



**College of Education
Early Childhood/Early Childhood Special Education Program**

**EDHD442: Interventions for Children with Behavioral Challenges
Fall 2019**

Professor: Dr. Renée L. Garraway
Phone: 240-583-0107
Email: rgarrawa@umd.edu

Office Hours: By appointment
Course Time: Mondays 10:00-12:00
Room Number: EDUC 1121

Course Description: This course is intended to expand students' knowledge of and develop skills to address challenging behaviors in inclusive early childhood classrooms. Students examine the causes underlying challenging behaviors during the early childhood years, and identify appropriate resources and support services for working with families to develop a unified approach when responding to behavioral challenges. Includes Phase 1 field experience.

Course Objectives:

Upon successful completion of this course the student will:

1. Be familiar with current research on creating and maintaining an effective classroom climate.
2. Have developed skills in exploring the root cause of challenging behaviors in Early Childhood classrooms.
3. Have skills in Response to Intervention, Response Classrooms and Behavior Action/Intervention Plans.

Readings:

- Kaiser, b. & Rasminsky, J. S. (2011). *Challenging Behavior in Young Children: Understanding, Preventing, and Responding Effectively*, Pearson.
- Additional readings as assigned.

Required Technology

LiveText is an electronic portfolio and Accreditation Management System that is required for all students enrolled in the teacher preparation programs in the College of Education. An active subscription to LiveText is a requirement for this class and for other courses that comprise your professional education program. LiveText is a one-time purchase that lasts the duration of your time at the College of Education and one year following program completion (up to a period of five years), so if your account is active, you do not need to repurchase the software.

Course Assignments:

1. Functional Behavioral Assessment (FBA) and Intervention Plan: Each UMD student will complete a Functional Behavioral Assessment of one child. The UMD student will then explore and identify possible causes for the behavior followed by the development of an intervention plan with the end goal of eliminating that behavior in that child. CEC 1-7, NAEYC 1-6
2. Presentation of Behavioral Assessment Data and Intervention Plan: In small, cross-grade level groups, UMD students will present their functional behavioral Assessment data and intervention plan. Group members will: discuss the data, offer their interpretations, discuss the intervention plan and offer suggested enhancement to the intervention plan prior to UMD student implementation.
3. Amended FBA data analysis and intervention plan: based on the group process, stated in #2 above, students will amend their data analysis (as appropriate) and modify their intervention plan (as appropriate). CEC 1-7, NAEYC 1-6

Grading Standards:

Participation	5%
Presentation of FBA and Intervention Plan	25%
Peer Review	10%
Final FBA and Intervention Plan	<u>60%</u>
	Total 100%

Final Letter Grades

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

The field placement/Phase I internship is a part of EDHD 322, 323, 441, 442, 443, 444, EDSP 321 and 417. Therefore, interns must satisfactorily complete the field requirements in order to successfully complete the EDHD courses. In addition, a student must earn a grade of C- or better in all senior methods courses (EDHD 322, 323, 441, 442, 443, 444, EDSP 321 and 417), in order to proceed to his/her Phase II (EDHD 432) placement. The field placement requires 100% attendance. The intern must make up any missed field days.

Professional Standards and the College of Education Conceptual Framework

National Association for the Education of Young Children (NAEYC) (See Appendix A)

NAEYC Standard 1: Promoting Child Development and Learning

NAEYC Standard 2: Building Family and Community Relationships

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

NAEYC Standard 4: 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

Council for Exceptional Children

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

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

Alignment of Standards/COE Framework

Standards/Framework		FBA & Intervention Plan Presentation	FBA & Intervention Plan
NAEYC	NAEYC Standard 1: Promoting Child Development and Learning	X	X
	NAEYC Standard 2: Building Family and Community Relationships	X	X
	NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families	X	X
	NAEYC Standard 4: Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families	X	X
	NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (Language and Literacy, The Arts, Mathematics, Science, Physical Activity and Social Studies)	X	X
	NAEYC Standard 6: Becoming a Professional	X	X
CEC	CEC Standard 1: Learner Development & Individual Learning Differences	X	X
	CEC Standard 2: Learning Environments	X	X
	CEC Standard 3: Curricular Content Knowledge	X	X
	CEC Standard 4: Assessment	X	X
	CEC Standard 5: Instructional Planning and Strategies	X	X
	CEC Standard 6: Professional Learning & Ethical Practices	X	X
	CEC Standard 7: Collaboration	X	X
InTASC	1. Learner Development	X	X
	2. Learning Differences	X	X
	3. Learning Environments		X
	4. Content Knowledge		X
	5. Application of Content		X
	6. Assessment	X	X
	7. Planning for Instruction		X
	8. Instructional Strategies		X
	9. Professional Learning and Ethical Practice	X	X
	10. Leadership and Collaboration		X

Standards/Framework		FBA & Intervention Plan Presentation	FBA & Intervention Plan
CoE Framework	Knowledge of:		
	Subject Matter	X	X
	Pedagogy	X	X
	Learners		X
	Curriculum		X
	Educational Goals & Assessment	X	X
	Social and Cultural Contexts		X
	Technology	X	

Course Schedule**

Session	Topic	Assignment
August 26	No Class— Internship Immersion	
September 2	No Class-Labor Day Holiday	
September 9	Planning plus preparation equal prevention. Effective teaching and classroom climate: managing and organizing the classroom for learning.	Ch. 5, 7, 8, 9 in Kaiser and Rasminsky
September 16	Understanding children’s behaviors.	Ch. 1-4 in Kaiser and Rasminsky
September 23	Matching discipline causes to discipline approaches.	Ch. 10, 11, 13 in Kaiser and Rasminsky
September 30	Data driven approaches to behavioral interventions	FBA Presentations
October 7	Final FBA due to Dr. Garraway by 10:00 AM	

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

Course Expectations

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 (Android, iPhone, etc.) to talk, text, message, 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.
4. Students should refer to <http://library.curtin.edu.au/referencing/apa.html> for information on APA (American Psychological Association) format.
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, which 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**.

Email Communication: Students are reminded to conduct themselves in a professional manner when writing emails to faculty/staff members. Remember to include a professional greeting (e.g. Dear Dr. ___) and your full name at the end of the email. Be sure to include a brief description of the problem/topic about which you are writing. It is also helpful to include a

subject heading. Avoid using shorthand abbreviations (e.g. OMG, LOL, TTYL, etc.). Remember to proofread and spell check, so that your email reflects you in a professional manner.

Group Work: At times, students will be required to work in small groups for discussions, classroom activities and assignments. The ability to work productively and collaboratively within a group is necessary for success in any profession including early childhood education. You are expected to be personally involved in all activities undertaken in class, demonstrate teamwork, courtesy, honesty, and conscientiousness as a group member. The amount of work needed to complete any assignment or presentation should be balanced and equitable to everyone in the group. The course instructor should be notified IF there is a problem that, in spite of multiple efforts, students are not able to resolve themselves.

UNIVERSITY CLASS POLICIES

Students are responsible for reviewing all course related policies found at the link below.

<http://www.ugst.umd.edu/courserelatedpolicies.html>

Functional Behavioral Assessment and Intervention Assignment

Each student will complete a Functional Behavioral Assessment (FBA) for a child in his/her classroom. The student will then explore and identify possible causes for the behavior followed by the development of an intervention plan with the end goal of eliminating that behavior in that child.

As stated by Kaiser and Rasminsky (2011), challenging behavior is not as random or unpredictable as it may seem. A careful examination of the antecedents, behavior, function and consequences of a child's challenging behavior is the most effective means of developing a successful intervention plan.

Each student is to complete steps 1-7

1. Identify a child who consistently presents a challenging behavior (as defined in class) in the classroom. Within the confines of privacy and confidentiality, learn as much background information on the child as your mentor/school staff is comfortable sharing.
2. Using the Functional Assessment chart found in your Kaiser and Rasminsky text and sent to you via email, fill in child and school specific information and then use the chart to track the child's **challenging/disruptive behavior** for a minimum of 2 half days over the course of at least 2 weeks. On at least one additional occasion, chart/track the child's **appropriate behaviors for a half day**.

NOTE: you are expected to capture data for the FBA charts while you are engaging in other activities (versus simply sitting and observing). In the past students have attached the forms to a clipboard that they kept with them during the designated observation period, which allows you to quickly and easily capture behaviors of the focus child.

3. **Review the data** from the Functional Assessment Charts (using the chart and coding process found in Kaiser and Rasminsky as your framework) to **draw conclusions** about your target child's challenging and positive behaviors.
4. **Talk with (informally, casually and respectfully interview) the child** about his/her/their behavior to gain a firsthand perspective. Use questions such as, "I noticed that when you are in writers workshop you complete your work successfully. What helps you to be successful there? What might help you be more successful in math?" OR "You and I both want you to learn, tell me how I/we might help you be successful?" OR "Why is it that you think you struggle with writing? How might I/we make this process easier for you?"
5. Using course content/notes/readings from EDHD 419A & B, **EDHD 415**, and EDHD424 (AKA previous knowledge on child development, behavior, social-emotional development and a child's ability to develop and learn) and your data analysis, **develop YOUR OWN intervention plan** (even if your mentor has developed his/her own plan) with the goal of eliminating the challenging/disruptive behavior displayed

by the child. The plan must include what you learned from your conversation with the child.

6. **Present** your FBA data and proposed intervention plan to your assigned peer group.
7. **Provide thoughtful, helpful and detailed feedback to your peers*.**
8. **Save all of the documents described above as you will submit everything on 10/16**
9. **Revise/rewrite your FBA data analysis** explaining (at the beginning of end of this section) how peer feedback influenced your revisions.
10. **Revise/rewrite your intervention plan explaining** (at the beginning of end of this section) how peer feedback influenced your revisions.
11. **Summarize** in detail what was learned by: exploring behavioral antecedents, breaking down the challenging behaviors, focusing on appropriate behaviors, considering potential functions of behaviors, and the collaborative (peer) analysis of FBA data and plan development
12. **Submit #s 2-9 as one document.**

***Note:** 10% of your course grade is based on the feedback you provide during the peer review process. In order to receive the full 10%, you must provide an accurate/honest assessment of your peer's work, based on rubric criteria, and three, evidence-based suggestions for improvement.

Continued (grading criteria) ---->

Peer Review of Functional Behavioral Assessment and Intervention Plan

Evaluator: _____

Student: _____

	No/Limited Evidence	Beginning	Developing	Meet Criterion
Description of Child CEC 1, NAEYC 1	Provided limited information on the child ____ 0 pts.	Provided 3-6 of the following: age, gender, ethnicity, grade level, years at school, family background, interactions with peers, documented disabilities, native language, ESOL level (if applicable), reading level, other relevant information. ____ of 1-4 pts.	Provided 7-10 of the following: age, gender, ethnicity, grade level, years at school, family background, interactions with peers, documented disabilities, native language, ESOL level (if applicable), reading level, other relevant information. ____ of 5-7 pts.	Provided 11-12 of the following: age, gender, ethnicity, grade level, years at school, family background, interactions with peers, documented disabilities, native language, ESOL level (if applicable), reading level, other relevant information. ____ of 8-10 pts.
Description of Challenging Behavior CEC1, 4, NAEYC 1, 3	No/uninformative description of the behavior ____ 0 pts.	Provided a cursory description of the challenging behavior(s) displayed by the child. ____ of 1-3 pts.	Provided a description, with examples, of the challenging behavior(s) displayed by the child. ____ of 4-7 pts.	Provided a detailed description, with examples, of the challenging behavior(s) displayed by the child. ____ of 8-10 pts.
FBA data CEC 4, NAEYC 3	Did not include sufficient FBA data ____ 0 pts			Included FBA data: 2 focused on off-task/challenging behavior and 1 focused on on-task behavior ____ 5 pts.
Initial Data Analysis CEC 1, 4, NAEYC 1, 3	No analysis of FBA data ____ 0 pts.	Provided a <i>vague summary</i> of FBA data ____ 1-4 pts.	Provided an <i>analysis</i> of the FBA data ____ 5-9 pts.	Provided a <i>detailed analysis</i> of the functional behavioral assessment data to include results of child interview ____ 10-15 pts.
Initial Intervention plan CEC 1-7, NAEYC 1-6	Neglected to develop an intervention plan	Included 1 of the required 3 elements OR provide vague information for 2 or all: Incorporated prior EC/ECSE course content, explained, in thorough detail, the intervention	Included 2 of 3 elements OR addressed all with limited detail: Incorporated prior EC/ECSE course content, explained, in thorough detail, the intervention plan (which includes progress monitoring by	Incorporated prior EC/ECSE course content, explained, in thorough detail, the intervention plan (which includes progress monitoring by adults, and self-monitoring by students) justified this approach over the other options.

	No/Limited Evidence	Beginning	Developing	Meet Criterion
	___ 0 pts.	plan, and justified this approach over the other options. ___ 1-4 pts.	adults, and self-monitoring by students), and justified this approach over the other options. ___ 5-9 pts.	___ 10-15 pts.

_____ of 55 points

Suggested Improvements (required of each evaluator)

1.

2.

3.

Rubric for Functional Behavioral Assessment and Intervention Plan

Name: _____

	No/Limited Evidence	Beginning	Developing	Meet Criterion
Description of Child CEC 1, NAEYC 1	Provided limited information on the child ____ 0 pts.	Provided 3-6 of the following: age, gender, ethnicity, grade level, years at school, family background, interactions with peers, documented disabilities, native language, ESOL level (if applicable), reading level, other relevant information. ____ of 1-4 pts.	Provided 7-10 of the following: age, gender, ethnicity, grade level, years at school, family background, interactions with peers, documented disabilities, native language, ESOL level (if applicable), reading level, other relevant information. ____ of 5-7 pts.	Provided 11-12 of the following: age, gender, ethnicity, grade level, years at school, family background, interactions with peers, documented disabilities, native language, ESOL level (if applicable), reading level, other relevant information. ____ of 8-10 pts.
Description of Challenging Behavior CEC1, 4, NAEYC 1, 3	No/uninformative description of the behavior ____ 0 pts.	Provided a cursory description of the challenging behavior(s) displayed by the child. ____ of 1-3 pts.	Provided a description, with examples, of the challenging behavior(s) displayed by the child. ____ of 4-7 pts.	Provided a detailed description, with examples, of the challenging behavior(s) displayed by the child. ____ of 8-10 pts.
FBA data CEC 4, NAEYC 3	Did not include sufficient FBA data ____ 0 pts			Included FBA data: 2 focused on off-task/challenging behavior and 1 focused on on-task behavior ____ 5 pts.
Initial Data Analysis CEC 1, 4, NAEYC 1, 3	No analysis of FBA data ____ 0 pts.	Provided a <i>vague summary</i> of FBA data ____ 1-4 pts.	Provided an <i>analysis</i> of the FBA data ____ 5-9 pts.	Provided a <i>detailed analysis</i> of the functional behavioral assessment data to include results of child interview ____ 10-15 pts.
Initial Intervention plan	Neglected to develop an intervention plan	Included 1 of the required 3 elements OR provide vague information for 2 or all:	Included 2 of 3 elements OR addressed all with limited detail: Incorporated prior EC/ECSE course	Incorporated prior EC/ECSE course content, explained, in thorough detail, the intervention plan (which includes progress

	No/Limited Evidence	Beginning	Developing	Meet Criterion
CEC 1-7, NAEYC 1-6	___ 0 pts.	Incorporated prior EC/ECSE course content, explained, in thorough detail, the intervention plan, and justified this approach over the other options. ___ 1-4 pts.	content, explained, in thorough detail, the intervention plan (which includes progress monitoring by adults, and self-monitoring by students), and justified this approach over the other options. ___ 5-9 pts.	monitoring by adults, and self-monitoring by students) justified this approach over the other options. ___ 10-15 pts.
Revised Data Analysis CEC 1, 4, 7, NAEYC1, 3, 6	No or limited revisions ___ 0 pts.	Provided 1 of the following 3: Summarized peer feedback on FBA data, modified data analysis accordingly and explained what was learned through the collaborative analysis of FBA data ___ 1-4 pts.	Provided 2 of the following 3: Summarized peer feedback on FBA data, modified data analysis accordingly and explained what was learned through the collaborative analysis of FBA data ___ 5-9 pts.	Summarized peer feedback on FBA data, modified data analysis accordingly and explained what was learned through the collaborative analysis of FBA data ___ 10-15 pts.
Revised Intervention Plan CEC 1-7, NAEYC 1-6	No or limited revisions ___ 0 pts.	Provided 1 of the following 3: Summarized peer feedback on intervention plan, modified plan accordingly and explained what was learned through the collaborative development of a plan ___ 1-4 pts.	Provided 2 of the following 3: Summarized peer feedback on intervention plan, modified plan accordingly and explained what was learned through the collaborative development of a plan ___ 5-9 pts.	Summarized peer feedback on intervention plan, modified plan accordingly and explained what was learned through the collaborative development of a plan ___ 10-15 pts.
Conclusion CEC 1-7, NAEYC 1-6	A cursory summary of learnings ___ 0-3 pts.	Briefly summarized what was learned by (or addressed 2 of 6): exploring behavioral antecedents, breaking down the challenging behaviors, focusing on appropriate behaviors, considering potential functions of behaviors, and the collaborative analysis of FBA data and plan development ___ 4-9 pts.	Summarized what was learned by (or addressed 4 of 6): exploring behavioral antecedents, breaking down the challenging behaviors, focusing on appropriate behaviors, considering potential functions of behaviors, and the collaborative analysis of FBA data and plan development ___ 10-14 pts.	Summarized in detail what was learned by: exploring behavioral antecedents, breaking down the challenging behaviors, focusing on appropriate behaviors, considering potential functions of behaviors, and the collaborative (peer) analysis of FBA data and plan development ___ 15-20 pts.

	No/Limited Evidence	Beginning	Developing	Meet Criterion
Comments:				

Total score _____ /100 points

Points for peer review process:

Review 1

- ___ Provided an accurate assessment, based on rubric criteria, of peer’s FBA presentation
- ___ Provided three, evidence-based suggestions for improvement

Review 2

- ___ Provided an accurate assessment, based on rubric criteria, of peer’s FBA presentation
- ___ Provided three, evidence-based suggestions for improvement

Review 3

- ___ Provided an accurate assessment, based on rubric criteria, of peer’s FBA presentation
- ___ Provided three, evidence-based suggestions for improvement

Comments:

Points _____/10

Appendix A
NAEYC Initial Standards for Certification

NAEYC Standard 1: Promoting Child Development and Learning
1a. Demonstrates knowledge and understanding of young children’s characteristics and needs
1b. Demonstrates knowledge and understanding of the multiple influences on development and learning
1c. Uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

NAEYC Standard 2: Building Family and Community Relationships
2a. Demonstrates knowledge about and understanding of diverse family and community characteristics
2b. Demonstrates support for and engagement of families and communities through respectful, reciprocal relationships
2c. Demonstrates involvement of families and communities in their children’s development and learning

NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
3a: Demonstrates an understanding of the goals, benefits, and uses of assessment
3b: Knows about and uses observation, documentation, and other appropriate assessment tools and approaches
3c: Understands and practices responsible assessment to promote positive outcomes for each child
3d: Formulates assessment partnerships with families and with professional colleagues

NAEYC Standard 4: Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families
4a: Understands positive relationships and supportive interactions are the foundation of his/her work with children
4b: Demonstrates knowledge and understanding of effective strategies and tools for early education
4c: Uses a broad repertoire of developmentally appropriate teaching/learning approaches
4d: Reflects on his/her own practice to promote positive outcomes for each child

NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (Language and Literacy, The Arts, Mathematics, Science, Physical Activity and Social Studies)
5a: Demonstrates knowledge and understanding of content area and relevant resources
5b: Demonstrates knowledge and understanding of the central concepts, inquiry tools, and structures of each content area.
5c: Uses his/her own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

NAEYC Standard 6: Becoming a Professional
6a: Identifies and involves oneself with the early childhood field
6b: Demonstrates knowledge of and upholds ethical standards and other professional guidelines
6c: Engages in continuous, collaborative learning to inform practice
6d: Integrates knowledgeable, reflective, and critical perspectives on early education
6e: Engages in informed advocacy for children and the profession.

Please see the **2010 NAEYC Standards for Initial & Advanced Early Childhood Professional Preparation Programs** for a complete explanation of all the standards and key elements. Standards can be found at http://www.naeyc.org/ncate/files/ncate/file/faculty/Standards/NAEYC%20Initial%20and%20Advanced%20Standards%203_2012.pdf

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 strategies⁶ 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.

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]**

Appendix C
UM College of Education
Conceptual Framework - Condensed Version
(May 2011)

THE VISION AND MISSION

The College of Education (COE) at the University of Maryland, College Park (UM) envisions a world where every individual has equal access to life-long learning and opportunities for healthy development and where each person's distinct abilities are nurtured from potential to achievement (COE Strategic Plan, p 3). 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 leader 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 school 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:

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

² For a listing of the different SPA Standards, see Appendix A

Reflective educators understand educational goals and possess the ability to demonstrate evidence-based decision-making. They aggregate, disaggregate and analyze classroom data in order to demonstrate their impact on student learning, plan for further instruction, and shape the improvement of their practice. **[Educational Goals and Assessment]**

Knowledge of Social and Cultural Contexts:

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

Knowledge of Technology:

Candidates are exposed to the full range of emerging technological tools for education so that they can make informed choices about which technology will best meet their instructional and community-building goals. They demonstrate proficiency on the Maryland Teacher Technology Standards³ (MTTS) and/or the Technology Standards for School Administrators (TSSA⁴) 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 PDS⁵ 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 work together to help drive the development of candidates'

³ For a listing of the MTTS Standards, see <http://www.mttsonline.org>

⁴ For a listing of the TSSA Standards, see. <http://coe.ednet.lsu.edu/coe/pdfs/tssa.pdf>

⁵ For a listing of the PDS Standards, see http://cte.jhu.edu/pds/Resources/8X11_PDS_Standards.htm .

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)



EXCELLENCE & EQUITY