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The Teacher Preparation Committee, a team of educators who represent the K-20 educational continuum, regularly assist with the revision of the Student Teaching Handbook. Together with the Office of Field Experiences and Certification, we have crafted a document that will prove useful for both our teacher candidates and for the many much-appreciated faculty (at both PK-12 settings and the university) who help prepare teacher candidates for the teaching profession.

The Office of Field Experiences and Certification would like to thank the PREP Teacher Preparation Committee (see members listed below) for giving feedback and suggestions to this process. The Office of Field Experiences and Certification welcomes any additional feedback on the Student Teacher Handbook.

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SECTION I

Introduction

This handbook is to guide teacher candidates, mentor teachers, administrators, UMaine supervisors, and other personnel involved in the teacher candidate internship. In this handbook, we anticipate your questions and provide information that will facilitate an effective teacher candidate student teaching experience. This handbook addresses the College of Education and Human Development Conceptual Framework, policies and procedures, roles and responsibilities, evaluations, and placement information.

The University of Maine College of Education and Human Development (COEHD) appreciates the contributions of mentor teachers who give so freely of their time to help teacher candidates make the transition from college student to Professional Educator. The faculty of the COEHD could not prepare quality teachers without the assistance of parents, mentor teachers, and public schools that provide essential resources for teacher candidates.

A successful student teaching experience is built upon a team effort that includes cooperation of mentor teachers, UMaine supervisors, principals, and teacher candidates. Each participant is expected to read the entire handbook to become familiar with the roles and responsibilities of all those involved in the teacher preparation process. Together, we can provide high quality student teaching experiences as we work to produce highly effective teachers who are reflective instructional decision-makers.

We welcome any comments or suggestions concerning the student teaching program and the experiences of our teacher candidates.

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College of Education and Human Development

The College of Education and Human Development at the University of Maine has approximately 938 undergraduate students and 400 graduate students in Masters, Certificate of Advanced Study, and Doctoral programs. In addition, we have students from the College of Liberal Arts and Sciences in Art Education and Music Education. The COEHD has worked collaboratively with area schools and with teachers and administrators across the entire state since the University began preparing teachers and administrators in 1899.
Conceptual Framework of the Teacher Educator Preparation Program at the University of Maine

Outcome: Educational practices that are equitable, meaningful, and relevant.

Reflective Practice

Reflective Practice serves as the centerpiece of the conceptual framework and is supported by the COEHD’s Three Core Principles for teacher preparation at the University of Maine. The University of Maine’s College of Education and Human Development (COEHD) seeks to prepare professionals who value and demonstrate reflective practice, who are dedicated to teaching and learning, who have an understanding of the synthesis of theory and practice, and who are aware of the value of collaboration and mentoring.

The reflective educator then is one who analyzes the factors that affect teaching and learning. Through such analyses the educator is continually developing understandings regarding what content is important to teach, how students learn, and how to teach so that students will learn. When faced with educational decisions the reflective educator knows how to identify and interpret relevant
information that can be used to make an informed, rational, and justifiable decision regarding educational practices. The ultimate outcome of reflective practice is to implement educational practices that are equitable, meaningful, and relevant for student and societal welfare.

The core principles below support this overarching theme of reflective practice by articulating the beliefs underlying both our practice and the practice expected of our candidates. They are reflected in our programs’ curriculum, instruction, and assessment practices that promote the knowledge, skills, and attitudes relevant to a reflective practitioner.

**Three Core Principles**

**Provide the Substance, Lenses, and Processes for Reflective Practice**

1) **Dedication to Excellence in Teaching and Learning** provides the substance of what we reflect about. This includes the content, the processes, and the contexts for education in both our programs and PK-12 schools. Our understandings of this core principle include a vision of education:
   * Motivated by dedication to teaching and learning;
   * Informed by philosophical, intellectual, and historical perspectives of the teaching mission;
   * Supported by a caring, collegial learning community;
   * Responsive to evolving learning goals and learner needs in a wide range of learning settings;
   * Characterized by active engagement of both educators and learners;
   * Inclusive of all learners throughout the life span;
   * Inspired by enthusiasm, joy, and passion;
   * Committed to diversity;
   * Empowered by the uses of technology; and
   * Grounded in knowledge of content in the disciplines.

2) **Synthesis of Theory and Practice** is the combination of lenses that we use to reflect on both our programs and PK-12 education. We recognize that our understandings are informed by research and theory and by our own practice in PK-12 and higher education, and that both theory and practice contribute to the societal consensus represented in educational policies. Our understandings of this core principle are:
   * Founded on understanding of the learner and of life-span development in the context of family relationships;
   * Enriched by awareness of culture and community;
   * Guided by knowledge of pedagogy and content; and
   * Characterized by a commitment to the generation of new knowledge through the development and application of theory and research.

3) **Collaboration and Mentoring** are the most important processes through which we work with colleagues and guide candidates. Our understandings of this core principle include actions that:
   * Develop the capacity in each individual for effective communication and collective action;
   * Reflect a commitment to public service through advocacy, collaboration, and partnerships;
   * Provide statewide access to educational opportunities and leadership;
   * Ensure high quality services to our students;
   * Build trusting and nurturing relationships with all our constituencies; and
   * Foster open exchanges of ideas and respect between and among faculty, students, and the broader community.
Professional Partnerships

The Teacher Preparation Program of the COEHD has collaborative partnerships with numerous schools and districts throughout Maine. These partnerships provide opportunities for teacher candidates to be mentored by PK-12 educators who are dedicated to excellence in teaching and learning, who synthesize theory and practice; and who model reflective practice. These PK-17 collaborations in the preparation of professional educators also provide increased opportunities for professional development for all of the partners and for the sharing, application, or generation of knowledge that will improve teaching and learning.

The College of Education and Human Development and the College of Business, Public Policy and Health at the University of Maine are partners in the Penobscot River Educational Partnership (PREP), which involves collaborations with the following area school districts:

Alton/Bradley/Old Town (RSU #34)
Atkinson/Brownville/LaGrange/Milo (RSU #41)
Bangor School Department
Belgrade/China/Oakland/Rome/Sidney (RSU #18)
Bradford/Corinth/Hudson/Kenduskeag/Stetson (RSU #64)
Bucksport/Orland (RSU 25)
Carmel/Levant (RSU #87)
Dedham/Orrington (AOS #47)
Eddington/Holden/Clifton (RSU #63)
Glenburn School Department
Greenbush School Department
Hampden/Winterport/Newburgh (RSU #22)
Hermon School Department
Howland/Enfield/Burlington/Edinburg/Maxfield/Passadumkeag (RSU #31)
Indian Island School
Lincoln/Chester/Mattawamkeag (RSU #67)
Milford School Department
Orono (RSU #26)
United Technology Center
Veazie School Department

PREP was designed and is being implemented by joint task forces of public school and college personnel. PREP has the following goals and principles:

- Preparation of pre-service teachers;
- Professional development of practicing teachers;
- Exemplary practice designed to maximize PK-12 student achievement; and
- Applied inquiry designed to improve PK-12 student and educator development.

The COEHD also places students for field experiences and student teaching in the following additional participating schools and districts:

Benton Elementary School
Biddeford School Department
Brewer School Department
Brunswick School Department
Dover-Foxcroft Schools
Ellsworth School Department
John Bapst Memorial High School
Portland Public Schools
RSU #19 (Newport area)
RSU #20 (Belfast area)

This list is not all-inclusive. We do place in other schools and districts with less frequency depending on the location of students needing placements.

**Accreditation and Program Approval**

The University of Maine Teacher Preparation Programs have been accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the Maine Department of Education. In the future, our program will be reviewed by the Council for the Accreditation of Educator Preparation (CAEP) for national accreditation. The expected outcomes for graduates of our program are based on the Maine Common Core Teaching Standards (InTASC Standards and the ISTE Standards•T) for technology. Students will, during their program, document and demonstrate that they have met these standards as noted below.

**Maine Common Core Teaching Standards**

**(InTASC Standards and the ISTE Standards•T)**

**STRUCTURE**
The Maine Common Core Teaching Standards provide broad categories of the knowledge and skills that all teachers should possess. These standards will be the yardstick against which teacher performance is measured. While the standards are presented separately for purposes of clarity, they are meant to be viewed holistically. Viewed collectively, these standards represent a complex picture of sound teaching.

**RELATIONSHIP TO MAINE’S LEARNING RESULTS**
The Maine Common Core Teaching Standards along with the standards of teaching from the Council for the Accreditation of Educator Preparation (CAEP) are closely connected to the Common Core State Standards, Next Generation Science Standards, and Maine Learning Results that are necessary ingredients to make these learning standards come alive and reach fulfillment in classrooms around the state. In order to help students achieve these learning standards, teacher candidates, by virtue of Maine Law, will demonstrate proficiency with the following teacher candidate standards:

**The Maine Common Core Teaching Standards**

**The Learner and Learning**

**Standard #1 - Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2 - Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard #3 – Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard #4 – Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5 – Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practices

Standard #6 – Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7 – Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8 – Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9 – Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10 – Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Technology

Standard #11 – Technology Standards for Teachers (ISTE Standards•T): Effective teachers model and apply the International Society for Technology Education Standards for Students (ISTE Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.
## Teacher Preparation - Program of Study Chart

<table>
<thead>
<tr>
<th>Early Childhood</th>
<th>Elementary</th>
<th>Secondary</th>
<th>KPE-Teaching/Coaching</th>
</tr>
</thead>
</table>
| Admission to Teacher Candidacy | □ EHD 202  
□ EHD 203  
□ CHF 201  
□ Praxis 1  
□ Fingerprinting  
□ 2.5 GPA*  
□ Apply for Candidacy (10/1 or 2/1) | □ EHD 202  
□ EHD 203  
□ CHF 201  
□ Praxis 1  
□ Fingerprinting  
□ 2.5 GPA*  
□ Apply for Candidacy (10/1 or 2/1) | □ EHD 202  
□ EHD 203  
□ PSY 224  
□ Praxis 1  
□ Fingerprinting  
□ 2.5 GPA*  
□ Apply for Candidacy (10/1 or 2/1) |
| Pre-Education Semester | □ Methods and other requirements | □ ERL 317  
□ ERL 319  
□ SED 402  
□ EHD 320  
□ EHD 204  
□ 2.5 GPA*  
□ Praxis II | □ SED 402  
□ EHD 320  
□ EHD 204  
□ 2.5 GPA*  
□ Praxis II | □ KPE 364 and/or KPE 365  
□ Praxis II  
□ 2.5 GPA* |
| Education Semester | □ ERL 317  
□ ERL 319  
□ SED 402  
□ EHD 320  
□ CHF 304  
□ 2.5 GPA*  
□ Praxis II  
□ Apply for Student Teaching (Early Fall or Spring Semester) | □ ERL 320  
□ EMA 314  
□ ESC 316  
□ EHD 400  
□ Praxis II  
□ 2.5 GPA* | □ English (ERL 440, EHD 472-001, EHD 472-002)  
□ Social Studies (ESS 441)  
□ Science (ESC 452)  
□ Math (MAT 305)  
□ EHD 400  
□ Apply for Student Teaching (Early Fall or Spring Semester)  
□ Praxis II  
□ 2.5 GPA* | □ KPE 364 and/or KPE 365  
Praxis II  
□ 2.5 GPA*  
□ Apply for Student Teaching (Early Fall or Spring Semester) |
| Student Teaching | □ CHF 421  
□ CHF 424  
□ 2.5 GPA* | □ EHD 499  
□ EHD 498  
□ 2.5 GPA* | □ EHD 499  
□ EHD 498  
□ 2.5 GPA* | □ EHD 499  
□ EHD 498  
□ 2.5 GPA* |
| Graduation | □ 120 Credit Hours  
□ 2.5 GPA*  
□ All Program Requirements Met | □ 120 Credit Hours  
□ 2.5 GPA*  
□ All Program Requirements Met | □ 120 Credit Hours  
□ 2.5 GPA*  
□ All Program Requirements Met | □ 120 Credit Hours  
□ 2.5 GPA*  
□ All Program Requirements Met |

*All students admitted to the COEHD beginning fall 2014 will be required to have a 2.75 GPA for teacher candidacy and onward for the remainder of the teacher preparation program.
SECTION II

Responsibilities of the Teacher Candidates

Purpose of Student Teaching

The overall purpose of the student teaching experience is to provide an authentic clinical environment within which prospective teachers can become reflective instructional decision makers who demonstrate a dedication to teaching and learning; who integrate theory and practice with a group of PK-12 students; who collaborate and are mentored by public school personnel; and who demonstrate that they have met the Maine Common Core Teaching Standards (see pp. 8-9).

Specifically, it provides an opportunity for a prospective teacher to:

• Acquire an understanding of the background and skills necessary to be successful in their chosen field;
• Gain a continuity of experience in the development of complex skills of planning, implementation, and assessment;
• Understand how to design instructional units and programs that complement students’ intellectual, academic, and personal development;
• Organize and manage a classroom environment;
• Understand and promote the characteristics of successful schools;
• Gain confidence in her/his professional competency; and
• Qualify for a Maine teaching certificate.

Teacher Candidate Professionalism

Preparing to work in schools as teachers includes acquiring knowledge, skills, and dispositions that will help all students learn. The purpose of this statement is to inform teacher candidates of the importance of professional dispositions in becoming a teacher.

Professional dispositions are values, commitments, and professional ethics that influence behavior toward students, families, colleagues, and communities. Thus, we believe that a major component of professional teacher education (both in University of Maine classrooms and in the PK–12 schools) includes the development of values such as commitment, responsible behavior, professional communication/collaboration, confidentiality, professional appearance, and integrity/honesty. (Adapted from Kent State University College of Education, Health & Human Services work on dispositions, 2006.)

To this end, the COEHD has outlined on the next few pages the behaviors they believe will provide a full and rich experience, and ultimately lead to a recommendation for teaching certification in Maine. Please review the complete Teacher Candidate Professionalism in Appendix E.
**EXPECTED BEHAVIORS IN THE UNIVERSITY OF MAINE CLASSROOM**

**Commitment**
- To children and adolescents, developmentally responsive teaching, evidence-based instructional methods, social equity, and challenging curriculum
- Displays enthusiasm for learning and teaching
- Demonstrates ongoing commitment to working with, and learning about, students from diverse backgrounds, ethnicities, and cultures

**Responsible Behavior**
- Regular class attendance
- Punctuality for classes
- Assignments completed on time
- Use of technology during class for topic-related purposes only
- Turns off cell phones during class
- Uses appropriate language (no profanity or inappropriate gestures)
- Identifies and initiates efforts to facilitate own learning
- Responds to novel problems and situations in creative and responsible ways

**Professional Communication/Collaboration**
- Cooperates with peers
- Receptive to feedback
- Articulates perspectives clearly
- Differentiates between factual information and personal opinion
- Seeks input from peers and instructors
- Listens to the perspectives of others
- Responds to others (including those with differing perspectives) in a manner that is non-threatening and promotes dialogue
- Communicates in a positive manner that promotes collaboration with peers as well as instructor
- Uses Standard English in all communication (oral or written)
- Writes legibly and spells correctly

**Confidentiality**
- Is discrete in sharing personal information with or about students, parents, and colleagues
- Adheres to professional standards and legal statutes pertaining to confidentiality

**Professional Appearance**
- Maintains appropriate dress consistent with a professional educational environment
- Maintains acceptable hygiene that does not distract from the educational experience of peers and/or social interactions with peers

**Integrity/Honesty** (The College of Education and Human Development adheres to the University of Maine’s Policy on Academic Honesty and Dishonesty.)
- Engages in behaviors and actions that reflect positively on the teaching profession
- Seeks constructive resolutions to problems
- Completes his or her own work (does not cheat, plagiarize, lie, etc.)
- Shows respect for self and others
**EXPECTED BEHAVIORS IN THE PK–12 SCHOOL CLASSROOM**

### Commitment
- To children and adolescents, developmentally responsive teaching, evidence-based instructional methods, social equity, and challenging curriculum
- Displays enthusiasm and optimism for teaching and learning
- Demonstrates ongoing commitment to working with, and learning about, students from diverse backgrounds, ethnicities, and cultures

### Responsible Behavior
- Regular school and class attendance
- Punctuality for work in the schools and for classes
- Assignments and lesson preparation completed on time
- Integrates technology appropriate to student learning
- Turns off cell phones during school and class
- Uses appropriate language (no profanity or inappropriate gestures)
- Identifies and initiates efforts to facilitate student learning
- Responds to novel problems and situations in creative and responsible ways

### Professional Communication/Collaboration
- Collaborates with peers and school colleagues
- Receptive to feedback
- Articulates perspectives clearly
- Differentiates between factual information and personal opinion
- Seeks constructive input from peers and instructors
- Listens to the perspectives of others including their students
- Responds to others (including those with differing perspectives) in a manner that is non-threatening and promotes dialogue
- Communicates in a positive manner that promotes collaboration with other educators, students, parents, and peers
- Uses Standard English in all communication (oral or written)
- Writes legibly and spells correctly

### Confidentiality
- Is discrete in sharing personal information with or about students, parents, and colleagues
- Adheres to professional standards and legal statutes pertaining to confidentiality

### Professional Appearance
- Maintains professional dress consistent with the educational environment
- Maintains acceptable hygiene that does not distract from the educational experience of and/or social interactions with peers, other educators, and students

### Integrity/Honesty (The College of Education and Human Development adheres to the University of Maine’s Policy on Academic Honesty and Dishonesty.)
- Engages in behaviors and actions that reflect positively on the teaching profession
- Seeks constructive resolutions to problems
- Completes his or her own work (does not cheat, plagiarize, lie, etc.)
- Exhibits fairness with one’s students
- Shows respect for self and others
Pertinent Policies and Guidelines for Student Teaching

A guiding principle for the student teaching experience is that candidates become immersed in the total life of the school. Candidates should be viewed by others and view themselves as teachers. It is essential that each candidate exhibit qualities of maturity, good judgment, initiative and industry, and appropriate humor.

Teacher candidates should be aware that they are guests in the schools in which student teaching placements are arranged and that the primary business of the school staff is to provide the best possible experiences for their students. Teachers and administrators are very committed to helping prepare the next generation of teachers, and will make every possible effort to help teacher candidates become skilled professionals. The candidate needs to recognize the opportunities offered by this experience and assume the responsibility to adjust his/her efforts accordingly. The candidate must take the role of a willing and cooperative learner who can adjust and design instruction to fit the existing classroom conditions and students’ needs.

Policies

1. The teacher candidate is responsible for a full-time 15-week student teaching experience. The teacher candidate is expected to attend ALL scheduled classes, seminars or appointments, or (in an emergency) notifying the persons affected if it is impossible to keep to the schedule previously established. Absences must be kept to an absolute minimum. The UMaine supervisor and the mentor teacher must be notified of any absences in advance. Excessive absences may result in repeating or extending the internship. If more than one day is missed, it is expected that the student will make up the remaining days to ensure that the state of Maine requirements are met.

2. Candidates will observe the vacation schedules of the cooperating school to which he/she is assigned during student teaching and not the college vacation schedule.

3. Candidates follow the policies of the school including those related to confidentiality, teacher contract hours, attendance at meetings, etc. Candidates should participate in non-instructional duties such as lunchroom, bus duty, and study hall. Candidates should attend faculty meetings, in-service workshops, PTA meetings, and other important school activities.

4. The teacher candidate must respect the need for confidentiality, in regards to both children and staff. It is absolutely crucial that candidates do not discuss student progress or classroom situations outside of the program. The teachers, other school personnel, and the parents of the children and adolescents deserve no less. It is unprofessional and at times illegal to break confidentiality. Candidates will acquire pertinent information about students to understand their needs, but will refrain from any discussion of confidential information in a less than professional manner.

5. Candidates must dress in a manner appropriate to a professional in a school setting (which varies somewhat from school to school).

6. A candidate may ordinarily substitute only in the classroom assigned for the student teaching experience and for not more than three days. Only in a dire emergency should candidates substitute in classrooms where they are not working. Exceptions to this policy must have the approval of both the UMaine supervisor and the Field Experiences and Certification Program Director prior to the start of the student teaching semester.
7. It is strongly recommended that the candidate not take any additional courses in the same semester as student teaching and the seminar. Any exceptions should be discussed with the Field Experiences and Certification Program Director.

8. It is recommended that students not work during student teaching. The experience is very demanding. Talk to the financial aid office if you need more money during your student teaching semester.

9. Candidates should visit teachers and observe in classrooms both in and out of their academic discipline and at varying grade levels. Also, candidates should become familiar with the special services available at the school and with the functions of administrators and staff.

10. Candidates are expected to be well prepared and doing one’s best on those occasions when one has been given responsibility for a class activity. And, when they are not directly responsible for instruction, they are expected to assist teachers in appropriate ways in the classroom to the maximum extent possible keeping in mind the needs of the children and teachers.

11. Candidates must inform school personnel and/or the UMaine supervisor of any problems that arise at the earliest possible opportunity.

12. Candidates should maintain professionalism at all times by avoiding criticism of the school district, host school, mentor teacher, the University of Maine, academic supervisors and related staff, and the community.

13. Conferences may be called at the discretion of the UMaine supervisor, the mentor teachers, and/or the candidate to discuss problems, future visits, lesson planning, and the candidate’s professional growth during the student teaching experience.

14. In the event that the cooperating school to which the candidate is assigned becomes involved in a contract dispute between the local teachers association and the school committee, the candidate will maintain a position of strict neutrality and report any such dispute to his/her UMaine supervisor and be guided by his/her instructions.

15. It is against College policy for teacher candidates to “friend” students or staff members at their host schools on social media sites, nor are they allowed to distribute their personal contact information to students. We have had schools request removal of an intern or student teacher due to Facebook content, some of which was believed to have been private. (Adapted from the Western Carolina University Student Teaching Handbook, 2013.) Apart from that, please understand that the COEHD could also determine that removal from student teaching would be necessary if the student does not adhere to this policy.
16. **DISMISSAL FROM STUDENT TEACHING** - Student teaching placements are at the invitation and discretion of the participating school department. If at any time during the internship/student teaching experience, the school administrator terminates the placement, this would result in a failed internship. If the supervising team (mentor, UMaine supervisor, principal) routinely observes below average performance from a student teacher, they may also suggest the termination of the placement and this will constitute a failed placement as well. The student teacher will have the opportunity to appeal the dismissal to the Student Advisory Council of the College of Education and Human Development.

**Guidelines**

1. Candidates are learners studying the teaching/learning process.

2. Candidates gradually develop the ability to undertake full teaching responsibilities. No one expects a candidate to be fully “ready” on arrival.

3. Candidates should become acquainted with school personnel, routine procedures, housekeeping duties, and co-curricular activities.

4. Candidates should always follow accepted school policies in all matters, great and small, and then offer assistance when and where appropriate.

5. Candidates will acquire pertinent information about students to understand their needs, but refrain from any discussion of confidential data in a less than professional manner.

6. Candidates are strongly urged to consider purchasing professional liability insurance. (This type of insurance can be acquired through membership with the Student Education Association of Maine – S.E.A.M.)

7. Candidates should carefully examine certain basic points while observing children in a class. The points that follow are important to promote a better understanding of children.
   - What are the basic characteristics of the age group? What are they like as people?
   - What is the environmental background of these children? What kinds of homes do they come from? What do the parents expect from them?
   - What is their educational background? To what extent is each individual being successful in school?
   - Are there some children with disabilities? Are there any accommodations being made for these children?
   - What are some interests and strengths of individual children in and out of school? What hobbies do they have? What special likes or dislikes do they have?
   - What are the names of all the children? Nick names?
   - What problems concerning language are in evidence? Are some children living in families in which languages other than English are spoken?
   - What differences do you observe related to gender, social class, and racial and/or ethnic identity background?
Checklist of In-School Activities for Student Teachers

Orientation to the School
___ Meet the principal, assistant principal, and administrative staff
___ Become familiar with policies and procedures described in the school handbook, including school calendar, rules, schedule, teacher duties
___ Tour the school building and facilities
___ Meet the guidance staff
___ Become familiar with the school’s system of permanent records and policy regarding candidate access
___ Meet various school specialists and become familiar with the testing and referral systems of the school
___ Become familiar with school policies toward discipline, attendance, passage in the halls, homework, etc.
___ Get to know faculty
___ Become familiar with important characteristics of the community and student body
___ Shadow a student for a day

Classroom Routines (non-instruction)
___ Take and report attendance and lunch count
___ Oversee fire drill
___ Become familiar with accident and injury procedures
___ Obtain, issue, and store equipment and books
___ Greet and dismiss a class

Out of Classroom Activities
___ Attend parent’s night, open house, PTA, or similar program
___ Chaperone school dance, athletic program, music program, or other co-curricular activity
___ Help monitor study hall, lunchroom, playground, hallway, bus, etc.
___ Become familiar with central office functions

Prepare to Teach
___ Observe mentor teacher(s)
___ Observe other teachers in the same department or grade level
___ Observe other teachers in a different department or grade level
___ Become familiar with curriculum guides, Maine Learning Results, Common Core State Standards, Next Generation Science Standards
___ Become familiar with texts and other resources
___ Become familiar with commercially developed curricula
___ Become familiar with teacher developed unit and lesson plans
___ Become familiar with teacher’s manuals

Planning Instruction
___ Write and submit daily lesson plans to mentor teacher(s) in advance
___ Prepare and discuss unit plans with mentor teacher(s) in advance
___ Develop instructional materials (manipulatives, worksheets, transparencies, technology presentations, laboratory exercises) and assessments
Implementing Instruction
___ Work with an individual student
___ Work with small groups
___ Instruct entire class together/team teach with mentor teacher(s)
___ Instruct entire class alone, observed by mentor teacher(s)
___ Ask for feedback
___ Instruct entire class alone without observation
___ Use a variety of instructional materials, methods, and assessments
___ Be available for extra help for students

Evaluating Students
___ Participate in pupil evaluation and grading
___ Report pupil progress or problems to parents (when appropriate)
___ Participate in parent conferences
___ Ask about district testing

Using Resources for Instruction
___ Use school library
___ Use copying equipment
___ Use computers, software, and other technologies
___ Use teacher’s professional library
___ Use resource center
___ Use field trips
___ Use community resources
# Teacher Candidate Checklist and Timeline

## Prior to Student Teaching

Meet with mentor teacher to address:
- What you need to accomplish
- What you hope to take away from the experience
- What the mentor’s expectations are
- Timeframe for start of internship

Prepare for first day in the classroom

Be in touch with your UMaine supervisor and seminar instructor

## In the Beginning

- Go over Handbook with mentor teacher
  - Review “Activities” list (pp. 17-18) to determine what you will do while at the school
  - Work with mentor to arrange to participate in some of these activities

- Share your Professional Development Plan (PDP) with your mentor and supervisor

- Be engaged in the classroom and with students early-on

- Expect to **gradually** take over class and routine responsibilities

- Ask questions and show your enthusiasm for teaching

## Throughout the Experience

- Expect your mentor to remain in the classroom, especially during your first attempts to teach and manage the classroom

- Know that your mentor may intervene and assist you when necessary

- Ask for feedback on lesson plans and expect to make revisions prior to implementation

- Expect to have lesson plans for all teaching episodes

- Ask for oral/written feedback on lessons implemented

- Expect that your mentor will communicate achievements and concerns to you and your supervisor

- Act professionally and you will be treated as a professional

### After 2nd Week

- Complete a brief Progress Report and e-mail it to UMaine supervisor

### After 4th Week

- Complete a brief Progress Report and e-mail it to UMaine supervisor

### After the 6th Week

- Complete the Online Assessment in the UMaine Tk20 system

- Compile your ratings as well as your mentor’s and your supervisor’s onto one sheet

- Meet with your mentor and supervisor to discuss scores and suggest possible revisions to your PDP based on the scores and class performance

### After the 13th Week

- Complete the Online Assessment in the UMaine Tk20 system

- Compile your ratings as well as your mentors and your supervisors onto one sheet

- Meet with the mentor and supervisor to discuss scores and overall progress toward meeting the standards

- Expect that your mentor will provide you with a written narrative evaluation and will send a copy to the Office of Field Experiences and Certification
Seminar and Professional Days

Candidates will meet regularly during their student teaching experience with their seminar instructor to reflect on their professional growth and to develop their portfolios. As part of their seminar, candidates are also required to attend one student teacher workshop day and two professional development (after school) modules on campus. Candidates are excused from their classroom placements for the student teacher workshop day.

With the UMaine supervisors’ approval, candidates are permitted to take one or two professional days for the purpose of visiting schools other than those assigned, or attending professional conferences or workshops at their own expense. The host school and any mentor teachers, as well as the UMaine supervisor must be given a one-week notice of any professional absence.

Teacher Candidate Expectations During Seminar (EHD 498/CHF 424)

Purpose of Seminar

- To provide a forum in which teacher candidates can share and reflect upon their student teaching experiences.
- To provide additional preparation and background in areas specific to professional practice and the obtaining of a teaching position.
- To assist interns in structuring a Professional Development Plan (PDP).
- To assist interns in connecting daily teaching with the collection of evidence for their portfolio that will demonstrate their professional growth and achievements toward meeting the Maine Common Core Teaching Standards.
- To provide interns with the opportunity to identify a teaching/learning issue, research possible solutions to the issue/problem, try one or more of the suggested solutions and report in writing on how the issue was or was not resolved.
- To provide interns with the opportunity to grow professionally through discussions, connecting theory to practice, attending workshops, and contributing to the learning atmosphere of their school.
<table>
<thead>
<tr>
<th>Assignments</th>
<th>Summary of Components of Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Note: Assignments are not due in order. See due dates list.)</td>
<td>Readings, investigation of resources, and/or observations are associated with most assignments. (Note: Italicized tasks are considered key assessments and must be uploaded to Tk20 before the end of the semester – more details on procedures in seminar.)</td>
</tr>
<tr>
<td>Reflective Responses/Optional Journal (Assignment #1)</td>
<td>Five reflections over course of semester – reflective responses #4 about ethical and legal responsibilities and reflective email #5 about lesson that shows your philosophy of education; other topics aligned with standards = free choice Final reflection</td>
</tr>
<tr>
<td>Class Profile (Assignment #2)</td>
<td>Class profile chart with mentor feedback List of accommodations (submitted with lesson plans [assignment #3]) (Note: There is an additional requirement for the portfolio related to understanding learner diversity: Diversity Chart Responses from one of the UM Student Teacher Workshops.)</td>
</tr>
<tr>
<td>Unit Plan and related lessons plans (includes assessments and related materials) (Assignment #3)</td>
<td><em>Unit plans and five lessons, submitted in Unit Plan Template, class profile, theme outline (elementary only), overall unit description, essential questions, standards alignment, objectives, assessments (including pre- and post-assessments for unit), instructional strategies, learning styles, accommodations/adaptations/differentiation, student self-reflection, technology components, classroom learning environment description, resources, and reflections (including discussion of evidence of student learning), mentor feedback, checkbric. (Note: The mentor feedback and checkbric are not part of the key assessment to be uploaded to Tk20. All other components will be uploaded in the Unit Plan Template.)</em></td>
</tr>
<tr>
<td>Classroom Learning Environment (Assignment #4)</td>
<td>Revised classroom management philosophy Chart of classroom management strategies used and brief reflection</td>
</tr>
<tr>
<td>Philosophy of Education (Assignment #5)</td>
<td>Revised philosophy of education from previous courses</td>
</tr>
<tr>
<td>PDP (Assignment #6)</td>
<td>Adjusted PDP from EHD 400/CHF 304 Evidence of attainment of goals established for PDP used during student teaching Future PDP – for use when first teaching (Note: There are additional requirements for portfolio related to professional development: Debriefing report of Tk20 Student Teacher Assessments scores from self, mentor, and supervisor; Elementary/Secondary Field Experiences Chart; Professional Responsibility Chart; attendance certificates from two UM Student Teacher Workshops.)</td>
</tr>
<tr>
<td>Reflection Statements on Standards (and evidence charts) (Assignment #7)</td>
<td>Charts of evidence for meeting each standard Reflective statements that accompany charts describing learnings related to each standard</td>
</tr>
</tbody>
</table>
### Assignments

**Assignments**  
(Note: Assignments are not due in order. See due dates list.)

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</table>
| Technology Connection  
(Assignment #8) | Updated “All About Professional Me” pamphlet, website, flash drive, etc., created with technology – includes additional required components since creation in EHD 400/CHF 304  
(Note: Technology components of Unit/Lesson Plans [assignment #3] will demonstrate competence integrating technology into teaching and learning.) |
| Assessment Philosophy  
(Assignment #9) | Revised philosophy of assessment from EHD 400/CHF 304 – includes additional required components since creation in EHD 400/CHF 304 |
| Inquiry/Service to the School Project(s)  
(Assignment #10) | Report(s) about inquiry/action research project and service project addressing a teaching and learning issue of concern to teacher candidate and/or mentor and/or school  
(Note: The two projects may be combined. If two separate projects are completed, only the inquiry/action research will be uploaded to Tk20. If a combination project is completed, the combination inquiry/service project report will be uploaded to Tk20.) |
| Portfolio and Exit Interview | Credentials (resume, transcript, Praxis scores, etc.), seminar assignments (and other evidence if necessary/chosen) linked to required EHD 498/CHF 424 standards – listed in evidence charts accompanied by reflections, journal [optional] (much more discussion of requirements in seminar) |

### Teacher Candidate Assessments and Evaluations

#### Student Teacher Progress Report

Mentors will complete a brief progress report at the end of the 2nd and 4th weeks to provide feedback about teacher candidates’ learning experiences to date and about any concerns they have regarding professional dispositions.

#### Online Assessment

A formative assessment of the student teacher’s progress toward meeting the Maine Common Core Teaching Standards will be conducted twice throughout the student teaching experience and the scores will be posted in the Tk20 Unit Assessment System. A hard copy of this Online Assessment can be found in Appendix B. Teacher candidates, mentor teachers and UMaine supervisors complete this assessment independent of each other at the midpoint of the student teaching experience after the 6th week, and submit their scores to the University through the Tk20 Unit Assessment System site.

These three people then meet to discuss the results and agree on future goals for the intern. The same process is repeated near the end of the student teaching experience, after the 13th week. The data from this online assessment will also be used for program improvement.

Instructions for accessing the Tk20 Unit Assessment System will be mailed to them toward the middle of the student teaching placement. Included in the letter will be a link to a tutorial that will walk the mentor through the assessment process. Any questions should be referred to the Tk20 Help Desk (see Appendix C).
If, at any time, the UMaine supervisor (or mentor teacher or principal along with the agreement of the UMaine supervisor) routinely observe below average performance from a teacher candidate, he or she has the right to suggest to the Field Experiences and Certification Program Director a formal review of a student’s performance in the field and progress in the program. As a result of this review, the student may be dismissed from the placement.

**Portfolio**

The student teaching portfolio, which is a continuation of the teacher candidacy and EHD 400/CHF 304 portfolios, represents another important data source to connote progress. This document is a collection of carefully selected teaching artifacts related to the Maine Common Core Teaching Standards. Artifacts include various items representing the candidate’s actions and/or decisions over time such as: lesson plans, unit plans, samples of student work, information about parent correspondence, and video-recorded lessons.

The portfolio serves as a self-instructional tool for the teacher candidate and assessment tool for the college. The ongoing construction process encourages the candidate to reflect upon and analyze how teaching experiences fit together (e.g., the way assessment influences instructional decisions; how interdisciplinary instructional units relate to larger curricular goals). In addition, since learning to teach requires a deep, rich and ever evolving understanding of content, the portfolio provides an opportunity for candidates to show they have mastered the relevant content areas and designed instruction appropriate for the students with whom they are working.

It is important to note that the actual creation of the portfolio represents a form of professional development. As the candidate assembles the portfolio, he/she is prompted to assess progress and determine a direction for professional development. The challenge of the portfolio is to select pieces that best illustrate skills related to each teaching standard. It is important to note that the key to success is the quality of each piece, not size and/or weight. Portfolios also highlight professional identity in a credential file section (see Appendix H) that includes a resume, a philosophy of education statement, the Student Teaching Profile sheet, up-to-date transcripts, Praxis scores, and letters of recommendation. A service/inquiry project is also included in the portfolio and involves and focuses on a topic in education or activity of interest to the candidate in his/her student teaching experience. This is discussed and developed in the seminar.

In addition, the credential file of the portfolio must include the candidate’s:

- Resume;
- Philosophy of education statement;
- Up-to-date transcript;
- Praxis scores;
- Student teaching profile;
- Final online assessment composite sheet;
- Narrative evaluation forms; and
- Letters of recommendation.

**Narrative Evaluation**

The mentor teacher and the UMaine supervisor will each complete a narrative evaluation form at the end of the student teaching placement(s). Mentor teachers and supervisors should be sure to address the five areas of the Maine Common Core Teaching Standards – The Learner and Learning, Content, Instructional Practices, Professional Responsibility, and Technology. Copies of the narrative evaluation form should be returned to the Office of Field Experiences and Certification. A sample copy of the form appears in Appendix B of this handbook.
SECTION III
Qualifications and Responsibilities of Mentor Teachers

Qualifications of Mentor Teachers

Participating schools and the College of Education and Human Development (COEHD) have agreed that, whenever possible, mentor teachers should have the following qualifications:

- 3 years successful teaching
- A professional certificate
- A knowledge of:
  - Curriculum and Standards (Maine Learning Results, Common Core State Standards, and Next Generation Science Standards)
  - Maine Common Core Teaching Standards
  - Effective instructional strategies
  - Assessment (formal and informal)
  - Important school initiatives such as RtI, etc.
  - Professional Learning Communities (investigating data to inform instruction)
- A willingness to engage in the following effective mentoring activities:
  - Giving regular feedback (oral and written) to the teacher candidate
  - Evaluating the teacher candidate progress
  - Demonstrating effective practices
  - Clarifying expectations
  - Recognizing the stages of development
  - Maintaining a positive professional attitude
  - Sharing their knowledge, materials, skill, and experience
  - Offering support, challenge, patience, and enthusiasm
  - Welcoming teacher candidates into their classrooms and “pointing the way”
  - Learning from new ideas and different perspectives
  - Using and exemplifying the standards, values, and norms of our profession
  - Viewing themselves as equal to those they mentor

Overview of Mentor Teachers’ Responsibilities

The responsibility of mentor teachers is to provide learning environments where the teacher candidates are able to study learners and to develop and refine their teaching skills. And of course, mentor teachers can use the opportunity of having the teacher candidates in their classrooms to meet their responsibility of enhancing the learning experiences of their students.

Student teaching is a learning experience for the candidates, with the goal that the candidates will be ready to assume full responsibility for their own classrooms upon its completion. At the beginning of the student teaching experience, and especially if the teacher candidate did not have a field experience in their student teaching classroom, the candidate needs to observe a variety of lessons and teachers and also needs to be a helpful addition to the class and the school. The teacher candidates should be used as extra hands in the classroom and they have their strong subject matter backgrounds to draw upon.

As student teaching progresses, candidates are expected to assume increasing responsibilities for instruction, in a phased manner. Candidates and mentor teachers are encouraged to work
collaboratively throughout this process. Team teaching is encouraged, as students will benefit from the active involvement of two trained professionals in their classrooms.

The Field Experiences and Certification Program Director will provide a workshop for mentor teachers in school districts, if requested. An online workshop for mentor teachers is currently being developed. If a mentor teacher has any questions about the following specific responsibilities, please contact Pamela Kimball, the Field Experiences and Certification Program Director for the COEHD. (See Contact Information in Appendix I.)

**Mentor Teachers have the responsibility to:**

- Complete and return a contract prior to the beginning of student teaching to receive payment and further information via e-mail.
- Be familiar with the Maine Common Core Teaching Standards in order to give appropriate feedback to the teacher candidates (see Appendix A).
- Be familiar with Section II of this handbook (Responsibilities of the Teacher Candidates) in order to support the professional expectations and seminar requirements of the teacher candidates.
- Complete a brief progress report at the end of the 2nd and 4th weeks and e-mail it to the UMaine supervisor.
- Complete the Online Assessment (see the Online Assessment description in Section II and the form in Appendix B) in the UMaine Tk20 system for the candidate twice during the student teaching placement, once after the 6th week and again after the 13th week.
- Meet with the candidate and the UMaine supervisor by the end of the eighth week and by the end of the fourteenth week to discuss the Online Assessment Form and help the candidate set goals for future growth. In addition to these two meetings, there should be regular, ongoing communication between the mentor teacher and the UMaine supervisor.
- Complete and return the Narrative Evaluation Form (Appendix B) at the end of the 7th - or 14th week of the placement. These narratives are used to provide a grade for the student teaching experience so it is important that they are returned to the Office of Field Experiences and Certification promptly upon completion of the student teaching experiences. The narrative may encompass many aspects of teaching, but must specifically address five areas of the Maine Common Core Teaching Standards – Learner Development, Content, Instructional Practice, Professional Responsibility, and Technology.
- Be aware that teacher candidates are developing portfolios during the internship. Upon the request of the candidate, the mentor teacher will provide written feedback on specific lessons and other requirements that must be included in the portfolio.
- Complete an online Mentor Survey at the end of the student teacher placement.

**Pertinent Policies and Guidelines for Student Teaching**

A guiding principle for the student teaching experience is that candidates become immersed in the total life of the school. Candidates should be viewed by others and view themselves as teachers. It is essential that each candidate exhibit qualities of maturity, good judgment, initiative and industry, and appropriate humor.

Teacher candidates should be aware that they are guests in the schools in which student teaching placements are arranged and that the primary business of the school staff is to provide the best possible experiences for their students. Teachers and administrators are very committed to helping prepare the next generation of teachers, and will make every possible effort to help teacher candidates become skilled professionals. The candidate needs to recognize the opportunities offered by this experience and assume the responsibility to adjust his/her efforts accordingly. The
candidate must take the role of a willing and cooperative learner who can adjust and design instruction to fit the existing classroom conditions.

**Policies**

1. The teacher candidate is responsible for a full-time 15-week student teaching experience. The student teacher is expected to attend **ALL** scheduled classes, seminars or appointments, or (in an emergency) notifying the persons affected if it is impossible to keep to the schedule previously established. Absences must be kept to an absolute minimum. The UMaine supervisor and the mentor teacher must be notified of any absences in advance. Excessive absences may result in repeating or extending the internship. If more than one day is missed, it is expected that the student will make up the remaining days to ensure that the state of Maine requirements are met.

2. Candidates will observe the vacation schedule of the cooperating school to which he/she is assigned during student teaching and **not** the college vacation schedule.

3. Candidates follow the policies of the school including those related to confidentiality, teacher contract hours, attendance at meetings, etc. Candidates should participate in non-instructional duties such as lunchroom, bus duty, and study hall. Candidates should attend faculty meetings, in-service workshops, PTA meetings, and other important school activities.

4. The teacher candidate must respect the need for confidentiality, in regards to both children and staff. It is absolutely crucial that candidates do not discuss student progress or classroom situation outside of the program. The teachers, other school personnel, and the parents of the children and adolescents deserve no less. It is unprofessional and at times illegal to break confidentiality. Candidates will acquire pertinent information about students to understand their needs, but refrain from any discussion of confidential information in a less than professional manner.

5. Candidates must dress in a manner appropriate to a professional in a school setting (which varies somewhat from school to school).

6. A candidate may **ordinarily** substitute only in the classroom assigned for the student teaching experience and for not more than three days. Only in a dire emergency should candidates substitute in classrooms where they are not working. Exceptions to this policy must have the approval of both the UMaine supervisor and the Field Experiences and Certification Program Director.

7. It is strongly recommended that the candidate not take any additional courses in the same semester as student teaching and the seminar. Any exceptions should be discussed with the Field Experiences and Certification Program Director.

8. It is recommended that student **not work** during student teaching. The experience is very demanding. Talk to the financial aid office if you need more money during your student teaching semester.

9. Candidates should visit teachers and observe in classrooms both in and out of their academic discipline and at varying grade levels. Also, candidates should become familiar with the special services available at the school and with the functions of administrators and staff.

10. Candidates are expected to be well prepared and doing one’s best on those occasions when one has been given responsibility for a class activity. And, when they are not directly responsible for instruction, they are expected to assist teachers in appropriate ways in the classroom to the maximum extent possible keeping in mind the needs of the children and teachers.
11. Candidates must inform school personnel and/or the UMaine supervisor of any problems that arise at the earliest possible opportunity.

12. Candidates should maintain professionalism at all time by avoiding criticism of the school district, host school, the mentor teacher, the University of Maine, academic advisors and related staff, and the community. (Adapted from the Western Carolina University Student Teaching Handbook, 2013.)

13. Conferences may be called at the discretion of the UMaine supervisor, the mentor teachers, and/or the candidate to discuss problems, future visits, lesson planning, and the candidate’s professional growth during the student teaching experience.

14. In the event that the cooperating school to which the candidate is assigned becomes involved in a contract dispute between the local teachers association and the school committee, the candidate will maintain a position of strict neutrality and report any such dispute to his/her UMaine supervisor and be guided by his/her instructions.

15. It is against College policy for teacher candidates to “friend” students or staff members at their host schools on social media sites, nor are they allowed to distribute their personal contact information to students. We have had schools request removal of an intern or student teacher due to Facebook content, some of which was believed to have been private. (Adapted from the Western Carolina University Student Teaching Handbook, 2013.) Apart from that, please understand that the COEHD could also determine that removal from student teaching would be necessary if the student does not adhere to this policy.

16. **DISMISSAL FROM STUDENT TEACHING** - Student teaching placements are at the invitation and discretion of the participating school department. If at any time during the Internship/Student Teaching experience, the school administrator terminates the placement, this would result in a failed internship. If the supervising team (mentor, UMaine supervisor, principal) routinely observes below average performance from a student teacher, they may also suggest the termination of the placement and this will constitute a failed placement as well. The student teacher will have the opportunity to appeal the dismissal to the Student Advisory Council of the College of Education and Human Development.

**Guidelines**

1. Candidates are learners studying the teaching/learning process.

2. Candidates gradually develop the ability to undertake full teaching responsibilities. No one expects a candidate to be fully “ready” on arrival.

3. Candidates should become acquainted with school personnel, routine procedures, housekeeping duties, and co-curricular activities.

4. Candidates should always follow accepted school policies in all matters, great and small, and then offer assistance when and where appropriate.

5. Candidates will acquire pertinent information about students to understand their needs, but refrain from any discussion of confidential data in a less than professional manner.

6. Candidates are strongly urged to consider purchasing professional liability insurance. (This type of insurance can be acquired through membership with the Student Education Association of Maine – S.E.A.M.)
7. Candidates should carefully examine certain basic points while observing children in a class. The points that follow are important to promote a better understanding of children.

- What are the basic characteristics of the age group? What are they like as people?
- What is the environmental background of these children? What kinds of homes do they come from? What do the parents expect from them?
- What is their educational background? To what extent is each individual being successful in school?
- Are there some children with disabilities? Are there any accommodations being made for these children?
- What are some interests and strengths of individual children in and out of school? What hobbies do they have? What special likes or dislikes do they have?
- What are the names of all the children? Nick names?
- What problems concerning language are in evidence? Are some children living in families in which languages other than English are spoken?
- What differences do you observe related to gender, social class, and racial and/or ethnic identity background?

**Assessments and Evaluations**

**Student Teacher Progress Report**

Mentors will complete a brief progress report at the end of the 2nd and 4th weeks to provide feedback about teacher candidates’ learning experiences to date and about any concerns they have regarding professional dispositions.

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These three people then meet to discuss the results and agree on future goals for the intern. The same process is repeated near the end of the student teaching experience, after the 13th week. The data from this online assessment will also be used for program improvement.

Instructions for accessing the Tk20 Unit Assessment System will be mailed to them at the start of the student teaching placement. Included in the letter they will receive will be a link to a tutorial that will walk the mentor through the assessment process. Any questions should be referred to the Tk20 Help Desk (see Appendix C).

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**Narrative Evaluation**

The mentor teacher and the UMaine supervisor will each complete a narrative evaluation form at the end of the student teaching placement(s). Mentor teachers and supervisors should be sure to
address the five areas of the Maine Common Core Teaching Standards – The Learner and Learning, Content, Instructional Practices, Professional Responsibility, and Technology. Copies of the narrative evaluation form should be returned to the Office of Field Experiences and Certification. A sample copy of the form appears in Appendix B of this handbook.

**Guidelines for Student Teaching**

**15 weeks (one placement)**

| First 8-Week Internship Placement | TC = Teacher Candidate  
|----------------------------------|-----------------------------
| MT = Mentor Teacher              |
| **Level I: Theory and Practice with Reflection** | Cooperative planning and teaching (TC) with daily verbal feedback and weekly written feedback to TC from MT.  
| 2 weeks                          | • Observe, question, assist with individual and small groups |
| **Level II: Planning, Approval, and Teaching with Reflection** | Supervised planning and teaching (TC) with daily verbal feedback and weekly written feedback to TC from MT.  
| 2 weeks                          | • Partial responsibility of classes  
| **Level III: Reflective Instructional Decision-Making** | Teacher candidate planning and teaching with daily verbal feedback and weekly written feedback to TC from MT.  
| 1-2 weeks                        | • Gradually takes full responsibility for classes and implementation of lessons, but involves MT in group work, etc.  
| **(after sixth week)**           |
| **Level IV: Collaboration**      | Cooperative planning and team teaching with joint (shared) feedback sessions.  
| 2-3 weeks (varied load)          | • Shared responsibility for lessons  
| **(after thirteenth week)**     |

| Second 7-Week Internship Placement |  
|----------------------------------|-----------------------------
| **Level IV: Collaboration**      | Cooperative planning and team teaching with joint (shared) feedback sessions.  
| 2-3 weeks (varied load)          | • Shared responsibility for lessons  
| **(after thirteenth week)**     | • Brings closure to units  


### Guidelines for Student Teaching

15 weeks (two separate placements)

<table>
<thead>
<tr>
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</tr>
<tr>
<td>2 weeks</td>
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<tr>
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<td>Teacher candidate planning and teaching with daily verbal feedback and weekly written feedback to TC from MT.</td>
<td><strong>Level IV: Collaboration</strong></td>
</tr>
<tr>
<td>1-2 weeks</td>
<td>• Gradually takes full responsibility for classes and implementation of lessons, but involves MT in group work, etc.</td>
<td>Cooperative planning and team teaching with joint (shared) feedback sessions.</td>
</tr>
<tr>
<td><em><strong>(after sixth week)</strong></em></td>
<td></td>
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</tr>
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<td></td>
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</tbody>
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<td>1-2 weeks</td>
<td>• Observe, question, assist with individual and small groups</td>
<td>Supervised planning and teaching (TC) with daily verbal feedback and weekly written feedback to TC from MT.</td>
</tr>
<tr>
<td><strong>Level III: Reflective Instructional Decision-Making</strong></td>
<td>Teacher candidate planning and teaching with daily verbal feedback and weekly written feedback to TC from MT.</td>
<td><strong>Level IV: Collaboration</strong></td>
</tr>
<tr>
<td>1-2 weeks</td>
<td>• Gradually takes full responsibility for classes and implementation of lessons, but involves MT in group work, etc.</td>
<td>Cooperative planning and team teaching with joint (shared) feedback sessions.</td>
</tr>
<tr>
<td><em><strong>(after thirteenth week)</strong></em></td>
<td></td>
<td>• Shared responsibility for lessons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Brings closure to units</td>
</tr>
</tbody>
</table>
2nd Placement Expectations for Student Teachers

If student teachers are doing a second placement in a different classroom, both the student teacher and the mentor teacher need to be aware of certain expectations. They should present the Tk20 Debriefing Report from their first placement that will give the mentor teacher an idea of their progress. They should also share their revised PDP with their goals for the second half of student teaching. These goals need to be reviewed with the new mentor teacher and a discussion needs to follow to determine how these goals can best be achieved. At the end of the next 5 weeks, the online assessment will be completed and the student teacher will write a new PDP for Future Teaching using the assessment results to guide him/her. A narrative evaluation will be done by the mentor teacher upon completion of the student teaching experience with copies going to the student teacher and the Field Experiences and Certification Program Director at UMaine.

A list of expectations for the student teacher is listed below:

1. A breaking-in period should last a few days to a week where the student gets acclimated with the students and the routines within the new classroom.

2. A meeting between mentor teacher and student teacher needs to occur to discuss goals for the placement based on the evaluation from the first placement.

3. At the beginning, the student teacher will work with small groups and individual students.

4. Student teachers are expected to participate in class responsibilities each day, prepare lessons that are available for the mentor teacher, and take over certain content areas that are agreed upon. An appropriate lesson plan is to be agreed upon.

5. A unit is expected where the student is responsible for the design of instruction, strategies to implement lessons, and an assessment for a final evaluation.

6. Student teachers are expected to take over classes full time for a minimum of one week.

7. Student teachers need to share with their mentor teacher the requirements of their seminar and especially their work on their portfolio.

8. Student teachers will be participating in all day workshops twice a semester.

9. Mentor teachers need to observe student teachers and give written feedback to the student teacher.
# Mentor Teacher Checklist

## Prior to Student Teaching
- Meet with teacher candidate to address:
  - What s/he needs to accomplish
  - What s/he hopes to take away from the experience
  - What your expectations are
  - Timeframe for start of internship
- Return contract and W-9 Form to the Office of Field Experiences and Certification

## In the Beginning
- Go over Handbook together:
  - Review “Activities” list (pp. 17-18) to determine what students will do while at your school
  - Help them arrange to participate in some of these activities
- Ask to see their Professional Development Plan (PDP)
- Engage the teacher candidate early-on
- Allow students to **gradually** take over class and routine responsibilities

## Throughout the Experience
- Remain in the classroom, especially during their first attempts to teach and manage the classroom
- Give feedback on lesson plans and expect revisions prior to implementation
- Expect to see lesson plans for all teaching episodes
- Give oral/written feedback on lesson implementation
- Communicate achievements and concerns to the teacher candidate and supervisor
- Help these teacher candidates be professional role models for their peers

## After the 2nd Week
- Complete a brief Progress Report and e-mail it to UMaine supervisor

## After the 4th Week
- Complete a brief Progress Report and e-mail it to UMaine supervisor

## After the 6th Week
- Complete the Online Assessment in the UMaine Tk20 system
- Meet with the student and supervisor to discuss scores and suggest possible revisions to the PDP based on the scores and class performance

## After the 13th Week
- Complete the Online Assessment in the UMaine Tk20 system
- Meet with the student and supervisor to discuss scores and overall progress toward meeting the standards
- Complete the written narrative evaluation
  - Give copy to student
  - Keep a copy
  - Send original to the Office of Field Experiences and Certification
## Student Teacher Progress Report

Student Teacher:  

Mentor Teacher:  

Date:  

School:  

### Directions to mentors:
Please complete this form and e-mail it to the UMaine supervisor.

<table>
<thead>
<tr>
<th>The student teacher has had the following experiences in the last two weeks. (Check all that apply.)</th>
<th>Please check ONLY areas you see as a CONCERN at this point. Comment as needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has taken responsibility for some parts of the classroom routines</td>
<td>Commitment to the profession: shows enthusiasm; has strong work ethic, including meeting deadlines</td>
</tr>
<tr>
<td>Has written plans and has shared them with the mentor teacher</td>
<td>Responsible behavior: is punctual; is self-motivated; is confident; behaves respectfully</td>
</tr>
<tr>
<td>Has taught lessons in small and/or large groups</td>
<td>Professional communication/collaboration: values collaborative and cooperative work; listens to and responds positively to feedback; uses correct English</td>
</tr>
<tr>
<td>Has been observed by and has discussed observations with mentor</td>
<td>Confidentiality: maintains confidentiality</td>
</tr>
<tr>
<td>Has made significant gains in establishing relationships with students</td>
<td>Professional appearance: is neat, clean, “teacher presentable”</td>
</tr>
<tr>
<td>Has taken initiative in communication with mentor</td>
<td>Integrity/honesty: is fair, models professional behavior</td>
</tr>
<tr>
<td>Is becoming acquainted with members of the school community</td>
<td>Comments:</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

Comment as needed.
SECTION IV

Role and Responsibilities of the UMaine Supervisor

Each teacher candidate has a University faculty or adjunct faculty member assigned as his/UMaine supervisor. When appropriate the UMaine supervisor will work with the Internship Coordinator to locate placements for teacher candidates. All UMaine supervisors will actively engage teacher candidates in reflective thinking to improve teacher candidate teaching skills.

Responsibilities specific to the undergraduate program may include:

- Continuous communication with and feedback to the candidates.
- Supervising and evaluating teacher candidate progress during student teaching.
- Advising candidates on the development of their portfolios around the Maine Core Teaching Standards.
- Addressing questions and concerns of faculty, school personnel and candidates.
- Completing the Online Assessment in the Tk20 system for each candidate after the 6th week and after the 13th week of the student teaching experience. Then meeting with the mentor teacher and candidate to compare and discuss results and plan goals for the rest of the student teaching experiences.
- Writing narrative evaluations that address the standards for each candidate at the end of student teaching.
- Conducting regular seminars with candidates throughout student teaching if they are also the instructor of EHD 498/CHF 304.
- When the supervisor visits the candidate, a copy of the lesson plan should be given to the supervisor (as well as any handouts/worksheets). Candidates should plan time for a post-conference.
Appendices
# Appendix A

## Maine Common Core Teaching Standards
*(comprised of the InTASC Standards and the ISTE Standards*T)*

<table>
<thead>
<tr>
<th>The Learner and Learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S#1 - Learner Development</strong></td>
<td>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</td>
</tr>
<tr>
<td><strong>S#2 - Learning Differences</strong></td>
<td>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</td>
</tr>
<tr>
<td><strong>S#3 - Learning Environments</strong></td>
<td>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S#4 - Content Knowledge</strong></td>
<td>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</td>
</tr>
<tr>
<td><strong>S#5 - Application of Content</strong></td>
<td>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Practices</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S#6 - Assessment</strong></td>
<td>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</td>
</tr>
<tr>
<td><strong>S#7 - Planning for Instruction</strong></td>
<td>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</td>
</tr>
<tr>
<td><strong>S#8 - Instructional Strategies</strong></td>
<td>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Responsibility</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S#9 – Professional Learning and Ethical Practice</strong></td>
<td>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</td>
</tr>
<tr>
<td><strong>S#10 – Leadership and Collaboration</strong></td>
<td>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S#11 - Technology Standards for Teachers (ISTE Standards*T)</strong></td>
<td>Effective teachers model and apply the International Society for Technology Education Standards for Students (ISTE Standards*S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.</td>
</tr>
</tbody>
</table>
Appendix B
Assessment and Evaluation Forms

This assessment is to be completed in the Tk20 Assessment System after the 6th and 13th week of the internship by the mentor teacher, the student teacher, and UMaine supervisor. See page 39 for Tk20 system login information. Instructions will be mailed to all mentors and e-mailed to supervisors and teacher candidates. Below is a hard copy of the assessment. It will look somewhat different in the Tk20 system.

Online Assessment Form
Maine Common Core Teaching Standards
(including the ISTE Standards•T)
<table>
<thead>
<tr>
<th>Standards (InTASC &amp; ISTE Standards-T)</th>
<th>Performance Levels and Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THE LEARNER AND LEARNING</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Standard #1: Learner Development</strong></td>
<td></td>
</tr>
<tr>
<td>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</td>
<td>Evidence is either insufficient to demonstrate knowledge of and/or skills related to the standard, or the evidence demonstrates a lack of knowledge of and/or skills related to the standard. Evidence either demonstrates partial knowledge of and/or skills related to the standard, or the evidence demonstrates inconsistent knowledge of and/or skills related to the standard. Evidence demonstrates solid knowledge of and consistent skills related to the standard. Evidence demonstrates extensive knowledge of and sophisticated skills related to the standard.</td>
</tr>
<tr>
<td>Creates a learning environment that does not acknowledge the diverse cultural and intellectual needs of learners. And/or does not adapt instruction to accommodate the needs of learners with identified special needs.</td>
<td>Provides learning experiences that are not challenging and/or not appropriate to the cognitive, linguistic, social, emotional, and physical developmental level of the learner. Provides learning experiences that are somewhat appropriate to the cognitive, linguistic, social, emotional, and physical developmental level of the learner. Consistently provides challenging learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and physical developmental level of the learner.</td>
</tr>
<tr>
<td>Systematically and consistently provides challenging learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and physical developmental level of the learner. Creates a learning environment that embraces the diverse cultural and intellectual backgrounds of all learners. Differentiates instruction to accommodate the needs of most learners including those with special needs.</td>
<td>Systematically collaborates with learners and other professionals to create a positive learning climate. Designs learning experiences that are consistently based on social interaction and active engagement and that foster self-motivation.</td>
</tr>
<tr>
<td><strong>Standard #2: Learning Differences</strong></td>
<td></td>
</tr>
<tr>
<td>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</td>
<td>misses and/or avoids opportunities to collaborate with others to create a positive learning climate. And/or designs learning experiences that do not include opportunities for social interaction and active engagement or foster self-motivation. Rarely collaborates with learners and other professionals to create a positive learning climate. Designs learning experiences that are infrequently based on social interaction and active engagement and that foster self-motivation. Regularly collaborates with learners and other professionals to create a positive learning climate. Designs learning experiences that are based on social interaction and active engagement and that foster self-motivation.</td>
</tr>
<tr>
<td><strong>Standard #3: Learning Environment</strong></td>
<td></td>
</tr>
<tr>
<td>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</td>
<td></td>
</tr>
<tr>
<td>InTASC</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>CONTENT</strong></td>
<td></td>
</tr>
<tr>
<td><strong>KNOWLEDGE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Standard #4:</strong> Content Knowledge</td>
<td></td>
</tr>
<tr>
<td>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</td>
<td></td>
</tr>
<tr>
<td>Shows errors in basic facts/skills, and/or does not demonstrate conceptual understanding. And/or does not design activities that engage students in learning.</td>
<td></td>
</tr>
<tr>
<td>Shows accurate knowledge of basic facts/skills, but conceptual understanding may be lacking. Designs basic activities that are engaging and foster learning.</td>
<td></td>
</tr>
<tr>
<td>Shows accurate knowledge of basic facts/skills and demonstrates conceptual understanding. Designs activities that are engaging and foster meaningful learning.</td>
<td></td>
</tr>
<tr>
<td>Shows command of facts/skills and demonstrates conceptual understanding. Creates learning experiences based on big ideas related to the discipline. Designs activities that are engaging, foster meaningful learning and ensure mastery of the content.</td>
<td></td>
</tr>
</tbody>
</table>

| Standard #5: Application of Content |
| The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. |
| Creates learning experiences that focus on the development of lower-level thinking skills in learners; focus is on individual lessons rather than connections between lessons and units. |
| Creates learning experiences that address higher-level thinking skills in learners. Occasionally makes connections between concepts, lessons and units. Rarely presents other perspectives. |
| Creates learning experiences that address higher-level thinking skills in learners. Frequently makes connections between concepts, lessons and units. Introduces other perspectives where appropriate. |
| Systematically designs and delivers multiple learning experiences based on big ideas that help learners see connections across lessons and units and, where appropriate, from multiple perspectives, to facilitate the development of higher-level thinking skills in all learners. |

<table>
<thead>
<tr>
<th>InTASC</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INSTRUCTIONAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PRACTICE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard #6:</strong> Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses assessments that are not aligned with learning objectives. And/or may not include formative and summative measures. And/or may not include either authentic or performance-based assessments. Does not use the results from these measures to shape future pedagogical decisions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses assessments that are not always aligned with learning objectives. Uses both formative and summative measures and performance-based assessments. Uses assessment results to help both the teacher and the learner measure learner progress. Makes a minimal effort to use results to inform further action.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designs and uses assessments that are aligned with learning objectives. Uses both formative and summative measures as well as authentic and/or performance-based assessments. Uses assessment results to help both the teacher and the learner measure learner progress. Makes an effort to use results to inform further action.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systematically designs and uses multiple assessments that are aligned with learning objectives. Uses both formative and summative measures as well as authentic and performance-based assessments. Uses assessment results to help both the teacher and the learner measure learner progress and to guide their decision-making in areas such as remediation, re-teaching, or changes in study habits.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard #7: Planning for Instruction</td>
<td>Standard #8: Instructional Strategies</td>
<td>InTASC</td>
<td>Unsatisfactory</td>
<td>Basic</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>--------------------------------------</td>
<td>-------</td>
<td>---------------</td>
<td>-------</td>
</tr>
<tr>
<td>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</td>
<td>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</td>
<td>PROFESSIONAL RESPONSIBILITIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not consistently plan instruction that is meaningful and relevant to learners. And/or does not take into account factors such as students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills in planning instruction.</td>
<td>Uses instructional strategies that promote a superficial understanding of content/application of skills and/or uses lower level thinking and questioning skills. And/or limits his/her role in the instructional process to that of instructor. And/or uses a limited range of readily available resources and technologies.</td>
<td>Standard #9: Professional Learning and Ethical Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plans instruction that is meaningful and relevant to learners. Gives some consideration to factors such as students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills.</td>
<td>Uses instructional strategies to enable learners to develop an understanding of content and apply knowledge and skills, with minimal opportunities to develop higher-order thinking and questioning skills. Primarily plays one role in the instructional process. And/or uses a variety of readily available resources and technologies that may not always foster meaningful learning.</td>
<td>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her choices and actions on others (learners, families, other professionals and the community), and adapts practice to meet the needs of each learner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plans instruction that is meaningful and relevant to learners and that considers students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills.</td>
<td>Uses instructional strategies to enable learners to develop a deep understanding of content, apply knowledge and skills in meaningful ways, and develop higher-order thinking and questioning skills. Plays more than one role in the instructional process (e.g., that of facilitator, coach, audience) to address the purposes of instruction and needs of learners. Integrates a variety of readily-available resources and technologies that foster meaningful learning.</td>
<td>Misses or avoids opportunities for professional development. Tends not to use professional resources and personal reflection to support adaptive instructional practices designed to meet the needs of learners.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses an approach to instruction in which deep understanding of content, meaningful application of knowledge and skills, and higher-order thinking and questioning as the focus. Varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) according to the purposes of instruction and needs of learners. Locates and integrates outside resources and new or emerging technologies that foster meaningful learning.</td>
<td>Voluntarily participates in readily available opportunities for professional development. Uses professional resources and reflections on learner performance to evaluate choices of instructional strategies and makes some adaptations to meet the needs of learners.</td>
<td>Seeks opportunities for ongoing professional development and utilizes a variety of professional resources and student performance data to inform all instructional choices. Utilizes self-reflection as a tool for adapting instruction and communication practices to best meet the needs of all learners and related constituents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard #10: Leadership and Collaboration</td>
<td>Supports student learning and promotes the profession by assuming leadership in collaborative efforts with at least one of the following reference groups: learners, their families, other school professionals and community members.</td>
<td>Supports student learning and promotes the profession by assuming leadership in collaborative efforts with at least two of the following reference groups: learners, their families, other school professionals and community members.</td>
<td>Advocates for student learning and advances the education profession by collaborating and communicating with learners, their families, classroom colleagues, other school professionals, and community members.</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</td>
<td>Tends to avoid leadership opportunities for collaborating with school and community-based colleagues.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>InTASC Technology (ISTE Standards-T)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard #11: Technology Standards for Teachers (ISTE Standards-T)</td>
<td>Technology is rarely or never integrated into teaching and learning. If it is integrated... ● It is not aligned with learning goals. ● It is used primarily by the teacher. ● Guidelines for appropriate use are not taught or monitored. ● Inappropriate use by students routinely occurs.</td>
<td>Based on learning goals, the teacher rarely creates learning and assessment activities with technology that enable students to learn independently and collaboratively, to be creative, and to think critically while paying attention to students’ individual learning needs and technology skills. The teacher has some guidelines for appropriate use of technology in the classroom. Lessons often fail to utilize the technology available. When technology is used, inappropriate student use sometimes occurs. The teacher rarely encourages students to use online resources to answer questions and explore concepts and reactively teaches search and information evaluation strategies.</td>
<td>Based on learning goals, the teacher creates learning and assessment activities with technology that enable students to learn independently and collaboratively, to be creative, and to think critically while paying attention to students’ individual learning needs and technology skills. The teacher has clear guidelines for appropriate use of technology in the classroom. Lessons leverage the technology available, reducing inappropriate use. The teacher encourages students to use online resources to answer questions and explore concepts and teaches search and information evaluation strategies.</td>
<td>Based on learning goals, the teacher seamlessly integrates technology into learning and assessment activities that enable students to learn independently and collaboratively, to be creative, and to think critically while paying attention to students’ individual learning needs and technology skills. The teacher has clear guidelines for appropriate use of technology in the classroom. Lessons leverage the technology available, reducing inappropriate use. Students have opportunities to make decisions about technology use and routinely use technology appropriately. Students have learned how to and now independently use online resources to answer questions and explore concepts, using search and information evaluation strategies.</td>
</tr>
</tbody>
</table>
## Professional Dispositions

<table>
<thead>
<tr>
<th>Professional Behaviors/Dispositions</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
</table>
| Commitment                         | Apathetic, lacks enthusiasm  
Demonstrates poor work ethic  
including not meeting deadlines  
Does not attend school meetings  
Lacks understanding of student diversity  
Lacks response to students' developmental levels  
|                              | Displays enthusiasm for teaching  
Generally demonstrates good work ethic, but does not routinely meet deadlines  
Infrequently attends school meetings  
Understands student diversity  
Responds to students' developmental levels when prompted  
|                              | Regularly shows enthusiasm and energy for teaching and learning  
Demonstrates strong work ethic including meeting deadlines  
Regularly attends school meetings  
Understands and plans for student diversity and developmental levels  
|                              | Demonstrates exemplary enthusiasm for teaching and learning  
Demonstrates exemplary work ethic including meeting deadlines  
Regularly attends school meetings and seeks opportunities for professional growth  
Demonstrates sophisticated understanding and planning for student diversity and developmental levels  
| Date:                           |
| Responsible Behavior             | Lacks motivation  
Shows limited self-confidence and does not address problems  
Fails to communicate when absent or late  
Interacts disrespectfully or arrogantly with students/mentors  
|                              | Is somewhat self-motivated  
Shows signs of emerging self-confidence, but reacts to problems with frustration  
Usually present, punctual or calls  
Usually interacts respectfully with students/mentors  
|                              | Is self-motivated and routinely facilitates student learning  
Is secure and self-reliant and generally addresses problems responsibly  
Is routinely present, is punctual or calls in advance  
Routinely values and respects individual differences  
|                              | Creates opportunities for students to take responsibility for their learning and seeks opportunities to enhance own and other adults' learning  
Is mature, self-assured, and poised  
Is always present, is punctual or calls in advance  
Always values and respects individual differences  
| Date:                           |
| Professional Communication/  
Collaboration                    | Rarely collaborates with others; is resistant to feedback and does not respect others' points of view  
Communicates negatively or sarcastically; rarely uses Standard American English  
Is more interested in being heard than in listening  
|                              | Occasionally collaborates with and seeks feedback from school colleagues and students; sometimes respects others' points of view and inconsistently utilizes feedback  
Inconsistently communicates positively & clearly with all members of the school community and uses Standard American English with many errors  
Listens to others somewhat attentively; occasionally reacts before thinking  
|                              | Regularly collaborates with and seeks feedback from school colleagues and students; respects others' points of view and uses feedback for growth  
Communicates positively & clearly with all members of the school community and uses Standard American English with few errors  
Listens openly and readily distinguishes between fact and opinion  
|                              | Seeks extended opportunities to collaborate with school colleagues; welcomes and respects feedback from all and promptly translates feedback into improved, observable actions  
Communicates positively & clearly with all members of the school community and uses Standard American English with few or no errors  
Communicates with empathy and readily distinguishes between fact and opinion  
| Date:                           |
| Confidentiality                 | Has breached confidentiality on multiple occasions  
|                              | Generally maintains confidentiality; needs occasional reminders  
|                              | Regularly maintains confidentiality and demonstrates professional ethics  
|                              | Clearly understands & consistently maintains confidentiality at all times; demonstrates a mature sense of professional ethics  
<p>| Date:                           |</p>
<table>
<thead>
<tr>
<th>Professional Appearance</th>
<th>Inappropriate, too casual, distracts from teaching process</th>
<th>Acceptable, usually dresses appropriately</th>
<th>Regularly neat, clean, maintains a professional demeanor</th>
<th>Always neat, clean, maintains a professional demeanor</th>
</tr>
</thead>
</table>
| Integrity/Honesty        | Regularly engages in behaviors that are inappropriate to the profession  
                          Cheats/Plagiarizes  
                          Demonstrates lack of fairness with students | Occasionally engages in appropriate behaviors for the teaching profession  
                          Occasionally fails to complete his/her own work, resulting from a lack of full understanding of plagiarism  
                          Sometimes exhibits lack of fairness with students | Regularly engages in appropriate behaviors that reflect positively on the teaching profession  
                          Regularly complete his/her own work in a professional manner  
                          Regularly exhibits fairness with students | Always engages in appropriate behaviors that reflect positively on the teaching profession  
                          Always completes his/her own work in a professional manner  
                          Always exhibits fairness with students |

Comments:

Commendations:

Recommendations:

Instructor/Field Supervisor  
University of Maine

Note: This rubric was designed using the new InTASC (Interstate Teaching and Assessment Support Consortium) Model Core Teaching Standards released in April 2011 by the Council of Chief State School Officers (CCSSO) and the ISTE Standards-T. The wording within the rubric was adapted from the Danielson Framework.
Narrative Evaluation Form

STUDENT INTERN EVALUATION
University of Maine

Student’s Name: Dale J. Candidate Dates of Experience: Fall/Spring Semester

School: Jefferson Street School City: Old Town Subject or Grade: Grade 5

Mentor Teacher: 1st M. Smith 2nd J. Doe UMaine Supervisor: M. Black

Based on the Maine Common Core Teaching Standards, please type or print a statement that describes the intern’s progress toward meeting these standards at a beginning teacher level. These may include their demonstrated ability and knowledge with academic content knowledge, instructional strategies and skills, teacher planning, interdisciplinary instruction, student development, technology, classroom management and personal and professional ethics and relationships. (Refer to Online Assessment Form). This evaluation will become a part of the student's permanent file and will be available to the student and future employers. We encourage you to discuss this with the students.

Student teaching evaluations should be placed directly after your personal recommendations in your credential packet. These evaluations are written by your mentor teachers and your UMaine supervisor, and they are used to evaluate your teaching skills in a professional environment.

The standard number of student evaluations in a credential packet is two to three: one written by your mentor teacher(s) at the end of your placement and one written by your UMaine supervisor at the conclusion of your student teaching experience. They should be arranged in ascending chronological order within your packet (most recent evaluations first), so that your prospective employer can observe your growth as a teacher. Your mentor teachers and your supervisor should provide you with copies of your evaluations. Copies can be obtained from:

Office of Field Experiences and Certification
University of Maine
5766 Shibles Hall
Orono, ME 04469-5766

______________________________
Signature

______________________________
Date

(Please Circle One) Pass / Fail

Please mail this original form to the Office of Field Experiences and Certification, 101 Shibles Hall, University of Maine, Orono, ME 04469-5766 or e-mail it to roxanne.lee@umit.maine.edu. Please provide a copy to the student. (207-581-2412)
Appendix C

Tk20 Unit Assessment System Access

Teacher Field Experience
User Guide

Tk20 Login website:
https://umaine.tk20.com

Tk20 help site: http://umaine.edu/edhd/tk20-information

Email: TK20.support@umit.maine.edu

Tk20 support desk: 207-581-2417
Appendix D

Professional Development Plans (PDP)

Continuum of Professional Development Plans

Teacher candidates begin the professional development process when they are students in EDB 204 The Teaching Process. In that course, students use their microteaching and any field experiences in schools to provide baseline information on several of the Maine Common Core Teaching Standards - see Appendix A). This information is used to develop a Preliminary Professional Development Plan that includes goals for professional growth, objectives, activities, and documentation for the implementation of their goal(s).

In EHD 400/CHF 304 teacher candidates observe their mentor teachers and other staff for the Maine Common Core Teaching Standards and complete a chart using their observation data to identify these standards. Then they write a reflective piece on what they have learned from this experience. Next the teacher candidates complete a self-assessment to evaluate their proficiency on each of the Maine Common Core Teaching Standards. Based upon this assessment, the teacher candidates identify three (3) goal areas for improvement to include in their Professional Development Plan (PDP) for student teaching.

In the first few weeks of student teaching, the teacher candidates will present to their mentor teacher the PDP that was developed at the end of EHD 400/CHF 304. The mentor teacher will help the teacher candidate determine if the goals and action strategies can be carried out in the assigned classroom or if they will need to adjust their plan. Given the mentor teacher’s advice and the assignments required in EHD 498/CHF 424, the PDP will be adjusted and finalized for the student teaching experience. Throughout student teaching, the teacher candidate will carry out the activities outlined within the PDP and collect evidence to document the completion of the goals. At the end of the student teaching experience, feedback from the mentor teacher and the UMaine supervisor, the Online Assessment, and the evidence collected on the student teaching PDP will be used to write a Final PDP that incorporates areas identified as needing improvement into at least three or four goals for the candidates’ future teaching careers.

The final PDP can be used by teacher candidates and their mentor teacher(s) as an initial planning tool for their Teacher Action Plans for recertification when they begin their teaching careers and as a tool to help them select their professional development experiences or their advanced programs as they continue in their professional teaching careers. (See next page – “Sample Goal and Plan for Future Teaching Experience.”)

Professional Development Plan (PDP) Description

What follows is a description of a teacher candidate’s PDP for EHD 400/CHF 304, which naturally flows into a final PDP for future teaching.

- Teacher candidate reviews the past three (3) goals for the internship established in EHD 400/CHF 304 and adjusts them as needed.
After the 6th week, the teacher candidate uses the Online Assessment data to identify the progress made so far during the internship and to determine any changes that need to be made in the goals and action plan.

After the 13th week, the teacher candidate uses the Online Assessment data to determine growth toward meeting the Maine Common Core Teaching Standards and to identify evidence of goal attainment.

Teacher candidates write three (3) somewhat general goals for future teaching supported by a reasonable plan.

Each Goal includes a Plan of Action, Support Needed, and Evidence. The teacher candidate should think about what s/he REALLY wants to do and how s/he will REALLY accomplish it during the first year of teaching.

**Sample Goal and Plan for the Internship Experience** - The EHD 400/CHF 304 teacher candidate rated himself as weak in the area of Assessment (Standard #6). He felt he needed to know more about the topic and how best to incorporate good assessments within his lessons/units. Therefore, he created a goal and action plan to help him gain that knowledge.

**Goal #1:** I will understand and incorporate effective assessment strategies/tools within my units/lessons.

**Plan:**
- Find and read articles/books and other resources about assessment.
- Talk to teachers about how they assess learning.
- Consciously include a variety of assessments (observations, conversations, products) in all the lessons planned and taught.
- Create several types of assessments and rubrics during internship.
- Attend district workshops and PLC meetings to glean information about what the district’s expectations are for assessments.

**Support Needed:**
- Suggestions for resources.
- Instruction received on assessment.
- Knowledge of upcoming/available workshops and PLC meetings.

**Evidence:** I will accomplish my goals during student teaching by:
- Making copies of articles and other materials I read, including thoughtful reflections of what I think will work for the students and for me and why I think that.
- Keeping notes from conversations with teachers on the topic of assessment.
- Making copies of my lesson plans that include effective assessments.
- Making copies of sample rubrics developed during student teaching.
- Writing a reflective statement that notes my growth in this area.

**Sample Goal and Plan for Future Teaching Experience** (Although Standards #1 and #2 which speak to learner development and to learning differences were rated as “Meets the Standard” on the Online Assessment, they are areas that this student felt s/he needed more knowledge especially as it relates to special education.)
**Goal #2:** I will become more aware of how to differentiate my instruction to help students in the regular classroom who are also receiving special education services.

**Plan:**
- I will take additional classes and/or attend conferences related to special education.
- I will consult with at least two (2) special education teachers.
- I will read outside literature relating to disabilities and services (e.g., autism, specific learning disabilities, ADHD, etc.) to help me understand how to better instruct children with these needs in my classroom.

**Support Needed:**
- Help and resources from a special education teacher.
- Recommended books or articles.
- Feedback from other classroom teachers and students.

**Evidence:** I will accomplish my goals during my first year of teaching by:
- Keeping notes from meetings with special education teachers and other classroom teachers of suggested strategies/methods of instruction that may help differentiate instruction for all learners.
- Attending Pupil Evaluation Team meetings to become better informed of children’s learning needs.
- Completing courses and/or attending conferences relating to the special education field.
- Writing a reflective statement that notes my growth in this area.
Appendix E

Professional Behaviors

Teacher Candidate Professionalism

College of Education and Human Development

Outlined in this document are the key values and dispositions, as well as expected behaviors, that the College of Education and Human Development has identified as necessary to ensure that students develop into responsible professionals.

Adopted by the Teacher Education Faculty (TEF) - May 2009
This document reflects the outcomes of the many conversations held throughout the 2007-2008 and 2008-2009 academic years by the Behaviors & Dispositions Committee and the Student Affairs Committee, both sub-committee of the Teacher Education Faculty. Committee members are listed below:

**Behaviors & Dispositions Committee**

James Artesani  
Associate Professor of Special Education  
Andrea Hauck  
Coordinator of Academic Advising and Support Services  
Edward Jadallah  
Associate Professor of Education  
Pamela Kimball  
Field Experiences and Certification Program Director  
Dennis King  
Assistant Professor of Education  
Jan Kristo  
Professor of Education, Language Arts and Reading  
Interim Associate Dean for Instruction  
Jane Wellman-Little  
Instructor for Reading/Literacy

**Student Affairs Committee**

Nellie Cyr  
Associate Professor of Kinesiology and Physical Education  
Andrea Hauck  
Coordinator of Academic Advising and Support Services  
Pamela Kimball  
Field Experiences and Certification Program Director  
Mary Ellin Logue  
Assistant Professor of Early Childhood Education  
OJ Logue  
Associate Dean for Academic Services  
Eric Pandiscio  
Associate Professor of Education
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Statement on Candidate Professionalism
University of Maine
College of Education and Human Development

Preparing to work in schools as teachers includes acquiring knowledge, skills and dispositions that will help all students learn. The purpose of this statement is to inform teacher candidates of the importance of professional dispositions in becoming a teacher and the procedure that is used at the University of Maine to support the development of dispositions that will help all students learn both in the University classroom as well as in the Pre-K–12 classrooms of our community schools.

Professional dispositions are values, commitments, and professional ethics that influence behavior toward students, families, colleagues, and communities. Thus, we believe that a major component of professional teacher education (both in University of Maine classrooms and in the Pre-K–12 schools) includes the development of values such as commitment, responsible behavior, professional communication/collaboration, confidentiality, professional appearance, and integrity/honesty. (Adapted from Kent State University College of Education, Health & Human Services work on dispositions, 2006)

Since many of you are at the beginning of your teacher preparation programs, you may feel that preparing for a job is well into the future. Actually, the time to begin developing a professional reputation is now. Just as teachers in the field demonstrate professional behaviors, students in the COEHD are expected to as well. Your professors at the University of Maine value conscientiousness and commitment to the teaching profession. To this end, the COEHD has outlined on pages 3 and 4 the behaviors they believe will provide a full and rich experience, and ultimately lead to a recommendation for teaching certification in Maine.

Kauchak and Eggen (2008, p. 44) suggest the following ideas to help you develop a professional reputation early on:

• Attend all classes, and be on time. If you must miss, see your professor in advance or explain afterward.
• Turn in required assignments on time, and follow the established guidelines or criteria.
• Study conscientiously, and try to learn as much as possible in all your classes.
• Participate in class. Offer comments and ask questions. You will enjoy your classes more and also learn more from them.
• Extend your classroom behavior to your life. Take every opportunity to learn something new. For example, travel, especially to other countries, provides opportunities to learn about other cultures and the ways they approach education. Trips like these also make valuable entries on your resume.
• Read and try to be well informed. Learn for its own sake.
• Set yourself the goal to be the best student you can.
Kauchak and Eggen believe, as do we, if you sincerely attempt to learn and grow throughout your college experience, your professional reputation will take care of itself. But you must begin now!

Should you “stumble” along the way and have difficulty meeting these expectations, **the college is committed to assisting you as you work to “get back on track”**. The process for expressing concerns and then assisting you with these concerns is as follows:

1. Instructor, supervisor, and/or advisor expresses concerns (completes Student Support Form – see page 5) and submits it to the Assistant Dean for Academic Services.
2. Assistant Dean for Academic Services reviews concerns and determines the appropriate level of support needed – Level I: Moderate Concern or Level II: High Concern. The procedures and outcomes for these levels are described in the flowchart on page 9.

**Acknowledgment**

I have read and understand the Statement on Teacher Candidate Professionalism developed and adopted by the College of Education and Human Development of the University of Maine. I understand that these professional standards will be used to assess my performance during coursework and in related field experiences. I further understand that any failure to demonstrate the behaviors and dispositions as outlined in the Statement on Teacher Candidate Professionalism will result in a formal review of my progress toward my degree or removal from my program of study. (Adapted from Kent State University College of Education, Health & Human Services work on dispositions, 2006).

__________________________________________
Student’s name (printed)

__________________________________________
Student’s signature                        Date
## EXPECTED BEHAVIORS IN THE UNIVERSITY OF MAINE CLASSROOM

### Commitment
- To children and adolescents, developmentally responsive teaching, evidence-based instructional methods, social equity, and challenging curriculum
- Displays enthusiasm for learning and teaching
- Demonstrates ongoing commitment to working with students from diverse backgrounds, ethnicities, and cultures

### Responsible Behavior
- Regular class attendance
- Punctuality for classes
- Assignments completed on time
- Use of technology during class for topic-related purposes only
- Turns off cell phones during class
- Uses appropriate language (not profanity or inappropriate gestures)
- Identifies and initiates efforts to facilitate own learning
- Responds to novel problems and situations in creative and responsible ways

### Professional Communication/Collaboration
- Cooperates with peers
- Receptive to feedback
- Articulates perspectives clearly
- Differentiates between factual information and personal opinion
- Seeks input from peers and instructors
- Listens to the perspectives of others
- Responds to others (including those with differing perspectives) in a manner that is nonthreatening and promotes dialogue.
- Communicates in a positive manner that promotes collaboration with peers as well as instructor
- Uses Standard English in all communication (oral or written)
- Writes legibly and spells correctly

### Confidentiality
- Is discrete in sharing personal information with or about students, parents, and colleagues
- Adheres to professional standards and legal statutes pertaining to confidentiality

### Professional Appearance
- Maintains appropriate dress consistent with a professional educational environment.
- Maintains acceptable hygiene that does not distract from the educational experience of peers and/or social interactions with peers.

### Integrity/Honesty (The College of Education and Human Development adheres to the University of Maine’s Policy on Academic Honesty and Dishonesty.)
- Engages in behaviors and actions that reflect positively on the teaching profession.
- Seeks constructive resolutions to problems.
- Completes his or her own work (does not cheat, plagiarize, lie, etc.)
- Shows respect for self and others
## Expected Behaviors in the PK–12 School Classroom

### Commitment
- To children and adolescents, developmentally responsive teaching, evidence-based instructional methods, social equity, and challenging curriculum
- Displays enthusiasm and optimism for teaching and learning
- Demonstrates ongoing commitment to working with students from diverse backgrounds, ethnicities, and cultures

### Responsible Behavior
- Regular school and class attendance
- Punctuality for work in the schools and for classes
- Assignments and lesson preparation completed on time
- Integrates technology appropriate to student learning
- Turns off cell phones during school and class
- Uses appropriate language (not profanity or inappropriate gestures)
- Identifies and initiates efforts to facilitate student learning
- Responds to novel problems and situations in creative and responsible ways

### Professional Communication/Collaboration
- Collaborates with peers and school colleagues
- Receptive to feedback
- Articulates perspectives clearly
- Differentiates between factual information and personal opinion
- Seeks constructive input from peers and instructors
- Listens to the perspectives of others including their students
- Responds to others (including those with differing perspectives) in a manner that is non-threatening and promotes dialogue.
- Communicates in a positive manner that promotes collaboration with other educators, students, parents, and peers
- Uses Standard English in all communication (oral or written)
- Writes legibly and spells correctly

### Confidentiality
- Is discrete in sharing personal information with or about students, parents, and colleagues
- Adheres to professional standards and legal statutes pertaining to confidentiality

### Professional Appearance
- Maintains professional dress consistent with the educational environment
- Maintains acceptable hygiene that does not distract from the educational experience of and/or social interactions with peers, other educators, and students

### Integrity/Honesty (The College of Education and Human Development adheres to the University of Maine’s Policy on Academic Honesty and Dishonesty.)
- Engages in behaviors and actions that reflect positively on the teaching profession
- Seeks constructive resolutions to problems
- Completes his or her own work (does not cheat, plagiarize, lie, etc.)
- Exhibits fairness with one’s students
- Shows respect for self and others
REQUEST FOR SUPPORT FORM

Student’s Name________________________________ Date_____________________
MaineStreet ID#_____________________________
Instructor’s Name_____________________________ Course_____________________
Advisor’s Name______________________________

Columns checked should be documented.

<table>
<thead>
<tr>
<th>PROFESSIONALISM</th>
<th>*MODERATE CONCERN</th>
<th>**HIGH CONCERN</th>
<th>COMMENTS/DOCUMENTATION</th>
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<tbody>
<tr>
<td>Commitment</td>
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<tr>
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<tr>
<td>Action Taken</td>
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<th>**HIGH CONCERN</th>
<th>COMMENTS/DOCUMENTATION</th>
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<td></td>
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<td>Written Communication Skills</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Action Taken:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Moderate Concern* – The student’s behaviors and attitudes make me wonder about future performance. These areas should be more closely monitored in both the university and PK-12 classroom.

**High Concern** – The student’s behaviors and attitudes cause me to question whether this student should be a teacher. The student does not pass the test of “would I want this person to teach my own children?”

(Adapted from Emporia State University, Early Childhood/Elementary Teacher Education, 2008)
REQUEST FOR SUPPORT FORM

Additional Comments:

*Moderate Concern* – The student’s behaviors and attitudes make me wonder about future performance. These areas should be more closely monitored in both the university and PK-12 classroom.

**High Concern** – The student’s behaviors and attitudes cause me to question whether this student should be a teacher. The student does not pass the test of “would I want this person to teach my own children?”

Please return to: Assistant Dean for Academic Services

(Adapted from Emporia State University, Early Childhood/Elementary Teacher Education, 2008)
PROFESSIONAL GROWTH PLAN (PGP)

Name_____________________________ Date________________________

Goals:

Plan of Action: (Brief description of activities and timelines for achieving your goals.)

Evidence of Successful Achievement of Goals: (How will the Support Committee know you have successfully achieved your goals?)

Additional comments:

Date of next meeting (if needed) ______________

Date of expected completion ______________

____________________________________________ Date__________
Student signature

____________________________________________ Date__________
Assistant Dean for Academic Services signature

____________________________________________ Date__________
Instructor signature

____________________________________________ Date__________
Advisor signature

(Adapted from Kent State University, College of Education, Health & Human Services, 2006)
FOLLOW-UP TO PGP
(Completed by the Assistant Dean for Academic Services)

It is the teacher candidate’s responsibility to provide the evidence certifying that the PGP goals have been successfully met within the time frame outlined in the PGP so that the teacher candidate can proceed through the program (advanced study, student teaching, graduation).

___The candidate has successfully completed the PGP.
  Comments:

___The candidate has not successfully completed the PGP.
  ____Candidate placed on probationary status within the College of Education and Human Development. Candidate cannot progress to next level of courses in his/her major, but will have one semester to successfully complete the PGP.
  ____Candidate is recommended for a change of program.
  ____Other: (please specify)

Assistant Dean for Academic Services:
  Name (Please print)______________________________________________
  Phone:___________________ e-mail:_______________________
  Signature:________________________ Date____________

Candidate:
  Name (Please print)___________________________________________
  Signature:________________________ Date____________

Candidate’s response: (optional)
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

(Adapted from Kent State University, College of Education, Health & Human Services, 2006)
Teacher Candidate Professionalism

Students will read the Statement of Candidate Professionalism and indicate they understand it by signing & returning form to EDH 101 instructor, to Advising Center, or to the Assistant Dean for Academic Services (ADAS).

Student Support system process

Request for support is placed by instructor, supervisor or advisor and submitted to the Assistant Dean for Academic Services (ADAS).

The instructor, supervisor or advisor notifies the student that a Request for Support has been submitted to the ADAS.

The ADAS determines the appropriate level of intervention and e-mails the student re: the need for a Support Comm. meeting w/the student (copies to instructor, supervisor, advisor)

Level I: Moderate Concern

Student, ADAS & the instructor meet and complete Professional Growth Plan (PGP) with timelines included. All participants will receive copies.

During the semester, the PGP is monitored by the instructor & student according to the timeline specified in the PGP.

At the end of the semester, the PGP is reviewed by the ADAS and the instructor with input from the student. Status of PGP is determined.

If PGP is successfully completed & no new requests for support are placed. Student receives letter from the ADAS re: removal from support status.

If PGP is not successfully completed and/or a new request for support has been placed.

ADAS initiates a Level II (High Concern) Support Comm. meeting with the student.

Level II: High Concern

Student, ADAS, instructor & advisor meet and complete Professional Growth Plan (PCP) with timelines included. All participants will receive copies.

During the semester, the PGP is carefully monitored by instructor & advisor on a regular basis as determined in the PGP. Student is connected with any necessary supports, i.e., Writing Center, Math Lab, etc.

During scheduled follow-up review meetings, progress toward goals is discussed. Student shares his/her efforts. Continued guidance is given. Instructor/Advisor reports progress to ADAS.

At the end of the semester, the PGP is reviewed by ADAS, instructor & advisor with input from student. Status of PGP is determined.

If PGP is successfully completed and no new requests for support are placed. Student receives letter from ADAS re: removal from support status.

If PGP is not successfully completed as determined by the ADAS and/or a new request for support has been placed. ADAS recommends:

1. Student placed on probationary status within COEHD. Student cannot progress to next level of courses within major. Has one semester to successfully complete PGP.

2. Student is recommended for a Change of Program.

3. Other (as specified by ADAS).
Addendum
Dispositions, Ethics and Professional Behaviors
Rationale Statement
Written by James Artesani
Associate Professor of Special Education

In a presentation at the 2008 Annual Meeting of the American Association of Colleges for Teacher Education (AACTE), Benninga, Diez, Dottin, Feiman-Nemser, Murrell, & Sockett (2008) suggested that dispositions form the “ethical and moral core” of teaching. Concern for the dispositions of teachers, however, is not a new concept. Katz and Raths (1985), endorsed dispositions as critical goals in education. Even earlier, Bloom and Krathwohl (1956), described dispositions or affect as a different, but not necessarily separate construct from knowledge and skills. Krathwohl, Bloom, & Masia (1964) furthered our understanding of dispositions by creating a taxonomy of educational objectives that focused on the affective domain. More recently, the growing concern for addressing dispositions in teacher preparation is illustrated in the increased amount of attention that this topic has received in the professional literature (Berko, Liston, & Whitcomb, 2007; Burant, Chubbuck, & Whipp, 2007; Damon, 2007; Diez, 2006; Osguthorpe, 2008; Sockett, 2006). Wilkerson and Lang (2007), however, warn that although teacher educators go to great lengths to measure the knowledge and skills acquired by candidates, such assessment often ignores or assumes the presence of values, beliefs, and attitudes, or “dispositions” associated with being a good teacher. These authors addressed their concerns around assessment through the creation of a standards-based model for obtaining valid measures of dispositions.

A number of professional organizations have attempted to better define dispositions and their role in education. In 1992, the Interstate New Teacher Assessment and Support Consortium (INTASC) created ten principles, each containing indicators that address dispositions (Council of Chief State Officers [CCSSO], 1992). Wilkerson and Lang (2007) provide examples of INTASC indicators for dispositions. Two examples of such indicators are as follows: “The teacher is sensitive to community and cultural norms.” and “The teacher values critical thinking and self-directed learning as habits of mind.” In 1996 AACTE empanelled the Teacher Education as a Moral Community (TEAMC), a task force designed to examine and make recommendations regarding the moral and ethical foundations of teaching. This committee continues to promote dialogue and action pursuant to the role of dispositions in the work of teachers and teacher educators. In recent years, the National Council for the Accreditation of Teacher Education (NCATE) has incorporated dispositions into its certification requirements. NCATE refers to dispositions as the “…values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth.” To clarify their notion of dispositions, NCATE uses examples such as “…the belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.”
In addition to dispositions, virtually all professions, including education, subscribe to a code of ethics, which guides their practice. In the field of education, a number of professional organizations and associations have created codes to guide and inspire values, attitudes and behaviors that promote effective and responsible practice. The 2003 Code of Ethics for the Association of American Educators describes ethical conduct toward students, practices and performance, professional colleagues, and parents and community. The National Educational Association (1975) concentrates on two broad principles, “Commitment to the Student” and “Commitment to the Profession” as the foundation of its Code of Ethics. At the local level, the Maine Educational Association Code of Ethics refers to “student learning and well-being, as well as “personal and professional standards that enhance the image of the profession.”

Professional dispositions are certainly a concern in our nation’s schools. The responsibility for educating our youth has become increasingly complex and challenging, given the rapid changes in our society and the increasingly diverse student population found in most of America’s schools (Powell, McLaughlin, Savage, & Zehm, 2001). Such diversity includes, but is not limited to the areas of racial, ethnic, socio-economic status, sexual orientation and gender identification, and disability. In recent years, there has been a growing awareness and acceptance that along with meeting the academic needs of our students, schools must also play a larger role in supporting the social/emotional growth and well-being of students. In addition to the growing diversity within schools, the complex nature of “schooling” is exacerbated by the increasing numbers of students who come to school unprepared for the rising academic and social demands they encounter (Capaldi, DeGarmo, Patterson, & Forgatch, 2003; Elliott, Hamburg, & Williams, 1998; McEvoy & Welker, 2000; McWhirter, McWhirter, McWhirter & McWhirter, 2004; Rose & Gallup, 1998, 2006). In response to these and other challenges, schools are assuming a growing responsibility to provide safe and supportive school climates (Capuzzi, & Gross, 2004; Crone, Horner, & Hawken, 2004; Lane, Gresham, & O'Shaughnessy, 2002; Sprague & Walker, 2005; Walker, Ramsey, & Gresham, 2004), promote commonly held values (Curwin & Mendler, 2008; Edwards, 2008; Jones & Jones, 2007), and actively teach and reinforce effective social behaviors (Colvin, 2007; Oswald, Safran, Johanson, 2005; Walker, Shea, & Baurer 2006; Horner & Sugai, 2000, 2007). Clearly, there is a growing public and professional expectation that not only will “no child be left behind”, but that schools will respond to the needs of the “whole child”, which in turn requires teachers to link academic achievement to social/emotional development. As Walker and colleagues (2004) point out, schools are expected to lead students to high levels of academic achievement, but also guide their development in areas such as responsibility, conscientiousness, self-regulation, caring, and empathy. Arguably, teacher preparation programs should promote the development of candidate dispositions consistent with the ethical and moral codes of their profession, but also with an eye toward preparing candidates that can effectively support the social and emotional growth of their own students and contribute to the development and maintenance of safe and supportive schools.
Reference List
Dispositions, Ethics and Professional Behaviors


Maine Education Association (MEA)
Professional Educators of Maine
Code of Ethics

Educators in Maine recognize that education is a public endeavor and that each Maine resident has a responsibility for the schooling of our citizens. We as professional educators accept the primary responsibility of providing educational opportunities for all learners.

Maine educators strive to sustain the highest degree of ethical conduct. Freedom to learn and freedom to teach are essential to education in our democracy. Educators in Maine balance these freedoms with adherence to this ethical code.

The Professional Educator in Maine makes student learning and well-being the foundation of all decisions and actions by:

- **Providing** learning opportunities that promote student development and civic involvement;
- **Treating** all students fairly and equitably with dignity and respect;
- **Acting** on the beliefs that all students can learn and that students learn in different ways;
- **Challenging** all students to realize their potential and to become lifelong learners;
- **Working** to protect all students when their learning or well-being is threatened; and
- **Respecting** student privacy and confidentiality.

Furthermore, the Professional Educator in Maine maintains personal and professional standards that enhance the image of the profession by:

- **Collaborating** with colleagues and other professionals to increase knowledge and skills;
- **Building** working relationships with parents and community;
- **Exemplifying** professionalism by respecting the privacy and dignity of others;
- **Fulfilling** professional responsibilities with honesty, integrity and reflection to inspire excellence in the teaching and learning community;
- **Modeling** values and attitudes that inspire all to higher levels of achievement;
- **Honoring** the boundaries between personal and professional beliefs and responsibilities; and
- **Advocating** for the continued improvement of public education.

*Adopted by the 2005 MEA RA*
Appendix F

PK-12 Standards
Standards Implementation Timeline for the Maine Learning Results (MLR and PEI), Common Core State Standards (CCSS), Science and Social Studies Frameworks)

MLR and CCSS
2011-2014
• Maine Learning Results (PEIs) are in effect in the 8 Content Standard areas
• Educators become familiar and begin implementation of the CCSS in English Language Arts Mathematics, and in Science and Social Studies Literacy
• Educators incorporate all CCSS into classroom instruction

2014-15
New assessment system (Smarter Balanced) based upon the CCSS begins

Science Standards
• National Science Standards framework developed by NRC (2010)
• Achieve selected Maine and 14 other states to participate in the finalization of standards now called Next Generation Science Standards (2011-12)
• Maine waiting for state approval

Social Studies
• In October 2010 a coalition of fifteen states and fifteen professional organizations began exploring the development of Common State Standards in Social Studies.
• In February 2011 a coalition of 18 states and 15 professional organizations began working on a conceptual framework and criteria for the standards.

References to Access PK-12 Standards

The national Common Core State Standards (CCSS) website is:
http://www.corestandards.org/resources

The main website for information about the Maine Learning Results and the CCSS in Maine is:
http://www.maine.gov/education/lres/commoncore/index.html

For information about the National Science framework go to:
http://www7.nationalacademies.org/bose/Framework_FAQ.html
http://www.nextgenscience.org/

For information about the Common State Standards in Social Studies go to:
http://www.socialstudies.org/commonstandards
Appendix G

Lesson Design Guide

Backward Design: Unit and Lesson Planning

Stage 1: Identifying Desired Results
- Classroom composition – learning needs and styles, accommodations, interests, how many, prior experiences
- Maine Learning Results
- Local curriculum
- Essential questions or objectives
- Key skills (what do you want them to be able to do)
- Knowledge (what do you want them to know)

Stage 2: Assessment (Determine Acceptable Evidence)
- How will I know they have learned the answers or met the objectives
- What type of assessment (formal or informal) a unit needs – 2 or 3 types of rubrics, checklists, journals, portfolios, tests, performances, products
- Guidelines for administration
  - Make conditions fair for all
  - Work in pairs, at home, in school
  - Accommodations for special needs

Stage 3: Instructional Components
- Learning experiences, activities, skills to answer questions and meet objectives
- What skills will students need to achieve desired results
- Make activities meaningful
- Materials and resources needed
- Use of technology
- Sequence of activities and experiences
- Give plenty of practice (guided and independent)
- Encourage student self-assessment

Stage 4: Reflections
- How could the lesson have been more effective?
- Do I need to review?
- What needs to be retaught?
- What modifications need to be made?
Lesson Plan Template: Backward Planning

Unit Title:
Lesson Title:
Content:
Grade/Level:
Date of Lesson:
Length of lesson:

<table>
<thead>
<tr>
<th>Alignment to Objectives</th>
<th>CCSS for ELA/Math (or MLR and/or Next Gen Science for other content areas)</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>

Essential Question(s)

Objectives and Assessments

<table>
<thead>
<tr>
<th>Objective Number</th>
<th>Objective(s) (Number each objective.)</th>
<th>Assessment(s) for Each Objective (In parentheses, mark each I for informal or F for formal.)</th>
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</tbody>
</table>

Necessary Prior Knowledge/Skills (Describe where/when/how each has been learned.):

<table>
<thead>
<tr>
<th>Alignment to Objectives</th>
<th>Instructional Components</th>
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<tbody>
<tr>
<td></td>
<td>What Teacher Does</td>
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Links to Technology:

Materials and Supplies:

Accommodations/Adaptations/Differentiation:

Maine Common Core Teaching Standards (MCCTS) (Check those that are part of this lesson.): Check only those that are part of the lesson plan, not those that are part of lesson implementation.

<table>
<thead>
<tr>
<th>The Learner and Learning</th>
<th>Instructional Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1 Learner Development</td>
<td>S6 Assessment</td>
</tr>
<tr>
<td>S2 Learning Differences</td>
<td>S7 Planning for Instruction</td>
</tr>
<tr>
<td>S3 Learning Environments</td>
<td>S8 Instructional Strategies</td>
</tr>
<tr>
<td>Content</td>
<td>Professional Responsibility</td>
</tr>
<tr>
<td>S4 Content Knowledge</td>
<td>S9 Professional Learning and Ethical Practice</td>
</tr>
<tr>
<td>S5 Application of Content</td>
<td>S10 Leadership and Collaboration</td>
</tr>
<tr>
<td>Technology</td>
<td>S11 ISTE Standards.T</td>
</tr>
</tbody>
</table>

Reflection about teaching of lesson: (What went well? What would you change and why? What evidence do you have that students learned?)
Appendix H

Beyond Student Teaching

Career and Certification Information

Certification Procedures

Candidates must apply to the State Department of Education in Augusta for certification to teach in Maine. Applications for State Certification are distributed at one of the Professional Development Modules. Additional copies may be obtained in 101 Shibles Hall or at the Maine Department of Education website.

Candidates are responsible for mailing this completed form, an official transcript with your awarded degree on it, the copy of Praxis I and Praxis II results (which should have been sent directly to the State Department of Education, and to the College of Education and Human Development, UMaine), and a certified check or money order made payable to Treasurer State of Maine for $100. Candidates may also elect to use M/C or VISA. All of these should be mailed together to the Division of Certification, State House Station #23, Augusta, ME 04333-0023. Candidates interested in Certification in other states should seek information at the Career Center or from the Field Experiences and Certification Program Director.

The Career Center

The Career Center offers a variety of services to students including:
- Teaching position notices for all fifty states
- Directories and resources listing superintendents for every public school system in this country and information on private, church-related, and other settings
- Workshops on resumes, interviewing, and employment alternatives
- International teaching opportunities
- Sample credential files

Candidates are responsible for establishing and maintaining a credential file as part of their portfolios. For maximum value, candidates should familiarize themselves with the services of the Career Center early in the program. The next several pages have been provided by the Career Center to assist you in your search for teaching positions.
Job Search Strategies for Teachers

This packet of guidelines and information is provided by the University of Maine Career Center for persons seeking teaching jobs. Its purpose is to aid education candidates in all facets of the job search process, including developing a resume and cover letter(s), assembling a credential file, obtaining and writing letters of recommendation, and applying for teaching positions. It is also designed to make students aware of various Career Center resources, and to emphasize the ways in which the Career Center can assist those seeking employment in the field of education.

Table of Contents

Assembling a Credential File
Sample Credential Cover Sheet
Sample Education Resume
Letters of Recommendation
Sample Letter of Recommendation
Transcripts
Applying for Teaching Jobs
Career Center Resources
Content for Cover Letters
Sample Cover Letter – Letter of Inquiry
Sample Cover Letter – Letter of Application
Education Websites

To schedule an individual appointment with a counselor, call 207.581.1359
Assembling a Credential File

A credential file is a packet of information that education candidates send to schools when applying for teaching positions. Credentials offer school systems valuable information about potential teachers and are an essential part of the application process for students seeking teaching jobs. A credential file should include the following pieces of information, in the following order:

1. An individualized cover sheet

2. An up-to-date resume

3. Copies of three recommendations (Written by professors or employers who are familiar with the talents and abilities of the candidate)

4. Copies of student teaching evaluations, arranged in reverse chronological order (Obtained from cooperating teachers or from the College of Education & Human Development)

5. Copies of undergraduate (and graduate, if applicable) transcripts

6. A copy of the candidate’s PRAXIS I scores (optional)

7. A copy of any current teaching certificates (if available; this is not necessary for recent graduates in the process of obtaining certification)

Turn the page for an example and tips for a completed credential file, containing a sample cover sheet, resume, student teaching evaluation, letter of recommendation, and transcript(s). The Career Center is happy to answer any questions you may have about the process of putting together your credentials file, including resume critiques. For further information, contact the Career Center, 5748 Memorial Union, Orono, ME 04469-5713. Telephone: 207-581-1359. FAX: 207-581-3003. Web: http://www.umaine.edu/career.
SAMPLE CREDENTIAL COVER SHEET

Dale J. Candidate
12 Maine Street
Orono, ME 04473
Telephone: 207 / 866-5555
candidated@umit.maine.edu

Credentials For: Dale J. Candidate

For the Position of: Elementary Education Teacher

Date: April XX, 2XXX

For the Attention Of:
Dr. Gloria Smith, Superintendent of Schools
S.A.D. #123
234 West Street
Portland, ME 04101
Dale J. Candidate
12 Maine Street * Orono, Maine * 04473
Phone: (207) 866-5555 * e-mail: candidated@umit.maine.edu

Objective
To obtain a position as an Elementary School teacher where I can provide children with a safe and nurturing environment to grow, learn and excel.

Education
**B.S. in Elementary Education**
University of Maine, Orono, ME
GPA: 3.25 GPA in major: 3.5

Teaching Experience
**Student Teaching, 15 Week Internship**
Jefferson Street School, Old Town, Maine, Grade 3, Spring 20XX
- Planned and implemented a thematic unit on *Mexico: Language and Culture* for senior seminar project
- Attended and participated in Parent/Teacher conferences, grade level meetings and school staff meetings. Also covered recess and bus duties

*Pendleton Street School*, Brewer, Maine, Grade 2, Spring 20XX
- Integrated a unit on *Weather* into all parts of the curriculum
- Assessed and encouraged children as they developed reading strategies
- Attended parent meetings and Garden Club meetings

Field Experience (100 hours)
*Pendleton Street School*, Brewer, Maine, Grade 1, Spring 20XX
- Taught science lesson on the heart. Taught lessons from the Seven Continents Thematic Unit. Completed one full week of job shadowing.

Self-Initiated Field Experiences
*Herbert Gray School*, Old Town, Maine, Looping Grades 1 & 2, Spring 20XX
*Asa Adams Elementary*, Orono, Maine, Multi-age Grades 1 & 2, Spring 20XX

Areas of Interest
• Maine’s Learning Results  
• Internet in the classroom  
• Bilingual Education  
• Integrated curriculum

Related Experience
**Old Town Daisy Girl Scout Troop Leader**, worked with children ages five and six, 20XX-20XX
*CISV (Children’s International Summer Villages) Staff Member*, organized and facilitated activities for a group of forty-eight eleven year old children, Summer 20XX
*Camp Winnebago Counselor/Life Guard*, Planned program activities. Organized summer camp and school vacation activities. Supervised water play and enforced water safety rules, Summer 20XX

Professional Development
**Everyday Mathematics training**, Teacher In-service Day, February 20XX
**Classroom Management, Professional Development Day**, March 20XX
**Rubrics and Assessment, Teacher In-service Day**, January 20XX
Letters of Recommendation

Letters of recommendation are an essential part of your credential file. School systems use letters of recommendation as one way of evaluating your potential as an educator. It is your responsibility to secure these references from individuals who know you well and can comment on your talents and abilities in a knowledgeable and professional manner, e.g., former professors and university staff, employers, and/or internship supervisors. The reference writer should comment on aspects of your personality they know well, and that are most relevant to teaching, i.e., your responsibility, creativity, initiative, and personal integrity.

Letters of recommendation should always be written on letterhead stationary which represents the college or organization where the reference writer is employed. They should always be dated, and no more than five years old. Make sure that your name and the name and title of the person writing the reference is clearly visible. The letter should also indicate the college or organization where the reference writer can be contacted for further information.

Ask individuals for permission before you list them as references. If possible, ask the writers in person so that they can ask questions and gather information (e.g., concerning your professional goals).

Allow the writers ample time to complete the recommendation, and provide them with a self-addressed stamped envelope for his or her convenience in returning the letter to you. Send a written thank you note immediately upon receiving your letter, and make photocopies for use in your credential packet. Keep the originals of your references in a safe place so they are readily accessible.

For further information about the process of obtaining and writing letters of recommendation, contact the Career Center, 5748 Memorial Union, Orono, ME. Phone: (207) 581-1359. Fax: (207) 581-3003. Web: http://www.umaine.edu/career.

For a sample letter of reference, see the reverse of this form.
Sample Letter of Recommendation

April 2, 20XX

Dear Superintendent:

This letter of recommendation is written in support of Dale J. Candidate for employment as an educator within your school system.

I have known Dale for two years, serving as an academic advisor and instructor in a number of education classes, including "The American School," and "Educational Psychology." During this time, I have been able to observe Dale in a variety of educational settings, including situations where Dale was the instructor as well as the learner.

As a student, Dale is efficient, inquisitive, and respectful. I always looked forward to class discussions when Dale was my pupil; Dale invariably contributed insightful and thought-provoking comments to each session. Dale is an excellent listener, viewing the comments of fellow students as additional resources leading to a deeper understanding of educational issues, both inside and outside the classroom. Dale is also an excellent organizer, maintaining a comprehensive class notebook, which included not only notes from class lectures and discussions, but also Dale's individual notes gleaned from additional reading of the texts. This organization was an exceptional resource at exam time. Dale performed very well in every class ever taken from me. Indeed, Dale is the only pupil to earn an "A+" grade in my Educational Psychology class in the past five years.

As an educator, Dale is enthusiastic, compassionate, and creative. I observed Dale teach a unit on "Brazilian Rain Forests" during student teaching. Dale not only created and facilitated the implementation of this unit, but completed all the subsequent evaluation. When planning the unit, Dale made sure to take the varying abilities and learning styles of the students into account, planning activities that provided both visual and tactile stimulation. Dale also provided individualized lesson plans for two special needs students placed in the classroom. The students responded to Dale's careful planning and enthusiasm with eagerness and academic excellence, which was reflected in a classroom environment of enjoyment and productivity.

Dale J. Candidate is an outstanding candidate for the teaching profession. I can confidently recommend Dale without the slightest hesitation. Dale will be a wonderful resource for any school system.

Please do not hesitate to contact me with additional questions.

Sincerely,

Mary M. Instructor
Assistant Professor of Education
200 Shibles Hall
Orono, ME 04473
(206) 581-4444
mary.instructor@umit.maine.edu
Transcripts

Transcripts should be placed after your student teaching evaluations in your credential file. Make sure that your file always contains the most up-to-date transcript available. Once you have graduated, and have received your official transcript showing your awarded degree, always use this transcript in your packet. As with recommendations and student teaching evaluations, originals of your transcripts should be kept in a safe, readily accessible location. Always use clear photocopies when mailing transcripts as part of your credential file.

Official academic transcripts are available from The Office of Student Records, Wingate Hall, University of Maine, Orono, Maine 04469.
Phone: (207) 581-1290
Fax: (207) 561-3453
E-Mail: umrecord@maine.edu

To obtain an immediate, unofficial copy of your transcript, go to your MaineStreet account and follow the directions.
Applying for Teaching Jobs

When applying for teaching jobs, certain procedures should be followed.

Advertised Jobs:

Step 1: Call or e-mail the school system for an application, if you do not already have one. You may also check the system's website. If you are using job boards such as ServingSchools.com or SchoolSpring.com, be sure to carefully read their directions for what materials are needed and prepare your documents accordingly.

Step 2: Send a cover letter (letter of application), resume, and completed application to the address indicated in the advertisement. Check the ad to determine if the system would like to receive your application electronically or by regular mail.

Step 3: If requested in the advertisement, include your credentials file as an enclosure along with your cover letter and application.

Unadvertised Jobs:

Step 1: Send a cover letter (letter of inquiry) and your resume to school systems where you would like to work. Request an application, and mention in your letter that you have a credentials file that you can forward at their request.

Step 2: Make follow-up phone calls approximately two weeks after sending your letters. If a vacancy exists, then follow the required application procedures.

Career Center Resources

The Career subscribes to a variety of publications that include opportunities for students seeking jobs in the field of education, as well as additional resources specifically designed for the career needs of educators. Print resources are located in the Career Library and are available for student use during Career Center hours. These resources include the following:

- 101 Career Alternatives for Teachers
- Careers in Education
- Education and Related Services
- Inside Secrets of Finding a Teaching Job
- "So what are you going to do with that?": Finding Careers Outside Academia
- What can you do with a major in education?

The Career Center also has access to educational job listings and career information from around the world through electronic subscriptions. These resources can be accessed through the Career Center's website: www.umaine.edu/career.
Content For Cover Letters: Education

425 College Ave.
Orono, ME  04473
February 12, 20XX

Dr. Gloria Smith
Superintendent of Schools
S.A.D. #22
234 West St.
Hampden, ME  04401

Dear Dr. Smith:

Opening Paragraph: State why you are writing, name the position or type of work for which you are applying, and mention how you heard of the opening.

Middle Paragraphs: Explain why you are interested in working for this employer and specify your reasons for desiring this type of work. If you have had experience, be sure to point out your particular achievements or other qualifications in this field or type of work.

Middle Paragraphs: Refer the reader to the attached resume, which gives additional information on your qualifications.

Closing Paragraph: Use an appropriate closing to pave the way for the interview by asking for an appointment, by giving your phone number, or by offering some similar suggestion to facilitate an immediate and favorable reply.

Sincerely,

Dale J. Candidate

Enclosure
Dr. Gloria Smith  
Superintendent of Schools  
S.A.D. #22  
234 West St.  
Hampden, ME 04401  

Dear Dr. Smith:  

I am writing to inquire if there will be fall teaching openings in the Hampden Public Schools for which I might be considered. I will receive my B.S. degree in Elementary Education (K-8) from the University of Maine in May 20XX.  

As you will note from the enclosed resume, I have had experience with children, ages 5-12, as a Parks and Recreation Supervisor for the Town of Orono for the past three summers. I am currently completing an eight-week student teaching assignment in a fifth grade class at The Fairmount Elementary School in Bangor, Maine.  

If you anticipate vacancies in elementary education, I would appreciate receiving an application form and information regarding your interviewing procedures. Thank you for you consideration.  

Sincerely Yours,  

Dale J. Candidate  

Enclosure  

NOTE: Timing is of the essence when applying for teaching positions. As a rule, late October to early November is the best time to send inquiries for mid-year jobs. Fall positions should be addressed during the Spring Semester (March or April). Late summer inquiries arrive after hiring has been accomplished.
Sample Letter of Application: Education

425 College Ave.
Orono, ME  04473
February 12, 20XX

Dr. Gloria Smith
Superintendent of Schools
S.A.D. #22
234 West St.
Hampden, ME  04401

Dear Dr. Smith:

The Career Center at the University of Maine has notified me of a provisional one-year opening in the English Department in your school system for the coming school year. Please consider me as an applicant for this position.

I will receive a Bachelor of Science in Education from the University of Maine in May 20XX with concentrations in English and Communications. My current student teaching assignment includes teaching both elective and required English courses in grades 10-12. In addition, I have assisted with play productions and speech activities, interests which I have pursued throughout high school and college.

The enclosed resume will give you more detailed information concerning my educational preparation and qualifications.

I would welcome the opportunity to meet with you for an interview and I am available at your convenience. You can reach me by phone at (207) 746-6737 or by email: dale.candidate@gmail.com. Thank you for your consideration.

Sincerely,

Dale J. Candidate

Enclosure
Education Websites

University of Maine Career Center:
http://umaine.edu/career/careerlink/~ Job and internship opportunities for UMaine students and alumni

Maine Specific:
www.bangordailynews.com ~ Bangor Daily News classified section online
www.mainejobs.mainetoday.com ~ Portland Press Herald career information section including the classifieds
www.servingschools.com ~ education employment opportunities in Maine

Other Helpful Education Websites:
www.schoolspring.com
Access numerous teaching jobs and education jobs

www.educationamerica.net
Searchable database includes vacancies available nationally and internationally.

www.k12jobs.com
K-12 teaching positions and administrative job vacancies available at public, private and vocational schools

www.teachers-teachers.com
Free placement service that allows you to post your resume and receive e-mails when vacancies match your registered interests.

www.worldteach.org/
A private, non-profit organization based at Harvard University which sends volunteers overseas to teach in developing countries.

www.greatteacher.net
Search job bank by state/key word, links to educational organizations, material resources, chat rooms

www.school-jobs.net
Search database by geographic region, links to state departments of education

www.recruitingteachers.org
The National Teacher Recruitment Clearinghouse’s Web site, search several online job banks and information on how to become a teacher, salary information and tips on successful job searching

www.teachersonline.com
Search education positions by keyword, state and certification areas

www.ets.org/praxis/
Learn more about the Praxis Series and register online to take the Praxis I

www.peacecorps.gov
Learn more about government teaching jobs in developing countries

www.teachforamerica.org
This provides information on teaching socioeconomically disadvantaged kids in urban and rural areas within the U.S.
Now That You Have The Job...Here Are Some Classroom Resources For First-Year Teachers!

The Internet is not a substitute for a wise, caring mentor or a break in the school day to plan a new lesson but going online can do a lot to reduce some of the isolation that new teachers face. In particular, the Internet offers research, tips, lesson plans, discussion opportunities and a treasure trove of data that can be easily downloaded.

Who's got useful information on the World Wide Web? To start with, try teacher's unions; the federal government; education reform networks; national non-profit organizations in science, math, English and other disciplines; corporations; and book and educational software publishers.

The following resources, most of which are free, are just a sampling of what's out there:

  • Sponsored by Encarta encyclopedias: lesson plans and information resources

http://mathforum.org/teachers
  • The Math Forum Teachers’ Place: math-focused lesson plans, software

www.aft.org
  • American Federation of Teachers: issues, online discussions, union news

http://maine.nea.org
  • Maine Education Association: teaching & learning, member benefits

www.coreknowledge.org
  • E.D. Hirsch: lesson plans

www.etacuisenaire.com
  • Cuisenaire publishers: hands-on math and science products, K-12

www.goenc.org
  • Eisenhower National Clearinghouse for Mathematics and Science Education: reform ideas, lessons, software, professional development opportunities and links to online academic standards.

www.free.ed.gov/
  • Federal Resources for Educational Excellence: online learning resources available from U.S. government agencies.

www.logo.com
  • Logotron: educational software and the following books:
    - The Educator’s Internet Companion
    - Science Internet Curriculum Guide
    - How to Create Successful Web pages
Appendix I

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Appendix J

Glossary of Terms

*Accountability – The idea that educators and schools should be held responsible for student mastery of the curriculum.

Artifact is the product of one’s planning, instruction and students’ learning (e.g., lesson plans, learning tasks, video of one’s instruction, student work) that provides evidence of learning.


*Backward planning – An approach to curricular planning that begins with the end product: the envisioned student performance. With this clear vision of what students should be able to do as a result of instruction, teachers plan instructional events. Specifying performance through rubrics created with students is often a component of backward planning.

*Certification – The process by which K-12 educators gain official authorizations to teach. States vary in their certification requirements and processes.

Common Core State Standards (CCSS) is an educational assembly in the United States that details what K-12 students should know in English language arts and mathematics at the end of each grade. The initiative is sponsored by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) and seeks to establish consistent educational standards across the states as well as ensure that students graduating from high school are prepared to enter credit-bearing courses at two- or four-year college programs or to enter the workforce.

Concepts are abstract ideas that help to organize knowledge within the discipline. For example, “culture” and “assimilation” are concepts in anthropology; “evaporation” and “habitat” are concepts in physics and biology; “plot” and “voice” are concepts in literature; and “noun” and “sentence” are concepts in language/linguistics.

Content is the specific subject matter that is addressed in the instruction.

*Curricular integration – The combination of two or more traditional content areas in a manner that reveals the connectedness of the subject matter. There are many approaches to curricular integration.

*Differentiated instruction – An approach to teaching that seeks to maximize student growth by beginning with each student’s current knowledge and skills and offering a variety of learning experiences to help each student move forward.
Experiences can vary in their difficulty level, their topic, and their allowances for students' preferences for learning and expression.

**Disciplines** are specific subject areas such as history or biology.

**Dispositions** are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities, and affect student learning, motivation, and development as well as the educator’s own professional development. (NCATE Professional Standards. Washington DC: NCATE, p. 53)

**Diversity** means the differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation and geographic area.

**Essential Questions** – **These are questions that probe for deeper meaning and set the stage for further questioning. This, in turn, fosters the development of critical thinking skills and higher order capabilities such as problem-solving and understanding complex systems. A good essential question is the principle component of designing inquiry-based learning.**

**In general, the best essential questions surround major issues, problems, concerns, interests, or themes relevant to students’ lives and to their communities. Good essential questions are open-ended, non-judgmental, meaningful and purposeful with emotive force and intellectual bite, and invite an exploration of ideas. Good essential questions encourage collaboration amongst students, teachers and the community and integrate technology to support the learning process.**

***Essential questions require that students spend time pondering the meaning and importance of information. They are questions that resonate within our hearts and our souls. They are central to our lives and are usually interdisciplinary in nature.***

**Ethics** – Values related to human conduct in terms of what is right and wrong.

**Inquiry/Action Research** – A process by which a problem is identified, a hypothesis is formulated, research is conducted, a plan or methodology is developed to alleviate the problem, the action is justified, changes are reported, and there is reflection on the outcomes.

**Instructional methods/strategies** – Instructional methods describe ways of arranging parts of a lesson according to particular patterns of student and teacher behaviors to accomplish certain goals. Some examples include inquiry, cooperative learning, and direct instruction. And then, the strategy would be the instructional delivery system or how one approaches the instructions. Some examples of strategies include graphic organizers, word webs, brainstorming and discussion, games, mnemonic devices, storytelling, technology, experimentation, etc.

(See Diagram on next page.)

**MathStar NM at http://mathstar.mnsu.edu/exploration1/unit/content_questions.html, New Mexico College of Education, 2005.**

Learning Objectives are specific statements of student performance that identify what should be demonstrated by students at the end of a lesson or instructional unit.

Lesson Plans are detailed descriptions of your learning objectives, the way you will help students meet these objectives and how you will assess their attainment of the objectives.

Maine’s Common Core Teaching Standards (MCCTS) are based on the InTASC standards and the ISTE Standards for Teachers. These standards are designed for all educators and teacher candidates at the University of Maine. Teacher candidates are expected to meet these standards at a level appropriate for the beginning professional. Candidates are also expected to work closely with the Common Core State Standards for student learning to ensure that as teacher candidates they are meeting the needs of all learners.

Mass Customized Learning presents a desirable and doable vision that allows learning systems to leave the Industrial Age, time-based approach to instruction and replace it with an Information Age, learning-based system that:

- Meets every learner at his/her learning level,
- Provides learning opportunities that sync with the learner’s most effective learning styles, and
- Allows the learner to study and learn skills and concepts using content that is relevant and interesting.
Smarter-Balanced Assessment was created to ensure that all students leave high school prepared for postsecondary success in college or a career through a planned sequence of educational experiences and opportunities. To meet this goal, the Smarter-Balanced Assessment Consortium created what they believe to be a high-quality, balanced multi-state assessment system based on the Common Core State Standards (CCSS) using a variety of item types and performance events to measure the full range of the CCSS and to ensure accurate assessment of all students.

Standards-Based vs. Standards-Referenced Educational Systems – What are the distinctions between the two as described by Dr. Robert Marzano?

<table>
<thead>
<tr>
<th>Standards-Based</th>
<th>Standards-Referenced</th>
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<tbody>
<tr>
<td>• System based on defined number of learning levels</td>
<td>• System based on traditional grade levels</td>
</tr>
<tr>
<td>• Students advance through the system based on achievement of each level</td>
<td>• Students advance through the system at the same pace as other students of the same age</td>
</tr>
<tr>
<td>• Standards are used to guide curriculum, and student progress is measured and used to determine advancement</td>
<td>• Students will advance with varying levels of knowledge and skills</td>
</tr>
<tr>
<td>• Students advance through system at their own pace</td>
<td>• Standards are used to guide curriculum and measure student progress</td>
</tr>
<tr>
<td>• Learning is the constant; time is the variable</td>
<td>• Some promotion decisions may be made based on standards</td>
</tr>
<tr>
<td></td>
<td>• Time is the constant; learning is the variable</td>
</tr>
</tbody>
</table>

Structures of the Discipline are similar to concepts, but broader, showing relationships among concepts within the discipline. “To learn structure, in short, is to learn how things are related.” (Bruner, Jerome S.) For example, in science, we may examine the relationships between climatic changes and the evolution or extinction of species. This term may also refer to the basic forms of the discipline, such as eras in history and paleontology, or the genres of writing, literature, and oral language (e.g., stories, story-telling). These structures may be thought about in terms of essential questions.

Tools of Inquiry are the methods or processes of seeking answers to questions in each discipline, as well as the materials used in these methods. For example, in science, the basic tools of inquiry are those associated with the scientific method. In writing, tools of inquiry might include a web or an outline of something to be written. In Social Studies, it might be a well-designed webquest dealing with the Civil War.