



College of Education
Early Childhood/Early Childhood Special Education (EC/ECSE) Program

EDHD 437: EC/ECSE Teachers as Researchers and Reflective Practitioners
(3 credits)

Instructor: Judith Anderson

Days and Time: Thursdays, 4:15 - 7:00 pm

Location: JMZ 1122

Office Hours: Thursdays, 2:00-4:00 pm or by appointment

Office: Benjamin, 1240 F

Instructor Phone: 301-405-1114

Instructor Email: jandersn@umd.edu

Course Description:

The purpose of this course is for students to use action research to improve instructional delivery or familial interactions in an effort to enhance the overall educational experiences/outcomes of children in classrooms or home-based contexts. Students will design and implement an action research project in an effort to meet a goal articulated in an applicable Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP) or School Improvement Plan (SIP) as the basis of their project. In addition, students will engage in reflective discourse around and analysis of their interactions with children, families and staff members, as well as their own planning, delivery and assessment of their own instruction in EC/ECSE settings.

Course Objectives:

Upon successful completion of the course, students should be able to:

1. Utilize action research to improve pedagogy and/or interactions and the overall experiences of children in classroom contexts.
2. Utilize reflective practices to identify strengths and limitations of their interpersonal interactions with children, families and staff members.
3. Utilize reflective practices to identify strengths and limitations of their own planning, delivery and assessment of instruction in home and/or school-based settings.

Readings:

Hendricks, C. (2009). *Improving schools through action research: A comprehensive guide for educators*. Boston, MA: Pearson/Allyn and Bacon.

Osterman, K. & Kotkamp, R. (2004). *Reflective practice for educators: Professional development*

to improve student learning. Thousand Oaks, CA: Corwin Press. ISBN: 0803968019.

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.

Major Scheduling Grading Events/Course Assignments:

- 1. Reflective practice videotape/discourse:** Students will be assigned to be part of a small group, in which they will participate in reflective activities throughout the course of the semester. One of these activities will entail the submission of a videotape of themselves engaging in instructional delivery. These videos will be reviewed in class by small groups of peers, who will provide constructive feedback regarding each other's approach to and effectiveness of instructional delivery. Students will also engage in activities that address their use of themselves in ways that allow for children to experience them as responsive, non-judgmental, unbiased and supportive teachers.
- 2. Advocacy Letter:** Students will consider what they have learned about the needs of children who are at educational risk through their action research and reflective practice projects. Based on this knowledge, they should write a letter to their congressional representatives, or to a media outlet (e.g., local paper), or to a federal, state, or local educational administrator about the importance of improving the quality of education for a specific population of student. The letter should address the educational needs of children who are dual language learners, who have specific disabilities, or who are living in impoverished circumstances. The letter should be 1-2 pages long (such letters are typically brief), have about 4-5 paragraphs, and be typewritten in single-spaced 12-point font. Research-based information should be presented clearly and prominently, including national and local statistics on the educational and other needs of a specific population of student. If possible, include research from the educational district or geographic area about which the recipient of the letter would have an interest. Consider including a compelling "story" about a child with these particular needs (preferably from the recipient's geographical area). The last paragraph of the letter should present a cogent strategy for addressing the needs of students from this population, and make a specific request to the letter recipients about what they can do in their roles to address the specific needs of the targeted population.

3. **Action research plan:** Building on the coursework in *Action Research in EDHD 444*, students will design an action research project appropriate for their Phase II placement, that is linked to a school improvement goal, and that contains evidence and responses to the following sections: 1) Statement of the Problem; 2) Literature Review, and 3) Methodology.
4. **Action research project:** Building on the coursework in *Action Research in EDHD 444*, students will complete the final steps of the action research project and provide evidence and responses to the following sections: 4) Results; 5) Discussion, Conclusion, and Implications; 6) Reference List; 7) Appendices, and 8) Presentation/Display.

Grading Standards:

Participation	10%
Reflection Videotape/Discourse	15%
Advocacy Letter	10%
Action Research Plan	25%
Final Exam: Action Research Project	40%
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

Professional Standards and the College of Education Conceptual Framework (See Appendix)

National Association for the Education of Young Children (NAEYC)

- 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

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|---|--|
| CEC Standard 1: Learner Development & Individual Learning Differences | CEC Standard 3: Curricular Content Knowledge |
| CEC Standard 2: Learning Environments | 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)

College of Education Conceptual Framework

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]

Knowledge of:

- Subject Matter
- Pedagogy
- Learners
- Curriculum
- Educational Goals and Assessment
- Social and Cultural Contexts
- Technology

Alignment of Standards/COE Framework

Standards/Framework		Advocacy letter	Action Research	Reflective Practice
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)		2X	
	NAEYC Standard 6: Becoming a Professional	X	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	
	CEC Standard 4: Assessment		X	
	CEC Standard 5: Instructional Planning and Strategies		X	X
	CEC Standard 6: Professional Learning & Ethical Practices	X	X	X
	CEC Standard 7: Collaboration	X	X	
InTAS	1. Learner Development	X	X	
	2. Learning Differences	X	X	
	3. Learning Environments		X	X

Standards/Framework		Advocacy letter	Action Research	Reflective Practice
	4. Content Knowledge		X	
	5. Application of Content		X	
	6. Assessment		X	
	7. Planning for Instruction		X	X
	8. Instructional Strategies		X	
	9. Professional Learning and Ethical Practice	X	X	X
	10. Leadership and Collaboration	X	X	
CoE Framework	Knowledge of:			
	Subject Matter		X	
	Pedagogy		X	
	Learners	X	X	X
	Curriculum		X	
	Educational Goals & Assessment		X	
	Social and Cultural Contexts	X	X	X
	Technology		X	

Rubric: Advocacy Letter				
Criterion	Needs Improvement/ Inadequate	Emerging	Developing	Meets Criteria
	0 points	1-10 points	11-20 points	21-30 points
<p>Candidates identify the needs and characteristics of a specific population of young children using research-based evidence (including statistics) and describe how the children's needs, assets, and community or school culture influence their learning through letter-writing.</p> <p>NAEYC-1: Knowledge of young children's characteristics and needs CEC-1: Demonstrate how language, culture, and family background (assets) influence learning ECSE.K1.8: Know the impact of child's needs and characteristics on learning</p>	<p>Letter did not include research-based evidence describing the needs and characteristics of a specific population of young children and/or how the needs, characteristics, and/or assets of young children influence their learning.</p>	<p>Letter included limited research-based evidence describing the needs and characteristics of a population and/or did not clearly describe how the needs, characteristics, and/or assets of young children influence their learning.</p>	<p>Letter included research-based evidence and/or statistics of children's needs and characteristics but did not fully or clearly describe how the needs, characteristics, and/or assets of young children and community or school culture influence their learning.</p>	<p>Letter cited multiple research-based evidence including statistics and clearly and fully described the population of young children's needs and characteristics and how the needs, characteristics, and/or assets and community or school culture influence their learning.</p>
<p>Candidates know how the needs of a specific population of</p>	<p>Letter did not include how the needs of a specific</p>	<p>Letter included the needs of a specific population of</p>	<p>Letter included the needs of a specific population of</p>	<p>Letter clearly described the needs of a specific</p>

Rubric: Advocacy Letter				
Criterion	Needs Improvement/ Inadequate	Emerging	Developing	Meets Criteria
	0 points	1-10 points	11-20 points	21-30 points
<p>young children and their educational experiences have implications for their learning and/or the conditions for learning. Impact should be specific to two or more of the following educational experiences: achievement level, school experiences, curriculum, and/or special services.</p> <p>NAEYC-1: Know the multiple influences on early development and learning CEC-5: Consider an individual's learning environments and cultural and linguistic factors in the selection, development and adaptation of learning experiences ECSE.K6.2: Know the issues in early childhood and special education ICSI.1.K3: Know the educational implications of characteristics of various exceptionalities</p>	<p>population of young children and their educational experiences have implications for their learning and/or conditions for learning which are based on achievement level, school experiences, curriculum, or special services.</p>	<p>young children but did not clearly make the connection between the children's needs and their educational experiences. The implications for children's learning and/or conditions for learning were not based on achievement level, school experiences, curriculum, and/or special services.</p>	<p>young children and the connection between the children's needs and their educational experiences. The implications for children's learning and/or conditions for learning were not fully or clearly described in relation to achievement level, school experiences, curriculum, and/or special services.</p>	<p>population of young children and how their educational experiences have implications for children's learning and/or conditions for learning in relation to at least two or more areas: achievement level, school experiences, curriculum, and/or special services.</p>

Rubric: Advocacy Letter				
Criterion	Needs Improvement/ Inadequate	Emerging	Developing	Meets Criteria
	0 points	1-10 points	11-20 points	21-30 points
<p>Candidates recommend evidence-based strategies for improving educational outcomes and provide a strong rationale that advocates for a specific population of young children based on their educational experiences, needs, characteristics, assets and community and/or school culture; the letter includes a request for a response from the recipient/stakeholder through persuasive letter-writing.</p> <p>NAEYC-6: Engage in informed advocacy for children</p> <p>CEC-7: Use collaboration to promote the wellbeing of individuals</p> <p>ECSE.S6.6: Advocate on behalf of young children</p> <p>ICSI.6.S3: Advocate for appropriate services</p>	<p>Letter did not include evidence-based strategies for improving educational outcomes and advocating for a specific population of children based on their educational experiences, needs, characteristics, assets, and community and/or school culture.</p>	<p>Letter included strategies for improving educational outcomes but were not evidence-based and/or did not provide a rationale that advocates for a specific population of young children based on their educational experiences, needs, characteristics, assets and community and/or school culture.</p>	<p>Letter included evidence-based strategies for improving educational outcomes and provides a rationale but does not effectively advocate for the population of young children by persuading the reader to understand the educational experiences, needs, characteristics, assets and community and/or school culture.</p>	<p>Letter persuasively recommends evidence-based strategies for improving educational outcomes and provides a strong rationale that advocates for a specific population of young children based on their educational experiences, needs, characteristics, assets and community and/or school culture. The closing makes a clear and succinct request for a response from the recipient/stakeholder.</p>

Rubric: Planning Your Research Study

	No/Limited Evidence	Emerging	Developing	Meets Criterion
<p>Statement of the problem</p> <p>NAEYC 1-6 CEC 1-7</p> <p>0-30 points</p>	<p>No statement of the problem</p> <p>_____ 0 points</p>	<p>A cursory description of the question or area of inquiry that the action research project is intended to address through the presentation of key research findings and/or the identification of gaps in existing research, including the purpose and need for the study, as well as research question(s).</p> <p>_____ 1-10 points</p>	<p>Describes the question or area of inquiry that the action research project is intended to address through the presentation of key research findings and/or the identification of gaps in existing research, including the purpose and need for the study, as well as research question(s).</p> <p>_____ 11-20 points</p>	<p>Thoroughly described the question or area of inquiry that the action research project is intended to address through the presentation of key research findings and/or the identification of gaps in existing research, including the purpose and need for the study, as well as research question(s).</p> <p>_____ 21-30 points</p>
<p>Literature Review</p> <p>NAEYC 1-6 CEC 1-7</p> <p>0-30 points</p>	<p>An inadequate review of the research literature</p> <p>_____ 0 points</p>	<p>An undeveloped review of the literature pertinent to the topic (as guided by key terms in the statement of purpose and research questions) including a synthesis and critique of the existing literature that makes clear why the inquiry project is needed.</p> <p>_____ 1-10 points</p>	<p>This section presents a review of the literature pertinent to the topic (as guided by key terms in the statement of purpose and research questions) including a synthesis and critique of the existing literature that makes clear why the inquiry project is needed.</p> <p>_____ 11-20 points</p>	<p>This section presents a thorough review of the literature pertinent to the topic (as guided by key terms in the statement of purpose and research questions) including a synthesis and critique of the existing literature that makes clear why the inquiry project is needed.</p> <p>_____ 21-30 points</p>

Rubric: Planning Your Research Study				
	No/Limited Evidence	Emerging	Developing	Meets Criterion
Methodology NAEYC 1-6 CEC 1-7 0 – 40 points	<p>An inadequate summary of the methodology</p> <p>_____ 0 points</p>	<p>This section presents an inadequate description of the methods and design, the inquiry and data collection methods used for the investigation. There is insufficient information to determine the data collection procedures. Subsections generally include: 1) An Introduction to include the purpose and research question(s); 2) A description of the Setting; 3) Participants; 4) Procedures; 5) Measures/Data Collection (to include the source of the measures—existing tool/developed from research findings); 6) Plan for Data Analysis.</p> <p>_____ 1-13 points</p>	<p>This section presents a detailed description of the methods and design, the inquiry and data collection methods used for the investigation. The methodology chapter describes what was done to collect data. Subsections include: 1) An Introduction to include the purpose and research question(s); 2) A description of the Setting; 3) Participants; 4) Procedures; 5) Measures/Data Collection (to include the source of the measures—existing tool/developed from research findings); 6) Plan for Data Analysis.</p> <p>_____ 14-27 points</p>	<p>This section presents a very detailed description of the methods and design, the inquiry and data collection methods used for the investigation. The Methodology chapter is detailed enough for those unfamiliar with the topic to understand exactly what was done to collect data. Subsections include: 1) An Introduction to include the purpose and research question(s); 2) A description of the Setting; 3) Participants; 4) Procedures; 5) Measures/Data Collection (to include the source of the measures—existing tool/developed from research findings); 6) Plan for Data Analysis.</p> <p>_____ 28-40 points</p>
*Formatting Minus 1 – 10 points	<p>Unacceptable spelling, grammatical and APA errors</p> <p>Deduct 10 points</p>	<p>Numerous spelling, grammatical and/or APA formatting errors.</p> <p>Deduct 5 – 9 points</p>	<p>Some spelling, grammar and APA formatting errors.</p> <p>Deduct 1 – 4 points</p>	<p>Correct use of spelling, grammar, and APA formatting.</p> <p>No points deducted</p>

Rubric: Planning Your Research Study

	No/Limited Evidence	Emerging	Developing	Meets Criterion
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*Points deducted for inappropriate use of spelling, grammar and APA formatting (1-10): _____

Total Score: ____/100 POINTS

Rubric: Final Research Project

<p>Results</p> <p>NAEYC 1-6 CEC 1-7</p> <p>0 – 30 points</p>	<p>No or very limited results presented</p> <p>_____ 0 points</p>	<p>An inadequate description of the data and findings in the context of the research questions. Includes some tables, charts, graphs, and other summaries of the data that render them interpretable to the reader; all charts and tables should be included in the text at the point where they are discussed.</p> <p>_____ 1-10 points</p>	<p>A description of the data and findings of the study, particularly in the context of the research questions. Includes some tables, charts, graphs, and other summaries of the data that render them interpretable to the reader; all charts and tables should be included in the text at the point where they are discussed.</p> <p>_____ 11-24 points</p>	<p>A thorough and informative description of the data and findings of the study, particularly in the context of the research questions. Includes tables, charts, graphs, and other summaries of the data that render them interpretable to the reader; all charts and tables are included in the text at the point where they are discussed</p> <p>_____ 21-30 points</p>
<p>Discussion, Conclusion and Implications</p> <p>NAEYC 1-6 CEC 1-7</p> <p>0 – 40 points</p>	<p>Limited or no discussion, conclusion or implications</p> <p>_____ 0 points</p>	<p>Inadequate summary of the results and their relevance for the field of education in order to answer: What does the investigation reveal that is important? Why is it important? What was learned from the process? The limitations of the study were not noted. Implications of the study for the field of education are not discussed, in terms of both <u>research and practice (to include the SIP or IFSP).</u></p> <p>_____ 1-13 points</p>	<p>Summarizes the results and discusses their relevance for the field of education in order to answer: What does the investigation reveal that is important? Why is it important? What was learned from the process? The limitations of the study are noted. Implications of the study for the field of education are discussed, in terms of both <u>research and practice (to include the SIP or IFSP).</u></p> <p>_____ 14-27 points</p>	<p>Thoroughly summarizes the results and discusses their relevance for the field of education in order to answer: What does the investigation reveal that is important? Why is it important? What was learned from the process? The limitations of the study are clearly and thoughtfully noted. Implications of the study for the field of education are discussed, in terms of both <u>research and practice (to include the SIP or IFSP).</u></p> <p>_____ 28-40 points</p>

Reference list 0 – 10 points	No reference list _____ 0 points	Some citations in the document are included in the reference list, and/or the list is incorrectly formatted according to APA writing style. _____ 1-3 points	Most citations in the document are included in the reference list, which is correctly formatted according to APA writing style. _____ 4-7 points	All citations in the document are included in the reference list, which is correctly formatted according to APA writing style. _____ 8-10 points
Appendices 0 – 10 points	No or very limited data/evidence included _____ 0 points	Appendices include some and/or incomplete documents used during the study and/or the data/tools to demonstrate the results (letters to families, graphs, tables, consent forms, surveys, questionnaires, rating systems, etc.). _____ 1-3 points	Appendices include most documents used during the study and the data/tools to demonstrate the results (letters to families, graphs, tables, consent forms, surveys, questionnaires, rating systems, etc.). _____ 4-7 points	Appendices include all documents used during the study and the data/tools to demonstrate the results (letters to families, graphs, tables, consent forms, surveys, questionnaires, rating systems, etc.). _____ 8-10 points
Visual Presentation 0 – 10 points	No or few visuals provided _____ 0 points	Visuals inadequately demonstrate the action research and include some of the study's data, findings, and results and/or implications for practice. _____ 1-3 points	Visuals provide a basic presentation of the action research and include the study's key data, findings, and results and implications for practice. _____ 4-7 points	Visuals provide a through, clear, and informative presentation of the action research and include the study's key data, findings, and results and implications for practice. _____ 8-10 points
*Formatting Minus 1 – 10 points	Unacceptable spelling, grammatical and APA errors Deduct 10 points	Numerous spelling, grammatical and/or APA formatting errors. Deduct 5 – 9 points	Some spelling, grammar and APA formatting errors. Deduct 1 – 4 points	Appropriate use of spelling, grammar and APA formatting. No points deducted

***Points deducted for inappropriate use of spelling, grammar and APA formatting (1-10): _____**

Total Score: ____/100 POINTS

Course Schedule*

Class Date/Session	Topic	Assignment
Session 1: Feb. 7	Introduction to Course: AR: Action Research RP: Reflective Practices	
Session 2: Feb. 14	AR: Review of Research Question/Literature Review RP: Reflective Practice Principles	H: Chapters 1 - 2 OK: Chapters 1 - 2
Session 3: Feb. 21	AR: Review of Methodology RP: Reflection as Self-Assessment	H: Chapter 3 OK: Chapter 3
Session 4: Feb. 28	Identifying Implicit Biases	Online Resource
Session 5: March 7	AR: Data Collection RP: Reflection as a Component of Instructional Planning & Delivery	H: Chapter 4 OK: Chapter 4 MAJOR SCHEDULING GRADING EVENT: Video recording of lesson segment due for class
Session 6: March 14	AR: Data Analysis RP: Reflection Group	H: Chapter 4 OK: Chapter 5
Session 7: March 21	AR: Data Summary RP: Reflection Group	H: Chapter 4 OK: Chapter 6
Session 8: March 28	AR: Discussion re: Literature RP: Reflection Group	H: Chapter 5 OK: Chapter 7 MAJOR SCHEDULING GRADING EVENT: Advocacy Letter Due
Session 9: April 4	AR: Discussion re: Practice RP: Reflection Group	H: Chapter 5 OK: Chapter 8
Session 10: April 11	Social Justice Day	ATTEND KEYNOTE SPEAKER SESSION: Diane Guerrero, 5:30-7:00 at Hoff Theater, Stamp Student Union
April 18 - NO CLASS/SPRING BREAK		
Session 11: April 25	AR: Data-informed Practice RP: Reflection Group	MAJOR SCHEDULING GRADING EVENT: Action Research Plan due
Session 13: May 2	AR: Data-informed Practice RP: Reflection Group	Informal Presentation of Action Research
May 9: NO CLASS/LAST WEEK IN FIELD PLACEMENT		
Session 14: May 16		MAJOR SCHEDULING GRADING EVENT: Formal Presentation of Action Research

Class Date/Session	Topic	Assignment
Due Date TBD**		MAJOR SCHEDULING GRADING EVENT: Final Action Research Project Due

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

**The final exam date and time for EDHD 437 has not yet been determined by the University. The instructor will let you know as soon as that information becomes available.

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, iPhones, 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

Please visit <http://www.ugst.umd.edu/courserelatedpolicies.html> for detailed information on the University's policies with regard to undergraduate education.

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

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

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

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

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

Major scheduled grading events: Major Scheduled Grading Events (MSGE) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence

must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

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

Non-medical excused absences: According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.

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%202012.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.

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]**

**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 leaders candidates around global education and international perspectives.
- ***Admissions:*** We have a commitment to establish and study the impact of high expectations for admission to our educator preparation programs and to ensure the presence of a vigorous retention support system. We are committed to implementing an admissions process based upon multiple indicators that are associated with qualities of effective teachers and that allows for discretion and judgment to permit admission for candidates with exceptional experiences and backgrounds.
- ***Diversity:*** It is our goal that our candidates succeed in creating educational opportunities that are adapted to a wide range of diverse individuals and settings. We do this by providing coursework that includes diversity, and by designing field experiences in the diverse communities in our region and state. Our programs include development of dispositions in its candidates that include professionalism, accommodation, and respect for differences in their work with students.
- ***Strong and Coherent Programs:*** We are committed to thinking systemically about our programs and seek to build and study the linkages across courses, experiences and policies that lead to strong and coherent programs.
- ***Professional Development Schools (PDS):*** Program faculty and professional staff are committed to working with PDS partners and with partners at PDS affiliated schools to support collaboration between school-based clinical faculty and university faculty in the design and support for high quality teacher preparation, collaboration in the determination and design of professional development to support both intern and mentor growth as educators, collaboration in inquiry and research into student learning and instructional practice, and a collaborative focus on improving student learning for all children.
- ***Purposeful Assessment:*** Systematic and purposeful data collection and assessment must occur at the program and institution level. We must have relevant data if we are to understand our candidates as learners and provide timely feedback and support for their development; adapt and adjust elements in our program to meet candidate needs; revise elements of programs to improve what we do; and be responsive to institutional, state, and accreditation accountability demands. We commit to exploring richer measures of candidate progress and achievement and program effectiveness as we strive to build comprehensive and integrated assessment systems.
- ***Research and Inquiry:*** As a research institution, we accept a responsibility to be active in the production of research knowledge that leads and guides our efforts to revise and improve what we do in educator preparation and informs the profession. We are engaged in the systematic study of program elements, practices, and designs. Through our inquiry and participation in professional

organizations and interactions with state and national policy makers on educator preparation, we contribute to the knowledge base that decision-makers use to guide policy in educator preparation in the state and nationally.

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

Candidate Commitments:

Candidate commitments include both the Foundational Competencies (non-academic competencies, such as communication or interpersonal skills, which candidates are expected to demonstrate at the time of entry to the program) as well as the Emerging Commitments that we expect candidates to strive for as they progress through the program. The candidate commitments identified below play a key role in candidates' ability to teach a diverse student population (ethnicity, socio-economic status, English Language Learners [ELL], giftedness and inclusion of students with special needs in regular classrooms).

Foundational Competencies

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

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

Emerging Commitments:

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

- **Advocacy** – Candidates serve as an advocate for their learners, as well as their community. They take an advocacy role as they utilize their knowledge and experiences to influence decisions about individual student needs, curricula, community engagement and educational policy. **[EC 2 - Advocacy]**
- **Internationalization** - Candidates demonstrate the knowledge, experiences, and skills that support a commitment to internationalization of experiences for children and youth and the development of global competencies. **[EC 3 -- Internationalization]**
- **Reflection** – Candidates recognize that reflection is essential to self-understanding and serves as a foundation to improve and develop as a professional. They make informed, reflective judgments about research and practice. **[EC 4 -- Reflection]**
- **Innovation and Creativity** – Candidates are resourceful and imaginative in utilizing a variety of evolving tools and techniques to ensure learning for all. They integrate media resources and technology in the curricular experiences of students and use technology as a vehicle for active learning, collaboration, global communication and research. **[EC 5 – Innovation and Creativity]**
- **Responsible and Ethical Action** –Candidates act as responsible and ethical professionals in accord with institutional and national standards. **[EC 6 – Responsible and Ethical Action]**
- **Specialist Competence** – Candidates demonstrate a commitment to developing specialist competence – i.e., being good at what they do, and striving to acquire subject-matter competence. **[EC 7 – Specialist Competence]**

Domain #2: KNOWLEDGE

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

Knowledge of Subject Matter:

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

Knowledge of Pedagogy:

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

Knowledge of Learners:

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

Knowledge of Curriculum:

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

Knowledge of Educational Goals and Assessment:

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

Knowledge of Social and Cultural Contexts:

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

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:

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>

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' 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

College of Education Conceptual Framework (Approved May 2011)
EXCELLENCE & EQUITY

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