performance data through three integrated production systems: 1) Student Information System, 2) Performance Assessment System, and 3) Electronic Portfolio System.

The **Performance Assessment System** and the **Electronic Portfolio System** are designed to address NCATE unit standard 1 (Content, Pedagogical and Professional Knowledge, Skills and Dispositions, and Student Learning), unit standard 2 (Assessment System and Unit Operation), program standards (Early Childhood, Elementary, English, Math, Science, and Social Studies), and State standards (The Redesign of Teacher Education and Maryland Teacher Technology Standards). They are used to document and enhance performance at each of the five critical stages across the developmental sequence of the teacher education program: 1) Program Entrance Assessment, 2) Course and Field Experience Assessment, 3) Clinical Practice Assessment, 4) Program Exit Assessment, and 5) Post Graduation Assessment.

With the innovative adaptation of cutting edge technologies and the strong support from the UMBC education community, the plan is to fully implement the two systems at both the unit and program levels (Early Childhood, Elementary, ESOL and Secondary Education at the undergraduate and graduate levels) by 2002-2003 academic year; and expect to implement all three production systems of the IASs by 2003-2004.

Performance Assessment System

As part of the IASs, the **Performance Assessment System** (Fig. 1) - See Section 3/MAT Performance Assessment System - consists of dynamic and integrated dual tracking pathways that provide comprehensive data on candidate performance, program quality and unit operations. **Candidate Assessment** emphasizes measurements of our teacher candidates' knowledge, skills, and dispositions, and will examine the impact of our teacher candidates' work on learning of children in P-12 settings. **Program and Unit Assessment** emphasizes efficacy in aligning instruction and curriculum with professional, state and instructional standards; efficacy of courses, field/clinical experiences and programs; and efficacy of candidates' content, pedagogical and professional proficiencies that lead to student learning.

Decisions about candidate performance are based on **multiple sources, multiple assessments with multiple indicators** made at each of the five critical stages across the developmental sequence of the teacher education program (Table 1). Assessments at the first few stages focus primarily on content, pedagogical and professional knowledge and skills as measured by Praxis I test scores, GPA on all coursework, and professional ePortfolio development. A **triangulated candidate evaluation** was designed to assess candidate's field experience and clinical practice through clinical instructor, university supervisor and candidate's

reflective assessments; and to provide students with continual feedback on all three areas of knowledge, skills, and dispositions. A **triangulated program and unit evaluation** was also designed to assess the efficacy of faculty, curriculum, instruction and candidate performance through the clinical instructor, university supervisor and teacher candidate. Assessments near completion of the program and later stress content, pedagogical and professional skills and dispositions. The different emphases of assessment are consistent and coherent with the UMBC Conceptual Framework for Teacher Education.

The unit, with the involvement of our faculty, teacher candidates and professional community, is conducting studies and cyclical data reviews to establish fairness, accuracy and consistency of its performance assessment procedures and rubrics for determination of candidate, program and unit performance. Content, construct and criterion-related validities and reliabilities of the assessment system will be continually tested with cutting edge information technologies and advanced analytic techniques to form a stronger relationship between performance assessment and candidate success. Plans for improvement of program quality, unit operations and candidate performance will be developed through collaborations among candidates, faculty and members of the professional community.

Electronic Portfolio System

As part of the IASs, the **Electronic Portfolio System** (EPS, Fig. 2) is a dynamic and context sensitive system designed to facilitate the documentation of knowledge, skills, dispositions and student learning; and to demonstrate standards-based proficiencies across the five developmental sequences of the teacher education program (Table 1). The three benchmarks of **Developmental ePortfolio, Showcase ePortfolio and Professional ePortfolio** are closely associated with the critical transitions from **university student to teacher candidate** and **teaching professional**.

Developmental ePortfolio serves as a consortium for a teacher candidate to collect, select and reflect on evidence and documentation throughout the teacher preparation program, particularly during field and clinical practice. As a program exit criterion, students are required to prepare a showcase portfolio for both oral and online presentation to the portfolio committee. The Showcase ePortfolio is a “best evidence” collection of documentation and artifacts demonstrating competencies on the standards and on the candidate’s professional growth.

Performance Assessment System

UMBC Department of Education

Draft Spring 2002

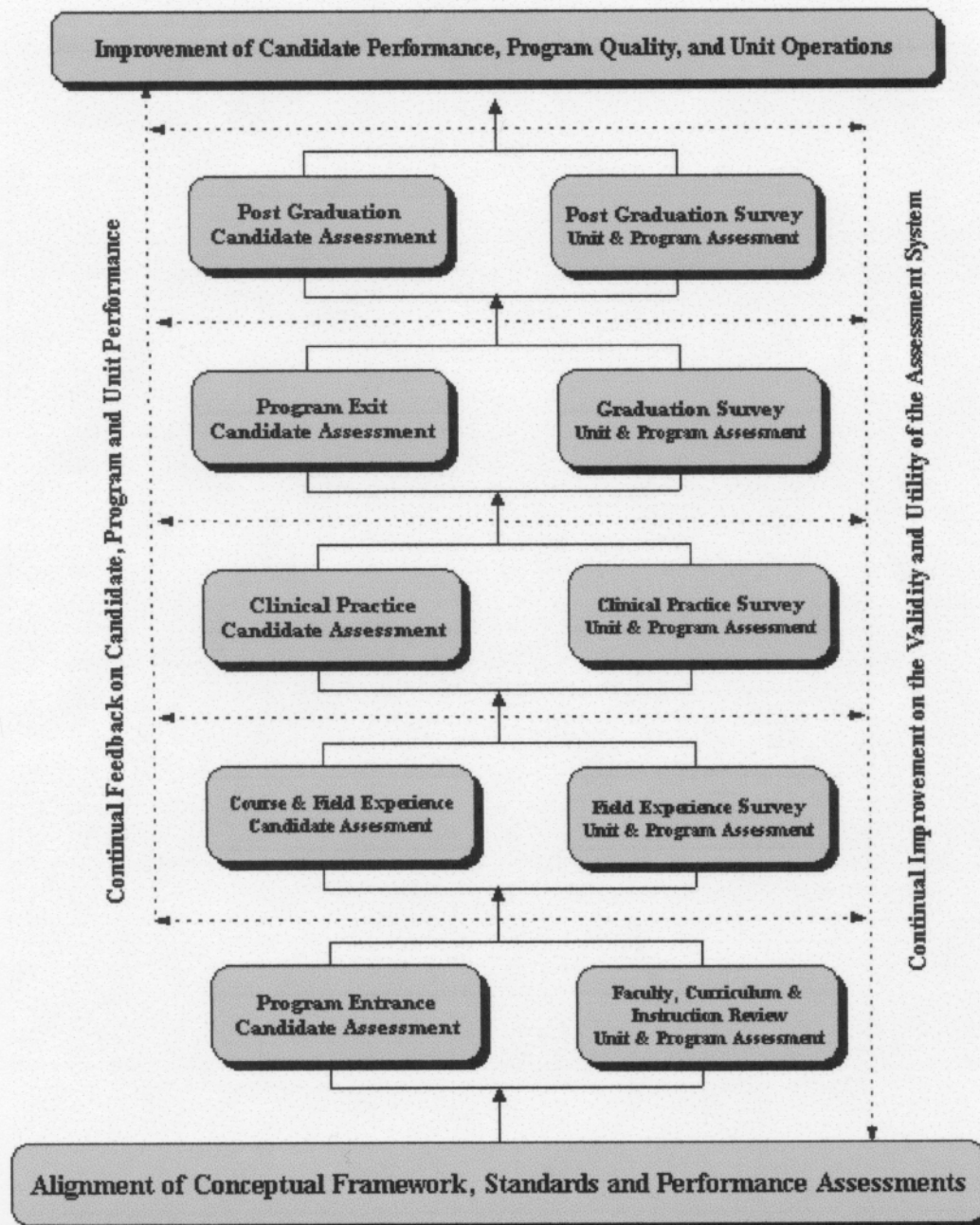


Table 1

Performance Assessment System: Measures at Each of the Five Developmental Stages

Critical Developmental Stage	Measures	Knowledge	Skills	Dispositions	K-12 Student Learning	Proficiency Expectation 2003-2004	Proficiency Expectation 2004-2005
1. Admission Assessment							
	Pass Praxis I	♦				90%	100%
	Minimum Overall GPA of 3.0	♦				100%	100%
	Professional Development	♦		♦		100%	100%
	Education Foundation	♦				90%	100%
	Candidate Interview	♦		♦		100%	100%
	Online Application	♦				100%	100%
2. Course and Field Experience Assessment							
	Minimum Overall GPA of 3.0	♦				100%	100%
	Continuing Advisement	♦		♦		100%	100%
	Criminal History Disclosure			♦		100%	100%
	Developmental ePortfolio	♦	♦	♦	♦	80%	100%
	Survey of Field Experience	♦	♦	♦		100%	100%
3. Clinical Practice Assessment							
	Minimum Overall GPA of 3.0	♦				100%	100%
	Continuing Advisement	♦		♦		100%	100%
	Developmental ePortfolio	♦	♦	♦	♦	80%	100%
	Surveys of Clinical Practice	♦	♦	♦		100%	100%
4. Program Exit Assessment							
	Minimum Overall GPA of 3.0	♦				100%	100%
	Coursework Evaluation and Licensure Application	♦				100%	100%
	Pass Praxis II	♦				90%	100%
	Showcase ePortfolio	♦	♦	♦	♦	75%	100%
	Maryland Technology Standards	♦	♦	♦	♦	80%	100%
	Candidate Graduation Surveys	♦	♦	♦	♦	100%	100%
5. Post Graduation Assessment							
	Survey of First Year Practice – to be completed by UMBC graduates	♦	♦	♦	♦	85%	100%
	Program and Graduates Survey - to be completed by employers	♦	♦	♦	♦	85%	100%

Candidates are expected to reflect on each of the artifacts, and validate why and how the artifact demonstrates growth or competence. Professional ePortfolio is useful in documenting and demonstrating quality performance and continual professional growth. The Department of Education provides all UMBC graduates with a wide variety of support services, including hardware, software access, training, publishing (via CD Rom and the Internet) and hosting of their Professional ePortfolio.

Candidates and graduates are expected to address the following four areas in their ePortfolio:

- 1) Personal and Professional Information (Personal Information, Professional Information, Field Experience & Clinical Practice, Site Descriptions) Philosophy & Dispositions (Philosophy and Dispositions, Professional Development Plans, and Progress Journal) Standards-Based Achievements (INTASC Proficiency, Maryland Teacher Technology Proficiency, and Professional Standard-Based Proficiency) Credentials and Achievements (Resume, Professional Credentials and Achievements)

Actions for full implementation of our **Information and Assessment Systems** and plans for improvements are in vigorous progress. We feel encouraged and privileged to be able to maximize the use of cutting edge technology in facilitating the assessment endeavors that are aimed to enhance candidate performance, program quality and unit operations.

Theme #7 Collaboration for Learning, Teaching, Schooling, and Teacher Education

Collaboration, cooperation, collegiality, and mutual respect are viewed as essential elements in providing productive experiences for our MAT teacher candidates. The contributions that teachers in the PDS schools make are invaluable. These contributions go beyond providing enriching experiences for the teacher candidates. The establishment of a close working relationship makes possible the free exchange of ideas and concerns. Assessment instruments have been developed that will allow the teachers in the PDS to evaluate all aspects of the MAT program. The results of these analyses will be used to significantly improve the experiences of the candidates. The analyses are also designed to suggest ways in which The UMBC Department of Education can provide support for PDS faculty and staff.

Although the structures and modes of operation differ with each PDS, there is agreement between the University and the PDS partners on the general goals of the relationship and the responsibilities that are assumed by each member. These decisions and all subsequent decisions are reached through collaboration. In preparing teacher candidates, the activities in which they will engage are jointly planned by representatives from both groups. When appropriate, members of the University faculty from Arts and Sciences may participate.

An important component of the collaboration is the continuing professional development of the school staff as well as the teacher candidates. Professional development needs of the faculty and candidates are jointly identified and addressed. Some needs may be related to state mandates, or to improve the supervisory skills needed to more effectively aid teacher candidates, provide a vehicle for engaging in research, or simply the desire to learn more about a particular topic. A critical component of the responsibilities of all participants in the PDS is performance

assessment. This includes assessment of the teacher candidate, the cooperating teacher, the university supervisor, and the certification program. The collected data and other information are used to assess the effectiveness of all aspects of the program.

Ultimately, the success of the program must be based on the effect of the teacher candidates on student achievement. This includes their success in having the students meet state learning outcomes, as well as the success of the students on teacher made tests or other activities. While a critically important outcome of the PDS relationship is the provision of a supportive environment in which the teacher candidates can practice the skills that will make them a successful teacher, it must never be forgotten that the primary beneficiaries of the relationship must be the students in the PDS. The result of the relationship between University and school must be one in which students receive an educational experience that is of highest quality.

Theme 8 - Research on Teaching and Learning and Teacher Education

UMBC teacher education programs are built upon the most current research on effective teacher preparation and teaching and learning. The goal for all programs is to connect theory and practice so the teacher candidates are able to develop appropriate rationales for teaching. MAT teacher candidates will be assessed on their ability to apply the theories in meaningful ways to their planning, instruction, and assessment. Teachers will explore, expand, and be challenged to reconsider their professional beliefs and be expected to develop a personal philosophy of teaching based on educational research as it relates to practice. The UMBC faculty is involved in modeling and advancing promising practice. The faculty research interests span a wide variety of areas in teacher education. UMBC is unique in that clinical and tenure track faculty are involved in shaping the research agenda in the department. This helps guarantee a stronger connection between the educational theories and practice. All faculty members are committed to advancing new ideas in teacher education through their teaching, research and service.

2) Discuss why the program is needed and for whom:

Currently, the State of Maryland is experiencing a significant shortage of certified teachers in many fields and districts served by UMBC. The Maryland State Department Education (MSDE, 1999) reports that by academic year (AY) 2001-2002, the State will need to hire approximately 11,000 teachers to meet the shortage created by teacher retirement, teachers leaving the profession, and increased student enrollment. The teacher education institutions in Maryland, however, graduate about 2,500 teachers a year with nearly one-half of these accepting teaching positions out-of-state.

To meet this teacher shortage, all State of Maryland teacher preparation institutions must increase their capacity four-fold. School districts, in order to meet their needs, have begun employing teachers who have degrees but do not meet State requirements for certification. The thousands of teachers hired in this way must complete programs that lead to certification. As part of UMBC outreach efforts to schools, the department is developing strategies to assist schools in their efforts to recruit and retain high-quality teachers while offering this unique cadre of teacher incentives to complete a high quality graduate degree and program. The MAT Site-

Based UTE delivery system is designed to address the issues of recruiting and retaining teachers in high-needs in a focused manner. The UMBC MAT Course-Based delivery system certainly addresses these needs but not in such a focused manner.

The proposed UMBC Masters of Arts in Teaching (MAT) program addresses teacher shortages and post baccalaureate students interests by offering students who have completed their undergraduate work an opportunity to earn a graduate degree in education with initial certification in a specific area of teaching. The degree will be available to prospective teachers currently studying in UMBC post-baccalaureate certification sequences as well as through other ISD delivery systems such as the UMBC Urban Teacher Education that seeks to prepare teachers for work in high-need, urban schools.

The proposed MAT degree reconfigures currently approved graduate-level course work into an integrated program of study. Using this strategy, the degree proposal includes no new course approval for the degree. Courses currently approved for the Post Baccalaureate certification program combined with recently approved literacy courses, a strong admissions policy, intensive advising and a standards-based portfolio, will meet UMBC degree requirements as well as MSDE certification standards.

Students enrolled in the program will be introduced to pedagogy, including curriculum planning, instructional design, assessment and human development as well as subject-specific methods. In keeping with Maryland's *Redesign of Teacher Education* (1996), the MAT incorporates competency-based course work and an extensive Professional Development School internship program for every student in the program. The course work integrates content and pedagogy as recommended by the National Committee on Teaching and America's Future (NCTAF) (1996), the National Board Professional Teacher Standards (NBPTS), and the National Council for the Accreditation of Teacher Education (NCATE). All MAT candidates' competence in essential teaching and content knowledge will be evaluated using multiple performance-based assessments. Graduates of this program will meet all Maryland certification requirements, receive initial teacher certification in their area of specialization, and extend their understanding of issues germane to teaching and learning.

The UMBC MAT Program is committed to providing all K-12 students' access to high quality teachers. Given the dynamic complexities of achieving this goal, the UMBC MAT program is unique in that it has two delivery systems within the program. The program addresses the critical issues of substantive academic preparation in mathematics, science and technology, extended clinical internships, performance based assessment, focus on diversity, and ability to use and enhance teaching and learning with state of the art technology.

In addition, the UMBC MAT program addressed the well researched and documented need for multi pathways to teacher certification as well as teacher recruitment and retention issues. The program is built upon a responsive curriculum model. The two delivery systems within the program are the 1) Site-based/Urban Teacher Education (UTE) Delivery System and the 2) Course-based Teacher Education Delivery System. As one program, these delivery systems share common admission and graduation requirements, competency-based course work with a heavy emphasis on both subject-specific and pedagogical content, extensive

clinical field experiences, and performance-based outcomes. Students enrolled in the MAT UTE delivery system are provided with a monetary stipend in return for their 5 year commitment to teaching in the high needs PDS sites/schools where they are trained.

Different contexts dictate the UMBC MAT delivery models which are specifically tailored to meet the needs of teacher candidates enrolled in each system. Most traditional teacher education programs fail to appropriately contextualize and customize experiences for teacher candidates. The typical curriculum model in teacher education is one delivery system for all students – one size fits all. The UMBC MAT Program attempts to deal with this serious shortcoming of traditional teacher education programs by providing different delivery systems within the program. The essential idea attached to the UMBC MAT Program is that a curriculum must be interpreted within a specific context for it to have the greatest and most lasting impact on teacher candidates and students.

REDESIGN OF TEACHER EDUCATION

1) Explain the relationship between college/university and schools.

Collaboration, cooperation, collegiality, and mutual respect are viewed as essential elements in providing productive experiences for our MAT teacher candidates. The contributions that teachers in the PDS schools make are invaluable. These contributions go beyond providing enriching experiences for the teacher candidates. The establishment of a close working relationship makes possible the free exchange of ideas and concerns. Assessment instruments have been developed that will allow the teachers in the PDS to evaluate all aspects of the MAT program. The results of these analyses will be used to significantly improve the experiences of the candidates. The analyses are also designed to suggest ways in which The UMBC Department of Education can provide support for PDS faculty and staff.

Although the structures and modes of operation differ with each PDS, there is agreement between the University and the PDS partners on the general goals of the relationship and the responsibilities that are assumed by each member. These decisions and all subsequent decisions are reached through collaboration. In preparing teacher candidates, the activities in which they will engage are jointly planned by representatives from both groups. When appropriate, members of the University faculty from Arts and Sciences may participate.

An important component of the collaboration is the continuing professional development of the school staff as well as the teacher candidates. Professional development needs of the faculty and candidates are jointly identified and addressed. Some needs may be related to state mandates, or to improve the supervisory skills needed to more effectively aid teacher candidates, provide a vehicle for engaging in research, or simply the desire to learn more about a particular topic. A critical component of the responsibilities of all participants in the PDS is performance assessment. This includes assessment of the teacher candidate, the cooperating teacher, the university supervisor, and the certification program. The collected data and other information are used to assess the effectiveness of all aspects of the program.

Ultimately, the success of the program must be based on the effect of the teacher candidates on student achievement. This includes their success in having the students meet state learning outcomes, as well as the success of the students on teacher made tests or other activities. While a critically important outcome of the PDS relationship is the provision of a supportive environment in which the teacher candidates can practice the skills that will make them a successful teacher, it must never be forgotten that the primary beneficiaries of the relationship must be the students in the PDS. The result of the relationship between University and school must be one in which students receive an educational experience that is of highest quality.

The first UMBC PDS was initiated in 1994 at Canton Middle School in Baltimore City Public School System (BCPSS) and was funded by a grant awarded by the Maryland State Department of Education. Since that time many other PDS partnerships have been developed in collaboration with area school systems. The PDS partnerships include collaboratively-planned field experiences, an extensive internship program, graduate course offerings for in-service teachers, and continuous professional development for both school system and higher education faculty.

Professional Development Schools in Partnership with UMBC

Course-Based MAT Delivery System PDS Partners

Anne Arundel County:

Annapolis Cluster - Germantown Elementary, West Annapolis Elementary,

Bates Middle, and Annapolis High

Meade Cluster - Brock Bridge Elementary, Van Bokkelen Elementary, Meade

Middle, and Meade High

Baltimore City:

Francis Scott Key Elementary/Middle, Canton Middle, Digital Harbor/Southern

High, and Baltimore Polytechnic Institute

Baltimore County:

Arbutus Elementary, Lansdowne Elementary, Relay Elementary, Westchester

Elementary, Arbutus Middle, Lansdowne High

Child Care Centers: Catonsville Community College Child Care Center,
Catonsville Presbyterian Church Family and Child Care Center, Relay Children's
Center, YMCA Child Care Center at UMBC, and additional centers at Bet
Yeladim Child Care Center, Downtown Baltimore Child Care Center

Howard County:

Steven's Forest Elementary, Thunder Hill Elementary, Patapsco Middle, Mt.
Hebron, Oakland Mills Middle (on sabbatical), Oakland Mills High (on
sabbatical)

Prince Georges County:

Lewisdale Elementary

Site-Based UTE Delivery System PDS Partners:

Anne Arundel County:

Mills Parole Elementary, Annapolis Middle School (GEAR-UP School)

Baltimore County:

SW Academy Middle School, Hebbville Elementary

Baltimore City:

Area 1,2,3,4,6 Schools work in collaborative/partner PDS relationship – most schools are
in Area 3. All schools in Area 3 are elementary schools; Area 4 - middle schools; Area 6
is a CEO district.

2) Explain the relationship of theory and practice.

UMBC teacher education programs are built upon the most current research on effective teacher preparation and teaching and learning. The goal for all programs is to connect theory and practice so the teacher candidates are able to develop appropriate rationales for teaching. MAT teacher candidates will be assessed on their ability to apply the theories in meaningful ways to their planning, instruction, and assessment. Teachers will explore, expand, and be challenged to reconsider their professional beliefs and be expected to develop a personal philosophy of teaching and approach to teaching based on educational research as it relates to practice. The UMBC faculty is involved in modeling and advancing promising practice. The faculty research interests span a wide variety of areas in teacher education. UMBC education clinical and tenure track faculty are involved in shaping the research agenda in the department. This helps guarantee a stronger connection between the educational theories and practice. All faculty members are committed to advancing new ideas in teacher education through their teaching, research and service.

3) Demonstrate Linkages with K-12 Initiatives and Maryland Higher Education Commission Teacher Education Task Force Report

The UMBC MAT Program will recruit, prepare, support, and strive to retain high-quality teachers to improve the educational opportunities for students attending Maryland's lowest performing schools (Goal 1) in order to improve their academic achievement (Goal 2). To achieve these goals, the UMBC MAT has set the following objectives.

The driving rationale for reconfiguring course work from the existing UMBC post-baccalaureate program into an MAT was to align all aspects of the program more closely with Maryland required outcomes in the area of reading, science, mathematics, technology education. Given the challenge of put forward by the No Child Left Behind Act, UMBC has built the MAT program to address the need for preparing teachers with substantive academic preparation in all areas, especially reading, mathematics and science. National NSF award winning curriculum components from the UMBC post-baccalaureate UTE track have been combined with existing courses and recently approved literacy courses, a strong admissions policy, extensive clinical experiences, intensive advising and a standards-based portfolio, will meet UMBC degree requirements as well as MSDE certification standards.

Three key features distinguish the new MAT Program from traditional teacher preparation programs: 1) the proposed UMBC MAT Program has been designed with its Local Education Agency (LEA) partners and as a result, course content is tailored to the needs of the local LEA as well as national standards; 2) the new MAT will provide extensive field-based mentoring and other support across the program and during the first years of induction, and 3) the UMBC Department of Education Conceptual framework is aligned with many of the Maryland redesign components.

PROGRAM DESCRIPTION

Overview of the Program

The UMBC MAT Program will recruit, prepare, support, and strive to retain high-quality teachers to improve the educational opportunities for students attending Maryland's lowest performing schools (Goal 1) in order to improve their academic achievement (Goal 2). To achieve these goals, the UMBC MAT has set the following objectives:

- Improve teacher recruitment to attract highly talented post-baccalaureate teachers dedicated to long-term teaching in Maryland schools – with special emphasis on high needs schools;
- Tailor and customize teacher preparation to address issues and needs with different teaching contexts – especially in high-need schools, where most new hires are assigned;
- Improve teacher support across preparation and induction phases by providing them ongoing mentoring and professional development required to improve student achievement;
- Retain high-quality teachers in target schools to give school reform efforts time to take root.

Two additional key features distinguish the new MAT Program from traditional teacher preparation programs: 1) the proposed UMBC MAT Program has been designed with its Local Education Agency (LEA) partners and as a result, course content is tailored to the needs of the local LEA as well as national standards; 2) the UMBC MAT will provide extensive field-based mentoring and other support across the program and during the first years of induction.

The UMBC Masters of Arts in Teaching will offer a graduate level degree for career changers and recent graduates with at least a bachelor's degree. The degree will be available to prospective teachers currently studying in UMBC course-based post-baccalaureate as well as through alternative program delivery systems such as the UMBC Urban Teacher Education (UTE) track that seeks to prepare teachers for work in high-need, urban schools. The proposed MAT degree reconfigures currently approved graduate-level course work into an integrated program of study. Using this strategy, the degree proposal includes no new course approval for the degree. Courses currently approved for the Post Baccalaureate certification program combined with recently approved literacy courses, a strong admissions policy, intensive advising and a standards-based portfolio, will meet UMBC degree requirements as well as MSDE certification standards.

Teacher candidates enrolled in the MAT program will be introduced to pedagogy, including curriculum planning, instructional design, assessment and human development as well as subject-specific methods. In keeping with Maryland's *Redesign of Teacher Education* (1996), the MAT incorporates competency-based course work and a Professional Development School-based 100 day internship for every teacher candidate in the program. The program course work integrates content and pedagogy as recommended by the National Committee on Teaching and America's Future (NCTAF) (1996), the National Board Professional Teacher Standards (NBPTS), and the National Council for the Accreditation of Teacher Education (NCATE). The

curriculum framework for the program is aligned with the professional standards for excellence in teacher preparation developed by INTASC/NCATE, MSDE as well as all other NCATE aligned professional organizations.

All MAT candidates' competence in essential teaching and content knowledge will be evaluated through performance-based assessments embedded across the program. Graduates of this program will meet all Maryland certification requirements, earning initial teacher certification in either early childhood, elementary, or secondary specialty areas, and extend their understanding of issues germane to teaching and learning.

1) Specify program entry and exit requirements (for Post-Baccalaureate students, describe the process used to assess the academic background of candidate)

To be eligible for admission to the new MAT Program, candidates must hold a bachelor's degree in a teaching content area (for example, art, English, one of the foreign languages, math, one of the sciences, social studies, or technology) and have passed the PRAXIS 1 Academic Skills Assessments in Reading, Writing, and Mathematics, National Teacher Examination. Eligible candidates will also be interviewed by UMBC faculty. Those who cannot meet the university's 3.0 GPA requirement, but have passed PRAXIS I, may be admitted provisionally to provide the university the opportunity to determine the potential of the candidate for a career in teaching. See chart that follows for more details on entry and exit requirements.

<i>Program Exit and Entry Requirements</i>	<i>Action Timeline</i>
PRE-ADMISSION PREPARATION	Successfully complete the Praxis I and Teacher Education Admission Requirements
Admission Criteria PRAXIS I Minimum GPA of 3.0 3 Letters of Recommendation Personal Goal Statement Initial Interview Subject Area/s Content Analysis of BA/BS transcript	TimeLine: Prior to Graduate School Admission <ul style="list-style-type: none"> ▪ Registration booklets for the Praxis I and support services are available at the Department of Education (ACIV 428, 410-455-3388), and may be ordered through the Educational Testing Services (ETS) website. ▪ Teacher education admission requirements include Praxis I, and with a minimum of 3.0 overall GPA. ▪ Prior to applying to MyEduc, all graduate students must be admitted by the Graduate School. <p>Applications for Admission to the Teacher Certification Programs are available through MyEduc website.</p>
PROGRAM ENTRANCE ASSESSMENT	Apply for Admission to the Department of Education

Assessment Indicators Online Application Praxis I Overall GPA Assessment Transcript Evaluation for background knowledge Professional Development Plan Applicant Advisement	Timeline: After Graduate School Admission <ul style="list-style-type: none"> After initial interview, graduate school admission, and transcript evaluation, you may obtain and submit your application via the <u>Online Application for Admission to the Teacher Certification Program</u>. Applications are accepted on an on-going basis, but should be submitted at least one month prior to the first registration semester. Contact Student Services: Dr. Vickie Williams for information and supports. Schedule for Admission Advisement via Student Services.
PROGRAM EXIT ASSESSMENT	Successfully Complete All Course Requirements, Praxis II, Showcase ePortfolio, and Teacher Licensure and Graduation Applications
Assessment Indicators Overall GPA Assessment Coursework Evaluation Praxis II Surveys of Programs and Unit Showcase ePortfolio Teacher Licensure Application Graduation Application	Timeline: Final Semester <ul style="list-style-type: none"> Successfully complete coursework evaluation. Successfully pass the Praxis II. Registration booklets for the Praxis II and support services are available at the Department of Education (ACIV 428), and may be ordered through the <u>Educational Testing Services (ETS) website</u>. Successfully complete and present Showcase ePortfolio. Successfully complete Teacher Licensure and Graduation Applications. <p>NOTE: Successful completion of Praxis II is required for the completion of ALL Teacher Certification Programs at UMBC. This policy is effective for students who are granted full admission to teacher education from Fall 2002 and thereafter. Students who have completed the admissions process and who have achieved full admission prior to that date are <i>strongly</i> advised to take Praxis II prior to the completion of the Teacher Certification Programs at UMBC.</p>

Assessing Academic Content Background

The proposed 36 credit hour MAT Program is equivalent to four semesters of course work. This work may be completed over a 22-month period (fall, spring, fall, spring), 14-month period (summer, fall, spring, and summer semesters) or as a part-time program. In the proposed MAT, all early childhood and elementary candidates will complete 12 credits of state-mandated reading courses (3 credits per semester over four semesters) and 24 credits of the content core. Secondary students complete 6 credits of reading, 24 credits in core content and 6 hours of academic or related electives. Some students may be required to take additional coursework in content areas if they lack any courses required for certification as defined by UMBC, MSDE /NCATE approved program requirements.

The proposed MAT Program is based on a four-semester (or equivalent) sequence that requires completion of 36 credit hours. To fortify content understandings, some students may be required to take additional coursework in content areas if they lack any courses required for certification as defined by UMBC, MSDE /NCATE approved program requirements. Students' undergraduate and/or graduate transcripts will be reviewed in advising sessions before admission to determine if additional courses are needed to fulfill discipline specific program certification

requirements. All students will receive a written copy of the review of their transcripts indicating any prerequisite coursework that must be successfully completed prior to the completion of their MAT degree. MSDE requires both early childhood and elementary school teachers to complete 12 credits of reading methods courses and secondary majors must complete 6 credits of reading. In the proposed MAT, 24 credits of the content core, various content area foundations and methods, as well as the accompanying internship are also required. Secondary teachers will have six hours of content-related, discipline specific electives to complete their 36-hour program. All students are required to complete each core course with a grade of B or better, and pass their portfolio presentation/defense.

2) Identify nationally recognized, performance-based standards for program development, program delivery, and program evaluation.

In keeping with Maryland's *Redesign of Teacher Education* (1996), the MAT incorporates competency-based course work, ongoing performance assessment and a Professional Development School-based 100 day internship for every teacher candidate in the program. The program course work integrates content and pedagogy as recommended by the National Committee on Teaching and America's Future (NCTAF) (1996), the National Board Professional Teacher Standards (NBPTS), and the National Council for the Accreditation of Teacher Education (NCATE). The curriculum framework for the program is aligned with the professional standards for excellence in teacher preparation developed by INTASC/NCATE, MSDE as well as all other NCATE aligned professional organizations. *See MAT Standards Alignment Matrices and NCATE specialty professional association (SPA) reports submitted with this proposal for details on MAT course alignment.*

3) Provide program goals, objectives, and outcomes.

The UMBC MAT program will recruit, prepare, support, and strive to retain high-quality teachers to improve the educational opportunities for students attending Maryland's lowest performing schools (Goal 1) in order to improve their academic achievement (Goal 2). To achieve these goals, the UMBC MAT has set the following objectives:

- ❑ Improve teacher recruitment to attract highly talented post-baccalaureate teachers dedicated to long-term teaching in Maryland schools – with special emphasis on high needs schools;
- ❑ Tailor and customize teacher preparation for high-need schools, where most new hires are assigned;
- ❑ Improve teacher support during their induction years by providing them ongoing mentoring and professional development required to improve student achievement;
- ❑ Retain high-quality teachers in target schools to give school reform efforts time to take root.

Two additional key features distinguish the new MAT Program from traditional teacher preparation programs: 1) the proposed UMBC MAT Program has been designed with its Local Education Agency (LEA) partners and as a result, course content is tailored to the needs of the

local LEA as well as national standards; 2) the UMBC MAT will provide extensive field-based mentoring and other support across the program and during the first years of induction.

4) Provide course/experience chart showing course numbers and titles by semester; including clinical experiences.

The following chart provides an overview of courses for each certification area in the program. **Please refer to program standards matrices and syllabi for alignment to professional standards and details on the courses.**

Note: To fortify content understandings, some teacher candidates at both the elementary and secondary levels in course-based system may be required to take additional coursework in content areas if they lack any courses required for certification as defined by UMBC, MSDE /NCATE approved program requirements. Students in UTE delivery system have additional content needed is built into coursework – **See UTE syllabi/standards charts**. Content needs are determined in both Course-based and Site-based UTE systems when undergraduate transcripts are analyzed for content strengths at preadmission phase. **(See advising sheets for listing of subject-specific content for each academic area)**

UMBC Masters of Arts in Teaching Program

EARLY CHILDHOOD	ELEMENTARY	SECONDARY
Educ 601 Human Lrng /Cognition (3)	Educ 601 Human Lrng /Cognition (3)	Educ 601 Human Lrng /Cognition (3)
Educ 650 Educ in Cult Perspective (3)	Educ 650 Educ in Cult Perspective (3)	Educ 602 Instru Sys Dev I (3)
Educ 621 Integ Early Chd Curr (3)	Educ 604 Policies/Issues in Ed (3)	Educ 650 Educ in Cult Perspective (3)
Educ 653 Mat for Lit Dev (3)	Educ 622 Math Strategies (3)	Educ 604 Policies/Issues in Ed (3)
Educ 654 Proc & Acquis Lang/Lit (3)	Educ 623 Science Strategies (3)	Educ 791 Practicum (3)
Educ 656 Tchg Reading ECE (3)	Educ 624 Social Studies (3)	Educ xxx Inst Strat (Cont Area) (3)
Educ 669 Reading Assessment (3)	Educ 607 Proc & Acquis Rdg (3)	Educ 658 Read Contnt Area I (3)
Educ 642 Math/Sci Processes (2)	Educ 608 Instruct Rdg (3)	Educ 659 Read Contnt Area II (3)
Educ 792E Internship (6)	Educ 669 Assess Rdg (3)	Elective in Subject Area (3)
Educ 791E Practicum (1)	Educ 615 Materials for Tchg Rdg (3)	Elective in Subject Area (3)
Educ 791E Practicum (1)	Educ 792 Internship (6)	Educ 792 Internship (6)
Educ 791E Practicum (1)		
Educ 791A Practicum (1)		
Elective (3)		
Total 36	Total 36	Total 36

Example Program Course Sequences - courses by semester and title***UMBC MAT EARLY CHILDHOOD CERTIFICATION TRACK***

Note: Practicum experiences are linked to all other courses taken in the semester with a 100-day extensive internship as capstone clinical field experience.

Semester 1

- EDUC 601 Human Learning and Cognition (3 credits)
- Educ 791E Practicum (1 credits)
- Educ 653 Mat for Lit Dev (3 credits)

Semester 2

- Educ 621 Integ Early Chd Curr (3 credits)
- Educ 791E Practicum (1 credit)
- Educ 642 Math/Sci Processes (2 credits)
- Educ 654 Proc & Acquis Lang/Lit (3 credits)

Semester 3

- Educ 656 Tchg Reading ECE (3 credits)
- Educ 791E Practicum (1 credit)
- Educ 642 Math/Sci Processes (2 credits)
- Educ 669 Reading Assessment (3 credits)

Semester 4

- Educ 650 Educ in Cult Perspective (3 credits)
- Elective (3 credits)
- Educ 792E Internship (6 credits)

UMBC MAT ELEMENTARY CERTIFICATION TRACK

Note: Practicum is integrated into all courses in the elementary certification track with a 100-day, two phase extensive internship as capstone clinical field experience. Students enrolled in the UTE ACT track follow this sequence. UTE students in IT (14 month) track take first two semesters of course work in their fall semester and second two semesters of course work in their spring semester.

Semester 1

- EDUC 607 Processes and Acquisition of Reading (3 credits)
- EDUC 601 Human Learning and Cognition (3 credits)

Semester 2

- EDUC 608 Instruction of Reading (3 credits)
- EDUC 622 Instructional Strategies for Teaching Elementary Math (3 credits)
- EDUC 623 Instructional Strategies for Teaching Elementary Science (3 credits)
- EDUC 650 Education in Cultural Perspective (3 credits)

Semester 3

- EDUC 669 Assessment for Reading Instruction (3 credits)
- EDUC 624 Instructional Strategies for Teaching of Problem Solving in Social Studies (3 credits)
- EDUC 604 Education: Policies, Issues and Practices (3 credits)

Semester 4

- EDUC 615 Materials for Teaching Reading (3 credits)
- EDUC 792 Internship (3 credits) – Phase II 100 day extensive internship

SECONDARY CERTIFICATION TRACK

Note: Practicum experiences are integrated into all courses and exist as a separate course EDUC 791 Phase I Internship that occurs in the third semester (because students do not take as many methods courses as elementary teacher candidates). EDUC 791 serves to integrate methods course and Phase I of clinical 100-day internship experiences taken in during third semester. Phase II of the 100-day extensive internship occurs in semester four as capstone clinical field experience.

Semester 1

- EDUC 601 Human Learning and Cognition (3 credits)
- Elective – Subject Area (3 credits)
- EDUC 650 Education in Cultural Perspective (3 credits)

Semester 2

- Educ 602 Instru Sys Dev I (3 credits)
- Elective - Subject Area (3 credits)
- EDUC 658 -Reading in Content Area I (3 credits)

Semester 3

- EDUC xxx Instructional Strategies for Teaching - Content Area Methods Course (3 credits)
- EDUC 604 Education: Policies, Issues and Practices (3 credits)
- EDUC 791 Internship (3 credits) – Phase I 100 day internship

Semester 4

- EDUC 615 Reading in the Content Area II (3 credits)
- EDUC 792 Internship (6 credits) – Phase II 100 day extensive internship (6 credits)

Note: Secondary teacher candidates substitute 6 hours of subject matter course work (two courses) for two additional reading courses required for elementary certification.

The degree does not require a thesis. It culminates in a written portfolio based on the performance outcomes developed by NCATE, the Interstate New Teacher's Assessment and Support Consortium (INTASC) and the MDSE and includes teacher performance, student outcomes and teacher reflections. All MAT candidates will be evaluated on performance assessments, including their portfolio presentation, as well as their knowledge of content and pedagogy and disposition towards teaching diverse students.

6) Describe how the program will self-assess for continuous improvement

The UMBC Department of Education Performance Assessment System will support ongoing program assessment and evaluation. Information gathered through the assessment system will be triangulated with clinical and teacher action research findings to examine the effects and improve the delivery systems within the UMBC MAT Program. The assessment information will be collected and studied across all phases of the program as illustrated in Figure 2: *Graduate Teacher Education Milestones*. The research and ongoing evaluation connected to the UMBC MAT Program will add to the larger, yet still limited, body of knowledge on the impact of innovative urban/suburban teacher education models and contextualized teacher education program delivery systems.

UMBC GRADUATE TEACHER CERTIFICATION PROGRAM MILESTONES

UMBC MAT Program

To ensure continual improvement of teacher candidate performance, program quality and unit operations, the Department of Education instituted the Performance Assessment System (Appendix A) with the following milestones across the developmental sequence of the teacher education program: 0) Pre-Admission Preparation, 1) Program Entrance Assessment, 2) Course and Field Experience Assessment, 3) Clinical Practice Assessment, 4) Program Exit Assessment, and 5) Post Graduation Assessment.

Milestones

0. PRE-ADMISSION PREPARATION

Successfully complete the Praxis I and Teacher Education Admission Requirements

Admission Criteria

TimeLine: Prior to Graduate School Admission

PRAXIS I

Minimum GPA of 3.0

3 Letters of Recommendation

Personal Goal Statement

Initial Interview

- Registration booklets for the Praxis I and support services are available at the Department of Education (ACIV 428, 410-455-3388), and may be ordered through the [Educational Testing Services \(ETS\) website](#).
- Teacher education admission requirements include Praxis I, and with a minimum of 3.0 overall GPA.
- Prior to applying to MyEduc, all graduate students must be admitted by the Graduate School.
- Applications for Admission to the Teacher Certification Programs are available through [MyEduc website](#).

1. PROGRAM ENTRANCE ASSESSMENT

Apply for Admission to the Department of Education

Assessment Indicators

Timeline: After Graduate School Admission

Online Application

Praxis I

Overall GPA Assessment

Transcript Evaluation for background knowledge

Professional Development Plan

Applicant Advisement

- After initial interview, graduate school admission, and transcript evaluation, you may obtain and submit your application via the [Online Application for Admission to the Teacher Certification Program](#).
- Applications are accepted on an on-going basis, but should be submitted at least one month prior to the first registration semester. Contact Student Services: Dr. Vickie Williams for information and supports.
- Schedule for Admission Advisement via Student Services.

2. COURSE & FIELD EXPERIENCE ASSESSMENT

Stay informed via continuing advisement, complete criminal history disclosure for field experiences, and begin development of ePortfolio

Assessment Indicators

Record of Continuing Advisement

Overall GPA Assessment

Criminal History Disclosure

Survey of Field Experiences

Developmental ePortfolio

Timeline: First and Second Semesters

- Continuing advisement on a semester-by-semester basis is required to ensure timely and successful completion of the certification program. Schedule for Admission Advisement via Student Services.
- A Criminal History Disclosure is required for all students who are entering field placement and/or extensive internship. Forms are available for completion and may be notarized at the Department of Education (ACIV 428). Students without disclosure forms on file will not be permitted to remain in classes with a required field component.
- Information on Field Experiences is available. Contact Dr. Sue Small for information and supports.
- Students registered in courses with a required field component are required to complete the Survey of Field Experiences via Performance Assessment System.
- A teaching ePortfolio serves to indicate professional growth and document competencies in meeting the various local, state and national standards. Students should begin the development of Teaching ePortfolio via the Electronic Portfolio System. Contact Dr. Yi-Ping Huang for information and supports.

Milestones**3. CLINICAL PRACTICE ASSESSMENT**

Apply & Successfully Complete the Extensive Internship, Surveys of Clinical Practice, and Continuing Development of ePortfolio

Assessment Indicators**Timeline: Culminating Semesters**

Overall GPA Assessment

Application & Completion of Clinical Practice
Surveys of Clinical Practice/Internship

Developmental ePortfolio

- Teacher candidates must maintain a minimum GPA of 3.0 prior to extensive internship/ clinical practice.
- Complete the Student Teaching Application and the Student Data Form via online applications.
- Complete the extensive internship that provides the teacher candidate with opportunities for full immersion in the classroom and learning community.
- Information on Extensive Internship/ Clinical Practice is available and via Dr. Sue Small.
- Complete the surveys of clinical practice/internship online via the Performance Assessment Systems.
- Continue the construction of Developmental ePortfolio via the Electronic Portfolio System

4. PROGRAM EXIT ASSESSMENT

Successfully Complete All Course Requirements, Praxis II, Showcase ePortfolio, and Teacher Licensure and Graduation Applications

Assessment Indicators**Timeline: Final Semester**

Overall GPA Assessment

Coursework Evaluation

Praxis II

- Successfully complete coursework evaluation.
- Successfully pass the Praxis II. Registration booklets for the Praxis II and support services are available at the Department of Education (ACIV 428), and may be ordered through the Educational Testing Services (ETS) website.
- Successfully complete and present Showcase ePortfolio.
- Successfully complete Teacher Licensure and Graduation

Surveys of Programs and Unit

Applications.

Showcase ePortfolio

Teacher Licensure Application

Graduation Application

NOTE: Successful completion of Praxis II is required for the completion of ALL Teacher Certification Programs at UMBC. This policy is effective for students who are granted full admission to teacher education from Fall 2002 and thereafter. Students who have completed the admissions process and who have achieved full admission prior to that date are *strongly* advised to take Praxis II prior to the completion of the Teacher Certification Programs at UMBC.

5. POST GRADUATION ASSESSMENT Assessment Indicators

Successfully Complete Survey of First Year Practice
Timeline: First Year Practice

Survey of First Year Practice

- Complete the Survey of First Year Practice online via the Performance and Assessment Systems, or submit hard copies to the Department of Education (ACIV 428).

Program and Graduates Survey

- Program and Graduates Survey - to be complete by employers.

CAPACITY

1) List participating faculty and provide curriculum vitae or other appropriate evidence of the qualifications to support program goals, objective and outcomes.

The proposed MAT degree reconfigures currently approved graduate-level course work into an integrated program of study. Using this strategy, the degree proposal includes no new course approval for the degree. Courses currently approved for the Post Baccalaureate certification program combined with recently approved literacy courses, a strong admissions policy, intensive advising and a standards-based portfolio, will meet UMBC degree requirements as well as MSDE certification standards.

The proposed MAT program will be funded by current resources allocated for the Department of Education post-baccalaureate track of the Masters of Arts in Instructional Systems Development. The program generates 50.5 FTE per year on average. As funding for the post-baccalaureate track is in place, the financial projections for the MAT program do not reflect enrollment growth or the need for additional resources. However, if demand for the MAT program exceeds the current enrollment capacity in the Department, additional resources will be sought from external sources. Given the critical need for teachers, external funding sources are a likely option for expanding the program.

The following faculty will participate in the delivery of the UMBC MAT Program:

See Sections 5 and 6 of report Faculty Vitae for more detailed information on the MAT faculty listed below:

Chair/Professor

Eugene Schaffer - Mentoring, School Effectiveness, Professional Development
Schools, at risk students

Professors

JoAnn Crandall - ESOL, Language Arts
Wendy E. Saul - Teacher Research, Language Arts, Children's Literature, English
Education

Associate Professors

Zane L. Berge - Training Systems, Distance Education, Computer-Mediated
Communication
Barbara M. Kinach - Curriculum Philosophy, Teacher Preparation Reform, Mathematics
Education
Diane M. Lee - Human Learning Cognition, Research Methods
Mary S. Rivkin - Early Childhood Education
David B. Young - Supervision and Instruction, Curriculum

Assistant Professors

Pat Scully - Early Childhood, Literacy Education
Sarah J. Shin - ESOL/Bilingual Education
Kendra Wallace - Diversity, Anthropology and Education, Social Studies

Clinical Faculty

Susan M. Blunck - Science Education, Curriculum, Systemic Reform, Professional Development

John Y. Lee - Educational Psychology, Urban Education, Research Methods, Equity Education

Carolyn Parker - Intersection of Gender, Culture, and Science/tech

Affiliate Professors

Phillip S. Sokolove - Science Education, Neurobiology, Biological Rhythms, Invertebrate Physiology

Lecturers

Barbara Bourne - Field Experience, Education Policy, Environmental Education

Mary Fryer - Early Childhood Play, Children's Cognition

William L. Gray - Mathematics Education, Curriculum

Brenda Haynes - Educational Psychology, Multi-cultural Education, Teacher Development, Special Education

David Lewis - Teacher Preparation, Mentoring, New/Experienced Teachers, Instructional Leadership, Urban Teacher Preparation

Linda Oliva - Educational Psychology, Instructional Technology

Evelyn B. Randall – Elementary Education

Warren Sears - Instructional Leadership, Mentoring, New Teachers/Principals, Urban Teacher Preparation

Ron Schwartz - Foreign Language, ESOL

UMBC MAT Faculty Contacts – UMBC MAT Program

Dr. Susan M. Blunck, Graduate Program Director, Advising Contact
Office: ACIV Building, Office 433
Phone: 410-455-2869
Email: blunck@umbc.edu

Dr. Mary S. Rivkin - Advising Contact (Early Childhood)
Office: ACIV Building, Office 412
Phone: 410-455-4383
Email: rivkin@umbc.edu

Dr. Vickie Williams, Student Services Contact
Location: ACIV Building, Office 419
Phone: 410-455-2327
Email: vwilli5@umbc.edu

Dr. Sue Small, Field Experience & Clinical Practice Contact
Location: ACIV Building, Office 430
Phone: 410-455-1218
Email: small@umbc.edu

Dr. Yi Ping Huang, Performance Assessment & ePortfolio Contact
Location: ACIV Building, Office 429A
Phone: 410-455-2380
Email: yhuang1@umbc.edu

Cheryl Blackwell, Administrative Assistant
Location: ACIV Building, Office 428
Phone: 410-455-3388
Email: blackwel@umbc.edu

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