**ACCREDITATION DECISION**

Accreditation is continued at the initial teacher preparation and advanced preparation levels. The next onsite visit will take place in Spring 2021.

*Please refer to the on-site report for strengths of the EPP and for additional information on findings.*

**STANDARDS SUMMARY**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Initial Teacher Preparation (ITP)</th>
<th>Advanced Preparation (ADV)</th>
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</thead>
<tbody>
<tr>
<td>1 Candidate Knowledge, Skills, and Professional Dispositions</td>
<td>Met</td>
<td>Met</td>
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<tr>
<td>2 Assessment System and Unit Evaluation</td>
<td>Met</td>
<td>Met</td>
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<td>3 Field Experiences and Clinical Practice</td>
<td>Met</td>
<td>Met</td>
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<tr>
<td>4 Diversity</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>5 Faculty Qualifications, Performance, and Development</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>6 Unit Governance and Resources</td>
<td>Met</td>
<td>Met</td>
</tr>
</tbody>
</table>

**AREAS FOR IMPROVEMENT**

The following areas for improvement (AFIs) should be addressed before the provider's next visit. Progress made toward eliminating them should be reported in the EPP Annual Report. The visit team will indicate in its on-site report at the next visit whether the provider has adequately addressed each of the AFIs.

If the accreditation decision is to remove a condition or provision, the AFIs for the standard that had previously not been met have been updated to reflect the changes as a result of the submission of documentation or a focused visit. The AFIs for other standards from the previous action report are listed below. The site team will indicate in its report at the next visit whether the institution has adequately addressed each of the AFIs.

**STANDARD 1 - Candidate Knowledge, Skills, and Professional Dispositions**

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional,
Candidate competence with the Maryland Teacher Technology Standards (MTTS), Maryland College and Career - Ready Standards (MCCR), and the state accountability system could not be determined across all initial certification programs, as required by state standards (INT).

Early Childhood and Elementary candidate competence related to mathematics and science content proficiency and understanding of important principles and concepts delineated in state standards was not verified.

STANDARD 2 - Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

The unit does not have a formal mechanism to collaboratively develop assessments and analyze data from those assessments with school partners.

STANDARD 3 - Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

The unit does not ensure systems are in place during clinical practice for candidates to give and receive feedback from their peers.

The unit does not ensure candidates participate in field experiences or clinical practice with exceptional students and students from diverse ethnic/racial, language, and socio-economic groups.

STANDARD 4 - Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

Candidate competence in teaching differentiated instruction, students in special education, English language learners, and gifted and talented students could not be determined across all initial certification programs, as required by state standards.

The unit does not require initial candidates to have an experience with special resource personnel, as delineated in state standards.

NOTE: Neither CAEP staff, site visitors, nor other agents of CAEP are empowered to make or modify Council decisions. These remain the sole responsibility of the Council itself. This Accreditation Action Report is available to members of the public upon receipt of a request in writing.