

BEST

(**Better Educators for Students of Tomorrow**)

Program Handbook



The Mission of the Education Unit at McDaniel College is to prepare *knowledgeable, caring and reflective* practitioners who facilitate learning for all students in a diverse and technological society.

TABLE OF CONTENTS

	<u>Page</u>
BEST Program Philosophy	4
BEST Program Objectives	5
The BEST Program	6
INTASC Principles	7
Admissions Procedures	
Initial Admission.....	8
Full Acceptance/Matriculation	8
Maintaining Status	9
Admission to Full Time Internship (aka Student Teaching)	9
Recommendation for Degree	9
Recommendation for Certification	10
Field Experience Practicum (Part I)	10
Program Course Sequence	
Elementary	11
Secondary and PK-12.....	16
Field Experience Practicum (Part II)	20
The Professional Year	21
Exit Portfolio	21
Action Research Project	22
Professional Dispositions	22
Appendix A: Sample Offerings - Elementary	23
Appendix B: Sample Offerings -Secondary and PK-12	24
Background Check Information	25

BEST Program Philosophy

McDaniel College has centered its institutional mission and, therefore, its curriculum, on the belief that "liberally educated men and women think and act critically, creatively, and humanely" (McDaniel College Graduate catalog, First Principles). The BEST program also centers its program goals and its curriculum upon the ideal of liberal studies, with the intention of developing teachers who "think and act critically, creatively, and humanely." The BEST program builds upon the liberal arts and provides specialized knowledge to enhance the growth and development of professional expertise.

Long-term priorities of McDaniel College's Education Department and Graduate and Professional Studies have always included meeting the educational needs of people in the surrounding communities. As reflected in the numerous inquiries received, these communities have a need for a non-traditional route toward the earning of initial teacher certification. Prior post-baccalaureate pre-service teacher certification programs at McDaniel College have included the Weekend Teacher's College and The Alternative Learning Program in the Schools (ALPS). While these programs have been successful in providing an alternative route to initial certification without the awarding of a master's degree, a significant number of potential candidates expressed an interest in earning a Master's degree simultaneously, hence the BEST program.

The need for well prepared, competent teachers has been well documented throughout the school reform era in the state of Maryland and elsewhere. It is McDaniel College's intention to align the teacher education program more fully with the criteria set forth in the *Redesign of Teacher Education in Maryland* by the Teacher Education Task Force (MHEC and MSDE, 1995) and national standards in teacher education (NCATE). This appears to be especially true as Maryland and other states move toward an era of critical teacher shortage at a time when standards-based instruction and high-stakes assessment are important issues for all educators. It is the goal of McDaniel College to provide BEST teacher candidates with training in content knowledge and pedagogy and the ability to reflect on current school reform issues to meet the challenges of classroom instruction in a variety of teaching situations in an ever-changing school environment.

BEST Program Objectives

The BEST program identifies the following as program objectives:

- To provide a high quality graduate degree (MS) and teacher certification program for non-traditional teacher education candidates.
- To prepare teacher candidates who demonstrate content knowledge, pedagogy, and "best" teaching practices.
- To prepare teacher candidates who are able to develop and implement lessons that meet the diverse needs of their students.
- To provide teacher candidates the opportunity to work in varied school settings, implementing effective instructional strategies and classroom management techniques.
- To empower teacher candidates to become continuous life-long learners and reflective practitioners.
- To develop teacher candidate awareness and knowledge relative to research, and the implications of scientifically-based research for teaching and learning.

The BEST Program

BEST program applicants must have earned a baccalaureate degree from a college or university accredited by an agency recognized by the U.S. Department of Education **with a major in the appropriate teaching content area (for a secondary or PK-12 education applicant)** and a minimum overall GPA of 2.75 on a 4.0 scale. The candidate must provide evidence of admissibility to McDaniel College's Graduate School and meet other program specific published entry requirements (see pages 8 & 9 for admission policies), including the successful completion of Praxis I.

Successful completion of the BEST program will result in the candidate becoming eligible for pre-service or initial teacher certification by the Maryland State Department of Education (MSDE) and the awarding of a Master of Science degree by McDaniel College. The BEST program provides teacher candidates with pedagogical content knowledge, and school-based experiences necessary for initial certification in elementary (grades 1-6), secondary education (grades 7-12 in biology, chemistry, English, French, German, mathematics, physics, social studies, and Spanish), or PreK-12 education (art, choral music and instrumental music, and physical education).

It is possible for teacher candidates to complete the BEST program as a full time or part time candidate. The program's first courses (EDU 580 and EDU 581) are offered each semester with the full sequence of BEST courses offered following semesters.

The BEST program embraces the rich combination of research-based learning theory and pedagogy, and "best" teaching practices with significant school-based experiences, opportunities for research within the public school classroom setting, and an emphasis on reflection. The Interstate New Teacher Assessment and Support Consortium (INTASC) Principles and national curriculum and teaching standards (e.g. NCTM, IRA, NSTA, etc.) provide a strong base for pedagogical content knowledge throughout the BEST program. As a result, the BEST program expects to develop teachers who are effective classroom decision makers, accurate and humane diagnosticians, reflective practitioners, and active researchers within their own classroom and school-based settings.

The BEST program is approved by the Maryland State Department of Education (MSDE) and authorized by the Maryland Higher Education Commission (MHEC). McDaniel College's Education Unit meets all accreditation requirements through the National Council for Accreditation of Teacher Education (NCATE) and the Middle States Association for Colleges and Secondary Schools.

Interstate New Teacher Assessment and Support Consortium (INTASC)

Principles

The following ten statements are the basic principles underlying the knowledge, dispositions, and performances deemed essential for all BEGINNING TEACHERS, regardless of their content areas. The principles specifically address behaviors that constitute what novice teachers need to practice responsibility when entering the teaching profession.

INTASC Principles
Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.
Principle #2: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
Principle #5: The teachers uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
Principle #7: The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.
Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Source: *Interstate New Teacher Assessment and Support Consortium (INTASC), Council of Chief State School Officers (CCSSO)*

Admissions Procedures

The BEST program is part of Graduate and Professional Studies at McDaniel College and is subject to the application process for all graduate candidates at the College. Minimum admission requirements are:

A. Initial Admission

Applicants for the Master's degree (MS) program for pre-service teacher certification are first admitted as pre-matriculated candidates after completing and/or providing:

1. An application for graduate study with a one-time, non-refundable application fee.
2. Official transcripts verifying completion of an appropriate undergraduate degree from an accredited college or university, with an overall cumulative GPA of at least 2.75 (on a 4.0 scale). If an applicant is pursuing teacher certification in an area outside of the earned undergraduate degree, a 2.75 GPA in all required content (pre-requisite) courses must be earned.
3. An advising meeting to complete a program plan based upon transcript analysis. This process will identify content (prerequisite) course work necessary by the College and MSDE for certification.
4. A criminal background record check through fingerprinting, self-disclosures and IBT screening (an independent risk management company). Notification disclosures must come directly to McDaniel College. All notifications will be reviewed by the department as a condition of participating in a school-based practicum (See page 27).

B. Full Acceptance/Matriculation

Candidates are considered matriculated or accepted fully into the BEST program when the following conditions are met:

1. Completion of all required content (pre-requisite) coursework. **(Note: Candidates will not be allowed to enroll in program courses beyond EDU 580 and EDU 581 until they have successfully completed the required content (prerequisite) courses in their programs.)**
2. Passing Praxis I test scores that meet Maryland State Department of Education minimum score requirements, or meet the alternative passing scores on the SAT (1100) / ACT (24) or GRE (composite of 1000).
3. Successful completion of EDU 580: Learning and Teaching in Today's Schools, EDU 581: Linking Instruction and Assessment and practicums.
4. The receipt of three professional letters of reference.
5. GPA of 3.0 or higher in courses taken at McDaniel College.
6. Appropriate Professional Dispositions as determined by course instructor (see page 24).

C. Maintaining Status

To remain in good standing, the BEST teacher candidates must:

1. Maintain a GPA of 3.0 (on a 4.0 scale).
2. Complete the Master's Degree within six years of taking the first required course in the BEST program.
3. Maintain appropriate Professional Dispositions as determined by course instructor and field experience supervisors.

Admission to the Final Full Time Internship (aka Student Teaching)

Each BEST teacher candidate will formally apply to be admitted to the final full time internship by:

1. Completing an application for the internship one semester prior to the expected internship. To be eligible for the internship, the teacher candidate must be in good standing and have completed ALL courses in the prerequisite education, and concentration categories of their program as well as Praxis I. The student must have also completed Action Research I and be enrolled (during the internship) in Action Research II.
2. Successfully completing the Praxis II content knowledge test. Foreign Language candidates MUST pass the Oral Proficiency Inventory (OPI) at the Intermediate-High level or above prior to the student teaching semester.
3. Successfully completing an interview conducted by two McDaniel College education department members. During the interview a review of all official college transcripts will take place. After the interview, a recommendation will be made to the Coordinator of Teacher Professional Development as to whether or not the candidate should be admitted to the internship. The Coordinator of Teacher Professional Development shall make the final decision concerning admission into the internship.
4. 100 Day Internship Requirement: The semester prior to the final full time internship (student teaching) all candidates must complete a 15 day internship. This will enable the candidate to meet the requirement of 100 consecutive days in a Professional Development School (PDS). Program plans should be developed to insure taking a class with an internship the semester prior to the final full time internship.

Recommendation for Degree

In order to be recommended for the Master of Science in Education degree, a candidate must have:

- Successfully completed all course work outlined in the program plan.
- Successfully completed the master's thesis/project, based upon an active research problem identified and developed through Action Research I and II, the final internship, and the exit portfolio.

Recommendation for Certification

In order to be recommended to the Maryland State Department of Education (MSDE) for certification, the candidate must have:

- Successfully completed a Master of Science in Education degree from McDaniel College.
- Successfully completed required Praxis II tests.

Field Experience Practicum (Part I)

There are a number of courses that require a 15 day field experience practicum. The BEST practicum liaison makes all the arrangements for each practicum and communicates directly with the school coordinator, mentor teacher and the practicum intern. Practicums are required for the following courses:

Elementary Certification

- EDU 580 – Learning and Teaching in Today's Schools
- EDU 581 – Linking Instruction and Assessment
- EDU 549 – Teaching Science & Social Studies in the Elementary Schools
- EDU 556 – Teaching Standards for Mathematics in the Elementary School
- RDG 521 – Reading Processes and Acquisition
- RDG 522 – Balanced Literacy Instruction
- RDG 523 – Assessment for Reading Instruction

Secondary and PK-12 Certification

- EDU 580 – Learning and Teaching in Today's Schools
- EDU 581 – Linking Instruction and Assessment
- RDG 532 – Reading in the Content Areas: Part I
- EDU 610-621 – Instructional Plans (Methods) in the specific content area (see page 19 & 20)

Please Note: If a student takes two courses requiring a field practicum during one semester, the internship of 1 day per week will meet the requirement for both courses. Students taking more than 2 courses requiring a field practicum in one semester will have a 2 day per week practicum.

Program Course Descriptions and Sequencing

Elementary Education

Required Content (Prerequisite) Courses

- The candidate must have an earned baccalaureate degree with a major in an appropriate subject. *McDaniel College maintains the prerogative of requiring additional course work to more closely correspond with its expectations in content preparation and to reflect currency of content knowledge. Course descriptions provided below are offered at McDaniel College. Similar courses are accepted upon transfer.*

American History (One course)

- **HIS 2225 Colonial America 1607-1763** (4 credits)
An in-depth study of early American culture and history, utilizing primary and secondary sources, focusing on the 17th and 18th centuries. Topics will include social structure, labor systems, family life, political culture, and issues of race and ethnicity.

Or

- **HIS 2226 Revolutionary America and the New Nation, 1763-1840** (4 credits)
An examination of the political, socialism and economic issues that led to the American Revolution and that shaped the U.S.'s early growth and development as an independent nation. Special attention will be given to issues of race and gender, industrialization and urbanization, and political culture.

Or

- **HIS 2227 Development of Modern America** (4 credits)
An inquiry into the events and forces that have shaped the United States since 1865, including industrialization, urbanization, race relations, reform social and cultural tension, and global conflict.

Children's Literature (One course)

- **SLM 503 Literature for Children** (3 credits)
This course presents new and outstanding titles in literature for children in grades kindergarten through sixth. Topics include authors and illustrators, fiction and nonfiction, literature in other media formats, principles of selection, using literature in the classroom, and reading for pleasure and life-long learning.

Sciences (12 credits)

- Life Science and Physical Science (12 credit hours; at least one course in physical and one course in life sciences required).

Mathematics (12 credits)

- Mathematics (12 credit hours; suggest algebra, geometry, statistics and probability). This will include MAT 520: Mathematical Foundations (3 credits) which is a study of the major content topics reflected in K-8 mathematics. Topics will focus on problem solving and include number, numeration and number theory, measurement, geometry, and probability and statistics.

Praxis I:

- Passing Praxis I is a prerequisite to full acceptance/matriculation.

Education and Concentration Courses: (** signifies prerequisite courses)

- **EDU 580 Learning and Teaching in Today's Schools** (3 credits) Spring, Fall
Provides an overview of Education in the United States. Includes identification of student characteristics at the elementary, middle and high school ages. This course relates educational foundations, learning theory and a research-based introduction to current issues in education. *Note: This course is to be taken concurrently with EDU 580P: Field Experience Practicum and EDU 581: Linking Instruction and Assessment.*
- **EDU 581 Linking Instruction and Assessment** (3 credits) Spring, Fall
Emphasizes planning for whole class, small group, and tutorial instruction on a daily and long term basis. Includes the development of general and performance outcomes, unit and daily lesson planning, and an emphasis on assessment. The study of formative and summative assessment will include standardized criterion-referenced assessment, performance assessment and portfolios. *Note: This course is to be taken concurrently with EDU 581P: Field Experience Practicum and EDU 580: Learning and Teaching in Today's Schools.*
- **EDU 556 Teaching Standards for Mathematics in the Elementary School** (3 credits) Spring Only
An analysis of reform based issues in mathematics education at the elementary level. Methodology related to elementary mathematics is presented. Some of the topical areas are: learning and mathematics instruction, the remedial and enrichment student, geometry, problem solving, measurement, number sense, quantitative literacy and the use of technology in the curriculum. *Note: This course is to be taken concurrently with EDU 556P: Field Experience Practicum. **EDU 580: Learning and Teaching in Today's Schools, EDU: 581 Linking Instruction and Assessment, and MAT 520: Mathematical Foundations are prerequisites.*
- **EDU 549 Teaching Science and Social Studies in the Elementary School** (3 credits) Spring Only

Current trends in science and social studies for the elementary school level are examined with an emphasis on student involvement in the learning environment. Students will acquire familiarity with national standards for science and social studies, a variety of teaching strategies and commercially available materials in science and social studies. *Note: This course is to be taken concurrently with EDU 549P: Field Experience Practicum. It is suggested that this course is taken concurrently with EDU: 556 Teaching Standards for Mathematics in the Elementary School. ** EDU 580: Learning and Teaching and EDU 581: Linking Instruction and Assessment are prerequisites.*

- **RDG 521 Reading Processes and Acquisition** (3 credits) Fall Only

This course examines the acquisition of reading, the foundations of reading development, and the interactive nature of the reading process. The course content addresses cognitive development, language acquisition, phonological awareness, phonics, and vocabulary knowledge in relationship to literacy acquisition. Candidates will also analyze theories related to reading and spelling performance and explore practical applications for the classroom. *Note: This course is to be taken concurrently with RDG 521P: Field Experience Practicum and RDG 522: Balanced Literacy Instruction. **EDU 580: Learning and Teaching and EDU 581: Linking Instruction and Assessment are prerequisites.*

- **RDG 522 Balanced Literacy Instruction** (3 credits) Fall Only

This course examines theoretical and practical issues related to the design and implementation of a comprehensive balanced literacy program. Candidates will critically analyze and implement developmentally appropriate instructional practices for phonemic awareness, phonics, comprehension, vocabulary, and fluency. The course content addresses the organization and management of balanced literacy instruction within the elementary school. *Note: This course is to be taken concurrently with RDG 522P: Field Experience Practicum and RDG 521: Reading Processes and Acquisition.*

- **RDG 523 Assessment for Reading Instruction** (3 credits) Spring Only

This course examines research-supported informal and formal literacy assessment techniques, processes, and instruments within an interactive assessment-instruction framework. The course content incorporates administration, scoring, interpretation, and reporting procedures for a variety of assessment tools. Candidates will analyze and select valid, reliable assessments to screen, diagnose, monitor progress, and measure literacy achievement. Effective instructional intervention techniques will also be addressed. Candidates will apply intervention techniques and the assessment-instruction process to a case study of a struggling primary reader. *Note: This course is to be taken concurrently with RDG 523P: Field Experience Practicum. **RDG: 521: Reading Processes and Acquisition and RDG 522: Balanced Literacy Instruction are prerequisites.*

- **RDG 524 Materials for Reading Instruction** (3 credits) Spring & Summer

This course examines the selection, evaluation, and implementation of instructional materials for a

variety of learners. Participants will examine the five essential components of reading instruction and various text formats within the context of a scientifically-based literacy program. The course content will explore the effective use of core and supplementary materials that incorporate quality children's literature, informational text, leveled book collections, and technology and media resources. Parent-school and school-community collaboration and resources for enhancing independent reading will be addressed.

- **SLM 521 Telecommunications and the Internet** (3 credits) Spring, Summer, Fall

This course offers demonstrations, hands-on instruction, and follow-up activities in using the Internet and World Wide Web. Instruction includes ways in which the teacher or media specialist can integrate these skills in the K-12 educational environment.

- **Field Experience Practicum** (0 credit) Spring, Fall

One goal of the alternative certification program is to integrate theory and best practice. Consequently, a 15 day practicum in a Maryland Professional Development School is scheduled to coincide with a number of required courses. Practicums are arranged in conjunction with the Office of Field Placements. This is optimally scheduled as a six hour block each week (one full day). Assignments for each practicum will be reflective of the course requirements for that semester. While there are general objectives for every practicum experience, the primary focus will be determined by the course instructors and reflect the content and objectives of their courses. ***One practicum per semester will meet the practicum requirement for up to two courses.***

- **EDU 594 Action Research I** (3 credits) *To be taken prior to the final internship.* Fall, Summer

This course emphasizes research models and their use. Course experiences include reading and discussion of experimental (quantitative) and ethnographic (qualitative) research design. The course also examines techniques for abstracting and reviewing literature. Participants will complete a pilot project and a review of literature on a research topic of interest. *****EDU 580: Learning and Teaching, EDU 581: Linking Instruction and Assessment, EDU 556: Teaching Standards for Mathematics in the Elementary School, RDG 521: Reading Strategies and Methods, RDG 524: Materials for Balanced Literacy Instruction, RDG 522: Balanced Literacy Instruction, RDG 523: Assessment for Reading Instruction, EDU 549: Teaching Science and Social Studies in the Elementary School, SLM 521: Telecommunications and the Internet, PSY 523: Human Growth and Development - Child, SED 572: Issues in Inclusive Education, SOC 508: Culture and Diversity, are prerequisites.***

- **EDU 595 Action Research II** (3 credits) *To be taken simultaneously the final internship.* Spring, Fall

This course emphasizes the development and critical analysis of a classroom or school based research problem. Students will gather data or otherwise address a research problem related to their school based internship. The completed project and subsequent paper will be the candidate's master thesis/capstone

project. ** *EDU 580: Learning and Teaching, EDU 581: Linking Instruction and Assessment, EDU 556: Teaching Standards for Mathematics in the Elementary School, RDG 521: Reading Strategies and Methods, RDG 524: Materials for Balanced Literacy Instruction, RDG 522: Balanced Literacy Instruction, RDG 523: Assessment for Reading Instruction, EDU 549: Teaching Science and Social Studies in the Elementary School, SLM 521: Telecommunications and the Internet, PSY 502: Human Growth and Development - Child, SED 572: Issues in Inclusive Education, SOC 508: Culture and Diversity, and EDU 594: Action Research I* are prerequisites.

- **EDU 597 Full Time Final Internship and Seminar Elementary** (8 credits) Spring, Fall

This is a full time teaching internship at the elementary level. Experiences proceed from introductory participation to the assumption of a full teaching assignment with all related planning responsibilities and the extra- curricular involvement of the professional teacher. Seminar meetings will address instructional topics pertinent to the internship experience and the subsequent job search. ***Praxis I, Praxis II (content knowledge), all Prerequisite courses, Education courses, Concentration courses, and Synthesis courses must be completed prior to the internship, except EDU 595: Action Research II.*

Synthesis Courses:

- **PSY 502 Human Growth and Development: Child** (3 credits) Fall, Spring

A study of the basis for changes and constancies in psychological functioning throughout childhood. Research and theories of development are emphasized.

- **SED 572 Issues in Inclusive Education** (3 credits) Fall, Spring, Summer

An approach to providing educational services to students in general classrooms who present diverse needs. A brief history of special education laws and general characteristics of exceptionalities will be presented. Focus will then turn to formative, curriculum-based assessment techniques, including Piagetian error analysis, and development of accommodations to match each child's present academic and behavioral performance levels. Behavior management issues of teaching techniques are an important aspect of this course.

- **SOC 508 Culture and Diversity** (3 credits) Fall, Spring, Summer

This course is designed to enhance understanding of the many different cultural perspectives existing in contemporary society. Students will analyze how culture impacts behavior and the role of cultural awareness and tolerance in facilitating interactions among diverse peoples. Special emphasis will be given to the influence of culture in formal educational settings and in the workplace.

Program Course Descriptions and Sequencing

Secondary and PreK-12 Education

Prerequisite Courses

Candidates must have completed a major in the subject area for which they are seeking certification. *McDaniel College maintains the prerogative of requiring additional course work to more closely correspond with its expectations in content preparation and to reflect currency of content knowledge.*

Or

Complete McDaniel College requirements for a major in the subject area for which they are seeking certification.

Education and Concentration Courses (** signifies prerequisite courses)

- **EDU 580 Learning and Teaching in Today's Schools** (3 credits) Spring, Fall
An in-depth study of selected learning theories and concepts and their relationship to educational issues and problems. Particular focus will be the application of these theories in the content disciplines and in professional development. *Note: This course is to be taken concurrently with EDU 581: Linking Instruction and Assessment and EDU 581P: Field Experience Practicum.*
- **EDU 581 Linking Instruction and Assessment** (3 credits) Spring, Fall
Emphasizes planning for whole class, small group, and tutorial instruction in a daily and long term basis. Includes the development of general and performance outcomes, unit and daily lesson planning, and an emphasis on assessment. The study of formative and summative assessment will include standardized criterion-referenced assessment, performance assessment, and portfolios. *Note: This course is to be taken concurrently with EDU 580: Learning and Teaching and EDU 581P: Field Experience Practicum.*
- **SLM 521 Telecommunications and the Internet** (3 credits) Spring, Summer, Fall
This course offers demonstrations, hands-on instruction, and follow-up activities in using the Internet and the World Wide Web. This course includes ways in which the teacher or media specialist can integrate these skills in the K-12 educational environment.
- **Field Experience Practicum** - (0 credits) Spring, Fall
One goal of the alternative certification program is to integrate theory and best practice. Consequently, a 15 day practicum in a Maryland Professional Development School is scheduled to coincide with the courses listed above. Practicums are arranged in conjunction with the Office of Field Placements. This is optimally scheduled as a six hour block each week (one full day). Assignments for each practicum semester will be reflective of the course requirements for that semester. While there are general

objectives for every practicum experience, the primary focus will be determined by the course instructors and reflect the content and objectives of their courses. **One practicum per semester will meet the practicum requirement for no more than two courses.**

- **RDG 532 Reading in the Content Areas: Part I** (3 credits) Spring, Fall

This course examines the elements of the reading process that are essential for reading success within the secondary classroom. The course content addresses assessment, cognitive strategies for reading comprehension, classroom instructional strategies, and intrinsic motivation. Students analyze theoretical perspectives and integrate content reading across the curriculum. *Note: This course is to be taken concurrently with EDU 532P: Field Experience Practicum. **EDU 580: Learning and Teaching in Today's Schools and EDU 581: Linking Instruction and Assessment are prerequisites.*

- **RDG 534 Reading in the Content Areas: Part II** (3 credits) Spring, Fall, Summer

This course extends the concepts presented in Part I of Reading in the Content Areas. The course content addresses technical reading/writing, performance based assessments, and integration of reading/writing instruction within secondary classrooms. Students explore instructional strategies across disciplines and design modifications for at-risk readers and writers. ***EDU 580: Learning and Teaching in Today's Schools, EDU 581: Linking Instruction and Assessment, and RDG 532: Reading in the Content Areas are prerequisites.*

- **EDU 594 Action Research I** (3 credits) *To be taken prior to final full time internship.* Summer, Fall

This course emphasizes research models and their use. Course experiences include reading and discussion of experimental (quantitative) and ethnographic (qualitative) research design. The course also examines techniques for abstracting and reviewing literature. Participants will complete a pilot project and a review of literature on a research topic of interest. ***EDU 580: Learning and Teaching in Today's Schools, EDU 581: Linking Instruction and Assessment, RDG 532: Reading in the Content Areas, RDG 534: Reading in the Content Areas: Part II, EDU 610-621: Instructional Plans in ____ (choose appropriate subject area), SLM 521: Telecommunications and the Internet, PSY 502 Human Growth and Development: Child, PSY 503: Human Growth and Development: Adolescent, SED 572: Issues in Inclusive Education, and SOC 508: Culture and Diversity are prerequisites.*

- **EDU 610-621 Instructional Plans in ____** (choose appropriate subject area listed below) (3 credits)

Includes a full day Field Experience Practicum. This course is to be taken the semester prior to the final full time internship (aka student teaching)

An in-depth study of specific methods for the student's teaching field, classroom management techniques applicable to the discipline, and varied behavioral management strategies and intervention strategies are included. ***EDU 580: Learning and Teaching in Today's Schools and EDU 581: Linking Instruction and Assessment are prerequisites.*

EDU 610 Mathematics Fall -This course is to be taken concurrently with EDU 610P: Field Experience Practicum (0 credit).

EDU 611 Science (Biology, Chemistry, Physics) Fall -This course is to be taken concurrently with EDU 611P: Field Experience Practicum (0 credit).

EDU 612 Foreign Languages (French, Spanish, German) Fall -This course is to be taken concurrently with EDU 612P: Field Experience Practicum (0 credit).

EDU 613 English Fall -This course is to be taken concurrently with EDU 613P: Field Experience Practicum (0 credit).

EDU 614 Social Studies Fall -This course is to be taken concurrently with EDU 614P: Field Experience Practicum (0 credit).

EDU 615 Elementary Art Spring -This course is to be taken concurrently with EDU 615P: Field Experience Practicum (0 credit).

EDU 616 Secondary Art Fall -This course is to be taken concurrently with EDU 616P: Field Experience Practicum (0 credit).

EDU 617 Elementary Music Fall -This course is to be taken concurrently with EDU 617P: Field Experience Practicum (0 credit).

EDU 618 Secondary Choral Music Spring -This course is to be taken concurrently with EDU 618P: Field Experience Practicum (0 credit).

EDU 619 Secondary Instrumental Music Spring -This course is to be taken concurrently with EDU 619P: Field Experience Practicum (0 credit).

EDU 620 Elementary Physical Education Spring -This course is to be taken concurrently with EDU 620P: Field Experience Practicum (0 credit).

EDU 621 Secondary Physical Education Fall -This course is to be taken concurrently with EDU 621P: Field Experience Practicum (0 credit).

- **EDU 595 Action Research II** (3 credits) To be taken concurrently with the final full time internship.
Spring, Fall

This course emphasizes the development and critical analysis of a classroom or school based research problem. Students will gather data or otherwise address a research problem related to their school based internship. The completed project and subsequent paper will be the candidate's master thesis/capstone project. ** Praxis I, Praxis II (Content Knowledge), all Prerequisite courses, Education courses, Concentration courses, and Synthesis courses must be completed.

- **EDU 598 Final Full Time Internship and Seminar-Middle School** (4 credits) Spring, Fall This is a full time teaching internship at the middle school level. Experiences proceed from introductory participation to the assumption of a full teaching assignment with all related planning responsibilities and the extra-curricular involvement of the professional teacher. Seminar meetings will address instructional topics pertinent to the internship experience and the subsequent job search. ** *Praxis I, Praxis II (Content Knowledge), all Prerequisite courses, Education courses, Concentration courses, and Synthesis courses must be completed prior to the Internship, except EDU 595: Action Research II.*
- **EDU 599 Final Full Time Internship and Seminar-High School** (4 credits) Spring, Fall This is a full time teaching internship at the high school level. Experiences proceed from introductory participation to the assumption of a full teaching assignment with all related planning responsibilities and the extra-curricular involvement of the professional teacher. Seminar meetings will address instructional topics pertinent to the internship experience and the subsequent job search. ** *Praxis I, Praxis II (Content Knowledge), all Prerequisite courses, Education courses, Concentration courses, and Synthesis courses must be completed prior to the internship, except EDU 595: Action Research II.*
- **EDU 600 Final Full Time Internship and Seminar- Elementary** (Art, Music & Physical Education). (4 credits) Spring, Fall This is a full time teaching internship at the elementary school level. Experiences proceed from introductory participation to the assumption of a full teaching assignment with all related planning responsibilities and the extra-curricular involvement of the professional teacher. Seminar meetings will address instructional topics pertinent to the internship experience and the subsequent job search. ** *Praxis I, Praxis II (content knowledge), all Prerequisite courses, Education courses, Concentration courses, and Synthesis courses must be completed prior to the internship, except EDU 595: Action Research II.*
- **EDU 601 Final Full Time Internship and Seminar-Secondary** (Art, Music & Physical Education) (4 credits) Spring, Fall This is a full time teaching internship at the middle or high school level. Experiences proceed from introductory participation to the assumption of a full teaching assignment with all related planning responsibilities and the extra- curricular involvement of the professional teacher. Seminar meetings will address instructional topics pertinent to the internship experience and the subsequent job search. ** *Praxis I, Praxis II (content knowledge), all Prerequisite courses, Education courses, Concentration courses, and Synthesis courses must be completed prior to the internship, except EDU 595 Action Research II.*

Synthesis Courses

- **PSY 502 Human Growth and Development: Child** (3 credits) Fall, Spring
A study of the basis for changes and constancies in psychological functioning throughout childhood. Research and theories of development are emphasized.
- **PSY 503 Human Growth and Development: Adolescent** (3 credits) Fall, Spring
A study of the basis for change and constancies in psychological functioning through adolescence. Problems and conflicts associated with emerging adulthood are explored. Research and theories of development are emphasized. *Note: Introduction to Psychology is highly recommended.*
- **SOC 508 Culture and Diversity** (3 credits) Fall, Spring, Summer
This course is designed to enhance understanding of the many different cultural perspectives existing in contemporary society. Students will analyze how culture impacts behavior and the role of cultural awareness and tolerance in facilitating interactions among diverse peoples. Special emphasis will be given to the influence of culture in formal educational settings and in the workplace.
- **SED 572 Issues in Inclusive Education** (3 credits) Fall, Spring, Summer
An approach to providing educational services to students in general classrooms who present diverse needs. A brief history of special education laws and general characteristics of exceptionalities will be presented. Focus will then turn to formative, curriculum-based assessment techniques, including Piagetian error analysis, and development of accommodations to match each child's present academic and behavioral performance levels. Behavior management issues of teaching techniques are an important aspect of this course.

Field Experience Practicum (Part II)

Every semester a candidate is enrolled in the BEST program and completing an EDU or specified RDG prefix course, he/she must also be enrolled in a 0 credit 15 day Field Experience Practicum. Practicum placements are typically in a McDaniel College Professional Development School (PDS). Practicums are one full day per week for the entire semester. This practicum will be arranged individually by the BEST PDS Liaison each semester. Assignments for each practicum semester will reflect the course requirements for that semester. While there are general objectives for every practicum experience, the primary focus will be determined by the course instructors and reflect the content and objectives of their courses.

Practicums will be coordinated and supervised by the BEST PDS Liaison. It is important that the public school teachers involved in practicum experiences understand the objectives of each practicum so personal communication is emphasized. Practicum interns will be required to provide a criminal background record check (see page 27). Notification disclosures will come directly to the McDaniel College Education Department. All notifications will be reviewed by the department as a condition of participating in a school-based internship.

The Professional Year

Each teacher candidate is required to complete his/her final two internships over two consecutive semesters in a Professional Development School. The implication of this state requirement of a minimum of 100 days over two consecutive semesters is that all program plans must include an internship prior to the final full time internship semester. Application must be made through the Office of Field Placements during the semester prior to the intended internship semester (see application process documented earlier). Teacher candidates are required to participate in a series of seminars related to the internship throughout the semester. These seminars will be held on campus during the late afternoon and early evening at least two times each month during the semester.

Interns are provided with clinical supervision by college supervisors who have prior experience as classroom teachers. College supervisors will observe lessons taught by interns at least once each week and will provide thoughtful feedback including suggestions for improvement in the intern's classroom performance. Feedback will be provided in both verbal and written form. Each intern will receive a *Full Time Internship Handbook* which includes specific guidelines and policies concerning the full time internship experience.

Note: Prior school-based experiences, including teaching, cannot substitute for or satisfy the BEST program's student practicum and internship requirements. Also note that a long-term substitute "position" in a public or private school setting will not satisfy BEST requirements as appropriate for the internship. Finally, completing the internship "on the job" as a provisionally certified teacher in either a public or private school setting will not satisfy the internship requirement.

Exit Portfolio

Throughout the BEST program, teacher candidates will be required to develop a portfolio. The portfolio will consist of a collection of artifacts which demonstrate the professional growth and development of the BEST candidate reflective of the objectives of the BEST program, national curriculum standards, and the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles. Portfolio entries will be a component of many courses within the BEST program.

During the final full time internship, teacher candidates will be required to maintain and refine their portfolio to include artifacts from their own teaching practice. It is expected that this exit portfolio will contain teaching artifacts

with appropriate explanations and reflections. Its evaluation will be considered for partial satisfaction of the BEST program and as a component of the recommendation to award the MS degree from McDaniel College.

Action Research Project

Teacher candidates are expected to enroll in Action Research I in the semester prior to the final internship. They will subsequently register for Action Research II during the final internship semester, so as to collect and analyze data on a project that demonstrates the effect on student learning. This final activity is to be completed by the end of the internship semester. It serves as a component of the recommendation to award the MS degree from McDaniel College.

Professional Dispositions

Each teacher candidate is expected to display professional attitudes and behaviors as defined by the following list. Each semester, designated course instructors are asked to complete a form that acknowledges the presence or absence of the designated dispositions for each of his/her students.

Professional Dispositions	General Indicators
1. Commitment to Teaching	Demonstrates and articulates an interest in and a commitment to teaching.
2. Responsibility	Keeps appointments, and adheres to policies and deadlines. Meets attendance requirements and is prepared for class.
3. Overall Enthusiasm	Engages in the learning process. Demonstrates a strong desire to become a member of the profession.
4. Maturity and Professional Demeanor	Personal issues do not interfere with the candidate's performance in a professional environment.
5. Interpersonal Skills	Relates well with others. Models tact, sensitivity, respect, and acceptance of others.
6. Professionalism and Professional Judgment	Demonstrates and models appropriate appearance, behavior and attitude when interacting with members of the school community.
7. Group Participation	Collaborates well with others and contributes to group performance.
8. Reflective Practitioner	Seeks and accepts feedback and incorporates suggestions into practice. Is able to reflectively analyze and interpret information.
9. Ethical Conduct	Shows integrity and demonstrates ethical conduct as determined by the professional codes of ethics. (e.g. National Education Association, Council for Exceptional Children)

BEST Program – Elementary Education

		Fall Offerings	Spring Offerings	Summer Offerings
1 st Semester		EDU 580: Learning and Teaching in Today's Schools EDU 581: Linking Instruction and Assessment EDU 590P and EDU 591P: Field Experience Practicum	EDU 580: Learning and Teaching in Today's Schools EDU 581: Linking Instruction and Assessment EDU 590P and EDU 591P: Field Experience Practicum	
2 nd Semester		* RDG 521: Reading Processes and Acquisition * RDG 522: Balanced Literacy Instruction RDG 521P and RDG 522P: Field Experience Practicum MAT 520: Mathematical Foundations	* EDU 556: Teaching Standards for Mathematics in the Elementary School * EDU 549: Teaching Science and Social Studies in the Elementary School EDU 556P and EDU 549P: Field Experience Practicum	
Work Into Schedule According to Offerings and Pre-Requisites		SLM 503: Literature for Children SLM 521: Telecommunications and the Internet SOC 508: Culture and Diversity SED 572: Issues in Inclusive Education PSY 502: Human Growth and Development – Child * EDU 594: Action Research I	* RDG 524: Materials for Reading Instruction SLM 521: Telecommunications and the Internet SOC 508: Culture and Diversity SED 572: Issues in Inclusive Education PSY 502: Human Growth and Development – Child	* RDG 524: Materials for Reading Instruction SLM 521: Telecommunications and the Internet SOC 508: Culture and Diversity SED 572: Issues in Inclusive Education * EDU 594: Action Research I
Professional Year	Full Time Internship and Seminar	* EDU 595: Action Research II EDU 597: Final Full-time Internship	* RDG 523: Assessment for Reading Instruction EDU 593P: Field Experience Practicum - Elementary	
	1 st Semester	* EDU 595: Action Research II EDU 597: Final Full-time Internship:		

* This course has a pre-requisite attached. Please see Handbook for specific course requirement.

Appendix B: Sample Offerings

BEST Program – Secondary and PK12 Education

		Fall Offerings	Spring Offerings	Summer Offerings
1 st Semester		EDU 580: Learning and Teaching in Today's Schools EDU 581: Linking Instruction and Assessment EDU 580P and EDU 581P: Field Experience Practicum	EDU 580: Learning and Teaching in Today's Schools EDU 581: Linking Instruction and Assessment EDU 580P and EDU 581P: Field Experience Practicum	
2 nd Semester		* RDG 532: Reading in the Content Areas – Part I * RDG 534: Reading in the Content Areas Part II RDG 532P: Field Experience Practicum	* RDG 532: Reading in the Content Areas – Part I * RDG 534: Reading in the Content Areas – Part II RDG 532P: Field Experience Practicum	* RDG 534: Reading in the Content Areas Part II
Work Into Schedule According to Offerings and Pre-Requisites		SOC 508: Culture and Diversity SLM 521: Telecommunications and the Internet PSY 502: Human Growth and Development-Child PSY 503: Human Growth and Development – Adolescent SED 572: Issues in Inclusive Education * EDU 594: Action Research I	SOC 508: Culture and Diversity SLM 521: Telecommunications and the Internet PSY 502: Human Growth and Development-Child SED 572: Issues in Inclusive Education PSY 503: Human Growth and Development – Adolescent	SOC 508: Culture and Diversity SLM 521: Telecommunications and the Internet SED 572: Issues in Inclusive Education PSY 503: Human Growth and Development – Adolescent * EDU 594: Action Research I
Professional Year	1 st Semester	Instructional Plans in _____ EDU 610: Secondary Mathematics EDU 611: Secondary Science EDU 612: Secondary Foreign Language EDU 613: Secondary English EDU 614: Secondary Social Studies EDU 616: Secondary Art: EDU 617: Elementary Music EDU 621: Secondary Physical Education EDU 610P, 611P, 612P, 613P, 614P, 616P, 617P, 621P: Field Experience Practicum	Instructional Plans in _____ EDU 615: Elementary Art EDU 618: Secondary Choral Music EDU 619: Secondary Instrumental Music EDU 620: Elementary Physical Education EDU 615P, EDU 618P, EDU 619P, EDU 620P: Field Experience Practicum	
	Full Time Internship & Seminar	* EDU 595: Action Research II Final Full-time Internship: EDU 600: Elementary PK-12 EDU 601: Secondary PK-12 EDU 598: Secondary Education Middle School EDU 599: Secondary Education High School	* EDU 595: Action Research II Final Full-time Internship: EDU 600: Elementary PK-12 EDU 601: Secondary PK-12 EDU 598: Secondary Education Middle School EDU 599: Secondary Education High School	

* This course has a pre-requisite attached. Please see Handbook for specific course requirement.