



AAQEP Annual Report for 2023

Provider/Program Name:	University of Maryland Global Campus/Master of Arts in Teaching
End Date of Current AAQEP Accreditation Term	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.

MAT program is committed to providing a learner-centered post-secondary experience for our diverse population of teacher candidates. world. career changers to the field of education and serve

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

teaching subject and seeking Maryland teaching certification in secondary education. The subjects offered as a part of the MAT

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

Public Posting URL

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

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

2. Enrollment and Completion Data

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

Master of Arts in Teaching	Initial Certification: French (PK- 12)	1	0
Master of Arts in Teaching	Initial Certification: German (PK- 12)	0	0
Master of Arts in Teaching	Initial Certification: History (Grades 7-12)	21	6
Master of Arts in Teaching	Initial Certification: Mandarin Chinese (PK- 12)	0	0
Master of Arts in Teaching	Initial Certification: Mathematics (Grades 7-12)	7	3
Master of Arts in Teaching	Initial Certification: Physics (Grades 7-12)	2	0

3. Program Performance Indicators

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

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
108
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
29
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
29
D. Cohort completion rates timeframe and in 1.5 times the expected timeframe.

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

UMGC MAT teacher candidates are required to pass their respective content-specific pedagogy tests before progressing to the internship, so the pass rate for each state licensure content exam for all 2022- 2023 completers is 100%. The table below lists the pass rates for the content-specific pedagogy Praxis assessments that are required for Maryland licensure for the AY 2022- 2023.

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

Pedagogy Assessment Pass Rates (2022- 2023)

	State Required Min. Score	Mean	SD	N
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Integrates creativity, innovativeness, and adaptability into curriculum, promoting opportunities for discovery, deep learning, and originality.

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

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

Provider-Selected Measures	Explanation of Performance Expectation
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F. Critical Thinking	40.24%	45.73%	12.8%	0%	1.22%	2.28	0.68
G. Checking for Understanding and Adjusting Instruction through							

	provides examples of observable behaviors aligned to each competency. All data is entered into an electronic assessment system, TK20.	
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Internship Observation Rubric: Dispositions (2022)

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

The UMGC MAT program is proud of the steady progress made towards the above goals in pursuit of the described program revisions that are designed to meet the differentiated needs of our teacher candidates. In addition to the anticipated resources related to the course and program revisions described above, the university has also demonstrated a commitment to teaching and learning.