![CAEP - Council for the Accreditation of Educator Preparation]

ACCREDITATION ACTION REPORT
Department of Education
University of Maryland Baltimore County
Baltimore, Maryland

Accreditation Council April 2020
Accreditation Application Date: *
*This is the official record of the Educator Preparation Provider's accreditation status.
The Educator Preparation Provider should retain this document for at least two accreditation cycles.*

* This EPP was accredited previously by NCATE or TEAC and the initial application date is not available. CAEP was established July 1, 2013.

ACCREDITATION DECISION

Accreditation is granted at the initial-licensure level. This Accreditation status is effective between Spring 2020 and Spring 2026. The next site visit will take place in Fall 2025.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Not Applicable
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Not Applicable
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Not Applicable
STANDARD 4/A.4: Program Impact	Met	Not Applicable
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Not Applicable

AREAS FOR IMPROVEMENT AND STIPULATIONS

Areas for Improvement: Identified areas for improvement are addressed in the provider's annual report.

Stipulations: Stipulations are addressed in the provider's annual report and must be corrected within two years to retain accreditation.

INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD 4: Program Impact

	Areas for Improvement	Rationale
1	The EPP provided limited evidence of multiple measures	While the EPP has initiated attempts to measure

used to document program completers contribute to an expected level of student learning growth. (component 4.1)	program completer impact, data from the case studies yielded aggregated grade level data for all teachers rather than data specific to the EPP's program completers. The use of focus groups to provide student learning growth data was unclear.

AREA(S) FOR IMPROVEMENT OR WEAKNESS(ES) from previous legacy accreditor review (NCATE or TEAC)

Removed:

Area for Improvement or Weakness	Rationale
1. Remove (1) [NCATE STD1]The early childhood program has not aligned its math and science coursework with appropriate external (state) standards. [Both]	1. (1) New courses, that are aligned with state standards, have been implemented since fall 2013. (2) The Redesign (MD state standards, which are currently under review) has been fully implemented, therefore state standards aligned data has been collected.
2. Remove (2) [NCATE STD1]The Maryland Redesign of Teacher Education Standards have not been fully implemented in all programs, so some state standards-aligned assessment data are missing. [Both]	2. *Evidence Provided as stated in the 2017, 2018, 2019 Annual Reports: New courses, that are aligned with state standards, have been implemented since fall 2013. The Redesign has been fully implemented, therefore state standards aligned data has been collected.
3. Remove (3) [NCATE STD3]Intern requirements and timelines for secondary (7-12 and PK-12) candidates are not clear to candidates or mentors. [Both] 4. Remove (4) [NCATE STD3]Mentors in the secondary program are not consistently and effectively trained and prepared for their roles. [Both]	3. Internship Handbook - Secondary Program. Clear and well-written 2018-19 handbook for stakeholders (interns, mentors, and supervisors) with a specific request for critique and suggestions for improvement and specific person to send these to (demonstrating partnership and co-created guidelines). The need for high-level communication and working as a team is expressed in the opening letter, with the handbook as a starting point. Includes a complete list of personnel at UMBC and site-based with contact information and roles, program directors and content advisors. A full description of the yearlong internship and each role and responsibility is described, including mentor teachers, interns, supervisors, site coordinator/liaison and program directors.
5. Remove (5) [NCATE STD4]The unit does not meet external (state) mandated requirements to ensure that candidates can incorporate multiple perspectives in the subject matter being taught or services being provided. [Both]	4. Internship Handbook - Secondary Program. Clear and well-written 2018-19 handbook for stakeholders (interns, mentors and supervisors) with a specific request for critique and suggestions for improvement and specific person to send these to (demonstrating partnership and co-created guidelines). Need for high-level communication and working as a team is expressed in the opening letter, with the handbook as a starting point. Includes a complete list of personnel at UMBC and site-based with contact information and roles, program directors and content advisors. A full description of the yearlong internship and each role and responsibility is described, including mentor teachers, interns, supervisors, site coordinator/liaison and program directors.
6. Remove (6) [NCATE STD4]Data demonstrating candidates' proficiency in adapting instruction and services for all students are not consistently available for all programs.	5. Evidence Provided as stated in the 2019 Annual Report: The candidates are trained in UDL and SLOs in the subject

| [Both | matter. Lesson plans in methods courses and seminars require differentiation of instruction, including instruction for students with disabilities, limited English language students, and gifted and talented students. Interns observe resource teachers working with students and using assistive technology, then write reflections about their observations. Many interns are in classrooms that are inclusive and take part in planning and instruction for mainstreamed and included students on a daily basis. The electronic teaching portfolio includes unit plans and lesson plans with differentiated strategies and reflections on lessons and experiences, including the effect of their instruction on students.

6.The candidates are trained in UDL (Universal Design for Learning) and SLOs (Student Learning Objectives) in the subject matter. Teacher candidates participate in a 30 hours/semester Special Education field placement. Data is now being collected on all candidates to demonstrate their proficiency in adapting instruction and services. |
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INFORMATION ABOUT ACCREDITATION STATUSES

Accreditation for seven (7) years is granted if the EPP meets all CAEP Standards and components, even if areas for improvement (AFIs) are identified in the final report of the Accreditation Council.

- **Areas for Improvement (AFIs)** indicate areas which must be improved by the time of the next accreditation visit. Progress reports on remediation of AFIs are submitted as part of the Annual Report. AFIs not remediated by a subsequent site visit may become stipulations.

Accreditation with stipulations is granted for 2 years if an EPP meets all standards but receives a stipulation on a component under any standard. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation or probation.

- **Stipulations** describe serious deficiencies in meeting CAEP Standards and/or components and must be brought into compliance in order to continue accreditation. All stipulations and relevant evidence are reviewed by the Accreditation Council. Failure to correct the condition leading to the stipulation results in probation or revocation of accreditation.

Probationary Accreditation is granted for two (2) years when an EPP does not meet one (1) of the CAEP Standards. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation.

SCOPE OF ACCREDITATION

The scope of CAEP's work is the accreditation of educator preparation providers (EPPs) that offer bachelor's, master's, and/or doctoral degrees, post-baccalaureate or other programs leading to certification, licensure, or endorsement in the United States and/or internationally. (2018).

CAEP does not accredit specific degree programs, rather EPPs must include information, data, and other evidence on the following in their submission for CAEP's review:

All licensure areas that prepare candidates to work in preschool through grade 12 settings at the initial-licensure and advanced level that lead to professional licensure, certification, or endorsement as defined by the state, country, or other governing authority under which the EPP operates and for which the state, country, or other governing authority has established program approval standards.

Depending on an EPP's submission, accreditation may be awarded at one or both of the following levels: Initial-Licensure Level and/or Advanced-Level.

1. **Initial-Licensure Level Accreditation** is provided at the baccalaureate or post-baccalaureate levels leading to initial-licensure, certification, or endorsement that are designed to develop P-12 teachers.
2. **Advanced-Level Accreditation** is provided at the post-baccalaureate or graduate levels leading to licensure, certification, or endorsement. Advanced-Level Programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, or other certified (or similar state language) school professionals for employment in P-12 schools/districts. CAEP's Advanced-Level accreditation does not include any advanced-level program not specific to the preparation of teachers or other school professionals for P-12 schools/districts; any advanced-level non-licensure programs, including those specific to content areas (e.g., M.A., M.S., Ph.D.); or Educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 schools/districts.

Information on accreditation status, terms, and any conditions provided within this directory is specific to the accreditation level(s) described above. CAEP-accredited EPPs are required to distinguish accurately between programs that are accredited and those that are not.

NOTE: Neither CAEP staff, site visitors, nor other agents of CAEP are empowered to make or modify Accreditation Council decisions. These remain the sole responsibility of the Council itself.

End of Action Report