

**UM College of Education
Conceptual Framework
(Approved May 2011)**

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). In pursuit of this vision 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.

Given this vision, our mission is to foster the learning and development of PK-16 students through our educator preparation programs, leadership, research, advocacy, and partnerships. Educational inequities exist on multiple levels; therefore, 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.

In pursuit of this mission, 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.

To ensure that our candidates become skilled in the enactment of practices that will have a positive impact on ALL students, 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 AND 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. These domains link directly to the four components of Maryland's *Redesign of Teacher Education*: Strong Academic Background, Extensive Internship, Performance Assessment, and Linkage with PreK-12 Priorities. Figure 1 (pg. 3) provides a visual representation of how these domains and components align in our pursuit of excellence and equity.

Domain #1: COMMITMENT (*aligned with Redesign Components II, Extensive Internship; and IV, Linkage with PreK-12 Priorities*)

Commitment helps set in motion our decisions and designs on what programs we offer and the basic architecture of those programs; it influences who we admit, how we set course and experience requirements, how we interface with school partners, and how we determine our effectiveness. Commitment conveys intentionality: In contrast to a disposition, which suggests an inclination or propensity for action, commitment signifies a determination to *act* on those feelings and beliefs.

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.

At the core of our work is the commitment to *EXCELLENCE*. For the program and faculty, it means striving to develop and study the designs and features of programs that best prepare outstanding beginning educators.

For our candidates, this means striving to improve and develop as professionals – to be the best they can be and to help their students be the best they can be.

Program Commitments:

Internationalization

As articulated in the College of Education Strategic Plan (2009, p. 34), “in no other time has the importance of global competence and intercultural understanding been greater. Students at all levels need to be more cognizant of the world outside their own communities and outside the United States; and they need to be equipped to solve problems of a global nature, with international players, if they are going to cope successfully with an increasingly globally connected future. There is no way to achieve this goal if their teachers and educational leaders are not themselves informed and comfortable with international perspectives.” This echoes the vision articulated in the University of Maryland Strategic Plan (2008, p. 27) that commits the University to “produce informed global citizens and skilled professionals prepared to engage in a global community in which the important issues of our times are international ones.” It is also consistent with national imperatives expressed in a recent National Education Association policy brief (2010) and in *The Teachers We Need Report* (2010) in which international awareness is highlighted as a key imperative for U.S. students in the 21st Century. Others making the case for the importance of global education or global competence for today’s youth include the National Research Council (2007), the Committee on Economic Development (2006), the Asia Society (2008), and the Partnership for 21st Century Skills (2007).

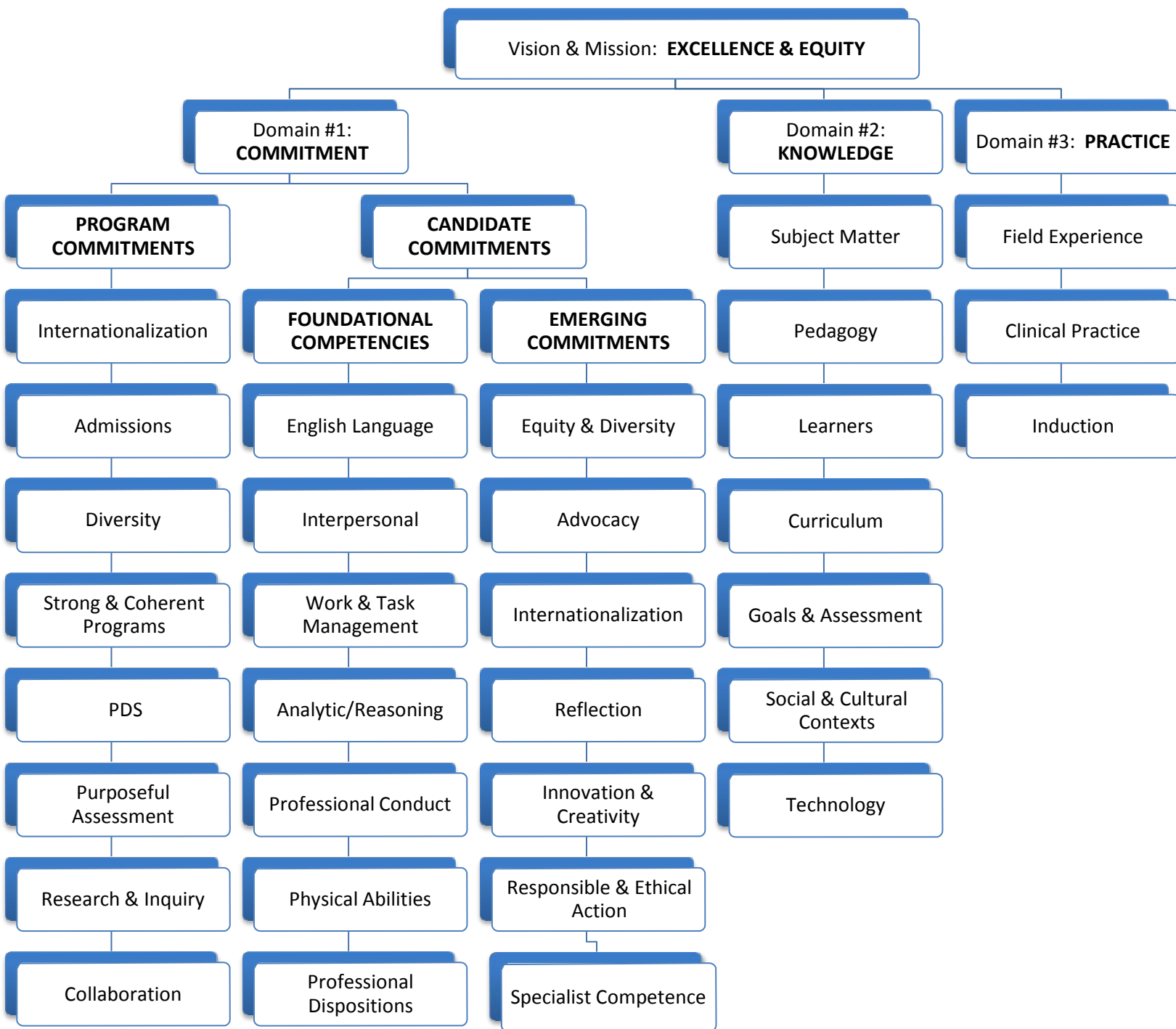


Figure 1

Reimers (2009) defines global competency as the knowledge and skills people need to understand to integrate across disciplines and to have the attitudinal and ethical dispositions that make it possible to interact peacefully, respectfully, and productively with people from diverse geographies. The Partnership for 21st Century Skills (2007) defines global awareness as the ability to understand global issues; learn from and work with people from diverse cultures; and understand the cultures of other nations, including the use of non-English speaking languages. Although there is an increasing literature related to global competence, global awareness and the internationalization of education in general, with specific attention to the needs and responsibilities in teacher education programs (in addition to works cited above, see Longview Foundation, 2008 and Schneider, 2003), the preparation of teachers and educational leaders in the U.S. has traditionally focused almost exclusively on developing understandings, skills, and attitudes appropriate for teaching in local schools. Educator preparation programs are responsible for preparing teachers and educational leaders to be effective. If they are to be effective in teaching children to be more aware of, and knowledgeable about, the rest of the world – as well as more sensitive to global perspectives – then they must themselves possess appropriate knowledge and skills. To this end, the educator preparation programs at the University of Maryland 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

As summarized by the National Research Council (2010), “the quality of new teachers entering the field depends not only on the quality of the preparation they receive, but also on the capacity of preparation programs to attract and select academically able people who have the potential to be effective teachers” (p. 12). For decades the recruitment and selection of candidates for teacher education programs has been ignored, both as a matter of policy and as an area for systematic research. Traditionally, teacher education programs in particular have relied on test scores – e.g., Praxis I or in some cases Praxis II content scores – and grade point minimum standards (often not set at a high level) as the primary bases for their admissions criteria. At UM, we agree with the recommendation expressed in the recent report, *Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers* (NCATE, 2010) that strengthening candidate selection is one of the highest priorities in any meaningful effort to improve the preparation of education professionals. And, while there are not clear guidelines for what constitute the most meaningful factors to include in a comprehensive admissions process, we accept that multiple measures are essential and that those measures ought to include consideration of aspects of background, experience, orientation, communication skills, and reasoning abilities. Also important and often ignored are the support systems in place to assist candidates on academic, professional, personal, and social matters that affect their retention in the program. At UM, 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. Moreover, 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

The work of many theoreticians and practitioners informs the body of knowledge that guides the college on socio-cultural issues and inclusion, and provides a research base for educational decisions related to diversity. Researchers and scholars who have developed programs for groups of children and adults with a wide range of backgrounds suggest that educators best learn about diversity through collaborative, reflective activities. Bennett (1995), Irvine (2002; 2003), Nieto (2003), and others point out several stages that educators must go through as they develop cultural sensitivity. As they progress toward becoming more culturally sensitive, professionals first recognize that cultural differences exist, acknowledge that one's own culture impacts his or her world view, and accept and respect other cultural representations as legitimate. Eventually, as educators become more and more culturally sensitive, they are capable of taking on multiple cultural perspectives or displaying empathy for other cultures (Bennett, 1995). Eventually, educators are capable of implementing enriched practices, building bridges between themselves and their students' or clients' cultures, and recognizing those cultural differences when measuring outcomes (Irvine, 2002).

Establishing an awareness of the impact of educational diversity is an important aspect of our programs. Ample research supports the efficacy of professional development within initial and advanced programs to promote the development of intercultural competence for educators (Garcia, 1994, 2003; Zeichner and Hoeft, 1996). 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

The recent NCATE report (2010) on transforming teacher education calls for the fundamental "redesign [of] preparation programs to support the close coupling of practice, content, theory, and pedagogy." This echoes the conclusions reached by Goodlad (1994) and his colleagues in their studies of teacher preparation programs, namely, that even in the best of programs, what was noticeably weak was the lack of connectedness across elements in the programs. This weakness was not limited to the long-standing lament about the disjoint between the perspectives on curriculum and pedagogy taught in the university courses and the curriculum and instructional expectations in the schools. It extended to all aspects of the program --- the general education and subject matter courses that candidates take, the required and informal experiences with children and schools that candidates engage in as part of pre-professional requirements, in the courses they take in professional education, and in the clinical experiences they have during the program. It includes the messages sent by admissions standards and processes and the modeling that faculty and professional staff do in their teaching, advising, supervising, and counseling. At the heart of this is the understanding that it is not enough for programs simply to have

strong individual components; they also need the synergy among those components to support integrated learning. Coherence emerges and is visible both to the faculty and to the candidates when there is thoughtful connectedness among the components that supports candidate learning. At UM, 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

The academic and professional studies elements of even the best-designed program will not be successful without accompanying and supportive clinical field components. Long a valued and almost revered staple of teacher education programs, clinical components have also long been problematic in teacher education in that traditional practices for placement of preservice educators have been as much based on expediency as on rationale and collaboration. Recent reports from AACTE (2009) and NCATE (2010) emphasize the central role that well designed and articulated clinical experiences must play in any significant effort to improve educator preparation programs. In Maryland, the state's Redesign of Teacher Education (Component II, Extensive Internships) (1995) mandates the placement of teacher education candidates in specifically designated Professional Development Schools (PDS). The key principles of the PDS initiative based on the Holmes Group guidelines are fundamental to supportive clinical components. These emphasize: 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. UM program faculty and professional staff are committed to working with PDS partners and with partners at PDS affiliated schools to support those principles.

Purposeful Assessment

As noted by the National Research Council (2010), a "primary obstacle to investigating important aspects of teacher preparation is the lack of systematic data collection, at both the national and state levels" (p. 6). We agree with their belief that "a more comprehensive approach to data collection would provide both baseline monitoring of the status of teacher preparation and a common foundation on which to build research efforts that investigate important aspects of teacher preparation" (National Research Council, 2000, p. 6). Moreover, we believe that such systematic and purposeful data collection and assessment must also 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 also agree with the NRC cautions that such data collection must go beyond surface information such as degree titles, courses taken, certifications attained, hours spent in experiences, and the like. While such documentation has value and ought to be part of the data we gather, we commit also to exploring richer measures of candidate progress and achievement and program effectiveness as we strive to build comprehensive and integrated assessment systems.

For an overview of the Unit Assessment System, see Appendix B.

Research and Inquiry

Like most other programs in educator preparation, we believe that our programs should be research-based – i.e., that faculty, professional staff, and clinical partners draw from the best work in the field to focus on research-supported practices in their teaching. While there is much research that continues to inform aspects of classroom practice across disciplines and school contexts, the research in and on teacher education remains weak and unconvincing. In particular, the lack of strong empirical bases for decisions about teacher preparation programs practices, policies, and structures is especially problematic (Wilson, Floden, and Ferrini-Mundy, 2001; NRC, 2010; NCATE, 2010). 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

By engaging collaboratively with other campus units; with local, in-state, out-of-state school districts, and communities; as well as national organizations, we enhance our understanding of multiple arenas of education. Collaboration strengthens our abilities to research, to address critical problems, and to provide our candidates a broader perspective on education as a profession. Such engagement also makes vivid the advantages of collaboration to our educator candidates and future researchers. University and school reform movements encourage collaboration as a way to change the ways we work with children, youth, and adults (Shapiro & Levine, 1999).

Building and establishing collaborative partnerships is easy to espouse in theory – but more difficult to practice in reality. As Murrell (2001) points out, “...creating some form of professional learning community is absolutely necessary” in educator preparation (p. 44). Collaboration then becomes an important theme throughout our educator preparation programs. Research on collaboration evolves from the premise that interdependence among faculty members and their partners increases the effectiveness of programs, research, and related activities (Gerow, 2001). Group dynamics theory has provided the knowledge base (Johnson & Johnson, 1989; Slavin, 1990, 1991), and research suggests a variety of benefits such as improvement in human relations, increased persistence on challenging tasks, greater success in problem solving, and greater productivity.

Collaboration suggests and encourages a multi-disciplinary approach to program and research implementation (Gerow, 2001). Not only must programs reflect multiple perspectives, but scholarship can be strengthened if there is input from an interdisciplinary group of educators. The publications of King (2003), who establishes an economic perspective for evaluating teacher education, and Ingersoll (2003), who takes a sociological and organizational perspective to talk about teachers, characterize the importance of an interdisciplinary approach to educator preparation. Such an approach can have an additional impact, for when networks, coalitions, and partnerships become deeply

embedded in practice, knowledge transfers more quickly from one institution to another (Sachs, 2003). Furthermore, when professionals and various other stakeholders become engaged in the issue of educator preparation and offer their diverse perspectives on the matter, reform is more likely to occur (Pacheco, 1999).

Within our educator preparation programs, collaboration takes many forms and is evident throughout our teaching, research, and service to the field of education. Collaborative efforts are particularly apparent within our teacher education programs. Collaboration between schools and universities forms the basis for professional development schools (PDSs) (Book, 1996; Abdal-Haqq, 1998), which supports much of the initial teacher preparation field experience. Within PDSs we encourage collaborative research addressing issues important to teachers and their classrooms, with the objective that such collaboration will inform both teacher education and teaching and learning in schools (see Johnston, 1997). In addition, our initial and advanced programs are enhanced by the contributions of faculty in differing disciplines across the college, faculty in other colleges in our university, faculty at other universities, faculty among administrative practitioners, public schools educators, local businesses and communities, and professional organizations.

Candidate Commitments:

These commitments, which come directly from the COE vision and mission, 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), which are key elements of *Redesign* Component IV, Linkage with PreK-12 Priorities.

Foundational Competencies

The COE has an agreed-upon set of Foundational Competencies that we expect of all candidates in educator preparation programs. These address a range of abilities and attitudes that are base-line expectations for a working professional. 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.

For a detailed description of the Foundational Competencies, see Appendix B.

Emerging Commitments: In addition to the Foundational Competencies, there is an expectation that candidates will acquire and demonstrate the following commitments through their engagement in the academic and clinical components of the program. Through these commitments, candidates put into action aspects of the COE vision, guiding philosophy, and priorities.

- **Equity and Diversity** – a belief that all children can learn. Evidence strongly suggests teachers' expectations of their students' ability to achieve are powerful predictors of student success (Brehm & Kassin, 1996; Snipes, Williams, Horwitz, Soga, & Casserly; 2007). Further, teachers' perceptions of minority children correlate with children's self-perceptions (Gutman & Midgley, 2000; Snipes, et al, 2007), which in turn shape behavior and achievement (Brehm & Kassin, 1996). Consequently, candidates in the COE explore issues around expectations for all students, but, more specifically explore the complexity surrounding the attainment of equity and equality in classrooms and schools. As a result, candidates are expected to develop a repertoire of culturally responsive strategies that they skillfully implement throughout their practicum placements to ensure all children learn.
- **Advocacy** – to participate and influence decision-making and policy-setting relative to the schooling of children and youth. School is only one aspect of children and adolescents' lives, yet teachers have a critical role in shaping and determining the course of academic and social experiences. A critical role for teachers and educational leaders is serving as an advocate for their learners, as well as their community. At the UM we have a strong commitment to preparing our candidates to expand their roles beyond the classroom. We expect, for example, our candidates to become leaders and change agents for individual students, for their teaching team, for varied groups both in and outside the school and for those in the community at large. Consequently, candidates take an advocacy role as they utilize their knowledge and experiences to influence decisions about individual student needs, curricula, community engagement and educational policy (local, statewide, national, and international).
- **Internationalization** - As articulated in the College of Education Strategic Plan (2009, p. 34), "in no other time has the importance of global competence and

intercultural understanding been greater. Students at all levels need to be more cognizant of the world outside their own communities and outside the United States; and they need to be equipped to solve problems of a global nature, with international players, if they are going to cope successfully with an increasingly globally connected future. There is no way to achieve this goal if their teachers and educational leaders are not themselves informed and comfortable with international perspectives.” Through the integration of international content and perspectives in their general studies courses and in the academic courses they take to meet subject matter majors or areas of emphasis; through formal and/or informal international experiences such as study abroad; through the integration of international perspectives in the educator preparation courses; through their opportunities to interact in professional and social contexts with international scholars and students; through their clinical experiences at schools which are themselves exploring how they can better meet the global education and global awareness expectations for their students; and through their participation in the rich international environment that surrounds the University, UM educator preparation candidates gain the knowledge, experiences, and skills that support a commitment to internationalization of experiences for children and youth in their professional work as teachers and educational leaders.

- **Reflection** – recognition that reflection is essential to self-understanding and serves as a foundation to improve and develop as a professional. Educator reflectivity is a process through which intelligent, informed decisions about educational strategies are made (e.g., Cruickshank & Applegate, 1981; Sprinthall, Reiman, & Thies-Sprinthall, 1996; Hammerness, Darling-Hammond, Bransford, Berliner, Cochran-Smith, McDonald, & Zeichner, 2005; Schrum and Levine, 2009). The process of engaging in reflective practice is not linear, but rather an on-going, dynamic process constantly in motion, changing and developing (Norlander-Case, Reagan, & Case, 1999, Schoonmaker, 2003). Faculty members in our college view knowledge as dynamic and value multiple ways of knowing. Consequently, candidates are expected to understand that there are many ways to describe and approach knowledge. Candidates are exposed to a range of theoretical perspectives in order to help them make informed, reflective judgments about research and practice. We believe that reflectivity exists on a continuum – from a micro-perspective that looks at specific educational activities to a macro-perspective that takes into account the political and ethical considerations of education in our society.
- **Innovation and Creativity** – The COE’s Strategic Plan emphasizes the importance of innovation and creativity in teacher and educator leader candidates. Given the complex challenges facing educators today, it is imperative that all UM candidates are resourceful and imaginative in utilizing a variety of evolving tools and techniques to ensure learning for all. This includes the integration of media resources and technology in the curricular experiences of students and in professional practice. In this era of social networking and ever-evolving technology, it is crucial that candidates are prepared to teach their students for the changing realities of tomorrow. Consequently, candidates are expected to harness technology

as a vehicle for active learning, collaboration, global communication and research.

- **Responsible and Ethical Action** –Educators are entrusted with the lives and well being of children and adolescents, while serving as powerful role models for students and members of the surrounding community (Goodlad, 1990). The actions and character of those who teach, counsel, and lead are equally important as the words these educators articulate. The COE is committed to graduating candidates who possess Foundational Competencies and are guided by Equity and Diversity, Advocacy, Reflection, Innovation and Creativity in order to be responsible and ethical professionals.
- **Specialist Competence** – The COE endeavors to ensure that its teacher and education leader candidates demonstrate a commitment to developing specialist competence – i.e., being good at what they do, and striving to acquire subject-matter competence.

Domain #2: KNOWLEDGE (*aligned with Redesign Components I, Strong Academic Background; III, Performance Assessment; and IV, Linkage with PreK-12 Priorities*)

Professionals whose role it is to guide the development of others, whether through classroom teaching, school leadership, counseling, mentoring or resource coordination, must draw on professional and content knowledge to be maximally effective. Educator preparation candidates develop professional and content knowledge through a combination of content-related and professionally-oriented coursework, clinical practice, and mentoring. While professional knowledge may vary among educators who focus on different areas, all educational professionals must master the knowledge specific to their fields. Advanced and initial programs in the COE are designed to promote the development of pertinent knowledge, skills, abilities, and attitudes as a precursor to the eventual demonstration of professional competency in the classroom and other educational settings. Professional knowledge is guided by professional standards. Whereas the initial teacher preparation programs draw extensively upon the INTASC standards (as reflected in the description of Knowledge Domains below), both the initial and advanced programs emphasize the specialty professional association standards. As a result, the Conceptual Framework is constantly evolving as specialty professional associations revise and update their standards.

Future high quality teachers and educational leaders rely on many types of knowledge as they make informed decisions in the world of practice (McDiarmid & Clevenger-Bright, 2008; Shulman, 1987). The critical knowledge areas described below address professional standards for all initial teacher preparation programs and provide the basis for program development, implementation, and assessment for candidates in initial programs. They are included here as an illustration of the categories that form the foundation for professional standards and proficiencies in our multiple arenas:

Knowledge of Subject Matter:

Reflective educators must 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 (Grossman, Schoenfeld, & Lee, 2005; Hill & Ball, 2009; Schwab, 1978; Shulman, 1987). Knowledge of subject matter focuses not only on the understanding of facts and concepts related to the subjects candidates teach, but also on the understanding of broader areas of knowledge, such as those expected of candidates through liberal arts and sciences general education courses and electives. These courses and experiences provide the context for subject matter knowing and understanding and are essential for candidates to be able to build the analogies to support student learning by making connections between similar or contrastive aspects of target concepts or skills. The COE is committed to ensuring that its educator preparation programs are comprehensive and intellectually challenging. Candidates are deeply and broadly educated in all aspects of their degree program – liberal studies, education, and their major (Michelli, 2006). They know their content and their students well, and are able to productively build connections between the two (Alter & Coggshall, 2009). They have learned how to learn and can transfer what they have learned to new situations, integrating high level skills that extend students' content knowledge (Salazar, 2010).

Knowledge of Pedagogy:

Reflective educators not only master their subject, but also understand and represent that content appropriately, adequately, and accurately in their professional practice. They possess *pedagogical content knowledge* (Shulman, 1986). Educators “know how students understand key ideas of the subject matter and what representations facilitate students’ learning of these key ideas” (Santagata, 2010, p. 73). Candidates also 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 is dependent upon: the development of critical thinking skills; collaborative partnerships with students, teachers, administrators and parents resulting in constructive communities of practice; and supportive classroom learning communities (Ball, 1993; Hill, Ball, & Schilling, 2008; Shulman, 1986, 1987). The COE is committed to ensuring that its candidates are prepared to work effectively within the realities of today’s public schools. It strives to ensure that its graduates are well-prepared to overcome the challenges found in many urban and rural classrooms, are well-informed about education practices and research results worldwide, and understand the impact of education policy on schools and classrooms (COE Strategic Plan, pp. 9-10). COE candidates demonstrate strong pedagogical skills and 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).

Knowledge of Learners:

Reflective educators must 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 partnerships with parents and families in order to fully understand the individual student and enhance the home-school relationship. At its core, knowledge of learners is grounded in an assets orientation (Banks, Cochran-Smith, Moll, Richert, Zeichner, LePage, Darling-Hammond, Duffy, 2005; Bransford, Derry, Berliner, Hammerness, & Beckett, 2005; Bruner, 1960; Horowitz, Darling-Hammond, Bransford, 2005; Hill & Ball, 2009; Howard & Aleman, 2008; Pugach, 2005; Sykes, 1999; Valdés, Bunch, Snow, Lee, & Matos, 2005). The COE prepares culturally responsive teachers and educational leaders, who are capable of “increase[ing] students’ access to content and language by incorporating students’ background knowledge and skills into planning, materials, delivery, and assessment” (Salazar, 2010, p. 84). Its candidates are competent in educating the whole child and adapting instruction to meet the needs of diverse learners, including students with disabilities, English language learners, and students from low socio-economic backgrounds (Barker, 2010; Alter & Coggshall, 2009). The COE prepares culturally responsive educators who demonstrate the ability to “create an active, social, and learner-centered environment” (Berk, 2007, p. 63) and who “act as advocates for the emotional, physical, and educational needs of all their students” (AACTE & P21, 2010, p. 17).

Knowledge of Curriculum:

Reflective educators need to draw frequently upon their knowledge of curriculum – the understanding of the programs and materials designed for the teaching of particular topics and subjects at a given level (Hill & Ball, 2009; Shulman, 1987). Candidates acquire a sound professional knowledge base to understand learning and the context of schools within a global community. Their instruction is aligned with the state’s curriculum standards. They understand Maryland’s school accountability system and demonstrate proficiency in the knowledge, skills, and dispositions related to the accountability elements of the certification program in which they are enrolled. The COE is committed to ensuring its educator preparation curriculum includes a focus on global perspectives and technological advances and prepares candidates who possess the knowledge and skills to teach in the region’s urban/metropolitan schools (COE Strategic Plan, p. 8).

Knowledge of Educational Goals and Assessment:

Reflective educators must understand educational goals and possess the ability to demonstrate evidence-based decision-making. Consequently, candidates aggregate, disaggregate and analyze classroom data in order to demonstrate their impact on student learning and plan for further instruction. Candidates must learn that assessment is ongoing and continuous, rather than something that happens with one test at the end of a year (Atkin & Coffey, 2003; Black & Wiliam, 1998; Darling-Hammond, Banks, Zumwalt, Gomez, Gamoran Sherin, Griersdorn, Finn, 2005; Shepard, Hammerness, Darling-Hammond, & Rust, 2005). Reflective educators “assess and use evidence of student learning to continually adapt instruction to student needs” (Alter & Coggshall, 2009, p. 8). They demonstrate assessment literacy and are able to read and interpret data accurately and adapt classroom practice accordingly (Miller, 2009). Candidates also recognize and value the importance of using research in teaching to constantly reflect on and improve their practice. They analyze the impact of their own practice on student learning outcomes

and know what to do if a student is not making progress (Heritage, Kim, Vendlinski, & Herman, 2008).

Knowledge of Social and Cultural Contexts:

Reflective educators face the challenge of shaping their professional lives in alignment with social issues such as racism and sexism, and cultural issues such as diversity and economic inequalities. A thorough knowledge of social and cultural contexts and the ability to apply that knowledge effectively to educational goals and learning are particularly important as the practitioner forms an understanding of how students interact (Hollins & Guzman, 2005; Howard & Aleman, 2008; Lucas & Grinberg, 2008; Sleeter, 2008). The COE produces culturally responsive teachers and educational leaders, who “continuously learn about their students and their cultural, linguistic, familial and community resources.... who foster a relentless belief in the potential of diverse learners...[and who] believe that all students will learn, given the enactment of effective practices” (Santagata, 2010, p. 83). The COE is committed to the goals of equity and achievement for all. Its candidates demonstrate a commitment to social justice, and are provided numerous opportunities to learn research-based perspectives on equity and diversity. COE graduates are well-prepared to overcome the challenges found in many urban and rural classrooms, are well-informed about education practices and research worldwide, and understand the impact of education policy on schools and classrooms (COE Strategic Plan, 2009).

The COE also is committed to the internationalization of its educator preparation programs and to ensuring that its graduates are globally competent. Candidates need to be more cognizant of the world outside their own communities and outside of the United States; and they need to be equipped to solve problems of a global nature, with international players, if they are going to cope successfully with an increasingly globally connected future. The COE is dedicated to ensuring that teacher candidates and educational leaders are informed and comfortable with international perspectives.

Knowledge of Technology:

The COE supports innovative approaches to research, teaching, learning, and assessment made possible by multimedia. It facilitates the creation and adaptation of learning experiences with digital resources, and data collection and analysis tools that make it possible to evaluate trajectories of learning and development. 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 (MTTS) and/or the Technology Standards for School Administrators (TSSA) and learn to use technology fluently and in pedagogically appropriate ways (AACTE & P21, 2010). Candidates are able to creatively use technology and media in teaching and their own learning process.

Taken in their entirety, the knowledge areas above are intended to prepare a cadre of new educators who understand the learning sciences and human development, and consequently, are ready to make a real difference in raising achievement among all students, especially those who have historically underperformed. The COE is committed to

producing culturally responsive educators, who are prepared to work effectively within the realities of the public schools, and who are ready to take on leadership roles at the school, district, state, and national levels. Clinical practice, as a larger domain, provides the opportunity for candidates to engage, explore, experience, learn from, and refine how they apply these knowledge areas in practice settings.

Domain #3: PRACTICE: FIELD EXPERIENCE, CLINICAL PRACTICE, AND INDUCTION
(aligned with Redesign Component II, Extensive Internship)

Field Experience:

Teaching is a profession of practice; therefore, teacher candidates need to 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 must be at the core of our preparation programs (NCATE, 2010). It is not enough to understand; teacher candidates must also be provided with opportunities to implement ideas in practice (Feiman-Nemser, 2008). Coursework and clinical practice must be intertwined so that teacher candidates can apply what they are learning with authentic PK-12 classroom experience. Therefore, our programs work toward helping the next generation of educators develop the skills of enactment by providing our candidates with extensive field-based opportunities to assume responsibility for the learning of PK-12 students. Role-playing, analysis of case studies, micro-teaching, simulations, video analysis of practicing teachers, and analysis of student work often occur in pedagogy coursework. Pedagogy coursework is connected with field experiences to link theory and practice (Grossman & McDonald, 2008). Through the integration of these clinical practices with theory and researched-based best practice, video analysis and self-reflection on practice, and feedback from supervisors and mentors, teacher candidates have multiple opportunities to develop skilled practice.

Clinical Practice:

Clinical practice, which occurs in many different ways throughout our educator preparation programs, is an essential element at the core of our professional preparation. In addition to the intensive experiences in professional development schools (PDS) during the year-long internship, there are carefully designed and sequenced early community and field-based experiences linked to coursework which allow candidates to observe extensively in schools and to act as instructional assistants and co-instructors in the classroom (Zeichner 2010; Darling-Hammond 2006; Darling-Hammond and Hammerness 2005). These early, guided experiences allow beginning candidates to observe in a variety of diverse settings, and practice teaching with individual and small groups of students, which, in turn, provides a rich and diverse clinical foundation for our teacher candidates in preparation for a sustained, extensive, well supported internship.

These internships are housed within a PDS structure with diverse settings under the guidance of mentor classroom teachers and UM faculty (*Redesign Component II, Extensive*

Internship). Our PDS partnerships offer a reciprocal relationship that provides mentored practice and experience for teacher candidates, professional development for school staff, and access to authentic PK-12 classrooms for IHE faculty. Clinical experiences for all our programs are collaboratively planned with school system partners (NCATE, 2001, 2010; AACTE, 2010), and support the development of specific linkages between our educator preparation programs and statewide school reform efforts. These clinical experiences afford our candidates the opportunity to 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 sites. Ultimately, it is the **knowledge in practice** domain of our educator preparation programs that allows candidates to link the acquiring and development of **knowledge of practice** with the realization of the **commitments to excellence** cited above to develop the four core proficiencies that provide the focus and direction for all our programs (see p. 1).

Induction:

We recognize that learning to become a teacher does not stop upon graduation from an accredited preparation program. Rather, 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.

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.

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APPENDIX A: COE UNIT ASSESSMENT SYSTEM

The COE uses an assessment system that provides comprehensive and systematic data on individual candidates' qualifications and proficiencies, as well as data about curriculum and program outcomes. The COE Assessment System consists of three major components: (1) Candidate Assessment, (2) Program and Unit Review and Evaluation, and (3) Implementation of Recommendations from the Annual Unit Assessment Retreat. Assessment processes are completed with administrator, faculty, and candidate involvement.

Candidate Assessment: The College identifies candidate learning outcomes (see page 1), which specify the proficiencies candidates are expected to have developed by the time they finish the program. These learning outcomes, which are based on the Conceptual Framework and state (Maryland Teacher Technology Standards, Maryland Instructional Leadership Framework) and national (INTASC and Specialized Professional Association/SPA) standards, are assessed through key assessments at five major transition points: (1) entry to the institution, (2) entry to the professional education Unit, (3) entry to internship, (4) exit/graduation clearance, and (5) post-graduation/alumni follow-up. Candidate data at each of these transition points are used to provide formative and summative feedback to candidates and program faculty, and to determine whether candidates should be allowed to progress through the program.

We consider admissions criteria for the assessment of candidates' subject matter preparation and their potential to become effective beginning practitioners. Throughout the programs we use a variety of formative assessments to document candidates' professional growth and performance, including: course assignments, portfolio submissions, assessment of internships and clinical work, and the assessment of foundational competencies. Teacher candidates also are assessed on the Maryland Teacher Technology Standards; candidates for school and district leadership must demonstrate proficiency in assessment of the Technology Standards for School Administrators. The summative assessment for all teacher education candidates is a performance and standards-based assessment instrument/process (PBA), which requires mentor teachers, university supervisors and the candidates themselves to assess performance throughout their internship or clinical experience. In addition, candidates in both the initial and advanced educator programs are required to prepare a standards-based portfolio to document their growth over time as well as their competency across the standards. Finally, after candidates complete the program, the COE administers a variety of surveys (e.g., exit, alumni and employer) to attain evaluation data as the basis for program improvement. *(Note: The College is serving as the lead institution for the state of Maryland in the Teacher Performance Assessment Consortium, a national initiative to develop a performance-based teacher assessment and process for the licensure of all teachers. As we proceed with full implementation of this assessment, it will comprise a major portion of the teacher candidates' professional teaching portfolio.)*

Although candidate data are collected at five key transition points for the purpose of candidate evaluation and program review, assessment of candidate performance is an ongoing process that occurs each semester/year of the program. Through the system of mandatory advising at the undergraduate level and the annual review of candidate progress at the graduate level, candidates are tracked continuously throughout the program and given feedback on a regular basis regarding overall degree progress. When problems arise, they are addressed immediately. Candidates who fail to meet the standards of performance in a course or internship/practicum are counseled and given a detailed action plan with specific benchmarks and a prescribed timeline within which competency must be attained. Candidate assessment data are used not only to give formative and summative feedback to candidates, but also to provide useful data to the faculty for program review and improvement as part of the annual Program Profile review process.

Program and Unit Review and Evaluation: Candidate data from key assessments are aggregated at the program level and incorporated into the Program Profiles. Program Profiles represent the primary vehicle for collecting, maintaining, and updating data across all the programs. The profiles include summaries of candidate data on key program assessments, including data on the unit-wide assessments (Praxis, PBA, Portfolio, MTTS, Foundational Competencies). Data from these assessments are used to document candidate performance on the four learning outcomes identified on page 1.

Faculty members review the candidate information contained in the Program Profile to assess the effectiveness of the program and to identify areas for improvement. Data from the Program Profiles and findings from exit and alumni surveys are summarized and aggregated (when feasible) across the unit, and trends are identified, as well as areas for improvement. These data are reviewed by the Dean, Associate Dean, and the Assistant Dean to identify discussion items for the annual Unit Assessment Retreat.

Implementation of Recommendations from the Annual Unit Assessment Retreat: During the retreat, faculty, candidates, and administrators within the unit, as well as representatives from the PreK-12 community, review the unit data, discuss the items for attention, and make recommendations. Based upon feedback from the Unit Assessment Retreat and the program and unit review evaluation processes, appropriate revisions are made to the Conceptual Framework, programs, unit operations, and/or elements of the unit assessment system, including the procedures for establishing fairness, accuracy, consistency, and the elimination of bias. These changes are implemented the following year and incorporated in the ongoing unit review process for the next assessment cycle.

Processes to Ensure Candidate Assessments/Procedures are Fair, Accurate, Consistent, and Free of Bias: The unit employs multiple strategies to ensure its assessment procedures are fair, accurate, consistent, and free of bias. To ensure fairness, candidates are informed about expected performance criteria and given numerous opportunities to acquire the knowledge, skills, and dispositions that are being assessed. Candidates are advised regarding the requirements for completion of the program at the time of admission and receive copies of the assessment instruments and/or rubrics as they proceed through the program. The faculty strives to ensure that assessments are aligned with the standards

and learning proficiencies they are designed to measure, and assessment results are analyzed to determine if revisions are necessary. Faculty and mentor teachers receive training on key program assessments, and multiple raters are used when feasible. Whenever possible, data are triangulated to ensure validity and reliability. To avoid bias in assessment processes, the faculty adheres to the prescribed accommodations from Disability Support Services, and due process procedures are in place for candidates who disagree with their evaluations. Finally, the College also has been moving many of its key Unit and SPA assessments into LiveText, which enables faculty to examine candidate performance within and across groups, and to calculate inter-rater reliability on key assessments that represent an integral part of the SPA report submissions and annual Program Profiles.

APPENDIX B: FOUNDATIONAL COMPETENCIES

Introduction and Rationale

The College of Education has a responsibility to the educational community to ensure that individuals whom the University of Maryland recommends to the State of Maryland for certification are qualified to join the education profession. Teaching and other preK-12 and community education-related professions require strong academic preparation and mastery of pedagogy or other professional competencies. These professions also require non-academic competencies, such as communication or interpersonal skills, which are as critical to success as those in the academic domain. This document sets forth those essential non-academic criteria or *Foundational Competencies* that are common to all preK-12 and community professional preparation programs at the University.

Foundational Competencies serve several important functions, including, but not limited to: (a) providing information to those considering preK-16 and community professional careers that will help such individuals in their career decision-making; (b) advising applicants of non-academic criteria considered in admissions decisions made by the University's preK-16 and community professional preparation programs; (c) serving as the basis for feedback provided to candidates in these programs regarding their progress toward mastery of all program objectives; and (d) serving as the basis for the final assessment of attainment of graduation requirements and, where appropriate, recommendation for certification.

All candidates in the UM professional preparation programs are expected to demonstrate that they are prepared to work with children, youth, and/or adults in educational and/or other professional settings. This preparation results from the combination of successful completion of University coursework and field/internship experiences and the demonstration of important human characteristics and dispositions that all educators and professionals should possess. These characteristics and dispositions, the *College of Education Foundational Competencies*, are outlined below.

College of Education Foundational Competencies

The College of Education Foundational Competencies are grouped into seven categories: ***English Language Competence, Interpersonal Competence, Work and Task Management, Analytic/Reasoning Competencies, Professional Conduct, Physical Abilities, and Professional Dispositions.***

Within the professional context to which each candidate aspires, all candidates must demonstrate the following Foundational Competencies:

English Language Competence: Ability to express oneself in standard written and oral English

- Communicate effectively in standard written and oral English in order to communicate concepts, assignments, evaluations, and expectations with members of the learning community such as University faculty, students, parents, administrators, and other staff.
 - Candidates write clearly and use correct grammar and spelling. They demonstrate sufficient skills in standard written English to understand content presented in the program and to adequately complete all written assignments, as specified by faculty.
 - Candidates demonstrate sufficient skills in spoken English to understand content presented in the program, to adequately complete all verbal assignments, and to meet the objectives of field placement experiences, as specified by faculty.

Interpersonal Competence: Ability to interact effectively with others

- Demonstrate communication skills that are responsive to and respectful of different perspectives represented in diverse classrooms and/or other professional environments.
- Demonstrate the necessary interpersonal competencies to function effectively with students and parents, and to function collaboratively as part of a professional team.
 - Candidates communicate effectively with other students, faculty, staff, and professionals. They express ideas and feelings clearly and demonstrate a willingness and an ability to listen to others.
 - Candidates appreciate the value of diversity and look beyond self in interactions with others. They do not impose personal, religious, sexual, and/or cultural values on others.

- Candidates demonstrate an awareness of appropriate social boundaries between students and educators and show that they are ready and able to observe those boundaries.
- Candidates demonstrate positive social skills in professional and social interactions with faculty, colleagues, parents, and students.
- Candidates demonstrate the ability to express their viewpoints and negotiate difficulties appropriately, without behaving unprofessionally with instructors, peers, or students.
- Candidates exhibit respect for all University of Maryland and school personnel, as well as peers, children and their families and members of their communities.
- Candidates demonstrate flexibility, openness to new ideas, and the willingness and ability to modify their beliefs and practices related to their work.
- Candidates interact courteously, fairly, and professionally with people from diverse racial, cultural, and social backgrounds and of different genders or sexual preferences. Candidates adhere to the UM Code of Conduct/University's Human Relations Code (see <http://www.inform.umd.edu/PRES/policies/vi100b.html>).

Work and Task Management: Ability to organize and manage multiple work demands

- Demonstrate the ability to work under time constraints, concentrate in distracting situations, make subjective judgments, and ensure safety in emergencies.
- Demonstrate the ability to organize time and materials, to prioritize tasks, to perform several tasks at once, and to adapt to changing situations.
 - Candidates demonstrate the ability to multi-task and to adapt to and display flexibility in changing situations.
 - Candidates demonstrate the ability to work with frequent interruptions, to respond appropriately to unexpected situations; and to cope with extreme variations in workload and stress levels.
 - Candidates demonstrate the ability to make and execute quick, appropriate, and accurate decisions in a stressful environment.
 - Candidates demonstrate the capacity to maintain composure and to function well in a myriad of situations.

Analytic/Reasoning Competencies: In their academic work and in their work in professional settings, candidates demonstrate their abilities to think analytically and reason logically about professional topics, issues, and problems.

- Candidates demonstrate their abilities to understand and extend complex information presented to them in their courses and in their work in professional settings.
- They demonstrate that they are able to analyze, synthesize, integrate concepts, and problem-solve in the ways they understand and respond to events and problems in professional contexts, formulate and use educational assessments, and make professional judgments.
 - Candidates demonstrate the ability to analyze, synthesize, integrate concepts, and problem-solve to formulate assessment, educational, and professional judgments.
 - Candidates demonstrate the ability to think analytically about educational and professional issues.
 - Candidates demonstrate the ability to perform the above skills independently.

Professional Conduct: Ability to work within a set of reasonable expectations for conduct as defined by the profession and/or workplace.

- Arrive on time for professional commitments, including classes and field experiences.
- Seek assistance and follow supervision in a timely manner, and accept and respond appropriately to constructive review of their work from supervisors.
- Demonstrate attitudes of integrity, responsibility, and tolerance.
- Show respect for self and others.
- Project an image of professionalism.
 - Candidates meet deadlines for course assignments and program requirements. (A pattern of repeated absences, lateness, and failure to meet deadlines in courses or fieldwork is not acceptable.)
 - Candidates demonstrate that they are ready to reflect on their practice and accept constructive feedback in a professional manner. They demonstrate the ability to act upon reasonable criticism.
 - Candidates demonstrate honesty and integrity by being truthful about background, experiences, and qualifications; doing their own work; giving

credit for the ideas of others; and providing proper citation of source materials. Candidates adhere to the UM Code of Academic Integrity (<http://www.studenthonorcouncil.umd.edu/code.html>).

- Candidates do not make verbal or physical threats; engage in sexual harassment; become involved in sexual relationships with their students, supervisors, or faculty; or abuse others in physical, emotional, verbal, or sexual ways.
- Candidates demonstrate the ability to understand the perspectives of others in the context of teaching, counseling, administration, etc. and the ability to separate personal and professional issues.
- Candidates exhibit acceptance of and are able to make appropriate adjustments for exceptional learners and learners for whom English is not their native language.
- Candidates protect the confidentiality of student information unless disclosure serves professional purposes or is required by law.
- Candidates are free of the influence of illegal drugs and alcoholic beverages in classes and field placements. They abide by the University of Maryland Code of Student Conduct (<http://www.inform.umd.edu/PRES/policies/v100b.html>).
- Candidates demonstrate the ability to deal with current life stressors through the use of appropriate coping mechanisms. They handle stress effectively by using appropriate self-care and by developing supportive relationships with colleagues, peers, and others.
- Candidates use sound judgment. They seek and effectively use help for medical and emotional problems that interfere with scholastic and/or professional performance.
- Candidates demonstrate appropriate personal hygiene habits.
- Candidates dress appropriately for their professional contexts.
- Candidates possess maturity, self-discipline, and good judgment.

Physical Abilities: Ability to meet the professional demands of the profession and/or workplace

- Demonstrate the physical stamina to work a contractual day and perform extended and additional duties of a school professional such as parent conferences, after-school events, and other assigned duties.
 - Candidates exhibit the physical abilities required to attend and participate in class and practicum placements.
 - Candidates demonstrate the ability to tolerate physically demanding workloads and to function effectively under stress.

Professional Dispositions: Demonstrate the belief that all children and adults can learn; Commitment to own continuing professional development; Assumption that they can be responsible agents for the improvement and reform of education.

- Candidates demonstrate in the full range of their professional activities that they understand that all children and adults can learn, irrespective of racial, social, cultural, linguistic, mental and physical ability differences.
- Candidates understand and accept the responsibility to contribute constructively to efforts to improve the nature and quality of educational experiences for children, youth, and adults, especially in urban and multicultural contexts.
- Candidates accept that learning to be a professional is an ongoing process and apply their analytic and reasoning abilities in reflecting on their own work and on the work of others. They use reflection as a foundation for setting reasonable and appropriate goals for professional development.

Implementation and Review Procedures

During the orientation phase of their professional programs, candidates will receive a copy of the *College of Education Foundational Competencies Policy* and be asked to sign a *Foundational Competencies Acknowledgement Form*. Candidates in the undergraduate teacher preparation programs will be required to submit an updated College of Education Foundational Competencies Acknowledgement Form as part of the College's selective admissions review in the sophomore or junior year.

Self-assessments of candidates and faculty evaluations of students on the Foundational Competencies will occur during each field/internship experience (see *Candidate's Self Assessment* and *Foundational Competencies Evaluation Form*). Candidates will be monitored and given feedback throughout the program. At specified points (e.g., field experiences), they will be notified of inadequacies that may prevent them from progressing through their program. Documentation and consensus regarding the candidate's functioning will be sought before any action is taken. Candidates who experience deficiencies in any areas will be encouraged to seek appropriate professional help from University or other sources. If the problem seems to be beyond remediation, continuation in professional programs, graduation or recommendation for certification may be denied.

Assistance For Individuals With Disabilities

Foundational Competencies may be met with, or without, reasonable accommodations. The University complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. Therefore, the College of Education will endeavor to make reasonable accommodations with respect to its Foundational Competencies for an applicant with a disability who is otherwise qualified. "Disability" shall mean, with respect

to an individual, (1) a physical or mental impairment that substantially limits one or more of the major life functions of such individual; (2) a record of such an impairment; or (3) being regarded as having such an impairment. The University reserves the right to reject any requests for accommodations that are unreasonable, including those that would involve the use of an intermediary that would require a candidate to rely on someone else's power of selection and observation, fundamentally alter the nature of the University's educational program, lower academic standards, cause an undue hardship on the University, or endanger the safety of students or others.

Questions or requests for accommodations pertaining to the College of Education Technical Standards/Foundational Competencies should be directed to Dr. Kathy Angeletti, Assistant Dean, College of Education (301/405-2358; kangel@umd.edu).

For all other requests for accommodations, candidates should contact the University's Disability Support Services and follow established university policy and procedures.

Confidentiality

Unless a candidate has expressly waived his or her privilege to confidentiality of medical records provided to substantiate either a disability or a recommendation for an accommodation, the College of Education administrators to which such information has been communicated shall maintain such information in a manner that preserves its confidentiality. Under no circumstances shall such information become part of a candidate's academic records.