Instructor: Dr. Christy Tirrell-Corbin E-mail: ctc@umd.edu
Office: Room 1117H Benjamin Building Telephone: (301) 405-7793
Office Hour: Monday 12-1; additional hours by appointment
Course Meeting Time and Location: Monday 1-3 in Benjamin 0212

Course Description: This course explores the development of the young child in the context of the family and community, with particular emphasis on the impact of state, federal and school system policy on the child’s world. Based on the foundation of the ecological theory of development and current research, the course will consider issues within the family, and the wider socio-cultural ecology that relate to the child’s ability to develop and learn.

Course Objectives:
Upon successful completion of the course the student will:
1. Have participated in opportunities for self-exploration and growth in order to understand how one’s personal experiences, self-concept, values and attitudes affect one’s teaching style and interactions with children and families.
2. Be aware of and sensitive to familial issues that influence development, learning, and social interactions including family variables (ethnicity, religion, family composition, culture, disabilities, home language, and socio-economic status) and socio-cultural variables (poverty, child care, violence, and parenting).
3. Have explored the role and impact of community on the child’s ability to develop and learn (community schools, supports and activities)
4. Have examined the impact of federal, state (to include child care licensing), and school system policies on children, families, childcare and schools.

Required Readings:

Textbooks
Amatea, E. S. (2012). Building Culturally Responsive Family-School Relationships. ISBN: 9780132657051 (Note—this book will also be used for EDHD 435 in Fall 2015)


Readings online (for Kozol assignment)


Course Requirements (* denotes a Major Scheduled Grading Event)

Each student is expected to:

1. Be an active participant in class discussions and activities.

2. Adhere to all requirements articulated in the “Course Expectations” section of this document.

3. Utilize Bloom’s Taxonomy to engage in and demonstrate critical thinking in the writing of all course assignments to include incorporation of prior knowledge from other EDHD courses taken prior to and during this semester.

4. Subscribe to Spark Action Newsletter at www.sparkaction.org/resources/33243 Enter your email address in the yellow box on the right side of the page.

5. Subscribe to the free edition of Education Week (enter your email address in the yellow box on the right).

6. Complete all reading assignments as per course schedule and read at least one current news article (related to children, families, child care or education) EACH week. Students are expected to bring articles to class to share with their peers.

7. Explore the impact of growing up in his/her family of origin. *

8. Each week in your placement participate in an activity listed on the Community Engagement checklist (attached). By the end of the semester, be sure you have completed a minimum of 3 in each Ecological System (Microsystem, Exosystem, Mesosystem & Macrosystem). Document your activity in your weekly journal and submit the completed checklist at the end of the semester with a reflection page in which you address what you learned from the experience. *

9. Read, discuss and critique Fire in the Ashes: Twenty-Five Years Among the Poorest Children in America. *

10. Attend a local Board of Education Meeting (with prior approval students may choose to attend a Maryland Legislative session/hearing OR a Congressional hearing instead). *
11. **Final Project/Exam. * **

**Grading Standards**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>5%</td>
</tr>
<tr>
<td>Journal posts and Community Engagement Assignment*</td>
<td>12%</td>
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<tr>
<td>Exploration of family of origin*</td>
<td>10%</td>
</tr>
<tr>
<td>Critique of Kozol book*</td>
<td>20%</td>
</tr>
<tr>
<td>Summary of School Board Meeting*</td>
<td>20%</td>
</tr>
<tr>
<td>Final Group Research Project/Exam*</td>
<td>33%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Final Letter Grades**

- **A+**: 97-100
- **A**: 94-96
- **A-**: 90-93
- **B+**: 87-89
- **B**: 84-86
- **B-**: 80-83
- **C+**: 77-79
- **C**: 74-76
- **C-**: 70-73
- **D+**: 67-69
- **D**: 64-66
- **D-**: 60-63
- **F**: 59 and below

**Course Expectations**

*LiveText* is an electronic portfolio and Accreditation Management System that is required for all students enrolled in the teacher preparation programs in the College of Education. LiveText accounts can be purchased at the University Book Center; see EDUC-EDUC in the Book Center course listings. An active subscription to LiveText is a requirement for this class and for other courses that comprise your professional education program. LiveText is a one-time purchase that lasts the duration of your time at the College of Education and one year following program completion (up to a period of five years). There is no need to re-purchase LiveText if you currently have an active account. All students should purchase the LiveText FEM version. Please send an email to coe-livetext@umd.edu if you have any questions about LiveText.

**Participation:** Class participation is critical to course success, which requires active participation in the form of commentary and responses. The in class experience cannot be replicated through readings alone. The lectures and discussions that take place in the classes are the most important part of the course and essential to fulfillment of course objectives. It is impossible to participate if a student is not in class, thus full participation points cannot be given when attendance/tardiness is an issue.

**Mobile Phones:** Out of respect for your peers and the course instructor all students are expected to refrain from using their mobile phones, Blackberrys, IPhones, etc during class. In the event it is essential to have your phone “on”, students are expected to use the “silent” or “vibrate” mode.

**Laptops:** Laptop use is acceptable in class for note-taking purposes only. Students are cautioned that inappropriate use of laptops during class time negatively impacts the student’s ability to fully participate in class activities/discussion and thus ultimately has a negative impact on final grades. Therefore, please think carefully about whether the use of a laptop will support your class participation or actually impede it.

**Late Papers:** All papers and projects will be submitted at the beginning of class according to the schedule outlined in this syllabus. “The University provides students with excused absences the opportunity to reschedule
significant assessments, except in cases where the nature of the assessment precluded the possibility of rescheduling, OR to perform a substitute assignment without penalty. An instructor is not under obligation to offer a substitute assignment or to give a student a make-up assessment unless the failure to perform was due to an excused absence, that is, due to illness (of the student or a dependent), religious observance (where the nature of the observance prevents the student from being present during the class period), participation in University activities at the request of University authorities, or compelling circumstances beyond the student’s control. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes."

If students have questions regarding the expectations of an assignment, they must meet with or contact the course instructor well in advance of the due date.

**Extra Credit:** All assignments are identified in this syllabus along with the applicable weight of each assignment in determining a final course grade. As such, extra credit assignments will not be given.

**Requirements for all Assignments**

Papers failing to adhere to the criterion articulated as follows will be returned with a grade of “0” (zero).

1. All papers must be typewritten, double spaced, with 1-inch standard margins, 12-point font size, include headings and sub-headings and be written according to APA format, including references, without exception.
2. When a student’s writing is deemed unacceptable (e.g. grammar, non-adherence to APA style, etc.) in an assignment he/she is expected to utilize the services of the UM Writing Center prior to submission of subsequent assignments.
3. No electronic submissions of assignments will be accepted. The course instructor will only accept hard copies and will not be responsible for printing students’ papers.
5. The weight (percentage of the total grade) allocated for each component of an assignment is to be viewed as an indicator of the depth expected for each section. Hence, the section(s) with the most points should be the sections that receive the most attention.
6. Students are expected to include course content (lectures, discussions, readings, etc.) into every paper/analysis.
7. Any paper that requires identifying information should have the child’s (children’s) name replaced with a pseudonym to guarantee confidentiality and anonymity.

**UNIVERSITY CLASS POLICIES**

**Academic integrity:** The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit [http://www.studenthonor council.umd.edu/whatis.html](http://www.studenthonor council.umd.edu/whatis.html). This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else’s work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.

**Special needs:** If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University,
please contact Disability Support Services in the Shoemaker Building (301.314.7682, or 301.405.7683 TTD) as soon as possible.

**Religious observances:** The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, the must contact the instructor before the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

**Course evaluations:** As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term though CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

**Missed single class due to illness:** Once during a semester, a student’s self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.*

**Major scheduled grading events:** Major Scheduled Grading Events (MSGE) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student’s absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

**Non-consecutive, medically necessitated absences from multiple class sessions:** Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

**Non-medical excused absences:** According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings, Assignments Due and Journal Entries</th>
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</thead>
<tbody>
<tr>
<td>January 26</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>February 2</td>
<td>Overview of Ecological Systems Model</td>
<td><strong>Read:</strong> Amatea—Chapter 4</td>
</tr>
<tr>
<td></td>
<td>Microsystem: Defining family</td>
<td><strong>Submit:</strong> Groupings for final project AND topic request</td>
</tr>
<tr>
<td>February 9</td>
<td>Microsystem: Defining family: values, beliefs, attitudes, culture and parenting styles</td>
<td><strong>Read:</strong> Amatea—Chapter 5 &amp; 6</td>
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<tr>
<td>February 16</td>
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<td><strong>Read:</strong> Amatea—Chapter 6</td>
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<td></td>
<td><strong>Submit:</strong> Family of Origin paper*</td>
</tr>
<tr>
<td>February 23</td>
<td>Mesosystem: Supporting the child in the family context</td>
<td><strong>Read:</strong> Amatea—Chapter 13</td>
</tr>
<tr>
<td>March 2</td>
<td>Exosystem: Community support systems and Poverty</td>
<td><strong>Read:</strong> Amatea—Chapter 7</td>
</tr>
<tr>
<td>March 9 &amp; 13th</td>
<td>Exosystem: Community support systems and Poverty</td>
<td><strong>Read:</strong> Kozol Chapters 1-5</td>
</tr>
<tr>
<td></td>
<td><strong>Session I group discussion: Fire in the Ashes</strong></td>
<td>**Upload Research paper as Google Document by 5:00 PM on 3/9 *</td>
</tr>
<tr>
<td></td>
<td></td>
<td>**Complete assigned peer edits by 5:00PM on 3/13 using the Google Doc *</td>
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<tr>
<td>March 16</td>
<td></td>
<td><strong>Spring Break</strong></td>
</tr>
<tr>
<td>March 23 &amp; 26th</td>
<td>Macrosystem: Legislation and Policy: defining the process and exploring the impact The impact of federal policy on children and families</td>
<td><strong>Read:</strong> NCLB summary (see link on page 1)</td>
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<td>3/26--Submit Part I/Research Paper of Final Project to Dr. Tirrell-Corbin by 4:00 PM in 1117H on Benjamin *</td>
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<tr>
<td>March 30</td>
<td>Session II group discussion: Fire in the Ashes</td>
<td><strong>Read:</strong> Kozol Chapters 6-9</td>
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<td>**Submit Reading List of Children’s books and Draft of children’s book *</td>
</tr>
<tr>
<td>April 6</td>
<td>Macrosystem: The impact of federal policy on children and families</td>
<td><strong>Read:</strong> Race to the Top summary (see link on pg. 1)</td>
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<td></td>
<td><strong>Read:</strong> Kozol Chapters 10-Epilogue (for group discussion outside of class)</td>
</tr>
<tr>
<td>April 13</td>
<td>Macrosystem: Racism in America</td>
<td><strong>Submit:</strong> Group critique of Kozol book *</td>
</tr>
<tr>
<td>April 20</td>
<td>Macrosystem: Racism in America, cont.</td>
<td><strong>Submit:</strong> Board of Ed paper *</td>
</tr>
<tr>
<td>April 27th</td>
<td></td>
<td><strong>No Class: Full Week in Placement</strong></td>
</tr>
<tr>
<td>May 4</td>
<td>Final Project presentations (Parts I-III of Final Project)</td>
<td><strong>Read:</strong> NAEYC Code of Ethics (NAEYC.org)</td>
</tr>
<tr>
<td>May 11</td>
<td>Final Project presentations (Parts I-III of Final Project)</td>
<td><strong>Submit:</strong> Community Engagement Checklist and Reflection Paper *</td>
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<tr>
<td>FINAL-TBD</td>
<td>All final project documents due as per final exam schedule *</td>
<td><strong>= Major Scheduled Grading Event</strong></td>
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EDHD424 Spring 2015

Dr. Christy Tirrell-Corbin
National Association for the Education of Young Children (NAEYC) (See Appendix A)
- NAEYC Standard 1: Promoting Child Development and Learning
- NAEYC Standard 2: Building Family and Community Relationships
- NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
- NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families
- NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (Language and Literacy, The Arts, Mathematics, Science, Physical Activity and Social Studies)
- NAEYC Standard 6: Becoming a Professional

The Interstate Teacher Assessment and Support Consortium (INTASC) (See Appendix B)
The Learner and Learning
1. Learner Development: [InTASC 1]
2. Learning Differences: [InTASC 2]
3. Learning Environments: [InTASC 3]

CONTENT
4. Content Knowledge: [InTASC 4]
5. Application of Content: [InTASC 5]

INSTRUCTIONAL PRACTICE
6. Assessment: [InTASC 6]
7. Planning for Instruction: [InTASC 7]
8. Instructional Strategies: [InTASC 8]

PROFESSIONAL RESPONSIBILITY
9. Professional Learning and Ethical Practice: [InTASC 9]
10. Leadership and Collaboration: [InTASC 10]
<table>
<thead>
<tr>
<th>Standards/Framework</th>
<th>Journal/Community Engagement</th>
<th>Family of Origin</th>
<th>Critique of Kozol Book</th>
<th>Board of Education Meeting</th>
<th>Final Project</th>
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<td>NAEYC Standard 1: Promoting Child Development and Learning</td>
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<td>NAEYC Standard 2: Building Family and Community Relationships</td>
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<td>NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</td>
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<td>NAEYC Standard 4: Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families</td>
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<td>NAEYC Standard 6: Becoming a Professional</td>
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</table>

| InTASC | | | | | |
| 1. Learner Development | | | | X | |
| 2. Learning Differences | X | X | X | | X |
| 3. Learning Environments | | X | | X | X |
| 4. Content Knowledge | X | X | X | X | X |
| 5. Application of Content | | | | | X |
| 6. Assessment | X | | | | |
| 7. Planning for Instruction | X | | | | |
| 8. Instructional Strategies | X | | | | |
| 9. Professional Learning and Ethical Practice | | | X | | |
| 1. Leadership and Collaboration | | | | X | X |

| CoE Framework | | | | | |
| Knowledge of: | | | | | |
| Subject Matter | | | | | |
| Pedagogy | X | | | | X |
| Learners | X | X | | X | X |
| Curriculum | | | X | X | X |
| Educational Goals & Assessment | | X | | | X |
| Social and Cultural Contexts | X | X | X | | X |
| Technology | X | | | | |
Appendix A

NAEYC Initial Standards for Certification

1. Promoting child development and learning:
Candidates will begin to develop their understanding of young children’s characteristics and individual needs and learning styles through active hands on experiences. They will understand how to create environments and have interactions with students that are meaningful, respectful, supportive, and challenging for all children.

2. Building family and community relationships
Candidates will have the opportunity to know and appreciate the variety of families and cultures represented within their classroom placement. Through readings, a journal assignment, and class discussions, they will use this growing understanding to create respectful, reciprocal relationships that support and empower families, and how to involve families in their children’s development.

3. Observing, documenting, and assessing to support young children and families
Candidates will be introduced to the goals, benefits, and uses of formal and informal assessment tools. They will be exposed to the use of systematic observations, documentation, and other effective assessment strategies that are used in a responsible manner in partnership with families and other professionals, to positively influence children’s growing development and learning.

1. Teaching and Learning
Candidates begin to integrate their growing understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines, to design, implement, and evaluate experiences that promote positive development and learning for all children.

4a: Connecting with children and families: Candidates will begin to know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.

4b: Using developmentally effective approaches: Candidates will begin to know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence children’s development and learning.

4c: Understanding content knowledge in early education: Candidates will begin to understand the importance of each content area in young children’s learning and how these areas are effectively integrated into the classroom environment and activities in a way that positively influences children’s development and learning.

4d: Building meaningful curriculum: Candidates will be introduced to a developmentally effective and meaningful curriculum through their lab experience and in conjunction with course readings and class discussions. They will experience how this curriculum is designed, implemented, and evaluated so that it continues to promote comprehensive developmental learning outcomes for all young children.

2. Becoming a professional
Candidates will identify and conduct themselves as members of the early childhood profession. They will learn about and demonstrate the use of ethical guidelines and other professional standards related to early childhood practice. They will become continuous, collaborative learners who will have the opportunity to demonstrate knowledgeable, reflective, and critical perspectives on their work while making informed decisions that integrate their growing knowledge from a variety of sources. They will become informed advocates for sound educational practices and policies.
THE LEARNER AND LEARNING
1. Learner Development: understanding of learner growth and development and ability to design developmentally appropriate instruction [InTASC 1]
2. Learning Differences: understanding of individual differences and diverse cultures and communities and ability to ensure constructive inclusive instructional environments [InTASC 2]
3. Learning Environments: understands and creates environments to support individual and collaborative learning and promotes student engagement in learning [InTASC 3]

CONTENT
4. Content Knowledge: understanding of central concepts, structures, and tools of inquiry in the disciplines he/she teaches and can create learning experiences that makes the discipline accessible for different learners [InTASC 4]
5. Application of Content: understanding of how to connect concepts and engage learners using multiple activities to address authentic local and global issues [InTASC 5]

INSTRUCTIONAL PRACTICE
6. Assessment: understanding and use of multiple methods of assessment to engage learners, monitor progress, and guide instructional decision-making [InTASC 6]
7. Planning for Instruction: plans to support student learning in meeting rigorous learning goals in and across disciplinary areas [InTASC 7]
8. Instructional Strategies: understands and uses varied instructional strategies that build learners’ deep understanding of content and their ability to apply that knowledge meaningfully [InTASC 8]

PROFESSIONAL RESPONSIBILITY
9. Professional Learning and Ethical Practice: commitment to professional development and reflection on practice, and assesses impact of choices on learners, peers, and community [InTASC 9]
10. Leadership and Collaboration: seeks opportunities to take on leadership roles and collaboration with learners, peers, and families to promote learning and advance the profession [InTASC 10]
THE VISION AND MISSION
The College of Education (COE) at the University of Maryland, College Park (UM) envisions a world where every individual has equal access to life-long learning and opportunities for healthy development and where each person’s distinct abilities are nurtured from potential to achievement (COE Strategic Plan, p 3). We aim to prepare accomplished beginning and advanced-level professionals who can advance the learning and development of their students and who are ready to become leaders in their fields.

Our mission is to foster the learning and development of PK-16 students through our educator preparation programs, leadership, research, advocacy, and partnerships. We aim to prepare educators with the skills and commitments necessary to ensure equity for all students in the public schools and classrooms they will lead. This mission, which reflects an overarching emphasis on Excellence and Equity, serves as the foundation for the COE conceptual framework.

The COE is dedicated to rigorous evidence-based research, free and open debate, shared governance, responsibility to the surrounding community and participatory democracy. It is a place whose academic vitality and capacity to serve others flow from, and are nourished by, its core values: diversity and equity, innovation and creativity, internationalization, and policy engagement.

Conceptual Framework Candidate Proficiencies
The COE requires that all graduates demonstrate these four core proficiencies:

1) Candidates demonstrate competency in their knowledge of subject matter, curriculum, pedagogy as well as pedagogical content knowledge.
2) Candidates demonstrate understanding of learners and their social and cultural contexts with a global perspective and intentional sensitivity to other cultures.
3) Candidates practice evidence-based decision-making through the use of assessment as well as the critical interpretation of research and inquiry in order to improve educational practice.
4) Candidates competently integrate technology in instruction to support student learning and develop data-driven solutions for instructional and school improvement.

These proficiencies ensure that our graduates will be ready to embrace their responsibility for advancing the learning and development of their PK-16 students, advocating for equity in the school districts and classrooms where they work, and leading others toward these same goals.

ACHIEVING EXCELLENCE; PROMOTING EQUITY
We see three critical domains of our teacher and educational leader preparation as key to helping us achieve the goals set forth above: Commitment, Knowledge, and Practice.

Domain #1: COMMITMENT
Commitment occurs across two dimensions:

1. our expectations for commitments for the program and faculty; and
2. our expectations for commitments by our candidates -- both what they bring into our programs and what we hope to inculcate in them as part of our programs.
Program Commitments:

- **Internationalization:** The educator preparation programs commit to developing and studying a range of approaches that will support and enhance the academic and professional studies and the associated clinical experiences of our teacher and educational leaders candidates around global education and international perspectives.

- **Admissions:** We have a commitment to establish and study the impact of high expectations for admission to our educator preparation programs and to ensure the presence of a vigorous retention support system. We are committed to implementing an admissions process based upon multiple indicators that are associated with qualities of effective teachers and that allows for discretion and judgment to permit admission for candidates with exceptional experiences and backgrounds.

- **Diversity:** It is our goal that our candidates succeed in creating educational opportunities that are adapted to a wide range of diverse individuals and settings. We do this by providing coursework that includes diversity, and by designing field experiences in the diverse communities in our region and state. Our programs include development of dispositions in its candidates that include professionalism, accommodation, and respect for differences in their work with students.

- **Strong and Coherent Programs:** We are committed to thinking systemically about our programs and seek to build and study the linkages across courses, experiences and policies that lead to strong and coherent programs.

- **Professional Development Schools (PDS):** Program faculty and professional staff are committed to working with PDS partners and with partners at PDS affiliated schools to support collaboration between school-based clinical faculty and university faculty in the design and support for high quality teacher preparation, collaboration in the determination and design of professional development to support both intern and mentor growth as educators, collaboration in inquiry and research into student learning and instructional practice, and a collaborative focus on improving student learning for all children.

- **Purposeful Assessment:** Systematic and purposeful data collection and assessment must occur at the program and institution level. We must have relevant data if we are to understand our candidates as learners and provide timely feedback and support for their development; adapt and adjust elements in our program to meet candidate needs; revise elements of programs to improve what we do; and be responsive to institutional, state, and accreditation accountability demands. We commit to exploring richer measures of candidate progress and achievement and program effectiveness as we strive to build comprehensive and integrated assessment systems.

- **Research and Inquiry:** As a research institution, we accept a responsibility to be active in the production of research knowledge that leads and guides our efforts to revise and improve what we do in educator preparation and informs the profession. We are engaged in the systematic study of program elements, practices, and designs. Through our inquiry and participation in professional organizations and interactions with state and national policy makers on educator preparation, we contribute to the knowledge base that decision-makers use to guide policy in educator preparation in the state and nationally.

- **Collaboration:** Within our educator preparation programs, collaboration takes many forms and is evident throughout our teaching, research, and service to the field of education. Collaboration between schools and universities forms the basis for professional development schools (PDSs), which supports much of the
Candidate Commitments:
Candidate commitments include both the Foundational Competencies (non-academic competencies, such as communication or interpersonal skills, which candidates are expected to demonstrate at the time of entry to the program) as well as the Emerging Commitments that we expect candidates to strive for as they progress through the program. The candidate commitments identified below play a key role in candidates’ ability to teach a diverse student population (ethnicity, socio-economic status, English Language Learners [ELL], giftedness and inclusion of students with special needs in regular classrooms).

Foundational Competencies
The COE has an agreed-upon set of Foundational Competencies that we expect of all candidates in educator preparation programs. Most of these are expected to be well-developed by individuals as they apply to our programs, although it is also expected that some of these abilities will continue to develop and be refined as a consequence of program-based courses and experiences.

- English Language Competence -- Ability to express oneself in standard written and oral English
- Interpersonal Competence -- Ability to interact effectively with others
- Work and Task Management -- Ability to organize and manage multiple work demands
- Analytic/Reasoning Competencies -- Ability to think analytically and reason logically about professional topics, issues, and problems
- Professional Conduct -- Ability to work within a set of reasonable expectations for conduct as defined by the profession and/or workplace
- Physical Abilities -- Ability to meet the professional demands of the profession and/or workplace
- Professional Dispositions -- Commitment to one’s own continuing professional development and to the belief that one can be a responsible agent for the improvement and reform of education; Commitment to the belief that all children and adults can learn.

Emerging Commitments:

- **Equity and Diversity** – Candidates demonstrate a belief that all children can learn, and develop a repertoire of culturally responsive strategies that they implement to ensure all children learn. [EC 1 – Equity and Diversity]

- **Advocacy** – Candidates serve as an advocate for their learners, as well as their community. They take an advocacy role as they utilize their knowledge and experiences to influence decisions about individual student needs, curricula, community engagement and educational policy. [EC 2 - Advocacy]

- **Internationalization** - Candidates demonstrate the knowledge, experiences, and skills that support a commitment to internationalization of experiences for children and youth and the development of global competencies. [EC 3 -- Internationalization]

- **Reflection** – Candidates recognize that reflection is essential to self-understanding and serves as a foundation to improve and develop as a professional. They make informed, reflective judgments
about research and practice.  [EC 4 -- Reflection]

- **Innovation and Creativity** – Candidates are resourceful and imaginative in utilizing a variety of evolving tools and techniques to ensure learning for all. They integrate media resources and technology in the curricular experiences of students and use technology as a vehicle for active learning, collaboration, global communication and research.  [EC 5 – Innovation and Creativity]

- **Responsible and Ethical Action** – Candidates act as responsible and ethical professionals in accord with institutional and national standards.  [EC 6 – Responsible and Ethical Action]

- **Specialist Competence** – Candidates demonstrate a commitment to developing specialist competence – i.e., being good at what they do, and striving to acquire subject-matter competence.  [EC 7 – Specialist Competence]

**Domain #2: KNOWLEDGE**

Professional knowledge is guided by professional standards. The initial teacher preparation programs draw extensively upon the InTASC Standards\(^1\) and both the initial and advanced programs emphasize the Specialty Professional Association Standards\(^2\) (e.g., CEC, NCTM, etc.). As a result, the Conceptual Framework is constantly evolving as specialty professional associations revise and update their standards.

**Knowledge of Subject Matter:**
Reflective educators have a thorough understanding of facts and concepts related to the subjects they teach; substantive structures – the ways in which the fundamental principles of a discipline are organized; and the canons of evidence and proof that guide inquiry in the field. They know how to apply what they have learned to support instruction that emphasizes developing high level skills and is responsive to and extends students' content understanding.  [Subject Matter]

**Knowledge of Pedagogy:**
Reflective educators possess *pedagogical content knowledge*. Candidates demonstrate a firm knowledge of culturally responsive and respectful pedagogy – knowledge of the science of teaching, including principles and strategies that are subject matter or topic specific as well as those not bound by subject matter or topic. They understand that effective pedagogy supports the development of critical thinking skills and promotes active engaged learning and collaborative learning communities. They know “how to manage a classroom, how to assess understanding, and how to implement a wide repertoire of instructional strategies to reach diverse learners” (Alter & Coggshall, 2009).  [Pedagogy]

**Knowledge of Learners:**
Reflective educators understand academically, culturally and linguistically diverse learners, including both knowledge of student characteristics and cognitions, as well as knowledge of the motivational and social-emotional aspects of student learning and development. This knowledge is expanded through an understanding of partnerships with parents and families.  [Learners]

**Knowledge of Curriculum:**
Candidates understand how the content and outcomes for instruction are and can be organized for different purposes and how they are responsive to different learners, contexts of schools, and political realities within the state and in a global community. Their instruction is aligned with the state’s curriculum standards.  [Curriculum]

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\(^1\) For a listing of the Interstate Teacher Assessment and Support Consortium- InTASC Standards, see Appendix B

\(^2\) For a listing of the different SPA Standards, see Appendix A
**Knowledge of Educational Goals and Assessment:**
Reflective educators understand educational goals and possess the ability to demonstrate evidence-based decision-making. They aggregate, disaggregate and analyze classroom data in order to demonstrate their impact on student learning, plan for further instruction, and shape the improvement of their practice.

[Educational Goals and Assessment]

**Knowledge of Social and Cultural Contexts:**
Reflective educators demonstrate a thorough knowledge of social and cultural contexts and the ability to apply that knowledge to understand and address educational goals and learning in diverse communities. Candidates are globally competent, informed, and comfortable with international perspectives. [Social and Cultural Contexts]

**Knowledge of Technology:**
Candidates are exposed to the full range of emerging technological tools for education so that they can make informed choices about which technology will best meet their instructional and community-building goals. They demonstrate proficiency on the Maryland Teacher Technology Standards\(^3\) (MTTS) and/or the Technology Standards for School Administrators (TSSA\(^4\)) and learn to use technology fluently and in pedagogically appropriate ways. [Technology]

Domain #3: PRACTICE: FIELD EXPERIENCE, CLINICAL PRACTICE, AND INDUCTION

**Field Experience:**
Teaching is a profession of practice; teacher candidates use the knowledge outlined in Domain #2 as they develop the skills to enact this knowledge in the practical, field-based settings within which they work (cf. Ball & Forzani, 2009; Grossman, Hammerness, & McDonald, 2010; NCATE, 2010).

**Clinical Practice:**
Candidates engage in the action research/inquiry process within the school setting. Their action research is linked to school improvement needs, and candidates use the results of research and inquiry to inform future practice in the classroom and to foster student achievement in PDS\(^5\) sites.

**Induction:**
Teacher learning and the transition from novice apprenticeship to expertise is an extended process. As such, both pre-service and post-service teachers need mentoring in order to acquire a framework which can guide effective pedagogical decision-making and enactment (Hammerness et al 2005; Darling-Hammond 2006). In keeping with the recommendations of educational researchers and policy-makers for the reform of teacher preparation programs, the COE is working to develop and add an induction component to the clinical preparation of teacher candidates across many of its certification programs and in its professional development school partnerships.

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\(^3\) For a listing of the MTTS Standards, see [http://www.mttsonline.org](http://www.mttsonline.org)

\(^4\) For a listing of the TSSA Standards, see [http://coe.ednet.lsu.edu/coe/pdfs/tssa.pdf](http://coe.ednet.lsu.edu/coe/pdfs/tssa.pdf)

\(^5\) For a listing of the PDS Standards, see [http://cte.jhu.edu/pds/Resources/8X11_PDS_Standards.htm](http://cte.jhu.edu/pds/Resources/8X11_PDS_Standards.htm)
CONCLUSION:
This conceptual framework draws on our vision for the College of Education as a place dedicated to preparing educators who advance students’ learning and development and foster equity in the schools where they work. In the conceptual framework we talk about how that vision has led us to a set of commitments for our programs and commitments we expect of our candidates. These commitments are supported by and interact with our understanding of the knowledge and skills that candidates acquire during their time here. The combination of on-campus coursework and clinical field experiences work together to help drive the development of candidates’ skills, knowledge, and commitments. We recognize, too, the importance of participating in the continuing education of our graduates; this is a direction we set for the future. Finally, as a research extensive university we commit to drawing upon research to build our programs and to engaging in research on various aspects of our programs in order to improve our practice.

Fundamental in this conceptual framework is our commitment to excellence and equity. Our goal is not solely to prepare good educators, but to prepare exceptional educators who understand teaching and learners and commit themselves to meet the needs of a diverse student body.

For bibliographic references and the complete text of this document, including all of the associated attachments, see the *College of Education Conceptual Framework (Approved May 2011)*