



College of Education
Early Childhood/Early Childhood Special Education Program

EDHD 444: Action Research in EC/ECSE

Instructor: Judith Anderson

Time, Days, and Location: Mondays, 9/18/17, 10/16/17, 11/6/17, 11/20/17, and 12/11/17; 4:15 – 6:15pm in SQH 1103

Office Hours: Monday, 3-4pm or by appointment

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Course Description: The purpose of this course is to familiarize students with the EC/ECSE research process and literature, as well as how teachers use action research to improve pedagogy and the overall experiences of children in classroom or home-based contexts. Students will utilize this knowledge, as well as either a goal in an Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP) or School Improvement Plan (SIP), to develop an action research study commenced during the following semester. Includes Phase 1 field experience.

Course Objectives:

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

1. Become familiar with the research process, and how teachers use action research to improve pedagogy and the overall experiences of children in classroom contexts.
2. Identify and discuss qualitative and quantitative methodologies, the appropriate use of mixed-methods strategies for conducting research, and the relationship between research question and methods.
3. Synthesize the research in a specific area of interest in preparation for the design and conduct of a significant research problem using action research strategies.

Readings:

Hendricks, C. (2017). *Improving schools through action research: A reflective practice approach*. Boston, MA: Pearson/Allyn and Bacon.

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 Assignment:

Each student will identify an area of interest, develop a statement of the problem, and review, as well as synthesize, relevant literature in preparation for conducting action research in their own classroom/setting during the Phase II internship. CEC standards 1-7, NAEYC 1-6.

Grading Standards (separate handouts with assignment descriptions will be provided):

Participation	5%
Problem Statement*	35%
Literature Review*	<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

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

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

The Interstate Teacher Assessment and Support Consortium (INTASC)

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

College of Education Conceptual Framework

- Knowledge of:
- Subject Matter
 - Pedagogy

- 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]

- Learners
- Curriculum
- Educational Goals and Assessment
- Social and Cultural Contexts
- Technology

Alignment of Standards/COE Framework

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

Standards/Framework		Statement of Problem	Literature Review
CoE Framework	Knowledge of:		
	Subject Matter		
	Pedagogy	X	X
	Learners	X	X
	Curriculum	X	X
	Educational Goals & Assessment	X	X
	Social and Cultural Contexts		X
Technology	X		

Course Schedule**

Class Date/Session	Topic	Assignment
Session 1: 9/18	Course Overview Introduction to Action Research	No assignment
Session 2: 10/16	Action Research: Problem Statement	Chapters 1 & 2 DUE: Bring 2 questions you have based on Ch. 2
Session 3: 11/6	Action Research: Reviewing the literature	Chapters 2 & 3 DUE: Problem Statement
Session 4: 11/20	Action Research: Writing a literature review	Chapters 4
Final Exam Date: TBA	No class	DUE: Literature Review

** 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, 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 course 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_2012.pdf

Appendix B
CEC Initial Level Special Educator Preparation Standards

1. Learner Development and Individual Learning Differences: How did you provide meaningful and challenging learning experiences for all students?

- 1.1 Understand how language, culture, and family background influence the learning of individuals with exceptionalities.
- 1.2 Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

2. Learning Environments: How did you provide a safe, inclusive, culturally responsive learning environment so that all students were active and effective learners? How were emotional well-being, positive social interactions, and self-determination developed and supported?

- 2.1 Through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
- 2.2 Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
- 2.3 Intervene safely and appropriately with individuals with exceptionalities in crisis.

3. Curricular Content Knowledge: How did you use knowledge of general and specialized curricula to individualize learning for all students?

- 3.1 Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities
- 3.2 Understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities
- 3.3 Modify general and specialized curricula to make them accessible to individuals with exceptionalities.

4. Assessment: How did you use multiple methods of assessment and data-sources in making educational decisions?

- 4.1 Select and use technically sound formal and informal assessments that minimize bias.
- 4.2 Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
- 4.3 In collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.
- 4.4 Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

5. Instructional Planning and Strategies: How did you select, adapt, and use a repertoire of evidence-based instructional and developmentally appropriate strategies to advance learning of all students?

5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.3 Are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support

5.4 Use strategies to enhance language development and communication skills of individuals with exceptionalities

5.5 Develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.6 Teach to mastery and promote generalization of learning.

5.7 Teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

6. Professional Learning and Ethical Practice: How did you use foundational knowledge of the field and the professional Ethical Principles and Practice Standards to inform practice, to engage in lifelong learning, and to advance the profession?

6.1 Use professional Ethical Principles and Professional Practice Standards to guide their practice.

6.2 Understand how foundational knowledge and current issues influence professional practice.

6.3 Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6.4 Understand the significance of lifelong learning and participate in professional activities and learning communities.

6.5 Advance the profession by engaging in activities such as advocacy and mentoring

6.6 Provide guidance and direction to paraeducators, tutors, and volunteers.

7. Collaboration: How did you collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways to address the needs of students across a range of learning experiences?

7.1 Use the theory and elements of effective collaboration.

7.2 Serve as a collaborative resource to colleagues.

7.3 Use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

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]**

UMD 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 (UMD) envisions a world where every individual has equal access to life-long learning and opportunities for healthy development and where each person's distinct abilities are nurtured from potential to achievement (COE Strategic Plan, p 3). We aim to prepare accomplished beginning and advanced-level professionals who can advance the learning and development of their students and who are ready to become leaders in their fields.

Our mission is to foster the learning and development of PK-16 students through our educator preparation programs, leadership, research, advocacy, and partnerships. We aim to prepare educators with the skills and commitments necessary to ensure equity for all students in the public schools and classrooms they will lead. This mission, which reflects an overarching emphasis on ***Excellence and Equity***, serves as the foundation for the COE conceptual framework.

The COE is dedicated to rigorous evidence-based research, free and open debate, shared governance, responsibility to the surrounding community and participatory democracy. It is a place whose academic vitality and capacity to serve others flow from, and are nourished by, its core values: diversity and equity, innovation and creativity, internationalization, and policy engagement.

Conceptual Framework Candidate Proficiencies

The COE requires that all graduates demonstrate these four core proficiencies:

- 1) Candidates demonstrate competency in their knowledge of subject matter, curriculum, pedagogy as well as pedagogical content knowledge.
- 2) Candidates demonstrate understanding of learners and their social and cultural contexts with a global perspective and intentional sensitivity to other cultures.
- 3) Candidates practice evidence-based decision-making through the use of assessment as well as the critical interpretation of research and inquiry in order to improve educational practice.
- 4) Candidates competently integrate technology in instruction to support student learning and develop data-driven solutions for instructional and school improvement.

These proficiencies ensure that our graduates will be ready to embrace their responsibility for advancing the learning and development of their PK-16 students, advocating for equity in the school districts and classrooms where they work, and leading others toward these same goals.

ACHIEVING EXCELLENCE; PROMOTING EQUITY

We see three critical domains of our teacher and educational leader preparation as key to helping us achieve the goals set forth above: ***Commitment, Knowledge, and Practice***.

Domain #1: COMMITMENT

Commitment occurs across two dimensions:

1. our expectations for commitments for the program and faculty; and
2. our expectations for commitments by our candidates -- both what they bring into our programs and what we hope to inculcate in them as part of our programs.

Program Commitments:

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

university, faculty at other universities, faculty among administrative practitioners, public schools educators, local businesses and communities, and professional organizations.

Candidate Commitments:

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

Foundational Competencies

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

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

Emerging Commitments:

- **Equity and Diversity** – Candidates demonstrate a belief that all children can learn, and develop a repertoire of culturally responsive strategies that they implement to ensure all children learn. **[EC 1 – Equity and Diversity]**
- **Advocacy** – Candidates serve as an advocate for their learners, as well as their community. They take an advocacy role as they utilize their knowledge and experiences to influence decisions about individual student needs, curricula, community engagement and educational policy. **[EC 2 - Advocacy]**
- **Internationalization** - Candidates demonstrate the knowledge, experiences, and skills that support a commitment to internationalization of experiences for children and youth and the development of global competencies. **[EC 3 -- Internationalization]**
- **Reflection** – Candidates recognize that reflection is essential to self-understanding and serves as a foundation to improve and develop as a professional. They make informed, reflective judgments about research and practice. **[EC 4 -- Reflection]**
- **Innovation and Creativity** – Candidates are resourceful and imaginative in utilizing a variety of evolving tools and techniques to ensure learning for all. They integrate media resources and technology in the curricular experiences of students and use technology as a vehicle for active learning, collaboration, global

communication and research. [EC 5 – Innovation and Creativity]

- **Responsible and Ethical Action** –Candidates act as responsible and ethical professionals in accord with institutional and national standards. [EC 6 – Responsible and Ethical Action]
- **Specialist Competence** – Candidates demonstrate a commitment to developing specialist competence – i.e., being good at what they do, and striving to acquire subject-matter competence. [EC 7 – Specialist Competence]

Domain #2: KNOWLEDGE

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

Knowledge of Subject Matter:

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

Knowledge of Pedagogy:

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

Knowledge of Learners:

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

Knowledge of Curriculum:

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

Knowledge of Educational Goals and Assessment:

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