College of Education
Department of Human Development and Quantitative Methodology
Early Childhood Education Program

EDHD 220: Exploring Teaching in Early Childhood Education
Fall 2012

Instructor:
Dr. Christy Tirrell-Corbin    Office: 1117 Benjamin Building
Telephone: (301) 405-7793    Office Hours: Monday 1-2 and by appointment
E-mail: ctc@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 insights into the
teaching profession and quality practicum experiences. Students will reflect on their personal strengths, identify
areas of growth, and examine their predisposition to teach.

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.
2. Examined the nature of teaching as well as the moral and philosophic underpinnings that influenced their
decision to enter into the teaching profession.
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).
4. Observed and formulated the “why” behind classroom schedules, environments, as well as positive and
   consistent classroom management.
5. Observed and analyzed the interactions and communication among children and teachers.
6. Observed the questioning (scaffolding) style of their mentor teachers.
7. Begun the process of familiarization with NAEYC professional standards, developmentally appropriate
   practice, and the code of ethics.

Required Readings:
Copple, Carol & Bredekamp, Sue (Eds.) (2009). Developmentally appropriate practice in early childhood
9781928896647 (with accompanying CD)

9780807748800

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. Explore issues of teaching children for tomorrow 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

NAEYC Standards for Initial Certification Programs (See Appendix A)

NAEYC Standard 1: Promoting Child Development and Learning
NAEYC Standard 2: Building Family and Community Relationships
NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
NAEYC Standard 4: Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families
NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (Language and Literacy, The Arts, Mathematics, Science, Physical Activity and Social Studies)
NAEYC Standard 6: Becoming a Professional

The Interstate Teacher Assessment and Support Consortium (INTASC) (See Appendix B)

THE LEARNER AND LEARNING
1. Learner Development: [InTASC 1]
2. Learning Differences: [InTASC 2]
3. Learning Environments: [InTASC 3]

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

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

PROFESSIONAL RESPONSIBILITY
9. Professional Learning and Ethical Practice: [InTASC 9]
10. Leadership and Collaboration: [InTASC 10]

College of Education Conceptual Framework
(See Appendix C)

Knowledge of:
- Subject Matter
- Pedagogy
- Learners
- Curriculum
- Educational Goals and Assessment
- Social and Cultural Contexts
- Technology
<table>
<thead>
<tr>
<th>Standards/Framework</th>
<th>Teaching for Tomorrow</th>
<th>Group Presentation</th>
<th>Observations</th>
<th>Final Exam</th>
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</thead>
<tbody>
<tr>
<td>NAEYC Standard 1: Promoting Child Development and Learning</td>
<td></td>
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<tr>
<td>NAEYC Standard 2: Building Family and Community Relationships</td>
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<td>NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</td>
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<td>NAEYC Standard 4: Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families</td>
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<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>
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<td>NAEYC Standard 6: Becoming a Professional</td>
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InTASC

1. Learner Development | ☑ | ☑ | ☑ | ☑ |
2. Learning Differences | | | | ☑ |
3. Learning Environments | | ☑ | | ☑ |
4. Content Knowledge | | | | ☑ |
5. Application of Content | | | | ☑ |
6. Assessment | | | | ☑ |
7. Planning for Instruction | | | | ☑ |
8. Instructional Strategies | | | | ☑ |
9. Professional Learning and | | | ☑ | ☑ |
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<tr>
<th>Ethical Practice</th>
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<td>10. Leadership and Collaboration</td>
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<th>CoE Framework</th>
<th>Knowledge of:</th>
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<td></td>
<td>Subject Matter</td>
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<td>Pedagogy</td>
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<td>Learners</td>
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<td>Curriculum</td>
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<td>Educational Goals &amp; Assessment</td>
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<td>Social and Cultural Contexts</td>
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<td>Technology</td>
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<td>Grading Standards</td>
<td>Final Letter Grades</td>
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<td>Participation</td>
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<td>A+ 97-100</td>
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<td>C+ 77-79</td>
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<td>Teaching learners for tomorrow (paper)</td>
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<td>A 94-96</td>
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<td>C 74-76</td>
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<td>Group Presentation</td>
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<td>A- 90-93</td>
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<td>C- 70-73</td>
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<tr>
<td>Journal (Observation &amp; Artifacts) – 3 % each (6 for each placement)</td>
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<td>B+ 87-89</td>
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<td>D+ 67-69</td>
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<td>1st Field Placement Evaluation</td>
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<td>B 84-86</td>
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<td>D 64-66</td>
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<td>Final Exam</td>
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<td>B- 80-83</td>
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<td>D- 60-63</td>
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<td>2nd Field Placement Evaluation</td>
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**Course Grade Requirements for Continuation/Completion in/of the ECE Program**

A student must earn a grade of C or better in ALL ECE 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 ECE program. Most ECE 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>9/4</td>
<td>Introductions, course overview and placement orientation</td>
<td>* Additional Readings may be Assigned</td>
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<tr>
<td>9/11</td>
<td>Placement Orientation</td>
<td>Please come to the CYC by 2:15 for a CYC Orientation by Anne Daniel, Educational Director</td>
<td>Read through journal requirements</td>
</tr>
<tr>
<td>9/18</td>
<td>What is a teacher? What are positive approaches to learning?</td>
<td>*Read DAP Section based on Placement (Preschool, Kindergarten, or Primary) *DAP Environment: pp. 152-153; 221-222; 293-294 *DAP – To Be a Great Teacher (pp. 33-50) *CD#64: 12 Characteristics of Effective ECE Educators</td>
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<tr>
<td>10/2</td>
<td>NAEYC Standard 1: Promoting Child Development and Learning -College Foundational Competencies -ECE Program Information</td>
<td>*DAP Position Statement (pp. 1-31) *DAP FAQs (pp. 327-333) *CD#51: Play: Ten Power Boosts for Learning *CD#45: Outdoor Play &amp; Play Handouts from CYC</td>
<td>“Teaching Learners for Tomorrow” due</td>
</tr>
<tr>
<td>10/9</td>
<td>-Developmentally Appropriate Practice -Positive Approaches and Guidance</td>
<td>*Hyson (Ch. 1&amp;2) *DAP (Pos. App. &amp; Guidance): pp. 158-159; 226-228; 299-302 CD#36: Guidance Matters</td>
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</tr>
<tr>
<td>10/16</td>
<td>NAEYC Standard 4: Using Developmentally Effective Approaches</td>
<td>*Hyson (Ch. 3 &amp;4) Placement 1 ends week of 10/16</td>
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</tr>
<tr>
<td>10/23</td>
<td>NAEYC 5: Curriculum</td>
<td>*Hyson Ch. 7 *DAP Teaching Methods: pp. 154-156; 222-224; 294-297 *CD: #35: Got Standards</td>
<td>Journal 1-5, Final Reflection &amp; ALL Placement 1 forms Due</td>
</tr>
<tr>
<td>10/30</td>
<td>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>
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<tr>
<td>Class Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Assignments</td>
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<td>11/13</td>
<td>NAEYC 5: Technology/Social Studies/Creative Arts</td>
<td>*DAP: 174-177; 242-246; 315-320</td>
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<td>11/27</td>
<td>Topic--What does it mean to be a teacher?</td>
<td><strong>Nieto</strong> Chapters 2, 5, 7, 19 and one more of your choice. Be prepared to discuss the chapters in small groups.</td>
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<td>12/4</td>
<td>2 Group Presentations</td>
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<tr>
<td>12/11</td>
<td>2 Group Presentations Class Closure</td>
<td>Journal 1-5, Final Reflection &amp; All Placement 2 Forms Due</td>
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**Placement Dates**

**Placement 1:** week of September 10th through the week ending October 19th  
**Placement 2:** week of October 22nd through the week ending December 7th (no placement Thanksgiving week)

**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 replaced with a pseudonym to guarantee confidentiality and anonymity.

**University of Maryland Honor Code:** "The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. 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. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.studenthonorcouncil.umd.edu/whatis.html."

**Honor Pledge:** This Honor Pledge ("I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.") should be handwritten and signed on all papers, projects, and other academic assignments submitted for evaluation in this course. Any question of plagiarism or cheating of any kind will not be tolerated and will be immediately reported to the Honor Council.

**Accommodations for Students with Disabilities:** Students with a documented disability who wish to discuss academic accommodations should contact the course instructor as soon as possible.

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

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

**NAEYC Standards for Initial Certification Programs**

<table>
<thead>
<tr>
<th><strong>NAEYC Standard 1: Promoting Child Development and Learning</strong></th>
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<tbody>
<tr>
<td>1a. Demonstrates knowledge and understanding of young children’s characteristics and needs</td>
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<td>1b. Demonstrates knowledge and understanding of the multiple influences on development and learning</td>
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<td>1c. Uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</td>
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<tr>
<th><strong>NAEYC Standard 2: Building Family and Community Relationships</strong></th>
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<tr>
<td>2a. Demonstrates knowledge about and understanding of diverse family and community characteristics</td>
</tr>
<tr>
<td>2b. Demonstrates support for and engagement of families and communities through respectful, reciprocal relationships</td>
</tr>
<tr>
<td>2c. Demonstrates involvement of families and communities in their children’s development and learning</td>
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<tr>
<th><strong>NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</strong></th>
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<tr>
<td>3a: Demonstrates an understanding of the goals, benefits, and uses of assessment</td>
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<tr>
<td>3b: Knows about and uses observation, documentation, and other appropriate assessment tools and approaches</td>
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<td>3c: Understands and practices responsible assessment to promote positive outcomes for each child</td>
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<td>3d: Formulates assessment partnerships with families and with professional colleagues</td>
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<th><strong>NAEYC Standard 4: Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families</strong></th>
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<tr>
<td>4a: Understands positive relationships and supportive interactions are the foundation of his/her work with children</td>
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<tr>
<td>4b: Demonstrates knowledge and understanding of effective strategies and tools for early education</td>
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<td>4c: Uses a broad repertoire of developmentally appropriate teaching/learning approaches</td>
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<td>4d: Reflects on his/her own practice to promote positive outcomes for each child</td>
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<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>
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<tr>
<td><strong>5a:</strong> Demonstrates knowledge and understanding of content area and relevant resources</td>
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<td><strong>5b:</strong> Demonstrates knowledge and understanding of the central concepts, inquiry tools, and structures of each content area.</td>
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<tr>
<td><strong>5c:</strong> Uses his/her own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.</td>
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<tr>
<th>NAEYC Standard 6: Becoming a Professional</th>
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<tr>
<td><strong>6a:</strong> Identifies and involves oneself with the early childhood field</td>
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<tr>
<td><strong>6b:</strong> Demonstrates knowledge of and upholds ethical standards and other professional guidelines</td>
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<td><strong>6c:</strong> Engages in continuous, collaborative learning to inform practice</td>
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<td><strong>6d:</strong> Integrates knowledgeable, reflective, and critical perspectives on early education</td>
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<td><strong>6e:</strong> Engages in informed advocacy for children and the profession.</td>
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Appendix B

InTASC MODEL CORE TEACHING STANDARDS (2011)

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 policymakers 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]
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.  

**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).  

**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.  

**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.  

**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.  

**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.  

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\(^1\) 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\(^3\) (MTTS) and/or the Technology Standards for School Administrators (TSSA\(^4\)) and learn to use technology fluently and in pedagogically appropriate ways. [Technology]

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

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

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

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

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)

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\(^3\) 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.