# AAQEP Annual Report for 2024

| | |
|---|---|
| Provider/Program Name: | University of Maryland Global Campus (UMGC) /Master of Arts in Teaching (MAT) |
| 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.

© Association for Advancing Quality in Educator Preparation – 2024

UMGC's fully online asynchronous coursework is paired with in-person field experiences in the student's community. The MAT is designed to prepare students to leverage innovative educational technology and effectively address the diverse needs of youth 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 [seminar], 19 weeks [internship], 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, all classes must be with $7^{th}$- $12^{th}$ graders, and they must serve as the lead instructor (rather than a support staff/paraprofessional). For these teachers of record, often hired on conditional certificates by the school 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 program at UMGC is led by an Acting Program Director and supported by one full-time MAT Director of Student Support, 8 adjunct faculty, and 10 clinical faculty. Adjunct faculty have terminal degrees and teaching/administrative experience. Clinical faculty serve as internship supervisors and 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. Program staff collaborate 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. The MAT vertical pathway option allows eligible undergraduate students in their senior year who have met the graduate MAT program entry requirements to take the first two MAT courses while still undergraduates, at the undergraduate tuition rate, and have the credit applied towards both degrees. This allows these students to accelerate the completion of their MAT to only three semesters (rather than five) and reduce costs by paying the undergraduate tuition rate for the classes.

UMGC partners with three districts on "Grow Your Own" initiatives to amplify the role of current LEA staff members from underrepresented populations. These three districts include Montgomery County Public Schools, Frederick County Public Schools, and St. Mary's County Public Schools. Through these programs, conditionally certified teachers, support staff, paraprofessionals, and newly hired staff are supported in earning their teaching certificate through special supports and resources, along with direct pay of their tuition. In addition, the university has signed additional direct bill MOUs with school districts, increasing the number of LEAs where teachers may enroll in coursework without having to pay up front tuition, thereby reducing financial barriers.

In 2024, the UMGC MAT program concluded a two-year partnership with St. Mary’s County Public Schools through a MSDE grant funded initiative to support early career teachers. Program faculty trained St. Mary’s County teachers to leverage GoReact (a video-based observation tool) to provide enhanced coaching/mentoring to early career teachers.

The MAT program has been focused on creating modifications of field experience requirements for in-service teachers. Recent revisions to the program include separate options for the field experiences for pre-service teachers (i.e., observations, small group instruction) and in-service teachers (i.e. co-planning lessons, video-based observation, and coaching) to meet the needs of our growing population of candidates who are already working in schools or serving as teachers of record. For example, in EDTP 645, those not in a school observe a certified teacher for 5 full (ideally consecutive) days, create a reverse lesson plan for one of the observed lessons, create their own unit plan (4 lessons) aligned with the curriculum of a class observed (each using a technology tool), and record one of those lessons (either as a mock lesson or with students). They also complete pedagogy assessments of the teacher they observed and their own recorded lesson. Those who are already in-service teachers observe one period of another teacher, from which they create the reverse lesson plan. Then they record 5 videos (15 min each) of their own instruction (each using a technology tool). They also create a unit plan for their own setting, which can be aligned with the 5 videos they record/upload. They complete pedagogy self-assessments of their own recorded lessons.

**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 2023-2024**

| **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 06/24) | **Number of Completers** in most recently completed academic year (12 months ending 06/24) |
|---|---|---|---|
| ***Programs that lead to initial teaching credentials*** | | | |
| Master of Arts in Teaching | Initial Certification: Biology (Grades 7-12) | 20 | 6 |
| 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) | 1 | 0 |
| Master of Arts in Teaching | Initial Certification: Earth Space Science | 3 | 0 |
| Master of Arts in Teaching | Initial Certification: English (Grades 7-12) | 35 | 14 |
| Master of Arts in Teaching | Initial Certification: French (PK- 12) | 1 | 0 |
| Master of Arts in Teaching | Initial Certification: German (PK- 12) | 1 | 0 |
| Master of Arts in Teaching | Initial Certification: History (Grades 7-12) | 25 | 7 |
| Master of Arts in Teaching | Initial Certification: Mandarin Chinese (PK- 12) | 1 | 0 |

| | | | |
|---|---|---|---|
| Master of Arts in Teaching | Initial Certification: Mathematics (Grades 7-12) | 16 | 3 |
| Master of Arts in Teaching | Initial Certification: Physics (Grades 7-12) | 1 | 0 |
| Master of Arts in Teaching | Initial Certification: Social Studies (Grades 7-12) | 19 | 2 |
| Master of Arts in Teaching | Initial Certification: Spanish (Grades PK-12) | 6 | 0 |
| | Total for programs that lead to initial credentials | 130 | 32 |
| ***Programs that lead to additional or advanced credentials for already-licensed educators*** | | | |
| | | | |
| | Total for programs that lead to additional/advanced credentials | 0 | 0 |
| ***Programs that lead to credentials for other school professionals or to no specific credential*** | | | |
| | | | |
| | Total for additional programs | 0 | 0 |
| | TOTAL enrollment and productivity for all programs | 130 | 32 |
| | Unduplicated total of all program candidates and completers | 130 | 32 |

**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.

130

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.

32

C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.

32

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, the data below includes pandemic-related school closures, which were widespread in Maryland, preventing many of our candidates from completing their full-time internships within the expected timeframe.

*Retention and Graduation Data (2017-2022)*

| | 1 year | 2 years | 3 years | 4 years | 5 years |
|---|---|---|---|---|---|
| **2017-18** | 9% | 49% | 60% | 62% | 66% |
| **2018-19** | 9% | 30% | 47% | 49% | |
| **2019-20** | 6% | 37% | 46% | | |
| **2020-21** | 11% | 64% | | | |
| **2021-22** | 8% | | | | |

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 tests before progressing to the internship, so the pass rate for each state licensure content exam for all 2023- 2024 completers is 100%. The table below lists the pass rates for the content-specific Praxis assessments that are required for Maryland licensure for the AY 2023- 2024. Please note this data set only includes the exams taken by 2023-2024 completers.

*Content-Specific Praxis Exam Pass Rates for 2023- 2024 Completers*

| | Number Taken | Number Passed | Percentage Passed |
|---|---|---|---|
| Biology (5236) | 6 | 6 | 100% |
| English (5039) | 14 | 14 | 100% |
| History (5941) | 7 | 7 | 100% |
| Mathematics (5165) | 3 | 3 | 100% |
| Social Studies (5086) | 2 | 2 | 100% |

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 2023- 2024 AY was to include a self-assessment and planning assignment into the first MAT course, designed to help students identify content knowledge gaps and set goals to study and prepare for the Praxis II content assessment.

UMGC MAT students are then required to register for the 'Principles of Learning and Teaching: Grades 7-12' (5624) Praxis II pedagogy exam prior to graduation clearance. Successfully passing the Pedagogy exam is not a condition of graduation. The table below lists the pass rates for exam 5624 for all program completers in AY2023-24.

*Pedagogy Assessment Pass Rates (2023- 2024)*

| | Number Taken | Number Passed | Percentage Passed |
|---|---|---|---|
| Principles of Learning and Teaching: Grades 7-12 (5624) | 31 | 31 | 100% |

*Note that one completer did not take the PLT, as he is an out-of-state student not planning to teach in Maryland so this exam was not required for licensure.

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 each item, the top line represents results from Fall 2023 and the bottom line represents results from Spring 2024.

*Program Survey of Completers (Fall 2023, top line; Spring 2024 bottom line)*
*Scale: (1 = Extremely Well, 2 = Very Well, 3 = Moderately Well, 4 = Slightly Well, 5 = Not Well at All)*

| | N | Mean | SD |
|---|---|---|---|
| Acts upon academic content, professional and pedagogical knowledge, and understanding of students to maximize student achievement. | 7 | 2.00 | 0.82 |
| | 6 | 1.50 | 0.55 |
| Engages in an ongoing process of reflection, re-planning, testing, and refining for continuous improvement. | 7 | 2.29 | 0.76 |
| | 6 | 1.33 | 0.52 |
| 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. | 7 | 2.43 | 0.79 |
| | 6 | 2.33 | 0.52 |
| Integrates creativity, innovativeness, and adaptability into curriculum, promoting opportunities for discovery, deep learning, and originality. | 7 | 2.43 | 0.79 |
| | 6 | 1.50 | 0.55 |
| Integrates into instruction the political, economic, cultural, and ecological concepts of global citizenship. | 7 | 2.86 | 0.69 |
| | 6 | 2.50 | 1.05 |
| Initiates change and mobilizes the learning community toward the goal of curriculum and organizational improvement, influencing the practice, character, and culture for learning. | 7 | 2.71 | 0.76 |
| | 6 | 2.17 | 1.17 |

In addition, we conducted an alumni survey this year. Twenty participants responded to the online survey distributed to graduates from AY2022-23 and AY2023-24. 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 “1”).

*2024 Alumni Survey Results (2022-24 Graduates)*

| Survey Question | N | Mean | SD |
|---|---|---|---|
| My MAT program helped me develop in the following areas: (5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree) | | | |
| Planning for and meeting the diverse needs of students | 20 | 3.90 | 1.37 |
| Creating a respectful environment that supports learning for all students | 19 | 4.21 | 1.23 |
| Implementing effective instruction that engages students in learning | 20 | 4.15 | 1.27 |

| | | | |
|---|---|---|---|
| Effectively managing a classroom | 20 | 3.70 | 1.22 |
| Working with families | 20 | 3.60 | 1.27 |
| Creating well-designed lessons | 20 | 4.20 | 1.15 |
| Knowing and effectively teaching required content | 20 | 4.20 | 1.30 |
| Using technology to improve student learning | 20 | 4.20 | 1.01 |
| Implementing a range of assessments to measure progress of learners | 20 | 4.15 | 1.04 |
| Collecting and analyzing student data for instructional decision-making | 19 | 4.21 | 0.92 |

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

Per the continuous improvement cycle that was outlined in the AAQEP QAR, the UMGC MAT program is required to conduct outreach to solicit formal employer feedback every five years; however, we elected to conduct a survey this year of school building principals who employ more than one of our graduates. We were able to collect survey data from three principals from three different partner districts, representing 10 graduates or current teachers of record completing their internships. Survey results appear below.

*Survey Results for Principals who Employ Multiple UMGC Graduates as Teachers*

| Survey Question | N | Mean | SD |
|---|---|---|---|
| Graduates of the UMGC teacher preparation program: (4 = Consistently; 3 = Often; 2 = Rarely; 1 = Never; NA = Insufficient opportunity to observe) | | | |
| Understand and plan for the diverse needs of students | 3 | 3.33 | 0.58 |
| Know and effectively teach required content | 3 | 4.00 | 0.00 |
| Create a respectful environment that supports learning for all students | 3 | 3.67 | 0.58 |
| Implement effective instruction that engages students in learning | 3 | 3.33 | 0.58 |
| Implement a range of assessments to measure progress of learners | 3 | 3.33 | 0.58 |
| Demonstrate professionalism | 3 | 3.67 | 0.58 |

| | | | |
|---|---|---|---|
| Use technology in ways that improve student learning | 3 | 3.67 | 0.58 |

As one of our goals for AY2024-25, we will be relaunching our MAT Advisory Board, which will allow us to collect additional feedback from our school and school system partners.

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 two main 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

The results below are taken from an aggregate of these data sources for graduates from fall 2022 through spring 2024. During AY2022-23, we had 27 completers, and for AY2023-24, we had 32 completers, for a total of 59.

*Employment Outcomes for Graduates from Fall 2022 – Spring 2024*

| Graduates, past two years | Graduates for whom we have information | % Employed as a teacher total | % Not employed as a teacher | % Teaching in a school/district | % Employed as teacher in Maryland | % Employed as a teacher out of state |
|---|---|---|---|---|---|---|
| 59 | 49 | 96%<br>47/49 | 4%<br>2/49 | 94%<br>46/49 | 80%<br>39/49 | 16%<br>8/49 |

## 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 - Pedagogy Scores from the Final Observation of the University Supervisor | 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.<br><br>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. |

*Internship Observation Rubric: Pedagogy (2023- 2024), n=33*

| 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 | 64% | 36% | 0% | 0% | 0% | 2.64 | 0.48 |
| B. Materials and Resources | 70% | 30% | 0% | 0% | 0% | 2.70 | 0.46 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| C. Assessment of P-12 Learning | 61% | 39% | 0% | 0% | 0% | 2.61 | 0.49 |
| D. Differentiated Methods | 48% | 52% | 0% | 0% | 0% | 2.48 | 0.50 |
| E. Learning Target and Directions | 64% | 33% | 3% | 0% | 0% | 2.61 | 0.55 |
| F. Critical Thinking | 45% | 52% | 3% | 0% | 0% | 2.42 | 0.55 |
| G. Checking for Understanding and Adjusting Instruction through Formative Assessment | 61% | 36% | 3% | 0% | 0% | 2.58 | 0.55 |
| H. Digital Tools and Resources | 58% | 36% | 3% | 3% | 0% | 2.48 | 0.7 |
| I. Safe and Respectful Learning Environment | 64% | 36% | 0% | 0% | 0% | 2.64 | 0.48 |
| J. Data-Guided Instruction | 36% | 61% | 0% | 3% | 0% | 2.30 | 0.63 |
| K. Feedback to Learners | 55% | 42% | 3% | 0% | 0% | 2.52 | 0.56 |
| L. Assessment Techniques | 30% | 70% | 0% | 0% | 0% | 2.30 | 0.46 |
| M. Connections to Research and Theory | 42% | 55% | 0% | 3% | 0% | 2.36 | 0.64 |
| **Total Average Percentage** | **54%** | **45%** | **1%** | **1%** | **0%** | | |

**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 – Professional Disposition Scores from the Final Observation of the University Supervisor | 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 | 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.<br><br>As demonstrated by the data below, UMGC MAT interns consistently earned 2’s and 3’s across the rubric criteria, |

| | | |
|---|---|---|
| | 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. | indicating their ability to meet or exceed expectations. |

*Internship Observation Rubric: Dispositions (2023- 2024), n=33*

| **CPAST Dispositions Rubric** | **% Exceeds Expectations** | **% Meets Expectations** | **% Emerging** | **% Does not meet expectations** | **% No Response** | **Mean** | **Standard Deviation** |
|---|---|---|---|---|---|---|---|
| A. Participates in Professional Development (PD) | 70% | 30% | 0% | 0% | 0% | 2.70 | 0.46 |
| B. Demonstrates Effective Communication with Parents or Legal Guardians | 58% | 36% | 3% | 3% | 0% | 2.48 | 0.70 |
| C. Demonstrates Punctuality | 70% | 30% | 0% | 0% | 0% | 2.70 | 0.46 |
| D. Meets Deadlines and Obligations | 76% | 21% | 3% | 0% | 0% | 2.73 | 0.51 |
| E. Preparation | 82% | 15% | 3% | 0% | 0% | 2.79 | 0.48 |
| F. Collaboration | 73% | 24% | 3% | 0% | 0% | 2.70 | 0.52 |
| G. Advocacy to Meet the Needs of Learners or for the Teaching Profession | 58% | 42% | 0% | 0% | 0% | 2.58 | 0.49 |
| H. Responds Positively to Feedback and Constructive Criticism | 73% | 27% | 0% | 0% | 0% | 2.73 | 0.45 |
| **Total Average Percentage** | **70%** | **28%** | **2%** | **<1%** | **0%** | | |

## 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-service teachers.

Goal 1:
Within the School of Integrative and Professional Studies, during the past year all programs have been through a process of examining data, especially course success rates, establishing Key Performance Indicators (KPIs), and creating action plans. This newly institutionalized process focuses on the use of student data for continuous improvement. KPIs that have been set related to student data include the following:

- 85% of graduate students with 1-15 credits are successful in their courses
- 90% of graduate students with 16+ credits are successful in their courses
- 80% of graduates complete their program within 36 months
- 85% of graduate students are retained in the program, re-enrolling the subsequent semester

Average class size, course enrollment, and net promoter score (NPS) are also being tracked.

In addition, based on student and stakeholder data and the strengthened commitment to ensuring that all students have multiple, scaffolded, and differentiated field experiences, the MAT program faculty and staff have identified the need to revise the field experiences and the structure of the full-time semester-long internship. The internship course has been revised to create more opportunities for feedback and coaching. In addition to the traditional model of three formal observations across the semester, interns now also submit additional informal 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. In addition, each of these recordings is posted in GoReact, and students give feedback to teachers with a similar level of experience. For example, pre-service teachers give feedback to other pre-service teachers, while currently practicing teachers are grouped with others who are also employed as teachers.

Goal 2:
To meet Goal 2, we elected to conduct an employer survey this year; however, response rates were very low. In the coming year, we will resurrect our MAT Advisory Board, which includes representatives from schools and districts who work with and employ our candidates and completers.

Goal 3:
For Goal 3, we are working to create assignments and opportunities for students to develop and demonstrate the skills and dispositions needed to succeed in the internship. To better/earlier assess interns on professional dispositions and pedagogy before the internship, in 2023-24 we added assignments in EDTP 600, EDTP 635, and EDTP 645 where students now record/upload videos of their own instruction.

In addition, in each course in the MAT program, students are required to develop lesson plans and units. The lesson plan template has historically asked students to address UDL and differentiation/modification. Students are asked to identify ways that the lesson(s) would be modified for students with specific needs (including students represented by mock IEPs). In EDTP 635, all students conduct a video observation of an ELL classroom and then record and post their own mini-lesson designed to teach content area vocabulary to ELL/LEP students.

In the internship/EDTP 650, we moved from three observations, with the first occurring in week 6, to a total of six observations (plus a 'getting to know you' video assignment), with two of those occurring by week 6, to earlier identify/address areas of concern.

We have also created EDTP 650A, an internship extension course. This course can be taken prior to the full-time internship for students who are flagged as needing more practice prior to beginning their internship. It can also be used to extend the time of the internship in case students need more time to be successful. EDTP 650A offers individualized support.

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.