College of Education
Counseling, Higher Education and Special Education
Human Development and Quantitative Methodology
Early Childhood/Early Childhood Special Education Program

EDHD 220: Exploring Early Childhood General and Special Education
Spring 2017, Lecture: TUES 2-4pm

Instructor: Mary Lou Kitchen, M.A.     Office: 1109 Benjamin Building
Telephone: 301-589-1593 (8:30-5:30)     Office Hours: Tuesday 4-5
E-mail: mlk@umd.edu (Please allow 24 hours for a response; no emails will be answered over the weekend).

Course Description:
The purpose of this course is to provide students who are considering a career in education with information
about the teaching profession. Students reflect on their personal strengths, identify areas of growth, and examine
their predisposition to work with young children with and without disabilities. They will discuss the nature of
teaching, the moral and philosophic underpinnings that influenced their decision to enter into the teaching
profession, as well as the roles and responsibilities of teachers and the characteristics and qualities for effective
teachers (teaching styles and teacher’s primary role in the classroom). Through field experiences and classroom
discussion, students will observe, then discuss the “why” behind classroom schedules, classroom arrangements,
and positive and consistent classroom management. In addition, students will observe and analyze the
interactions and communication among children and teachers; the questioning (scaffolding) style of their mentor
teachers; and become familiar with NAEYC and CEC professional standards. Field experiences: ½ day placement
each week, 6 weeks in a special education setting and 6 weeks in a general education setting.

Course Objectives:
Upon successful completion of the course the student will have:

1. Participated in opportunities for self-exploration and growth in order to understand how one’s personal
   experiences, self-concept, values and attitudes affect the teacher she/he will become (NAEYC: 6; CEC: 6,
   InTASC: 9).

2. Examined the nature of teaching as well as the moral and philosophic underpinnings that influenced their
decision to enter into the teaching profession (NAEYC: 1, 4, 5, 6; CEC: 1, 5, 6, 7; InTASC: 7, 8, 9; COE:
   Knowledge of pedagogy, curriculum).

3. Discussed the roles and responsibilities of teachers and the characteristics and qualities for effective teachers
   (teaching styles and teacher’s primary role in the classroom) (NAEYC: 1, 2, 3, 4, 5, 6; CEC: 1 2, 3, 4, 5, 6, 7;
   InTASC: 1-9; COE: Knowledge of subject matter, pedagogy, learners, curriculum, educational goals and
   assessment, social and cultural contexts, technology).

4. Observed and formulated the “why” behind classroom schedules, environments, as well as positive and
   consistent classroom management (NAEYC: 1, 4,5, 6; CEC: 1, 2,5, 6, 7; in TASC: 1, 2, 3,7, 8, 9; COE: Knowledge
   of: pedagogy, learners, social and cultural contexts).
5. Observed and analyzed the interactions and communication among children and teachers (NAEYC: 3, 4, 6; CEC: 1, 3, 5, 6; InTASC: 1, 2, 3, 7, 8, 9; COE: Knowledge of: pedagogy, educational goals and assessment; learners, social and cultural contexts).

6. Observed the questioning (scaffolding) style of their mentor teachers (NAEYC: 1, 3, 4, 5, 6; CEC: 1, 5, 6; InTASC: 1, 2, 7, 8, 9: COE: Knowledge of: pedagogy, learners, curriculum, social and cultural context, technology.

7. Begun the process of familiarization with NAEYC and CEC professional standards, developmentally appropriate practice, and the code of ethics. (NAEYC: 4, 6; CEC: 6.

**Required Readings:**


The Division for Early Childhood (DEC) of the Council for Exceptional Children (2014). Recommended Practices in Early Intervention/Early Childhood Special Education. ([Identified as DEC in course schedule](http://dec.membershipsoftware.org/files/DEC%20RPs%206%2025%202014%20final1.pdf))


**Course Requirements:**

Each student is expected to:

1. Be an active participant in class discussions and activities

2. Complete all reading assignments as assigned.

3. Share your response to “What is a Teacher?” in a reflective paper

4. Research a contemporary education topic and present the findings in a small group

5. Respond to journal prompts focused on their weekly observations

6. Complete a Final Exam
Professional Standards and the College of Education Conceptual Framework

CEC Standards for Initial Certification Programs

CEC Standard 1: Learner Development & Individual Learning Differences
CEC Standard 2: Learning Environments
CEC Standard 3: Curricular Content Knowledge
CEC Standard 4: Assessment
CEC Standard 5: Instructional Planning and Strategies
CEC Standard 6: Professional Learning & Ethical Practices
CEC Standard 7: Collaboration

NAEYC Standards for Initial Certification Programs

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)

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]

College of Education Conceptual Framework

Knowledge of:
- Subject Matter
- Pedagogy
- Learners
- Curriculum
- Educational Goals and Assessment
- Social and Cultural Contexts
- Technology
### Alignment of Standards/COE Framework with Course Assignments

<table>
<thead>
<tr>
<th>Standards/Framework</th>
<th>What is a teacher?</th>
<th>Observations</th>
<th>Group presentation</th>
<th>Final exam</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NAEYC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAEYC Standard 1: Promoting Child Development and Learning</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAEYC Standard 2: Building Family and Community Relationships</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAEYC Standard 4: Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (Language and Literacy, The Arts, Mathematics, Science, Physical Activity and Social Studies)</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NAEYC Standard 6: Becoming a Professional</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>CEC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEC Standard 1: Learner Development &amp; Individual Learning Differences</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEC Standard 2: Learning Environments</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEC Standard 3: Curricular Content Knowledge</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEC Standard 4: Assessment</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEC Standard 5: Instructional Planning and Strategies</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEC Standard 6: Professional Learning &amp; Ethical Practices</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>CEC Standard 7: Collaboration</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>InTASC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Learner Development</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Learning Differences</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Learning Environments</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Content Knowledge</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Application of Content</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Assessment</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Planning for Instruction</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Instructional Strategies</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Professional Learning and Ethical Practice</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>10. Leadership and Collaboration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standards/Framework</td>
<td>What is a teacher?</td>
<td>Observations</td>
<td>Group presentation</td>
<td>Final exam</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------</td>
<td>--------------</td>
<td>--------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Knowledge of:</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Subject Matter</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pedagogy</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Curriculum</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Goals &amp; Assessment</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Social and Cultural Contexts</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Course Grading Standards</td>
<td>Final Letter Grades</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>---------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A+ 97-100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C+ 77-79</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is a teacher? *</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A  94-96</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C  74-76</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Project *</td>
<td>24%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A- 90-93</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C- 70-73</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal (Observation &amp; Artifacts) – 3 % each (6 for each placement) *</td>
<td>36%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B+ 87-89</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D+ 67-69</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Field Placement Evaluation</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B  84-86</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D  64-66</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam *</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B- 80-83</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D- 60-63</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Field Placement Evaluation</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F  0-59</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* = Major Scheduled Grading Event (MSGE)

**Course Grade Requirements for Continuation/Completion in/of the ECE Program**

A student must earn a grade of C- or better in ALL EC/ECSE courses (with the exception of EDHD 220 which requires a minimum grade of “B-“) in order to proceed to the next semester and graduate from the EC/ECSE program. Most EC/ECSE courses have both prerequisites and co-requisites. Consequently, students who do not meet those expectations are required to repeat the course the next time it is offered.
<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/31</td>
<td>Introductions, course overview and placement orientation</td>
<td>* Additional Readings may be Assigned</td>
<td>Read through journal requirements</td>
</tr>
<tr>
<td>2/6 through 3/17</td>
<td>* First Placements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/7</td>
<td>What is a teacher? What are positive approaches to learning?</td>
<td>*DEC pages 1-6, 13-14  *DAP Chapter 1  *DAP Environment: pp. 152-153; 221-222; 293-294  *CD#64: 12 Characteristics of Effective ECE Educators</td>
<td></td>
</tr>
<tr>
<td>2/14</td>
<td>CEC Standard 2, 7 NAEYC Standards 2 &amp; 4a</td>
<td>*DEC pages 8, 11, 12  *Hyson (Chapter 5 &amp; 9)  *DAP Positive Relationships: pp. 150-152; 182-183, 218-220; 252-253, 290-292, 325-326  *CD #67: What are Class Meetings  *CD #17: Cultural Influences  *CD #16: Cultivating Good Relationships</td>
<td></td>
</tr>
<tr>
<td>2/28</td>
<td>CEC2, NAEYC 4: Developmentally Appropriate Practice -Positive Approaches and Guidance</td>
<td>*DEC pages 8, 11, 12  *Hyson (Ch. 1&amp;2)  *DAP (Pos. App. &amp; Guidance): pp. 158-159; 226-228; 299-302  CD#36: Guidance Matters</td>
<td>Send link to Google Doc (*MSGE)</td>
</tr>
<tr>
<td>3/6</td>
<td>Create Google Document for your Research Paper, send the link to the assigned group and Ms. Kitchen by 5:00 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/7</td>
<td>CEC 2 and NAEYC Standard 4: Using Developmentally Effective Approaches</td>
<td>*Hyson (Ch. 3 &amp;4)</td>
<td>Peer edits/evaluations due (*MSGE)</td>
</tr>
<tr>
<td>3/10</td>
<td>Complete peer editing, using Google document, send Ms. Kitchen, and the group whose paper you edited, the completed rubric by 7:00 PM.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/14</td>
<td>CEC 3, 5 and NAEYC 5: Curriculum</td>
<td>Class at CYC  *DEC page7  *Hyson Ch. 7  *DAP Teaching Methods: pp. 154-156; 222-224; 294-297  *CD: #35: Got Standards</td>
<td>Research paper due in hard copy (*MSGE)</td>
</tr>
<tr>
<td>3/21</td>
<td>Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/27 through 5/9</td>
<td>* Second Placements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>3/28</td>
<td>CEC 3, 5 and NAEYC 5: Continued</td>
<td>*Hyson (Ch. 6) *DAP Curriculum Essentials: pp. 160-162; 229-231; 302-305 *Read DAP Section based on 2nd Placement (Preschool, Kindergarten, or Primary)</td>
<td></td>
</tr>
<tr>
<td>4/11</td>
<td>CEC 3, 5 &amp; NAEYC 5: Curricular Content</td>
<td>*DAP: 174-177; 242-246; 315-320</td>
<td></td>
</tr>
<tr>
<td>4/25</td>
<td>Group Presentations</td>
<td>All components of group project due (MSGE)</td>
<td></td>
</tr>
<tr>
<td>5/2</td>
<td>Group Presentations</td>
<td>All components of group project due (*MSGE)</td>
<td></td>
</tr>
<tr>
<td>5/9</td>
<td>What are the characteristics of a high-quality ECE and/or ECSE Teacher?</td>
<td>Journal 1-5, Final reflection paper ALL Placement 2 forms Due (MSGE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course Closure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
<td>According to Exam Schedule</td>
<td>Date/time/location TBD (*MSGE)</td>
</tr>
</tbody>
</table>

** The instructor reserves the right to make alterations to the course schedule in response to circumstances that impede the plan articulated in this document.

**Placement 1:** February 6 through March 17. **Placement 2:** March 27 through May 9 (no placements during Spring Break weeks)

**Note:** Students MUST attend all assigned placement days regardless of whether or not they have completed all the journal assignments!
Course Expectations

Journal/Observations Assignments (For EDHD 220)
In circumstances where the student is unable to complete the observation/journal assignment by the due date due to an absence from the placement (e.g. the school is closed, snow day, etc.), the student must submit in writing to the instructor the reason for the delay in submission of the assignment. The instructor will then verify the reason and the assignment will be due by the following week. The student will need to stay on track for the due dates for the remainder of the journal assignments.

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 (to include texting), Blackberries, 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/tablet 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(s) replaced with a pseudonym to guarantee confidentiality and anonymity.

UNIVERSITY CLASS POLICIES
Please see the University’s website for undergraduate course-related policies at http://www.ugst.umd.edu/courserelatedpolicies.html.

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. 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 through 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.cours eevalum.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.
What is a Teacher?

The paper (4 +/- pages in length) should include a strong opening paragraph, the main body of the paper, and a conclusion. Incorporate the following:

A. Describe, in detail, your beliefs about the knowledge, skills and dispositions a teacher of young children should possess, being sure to include a brief justification for what you include in your response.

B. What do you believe an effective teacher must know about his/her students? Why is that information important?

C. What do you believe is/should be different about a general education teacher from a special education teacher in terms of their knowledge, skills and dispositions and why?

D. Were there any teachers who had a significant impact (positive and/or negative) on your learning/development? Explain what was different or unique about those individuals.
Group Research Project
(Scholarship in Practice Assignment)

Part I: Review of the Literature

- **In small groups, Research** one of the following topics (topic assignments will occur in class):
  - Autism Spectrum Disorders,
  - Executive Function (attention, flexibility, planning, self-regulation, problem solving, etc.),
  - Challenging Behaviors in Early Childhood,
  - Immigration of Children from Central America to the United States
  - The Consequences of Poverty
  - English Language Learners

  **Focus your research on what children experience when the identified variable is a part of their lives or who they are!!** Your paper must be based on the following sources:
  - primarily research journal articles,
  - relevant CEC/NAEYC standards, and position statements,
  - data from government (state and/or federal) organizations/agencies
  - data from credible professional organizations (not .com entities)
  - responsive programs from credible professional organizations (not .com entities)

- Research must be based on empirical articles. The majority of references must be drawn from professional journals in the field of child development and education, consist of a critical review of the literature (e.g., generalizability of findings to students in our geographic area, number of participants in the study, gaps in what is presented, etc.) and must adhere to APA writing style.

Part II: Instructional Strategies

- **Summarize and evaluate** instructional strategies deemed appropriate for the children who have or cope with the issue you have researched. For example, if your research focused on Executive Function, identify strategies known to support the development and learning of children with Executive Function issues.
- **Note any strategies that seem specific to special education teachers versus general education teachers.**
- The strategies identified MUST come from credible sources to include the research literature and professional organizations/associations such as: The National Center for Learning Disabilities, Autism Speaks, Teachers Network (http://teachersnetwork.org/ntol/howto/eslclass/welcome.htm), U. S. Department of Education, etc.
- **Each member of your group must interview a teacher**, who may or may not be at your placement site but must be a certified Early Childhood Teacher or Early Childhood Special Educator (please be sure at least one Special Educator is interviewed and at least one EC general education teacher is interviewed), about the following:
  1. Identify the teacher by name, grade currently teaching, years of teaching experience, certification area, and current employer.
  2. What strategies he/she uses (or would use if he/she is not presently) to meet the needs of students who fall under the category of your research topic. How he/she learned those strategies.
  3. What resources s/he uses to become better informed of the issues/challenges/disabilities his/her students face.
  4. The greatest challenges and benefits of working with a child who is [your research topic].
- The notes from your interview must be included in the appendix of your paper.
- **A summary that reflects the collective responses of the teachers your group members interviewed, as well the alignment between what the teachers are using and what your research suggests are the most appropriate strategies.**

Part III: Group In-class Presentation— 45 minutes maximum

- Structure of the presentation:
  Your group needs to present the following information:
Research portion (50% of your time)
• A professional definition of the topic
• An informative overview of the research on the topic
• Identification of applicable CEC and NAELY standards, as well as position statements.
• A brief explanation as to why it is important for early childhood educators to be knowledgeable of this topic.
• Other information your group learns about the topic that you believe the class should learn.

Instructional portion (45% of your time)
• Summarize key instructional strategies knows to be effective with your particular issue/disability/factor being sure to note if some are more commonly used in special education.
• Briefly summarize your (collective) key findings from the interviews conducted by your group members
• Briefly identify the strategies you have actually seen employed in your placements this semester

Resources (5% of your time)
• Show your classmates, by going to websites or in other creative ways, resources that they can use as future EC/ECSE teachers.

Other information pertinent to your presentation:
• Provide the instructor with a paper copy of your presentation (two slides per page, black and white) at the beginning of your presentation.
• Your presentation should be both informative and engaging. Review the presentation evaluation sheet prior to building your presentation.
• In the event there are any issues of imbalance in effort/workload within your group you are to: (1) attempt to resolve the matter through ongoing, honest communication; (2) let the instructor know of the issue, sooner rather than later, so she can mediate the issue toward resolution.

Part IV: Summary of Contributions (5 points)
Please submit a group sheet indicating the various roles and individual contributions throughout the group process, including individual contributions to specific slides/content. Each group member needs to sign the sheet.

Additional Information/Expectations for the Group Project

Sources: Each group member searches for at least 5 sources (research/scholarly) sources. Websites, other sources can be used in addition to the research/scholarly sources. Sources should be within the past 5 years.

Referencing Sources: You must cite (using APA style) sources throughout your research paper, instructional strategies paper and in your presentation (as you would in a research paper). (Even if not direct quotes – you are referencing the person(s)’ ideas. This is important because it indicates where the specific information is from so it references individual(s) ideas and we can also verify the information or learn more if we are interested.

Plagiarism: All information in your presentation needs to be in your own words. If you’re using information directly form a source, you need to quote it. Use quotes minimally.

Format: The presentation must be delivered via technology (PowerPoint, Prezzi, Keynote, etc.). Your slides should clearly address each area. Use your slides to address main points – do not crowd your slides with too much text. Edit and include only the necessary points. Use note cards/notes and convey other information through your verbal presentation.
Multimedia: You may use multimedia sources to supplement your presentation. These sources should enhance your main points, but not be your main points. All sources need to be referenced/cited as sources in your reference list. Please do not use pictures of children (even if through clipart). If you use clipart you do not need to reference this as it is considered free use.

Length: Each presentation will be 55 minutes in length (to include the question and answer portion)

Handouts: Your group may provide handouts or other supplemental materials. There are 15 students in the class, plus me, so make sufficient copies.

Interactive: Your group needs to include some interactive component to your presentation. This could be a hands-on activity (directly related to the points you want to convey), a discussion (with planned questions), or other creative idea your group decides with engage the class and convey your points.

Questions: Plan for a few minutes for questions at the end of your presentation.

Group Process: Group projects are an opportunity for you to work with a team of colleagues. Teamwork is essential aspect of teaching and this project reflects upon your ability to work together as a group. The overall project evaluates your group’s ability to share the information about your topic in a meaningful and interactive format. Groups are expected to collaborate and share responsibility at every step in the research process. It is expected that tasks will be evenly divided and efforts to move the project forward will be shared. Although there is often one person who is identified as “the leader” or “the organizer” of the group, each member of the research team is accountable for ensuring forward momentum and timely completion of the group project.

In the unlikely even there are challenges related to group dynamics or contributions to the research process, each student is expected to initiate efforts to resolve such issues himself/herself. However, when issues cannot be resolved internally, students are expected to contact the instructor so that intervention can occur in a timely manner.

Individual Contributions: Each group member needs to present orally during part of the group presentation. The presentation should be balanced fairly equally between each member of the group. Each individual will be evaluated on his/her ability to convey the information for his/her part of the presentation. Individual contributions will also be evaluated based on the group sheet and self-evaluation components (see grading criteria).
<table>
<thead>
<tr>
<th>Class Presentation</th>
<th>No/Limited Evidence</th>
<th>Beginning</th>
<th>Developing</th>
<th>Meet Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEC 1, 2,5,6,7 NAEYC 1,2,6</td>
<td>No research based strategies</td>
<td>Research Portion (included 2 of the following 6 criterion) Provided the following: A professional definition of the topic; an informative overview of the research on the topic; Identification of applicable CEC and NAEY standards, as well as position statements; a brief explanation as to why is it important for early childhood educators to be knowledgeable of this topic and other information your group learns about the topic that you believe the class should learn.</td>
<td>Research Portion (included 4 of the following 6 criterion) Provided the following: A professional definition of the topic; an informative overview of the research on the topic; Identification of applicable CEC and NAEY standards, as well as position statements; a brief explanation as to why is it important for early childhood educators to be knowledgeable of this topic and other information your group learns about the topic that you believe the class should learn.</td>
<td>Research Portion Provided the following: A professional definition of the topic; an informative overview of the research on the topic; Identification of applicable CEC and NAEY standards, as well as position statements; a brief explanation as to why is it important for early childhood educators to be knowledgeable of this topic and other information your group learns about the topic that you believe the class should learn.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Portion (1 of the 3) Summarized key instructional strategies, summarized collective interview responses, identified strategies observed in 220 placements.</td>
<td>Instructional Portion (2 of the 3) Summarized key instructional strategies, summarized collective interview responses, identified strategies observed in 220 placements.</td>
<td>Instructional Portion Summarized key instructional strategies, summarized collective interview responses, identified strategies observed in 220 placements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None provided</td>
<td>Resource Portion Shared resources classmates can use as future EC OR ECSE teachers.</td>
<td>Resource Portion Shared resources classmates can use as future EC/ECSE teachers.</td>
<td>Resource Portion Creatively shared resources classmates can use as future EC/ECSE teachers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A poorly organized presentation</td>
<td>Organization: (included 1 of the following) Introduction provided an overview of</td>
<td>Organization: (included 2 of the following) Introduction provided an overview of presentation,</td>
<td>Organization: Introduction provided an overview of presentation, main Points were clear and the</td>
<td></td>
</tr>
<tr>
<td>No/Limited Evidence</td>
<td>Beginning</td>
<td>Developing</td>
<td>Meet Criterion</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------</td>
<td>------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>None of the criterion included</td>
<td>Presentation, main points were clear and the presentation well organized</td>
<td>Main points were clear and the presentation well organized.</td>
<td>Presentation well organized</td>
<td></td>
</tr>
<tr>
<td>_____ 0 pts.</td>
<td>_____ 1-2 pts.</td>
<td>_____ 3-4 pts</td>
<td>_____ 5 pts.</td>
<td></td>
</tr>
</tbody>
</table>

**Communication** (1 of the following 3)
Extemporaneous delivery, creatively engaged class in discourse on the topic and included helpful visual aids (e.g., video, handouts, etc.).

| No submission | Submitted a sheet that included 1 of 3: indicated roles and contributions of each group member, throughout the entire semester, which was signed by each group member. | Submitted a sheet that include 2 of 3: indicated roles and contributions of each group member, throughout the entire semester, which was signed by each group member. | Submitted a sheet that: indicated roles and contributions of each group member, throughout the entire semester, which was signed by each group member. |
| _____ 0 pts. | _____ 1 pt. | _____ 2-3 pts. | _____ 4-5 pts. |

**Summary of Contributions** (5 points)

| Comments: |
| Grade: _________/100 pts. |
**Weekly Journal Assignments**

**Overarching directions for all journal entries**
The following pages reflect your required area of focus for each observation. Your journal entries must be thorough and answer each one of the bulleted points under each heading. You are required to cite references from your readings and include first-hand examples from your classroom observations to support your findings.

**When compiling the weekly entries into your binder, please:**
- Keep them in the correct, chronological order;
- List them chronologically in your table of contents (with page numbers);
- Ensure your final reflection is your last entry;
- Ensure the completed product is typed, double-spaced and checked for all spelling and grammatical errors; and
- Attractively place all entries in a thin notebook or binder.

**Journal #1: Observing the Classroom Environment**
- Sketch the classroom arrangement (be as specific and detailed as possible).
- Describe the classroom (atmosphere, cleanliness, attractiveness).
- List and describe the learning centers located in the classroom.
- How many children are in this classroom? How many teachers?
- Describe the student population (ethnic makeup, gender, special needs, English language learners). Ask the teacher if you are unsure about a child’s ethnic background.
- Address any unique qualities of the classroom.
- Summarize your feelings about the classroom environment.

**Journal #2: Classroom Community/Management/Conflict Resolution Strategies**
- Describe the ways in which the teachers foster positive relationships with the students.
- Describe the ways in which the teachers develop classroom community.
- Are there other ways you think the teacher could build on the development of positive relationships with students and classroom community? Describe.
- How does the classroom environment support positive child behavior?
- Describe the behavior management strategies you have observed that work most successfully. Why do these management strategies appear to be effective or ineffective?
- **Reading connections**: Make a connection between your observation and something in one of your readings (perhaps you observed something in the environment that the author(s) agrees with or disagrees with). Make the connection and express your thoughts.

**Journal #3: Communication and Relationships**

**Part One:** Conduct this part of the assignment in an obscure part of the classroom:
- For a minimum of 30 minutes during a class meeting, write down all of the questions you hear an adult ask a child (questions from teachers, aides, student teachers).
- Categorize the questions by who asked them. It’s important to observe a class meeting during this observation because there are often lots of questions asked.
- Categorize the questions as “open” or “closed” questions
- Create your own categories for what the adults are asking children (e.g. content, personal information, etc...)
- Summarize and reflect on the questioning style of the classroom.
Part 2: Conduct this part of the assignment by choosing a learning center and posting yourself nearby for 20-30-minutes. (The most oral-language-rich centers are typically the Block Area, Dramatic Play Area, or the Art Table).

- Observe and document how pre-school children use language with one another (record your observations and direct quotes).
- How would you describe how the children communicate with each other?
- How do the children in the class engage the teacher? Observe the language and communication techniques the children use to interact with the teachers (record direct quotes if possible).
- Observe any communication methods that are non-verbal and explain how young children use body language or facial expressions without speaking to communicate. Provide specific examples.
- Summarize and reflect on what you observed.
- Reading connections: Make a connection between your observation and something in one of your readings (perhaps you observed something in the environment that the author(s) agrees with or disagrees with). Make the connection and express your thoughts.

Journal #4: Observing Individual Differences and Multiculturalism in the Classroom (Family/Parent Involvement)

- Are there indications in the classroom environment (consider the physical environment, as well as the affective components of the classroom) that individual differences are taken into account? If so, give example(s).
- Are there indications in the classroom environment of an appreciation for multiculturalism and diversity (to include children with disabilities, those recently immigrated from other countries and/or those whose families are not “traditional” in form or function)? Support your statements with specific evidence such as books, puzzles, pictures, lessons, and other materials.
- How does this program (and the teachers) foster positive classroom and school-wide involvement with the families of their students? (If not observed, ask the teacher for specific information)?
- How does this program (and the teachers) foster positive involvement with specialists (e.g. special education teachers, ESOL teachers, music/art/PE teachers, etc.)? (If not observed, ask the teacher for specific information)
- In your summary, include why you believe diversity and family involvement are important facets of an early childhood (general or special) education classroom (include any personal experiences).
- Reading connections: Make a connection between your observation and something in one of your readings (perhaps you observed something in the environment that the author(s) agrees with or disagrees with). Make the connection and express your thoughts.

Journal #5: Observing Classroom Curriculum

- What curriculum or curricular approach is used at your placement?
- Does the teacher conduct a large group meeting time? Describe the format during this time (include in your answer what the teacher says, how she manages the group, what the children’s role is, and the length of the meeting). Give your opinion on the meeting-do you think it is an important curricular component? Why?
- What activities were available to the children and how did they choose these activities? Are content areas (math, science, literacy) integrated into these activities somehow? What is the role of the teacher during free choice activities?
- Does it appear that there are enough materials for children to choose from?
- Are the activities and materials open-ended enough to meet individual needs/levels of development? Give a detailed example.
- Is there specialized equipment for children with special needs? If so, briefly list the equipment.
- Based on Developmentally Appropriate Practice, provide an example of the curriculum that fits the guidelines of DAP? Give a detailed example.
- Are there any examples of the curriculum that do not fit the DAP guidelines? Explain.
- Ask your teacher about students with IEPs/IFSPs and how she works with them to ensure their optimum development and learning (or would work with them if there are not any children with IEPs/IFSPs in this classroom).
- Ask you teacher about students who are English Language Learners and how she works with them to ensure their optimum development and learning (or would work with them if there are not any children who are ELLs in this classroom).
Final Entry

Write a reflection of your entire experience at your placement. Reflect on the following points:

1. Based on your weeks of classroom observations, what have you learned about Early Childhood/Early Childhood Special Education?
   - Specifically reference ideas we've discussed in class (e.g. curriculum, inclusion, promoting positive behavior, classroom environments, classroom community, making connections with students)
   - Do not reiterate ideas from previous journals – highlight main points of learning and why this learning was important to you

2. In Hyson, Ch. 3 & 4, one of the influences on children’s development of positive or negative approaches to learning is the influence of school, specifically relationships with teachers and program quality.
   - Describe 2 examples from your placement of relationships with the teachers and program quality that may influence children’s engagement in positive approaches to learning
   - Describe 2 examples from your placement of relationships and program quality that may influence children’s engagement in negative approaches to learning

3. Reflect on your overall impression of your placement (Reflect both on positive aspects and any challenges)
   - If you have some negative impressions, be sure to balance these impressions with some positive aspects

4. Can you picture yourself as a teacher in this type of a context (general education or special education)? Why or why not?
   - Reflect on aspects of the context (general education or special education), your developing image of yourself as a teacher, and why you think you would want to be a teacher in this context.
   - Consider ideas about philosophy, ages, curriculum, etc...

5. Do you still believe Early Childhood/Early Childhood Special Education is the profession you will choose to pursue? Why or why not?
CEC Initial Preparation Standards 2012

1. CEC Initial Preparation Standard 1: Learner Development and Individual Learning Differences
Beginning special education professionals must understand how exceptionalities interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for exceptionalities.

2. CEC Initial Preparation Standard 2: Learning Environments
Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

3. CEC Initial Preparation Standard 3: Curricular Content Knowledge
Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

4. CEC Initial Preparation Standard 4: Assessment
Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

5. CEC Initial Preparation Standard 5: Instructional Planning and Strategies
Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

6. CEC Initial Preparation Standard 6: Professional Learning and Ethical Practice
Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

7. CEC Initial Preparation Standard 7: Collaboration
Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
### NAEYC Standards for Initial Certification Programs

#### NAEYC Standard 1: Promoting Child Development and Learning

<table>
<thead>
<tr>
<th>1a.</th>
<th>Demonstrates knowledge and understanding of young children’s characteristics and needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1b.</td>
<td>Demonstrates knowledge and understanding of the multiple influences on development and learning</td>
</tr>
<tr>
<td>1c.</td>
<td>Uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</td>
</tr>
</tbody>
</table>

#### NAEYC Standard 2: Building Family and Community Relationships

<table>
<thead>
<tr>
<th>2a.</th>
<th>Demonstrates knowledge about and understanding of diverse family and community characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2b.</td>
<td>Demonstrates support for and engagement of families and communities through respectful, reciprocal relationships</td>
</tr>
<tr>
<td>2c.</td>
<td>Demonstrates involvement of families and communities in their children’s development and learning</td>
</tr>
</tbody>
</table>

#### NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

<table>
<thead>
<tr>
<th>3a.</th>
<th>Demonstrates an understanding of the goals, benefits, and uses of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3b.</td>
<td>Knows about and uses observation, documentation, and other appropriate assessment tools and approaches</td>
</tr>
<tr>
<td>3c.</td>
<td>Understands and practices responsible assessment to promote positive outcomes for each child</td>
</tr>
<tr>
<td>3d.</td>
<td>Formulates assessment partnerships with families and with professional colleagues</td>
</tr>
</tbody>
</table>

#### NAEYC Standard 4: Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

<table>
<thead>
<tr>
<th>4a.</th>
<th>Understands positive relationships and supportive interactions are the foundation of his/her work with children</th>
</tr>
</thead>
<tbody>
<tr>
<td>4b.</td>
<td>Demonstrates knowledge and understanding of effective strategies and tools for early education</td>
</tr>
<tr>
<td>4c.</td>
<td>Uses a broad repertoire of developmentally appropriate teaching/learning approaches</td>
</tr>
<tr>
<td>4d.</td>
<td>Reflects on his/her own practice to promote positive outcomes for each child</td>
</tr>
</tbody>
</table>
### NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (Language and Literacy, The Arts, Mathematics, Science, Physical Activity and Social Studies)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5a</td>
<td>Demonstrates knowledge and understanding of content area and relevant resources</td>
</tr>
<tr>
<td>5b</td>
<td>Demonstrates knowledge and understanding of the central concepts, inquiry tools, and structures of each content area.</td>
</tr>
<tr>
<td>5c</td>
<td>Uses his/her own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.</td>
</tr>
</tbody>
</table>

### NAEYC Standard 6: Becoming a Professional

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6a</td>
<td>Identifies and involves oneself with the early childhood field</td>
</tr>
<tr>
<td>6b</td>
<td>Demonstrates knowledge of and upholds ethical standards and other professional guidelines</td>
</tr>
<tr>
<td>6c</td>
<td>Engages in continuous, collaborative learning to inform practice</td>
</tr>
<tr>
<td>6d</td>
<td>Integrates knowledgeable, reflective, and critical perspectives on early education</td>
</tr>
<tr>
<td>6e</td>
<td>Engages in informed advocacy for children and the profession.</td>
</tr>
</tbody>
</table>

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 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. 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:**
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]

**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]

---

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

\(^2\) For a listing of the different SPA Standards, see the following NCATE web site:
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 (MTTS) and/or the Technology Standards for School Administrators (TSSA) 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 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.

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 works 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)

---

3 For a listing of the MTTS Standards, see Attachment B.
4 For a listing of the TSSA Standards, see Attachment C.
5 For a listing of the PDS Standards, see Attachment D.