STUDENT TEACHER INTERN HANDBOOK FOR MASTER OF SCIENCE IN TEACHING CANDIDATES AND COOPERATING SCHOOL PERSONNEL

Developed from the **Handbook for EDG 400 Secondary Field Experience**
from the College of Education and Human Development, 2013 - 2014

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This handbook is developed from the **Handbook for EDG 400 Secondary Field Experience** from the College of Education and Human Development, 2018 – 2019. Sections taken directly from that handbook are separated by dashed lines.

Introduction

Purpose of Handbook

This handbook was designed to guide student teacher interns, mentor teachers, university coordinators, and other personnel involved in the student teacher internship experience. In this handbook, we provide information that will facilitate an effective teacher internship experience. This handbook addresses policies and procedures, roles and responsibilities, and information about evaluations. A successful internship experience is built upon a team effort that includes cooperation of **student teacher interns, mentor teachers,** and **university supervisors. All participants are expected to read through the handbook to become familiar with their responsibilities**.

MST Program Overview

The Master of Science in Teaching (MST) is a content-rich, research-based program for current and future science and mathematics teachers offered by the Maine Center for Research in STEM Education (RiSE Center) at the University of Maine. The RiSE Center is an interdisciplinary research center that brings together faculty from the College of Education and Human Development, the College of Liberal Arts and Sciences, and the College of Natural Sciences, Forestry, and Agriculture. The MST program features the integration of content with research-based pedagogies and curricula in its required coursework and teaching internship requirements. In addition to 26 credits of coursework, the MST program requires that all candidates complete mentored teaching assistantships in two semester-long classes or laboratories at the University level on campus and complete a thesis project studying science or mathematics teaching and learning at the elementary, middle, secondary or post-secondary level.

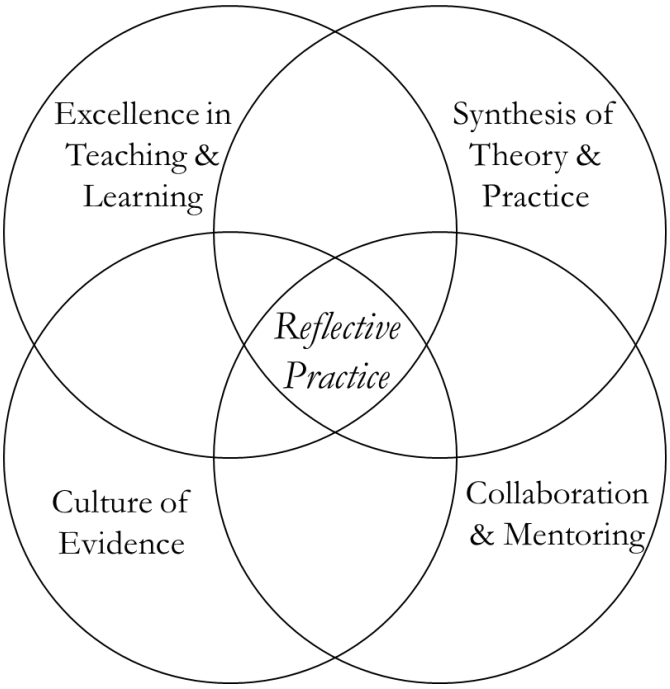
Students in the MST program may choose whether or not to work towards a Maine teaching endorsement (initial certification) in secondary life sciences, physical sciences, or mathematics. Those who choose to pursue a Maine teaching endorsement are required to complete a 15-week student teaching internship in a middle or high school setting with a cooperating teacher who has experience implementing research-based best practices in science or mathematics. The student teaching internship is jointly supervised by a high school mentor teacher and a faculty coordinator affiliated with the RiSE Center. Additionally, either through the student teaching internship or a different venue, the student must provide evidence of an experience working in a teaching or mentoring role with a diverse group of students.

The MST program is accredited by the National Council for the Accreditation of Teacher Accreditation (NCATE) and is approved by the Maine Department of Education. The program is transitioning to accreditation by the Council for Accreditation of Educator Preparation (CAEP), formed by the merger of NCATE and TEAC (Teacher Education Accreditation Council).

MST Program Conceptual Framework

The MST Program is aligned with the University of Maine's College of Education and Human Development's (COEHD) conceptual framework. It also includes a strong emphasis on building a culture of evidence to improve practice.

Conceptual Framework of Teacher-Educator Preparation through the Master of Science in Teaching Program at the University of Maine



Below is a description of the COEHD's framework from the *Handbook for EDG 400 Secondary Field Experience*:

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 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 a 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.

In addition to the core principles of the above framework, the MST program also seeks to build, within its students and faculty, a culture of evidence, using assessments formatively to guide instruction and summatively to evaluate teaching and learning. The thesis work that MST students do provides opportunities for in-depth study of important problems in teaching and learning, including design of reliable, valid instruments, collection and analysis of data, and drawing conclusions and making recommendations based upon evidence.

For the 2019 Student teaching interns, the MST program is piloting the use of the Teaching for Robust Understanding. The program will incorporate its five guiding principles which are complimentary to the above framework: (1) content, (2) cognitive demand, (3) equitable access to content, (4) agency, ownership, and identity, (5) formative assessment (See Appendix A for more detail).

University of Maine Teacher Candidate Proficiencies

Per CAEP procedures, during the MST program, students are expected to document and demonstrate that they have met the 11 Interstate Teacher Assessment and Support Consortium (InTASC, http://www.ccsso.org/intasc) proficiencies including the 7 International Society for Technology in Education technology standards for educators (ISTE, https://www.iste.org/standards/for-educators) and 9 UMaine "Dispositions" of professionalism. The InTASC Proficiencies and ISTE standards provide a yardstick against which teacher performance is measured and, when viewed collectively with the Dispositions, represent an integrated picture of sound teaching and professionalism. The proficiencies support the State of Maine's Ten Standards for Beginning Teachers and are also closely connected to Maine's Learning Results (See Appendix B for the alignment between the two sets of standards).

Dispositions in Professionalism in Teaching

- Oral and written communication
- Professional behavior and appearance
- Positive and enthusiastic attitude
- Preparedness in teaching and learning
- Collaborates effectively with stakeholders
- Learner behavior
- Social and emotional intelligence
- Appreciation of and Value for Cultural and Academic Diversity

All **mentor teachers**, the **University supervisor(s)**, and **each student** will complete a confidential online evaluation of the students' teaching proficiencies and professionalism demonstrated during the internship, based on the rubrics provided in Appendix C. See the textboxes for a summary of the dispositions and standards.

MST students demonstrate their knowledge of each proficiency in many ways throughout the MST program, through their internship classroom experience, observations of and artifacts from their internship that they collect into their portfolio as part of the Internship Teaching Seminar, their MST coursework, and the quality of their thesis research and presentation at the thesis defense. The student teaching internship in particular serves as an important venue to demonstrate the acquisition and application of these skills. See Appendix D for a table outlining the methods through which students can demonstrate their knowledge of each proficiency while in the MST Program. The table in Appendix D also displays the alignment of the proficiencies to the MST Program's conceptual framework.

ISTE Technology Standards for Educators

Standard #1: Learner: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

Standard #2: Leader: Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

Standard #3: Citizen: Educators inspire students to positively contribute to and responsibly participate in the digital world.

Standard #4: Collaborator: Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

Standard #5: Designer: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

Standard #6: Facilitator: Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.

Standard #7: Analyst: Educators understand and use data to drive their instruction and support students in achieving their learning goals.

InTASC Teacher Proficiencies

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

Standard #2: Learning Differences: The teacher uses understanding of individual differences & diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environment: The teacher works with others to create environments that support individual & collaborative learning, & that encourage positive social interaction, active engagement in learning, & self-motivation.

Standard #4: Content Knowledge: 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.

Standard #5: Applications 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 & global issues.

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.

Standard #9: Professional Learning and Ethical Practice: 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.

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.

Student Teaching Internship (SMT 591) and Seminar (SMT 590) Overview

Internship commitment and expected outcomes. MST students choosing to pursue initial secondary certification in life sciences, physical sciences, or mathematics generally student teach in the second spring semester that they are enrolled in the program. **The student teaching internship is a 15-week full-time commitment** that involves classroom teaching (SMT 591, 5 credits) and a concurrent seminar (SMT 590, 1 credit). The internship provides the student teacher with an opportunity to learn about routines, planning and instruction, classroom management, and time management working closely with an experienced mentor teacher. The experience will*:

- Acquaint the teacher intern with the many facets of the school community and provide an opportunity to work collaboratively with practicing teachers.
- Provide information and experiences dealing with planning, assessment, time management, instruction, and district curriculum including the *State of Maine Learning Results* and *Next Generation Science Standards*.
- Provide opportunities for the teacher intern to develop and implement lessons in actual classroom settings.
- Assist teacher interns in investigating and using successful classroom practices and afford them the opportunity to reflect on their practices with the support of a mentor teacher.
- Provide feedback to the teacher intern about the strengths and/or areas needing further professional development.

*(list is from the *Handbook for EDG 400 Secondary Field Experience*)

Intern classroom role (SMT 591). At the beginning of the internship, student teacher interns primarily observe and assist the mentor teacher in the classroom. As the semester progresses, they take on a more active role, assisting the teacher, grading student work, and working with students individually or in small groups. By the middle of the semester, interns usually take full responsibility for planning and running the classes and grading student work, all with guidance from the mentor teacher. The rate of this transition to full responsibility depends on the teacher intern and the mentor teacher. Both need to be comfortable with the pace, and feel that students are being served well throughout the internship. The mentor teacher and teacher intern may also use a co-teaching model, with the intern gradually assuming the lead role.

Classroom observations. The teacher intern will be observed about 3 times throughout the semester by RiSE Center faculty and staff using the RiSE Center Classroom Observation Protocol (See Appendix E). After each observation, the faculty or staff member will discuss the observation protocol with the intern and, when convenient, the mentor teacher, to help the intern reflect on the

lesson. As this is a learning experience, the intern is not expected to score highly in every category the first time, but hopefully as the semester progresses their scores on the observation protocol will improve.

Internship Seminar Course (SMT 590). Along with the student teaching internship, MST students seeking initial certification are also required to take the co-requisite Seminar for Teaching Interns (SMT 590; 1 credit) during the same semester in which they student teach. The seminar is typically taught in the evening or on the weekend during five, 2.5-hour meetings throughout the semester. The seminar provides a reflective experience for the interns in which they can connect the theories of teaching and learning that they have studied in their coursework to their teaching in the classroom. Topics covered include:

- Tools of inquiry and structures in the discipline
- Creating meaningful learning experiences in the classroom
- Integrating concepts and tools of inquiry among disciplines
- Instructional planning and strategies
- Appropriate use of technology
- Diversity of the learner
- Ways to get to know the learner and engage them in learning
- Creating a positive classroom environment
- Involving student's families and community in learning
- Ethical and legal responsibilities of the educator
- Ways to contribute to the educational profession
- Strategies to enhance learning for all students
- Ways to reflect upon and improve teaching
- The application of education research to teaching
- Assessment strategies and their use in demonstrating the impact of teaching on student learning

The major assignment in the seminar is to complete a **portfolio** that demonstrates the intern's accomplishments related to the proficiencies that the MST program seeks to develop in its beginning teachers. The portfolio serves as a reflective, self-instructional tool for the intern and as an assessment tool for the supervising faculty and mentor teacher. The entire portfolio assignment description is included in Appendix F, but briefly, the portfolio must include:

- The intern's **resume**
- A statement of **educational philosophy**
- A sample **unit plan**, typically for 6-8 hours of instruction, including:

    - Unit calendar
    - Unit overview including objectives
    - Selected lesson plans including lesson objectives, methods, materials, assessment, and reflective commentary
    - Assessment tools, data from assessments, and reflective commentary
- A sample **lesson plan** illustrating the effective use of **technology**, with reflection upon the effectiveness of the technology for teaching students from diverse groups
- A sample **lesson plan** illustrating a **hands-on laboratory** learning experience, with reflection upon the effectiveness of the laboratory experience for teaching students from diverse groups
- Focus on **diverse students** – track the performance of two students in your class including specific teaching strategies that you have used to help these students learn and their effectiveness

The grade for the teaching internship (SMT 591) is a combination of input from the mentor teacher, input from observations of RiSE Center faculty and staff, and the teaching portfolio. The grade for the seminar for teaching interns (SMT 590) is a combination of the portfolio, short papers, paper discussions, other in-class participation, and the journal that interns keep throughout the semester.

Intern Responsibilities

Before Placement is Made

MST students apply for a student teaching internship during the preceding Fall semester by completing and submitting the Application Form. See Appendix G for an example of the form from the Spring 2017 semester (note that the particular due date varies each year, but is typically around the beginning of October). In order to be accepted and placed in a classroom, each applicant must have completed all items on the checklist below:

1. Twenty-four credits in the content area of certification with grades of B or better.

2. Passing scores on the three Core Academic Skills for Educators (Core) tests **AND** passing score on the applicable content area(s) PRAXIS exam. Note: MST students completing the initial certification track do not need to take the Principles of Learning and Teaching Exam, provided that they have graduated from the MST Program at the time that they apply for certification. Completion of <u>all</u> requirements in the MST program (including coursework, internship, and thesis) satisfies this requirement for the state. MST students who seek certification before they have graduated must take the Principles of Learning and Teaching Exam.

3. Background check and fingerprinting, as required by the Maine Department of Education. Interns must have their fingerprints taken at an approved Maine fingerprinting site. There is a fee for fingerprinting. Available sites and registration information can be found on the Maine Department of Education's website:

   https://www.maine.gov/doe/cert/fingerprinting

   Once fingerprints have been taken, the approval application (which can also be found on the link above) must be sent in along with a processing fee. Fingerprints will be used to conduct state and federal criminal history checks, which will be shared with the Maine Department of Education (DOE). Once the approval application has been submitted and approved (this can take months), you will need to go back to the website (https://www.maine.gov/doe/cert/status) and print out the page clearly showing your name, the endorsement, and the valid and expiration dates. Please turn in a copy of this document to the MST graduate coordinator. **In order to student teach, student teacher interns MUST send in this application and have documentation of approved endorsement on file at the RiSE Center.** Thus, it is best to get fingerprints taken prior to the summer before student teaching, or earlier, to ensure the card is received back in time.

4. Three credits of teaching methods in the area of certification with a grade of B or better. MST courses SMT501-4 and SMT 507 each count as 1.5 credits of science methods and SMT505-6 each count as 1.5 credits of mathematics methods. Methods courses taken as an undergraduate or as a graduate student from the College of Education and Human Development or equivalent courses taken elsewhere may also be used to meet this requirement.

5. SED500 (*Adapting Instruction for Students with Disabilities*) with a B or better or another approved course in adapting instruction for students with special needs.

Diversity requirement: As part of its national accreditation, each MST student must also complete some experience working with a diverse group of students. Such experience must take place prior to receiving recommendation for certification, but not necessarily prior to student teaching. This requirement could be met by student teaching in a school with a diverse population, by working as part of the Upward Bound staff, or through some other extended, comparable work experience. If a MST student has not had this experience prior to student teaching, the program director will try to place them in a school that will provide this experience, or will work with them to design some sort of alternate way to meet this requirement.

Once Placement is Made

Once confirmation of the student teaching placement has been made, the student teacher intern should arrange a meeting with their mentor teacher. The meeting should be treated as a job

interview – the intern should dress professionally, bring a copy of their resume, as well as the list of courses with A's or B's that were part of their student teaching application. Some of the schools are more formal than others, but it is likely that interns might be meeting the principal and other administrators and teachers on this visit. Interns will also have a chance to find out about the specific classes that they will be teaching. Interns should try to arrange this meeting as soon as possible, just in case the placement does not seem like a good match and other options need to be considered. Before beginning the internship, student teacher interns should request copies of student and faculty handbooks for the school and become familiar with their policies. Interns are expected to follow the faculty dress code and dress professionally throughout the internship.

During the Internship

Student teaching officially begins with the start of University classes and continues for fifteen weeks of school being in session, typically one week beyond the end of the University's spring semester. Sometimes, due to midterm exams or other school scheduling, it makes sense to shift these dates by a week or so, but the total time must remain the same in order to meet state requirements. Interns are expected to be at school for the full day during each day that school is in session for that time period. They will follow the school district's break calendar, not the University's.

During the internship, it is essential that each student teacher intern exhibit qualities of maturity, good judgment, initiative, industry, and sense of humor. The intern needs to recognize the opportunities offered by this experience and assume the responsibility to adjust his/her efforts accordingly. The cooperating school and teacher accept the intern as a professional in a situation for which they are principally responsible. The intern must take the role of a willing and cooperative learner who can adjust and design instruction to fit the existing classroom conditions.

The intern's knowledge of the subject matter and her or his understanding of adolescent students are important contributions to the success of the internship. The intern will be evaluated as to his or her growth potential, instructional effectiveness, attitude toward youngsters, and personal qualities as they interact within the school environment. Interns should remember that they are learners studying the teaching/learning process. They are to develop gradually the ability to undertake full teaching responsibilities. No one expects them to be fully "ready" on arrival. With that said, it is important to understand that comments and critiques from mentor teachers and supervisors are designed to improve performance as a professional, and the inability to be receptive to constructive critiques will be an impediment to progress.

A guiding principle for the student teacher internship is that student teacher interns become immersed in the **total** life of the school. Interns should be viewed by others and view themselves as teachers. They should use their time in the school to visit teachers and observe in classrooms both in and out of their academic discipline and at varying grade levels. Also, they should become

familiar with the special services available at the school and with the functions of administrators and staff. Interns should participate in non-instructional duties such as lunchroom, bus duty, and study hall. They should also attend faculty meetings, in-service workshops, PTA meetings, parent conferences, and other important school activities.

Possible activities as the student teacher internships progresses:

Orientation to the School

___Meet the principal, assistant principal and other administrative staff.
___Become familiar with policies and procedures described in the school handbook, including school calendar, rules, time schedule, teacher duties.
___Tour the school building and facilities.
___Meet the guidance staff, become familiar with the school's system of permanent records.
___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.
___Oversee fire drill.
___Become familiar with accident and injury procedures.
___Obtain, issue, and store equipment and books.
___Begin and dismiss a class.
___Greet students and build a friendly rapport with them. Learn their names.

Out of Classroom Activities

___Attend parent's night, open house, PTA, or similar program.
___Chaperone school dance, athletic program, or other co-curricular activity.
___Monitor study hall, lunchroom, playground, hallway, bus, or similar areas.
___Become familiar with central office functions.

Prepare to Teach

___Observe Mentor Teacher.
___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.
___Become familiar with primary and supplementary texts.
___Become familiar with commercially developed curricula.
___Become familiar with teacher developed unit and lesson plans.
___Become familiar with teacher's manuals.
___Become familiar with standards addressed in teacher's classes and proficiencies assessed.

Planning Instruction

___Write and submit daily lesson plans to Mentor Teacher in advance.
___Prepare and discuss unit plans with Mentor Teacher in advance.
___Revise daily lesson plans based upon discussions with Mentor Teacher.
___Develop instructional materials (manipulatives, worksheets, transparencies, laboratory exercises).

Implementing Instruction

___Work with an individual student.
___Work with small groups.
___Instruct entire class together with Mentor Teacher.
___Instruct entire class alone, observed by Mentor Teacher.
___Instruct entire class alone without observation
___Use a variety of instructional materials and methods.
___Be available for extra help for students.

Evaluating Students

___Participate in pupil evaluation and grading
___Report pupil progress or problems to parents.
___Participate in parent conferences.

Using Resources and Technology for Instruction.

___Use school library, resource center, website, and online resources
___Use computers, software, wireless technology, and the internet
___Use audio-visual technology for duplicating, documenting, sharing, and illustrating ideas
___Use the mentor teacher's professional library and web resources
___Use field trips
___Use community resources

Professional Ethics and Behavior

MST student teacher interns are expected to conduct themselves in a manner appropriate to members of the teaching profession while in school settings and when working with MST colleagues

and University teachers. The following section on teacher candidate professionalism is from the *Handbook for EDG 400 Secondary Field Experience*, and the key values, dispositions, and expectations in Appendix E of that handbook have been adopted by the MST program.

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*.)

The expected behaviors of teacher interns are outlined below:

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 (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

- 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

MST student teacher interns should be aware that they are guests in the schools in which internships are arranged and that the primary business of the school staff is to provide the best possible experiences for their students. Many teachers and administrators are very committed to helping prepare the next generation of entrants into the profession, and will make every possible effort to help MST student teacher interns become skilled professionals. While student teacher interns and faculty from the university would like to take advantage of their commitment, doing so carries with it obligation on our part. These include:

- Interns who disagree with or have constructive criticism to offer an instructor or colleague should do so personally to the individual. Professionals deal directly with the individual and only when they believe the issue or problem persists do they go to others. If that should be

the case see the Director of the Maine Center for Research in STEM Education, Professor Susan McKay.

- Interns should be professional in what they write in emails and text messages. Electronic communications are not private and can be documented by others. Be careful to ensure that reply messages are sent to only the intended recipient or recipients. *Think before you press Send.*

- Inform school personnel and/or the coordinator of any problems that arise at the earliest possible opportunity.

- Be well prepared and do your best on those occasions when you have been given responsibility for a class activity.

Mentor Teacher Responsibilities

The MST student-teacher intern will be in the cooperating school full-time for a total of 15 weeks. They have successfully completed the teacher candidacy requirements of the MST program including content course requirements, education course requirements, and the required Core/ PRAXIS exams. During the teaching internship, they will be taking a co-requisite seminar.

Possible activities as the internships progress are listed on pages 13-15. Obviously the more complex tasks, such as planning and teaching a lesson to a whole class, are not appropriate on day one but are very appropriate later on. Responsibilities of the mentor teacher are to

- Provide a setting where the MST student teacher intern is able to study learners and develop and refine his or her teaching skills.
- Provide mentoring and guidance to the intern on a daily basis
- Take advantage of the intern's presence to enhance the learning experienced by students in your school.
- Complete a confidential online evaluation of the intern's experience at the end of their internship

The following section on mentor teacher responsibilities is adapted from the *Handbook for EDG 400 Secondary Field Experience*:

In addition to the guidelines contained in this handbook, we have found a few principles to be essential:

1. Your help with planning and classroom management is essential, but do not be afraid to let our teacher candidates make mistakes from which they can learn.

2. Help them become engaged in the whole school life as much as possible. Get them involved in duties, staff meetings, IEP meetings, and parent conferences, when appropriate. An explanation of how middle schools and high schools are organized to function would be helpful – departments, block scheduling, academic policies, team teaching, etc.

3. Hold them to high standards. Your school and the MST program have high expectations for anyone involved in the education of children.

4. This process is developmental, not judgmental. Please do not, however, hesitate to bring to the attention of the UMaine instructor and the teacher candidate any concerns you have about performance and behavior. We will work together to help the teacher candidate grow and develop.

The following is a list of guidelines for suggested activities for you to do during the time the student teacher is in your classroom:

1. Review this handbook.
2. Review the UMaine Candidate Proficiencies.
3. Become familiar with the seminar course the student teachers will be taking, including the required assignments and timeline.
4. Create a welcoming environment and provide the teacher candidate with his/her own space.
5. Swap phone numbers and/or email addresses for effective communication.
6. Provide candidates with copies of materials used in daily practices. This may also assist them with their portfolio.
7. Communicate: the candidates will often wait for a cue from you to proceed. Give them suggestions. **Don't let them just sit and observe all day.** They may need to be prodded at first before they show signs of initiative.
8. Provide opportunities for the candidate to interact with individuals, small groups, and a whole class.
9. Arrange for candidates to visit other classrooms, if possible.
10. Give them opportunities for professional growth: attend staff meetings, workshops, IEP meetings, explore the district's curriculum and policies, and examine special education regulations.
11. Help them with planning and classroom management but don't be afraid to let them make mistakes from which they learn.
12. Discuss and approve any lessons to be taught in your classroom.
13. Provide feedback.

Thank you for your guidance. We trust this will be a meaningful professional development exercise for you, your students, and your University of Maine teacher candidate.

Mentor teachers will also be asked to complete and return a contract to receive payment and at the end of the semester complete an on-line evaluation for the student teacher intern (See Appendix F for the evaluation form).

MST Faculty Coordinator Responsibilities

The University of Maine faculty coordinator will have the following responsibilities specific to the MST student internship program:

- Student intern placement
- Planning and teaching the Seminar for Teaching Interns, SMT 590
- Evaluating MST student progress in the seminar and teaching internship
- Working out any issues or problems among school personnel and MST interns

The student teacher may either be observed in the classroom by the MST faculty coordinator or by another faculty or staff member affiliated with the RiSE Center.

General Policies of the MST Student Internship

1. Absences during the student teacher internship must be kept to an absolute minimum. The mentor teacher and University of Maine faculty coordinator must be notified of any absences. Excessive absences may result in repeating or extending the internship. Attendance at all SMT 590 seminars is also required.
2. Student teacher interns will observe the vacation periods of the Cooperating School to which he/she is assigned during the full-time spring internship and **not** the college vacation schedule.
3. Student teacher interns follow the policies of the school including those related to attendance at meetings, dress, etc.
4. In the event that the Cooperating School to which the intern is assigned becomes involved in a contract dispute between the local teachers' association and the school committee, the intern will

maintain a position of strict neutrality and report any such dispute to his/her coordinator and be guided by his/her instructions.

5. Conferences may be called at the discretion of the faculty coordinator, the mentor teacher and/or the intern to discuss problems, future visits, lesson planning, and the intern's professional growth during the internship.
6. The student teacher intern is to be placed with certified teachers who have completed at least three years of teaching experience.
7. A student teacher intern may **ordinarily** substitute only in the classroom assigned for the internship and for not more than three days. Only in a dire emergency should interns substitute in classrooms where they are not working. Exceptions to this policy must have the approval of the faculty coordinator.
8. The student teacher is permitted to take two professional days for the purpose of visiting schools other than that which he or she is assigned to, or attending professional conferences or workshops. The host school and any teacher they are working with, as well as the faculty coordinator, must be given a one week notice that they will not be at their assigned school that day.

Maine Teacher Certification Procedures

When all MST program requirements have been met, students can apply to receive teacher certification. To receive an initial teacher certification in the state of Maine, students must download and return the Initial Certification Application which can be found on the Maine Department of Education's website at:

https://www.maine.gov/doe/cert/application

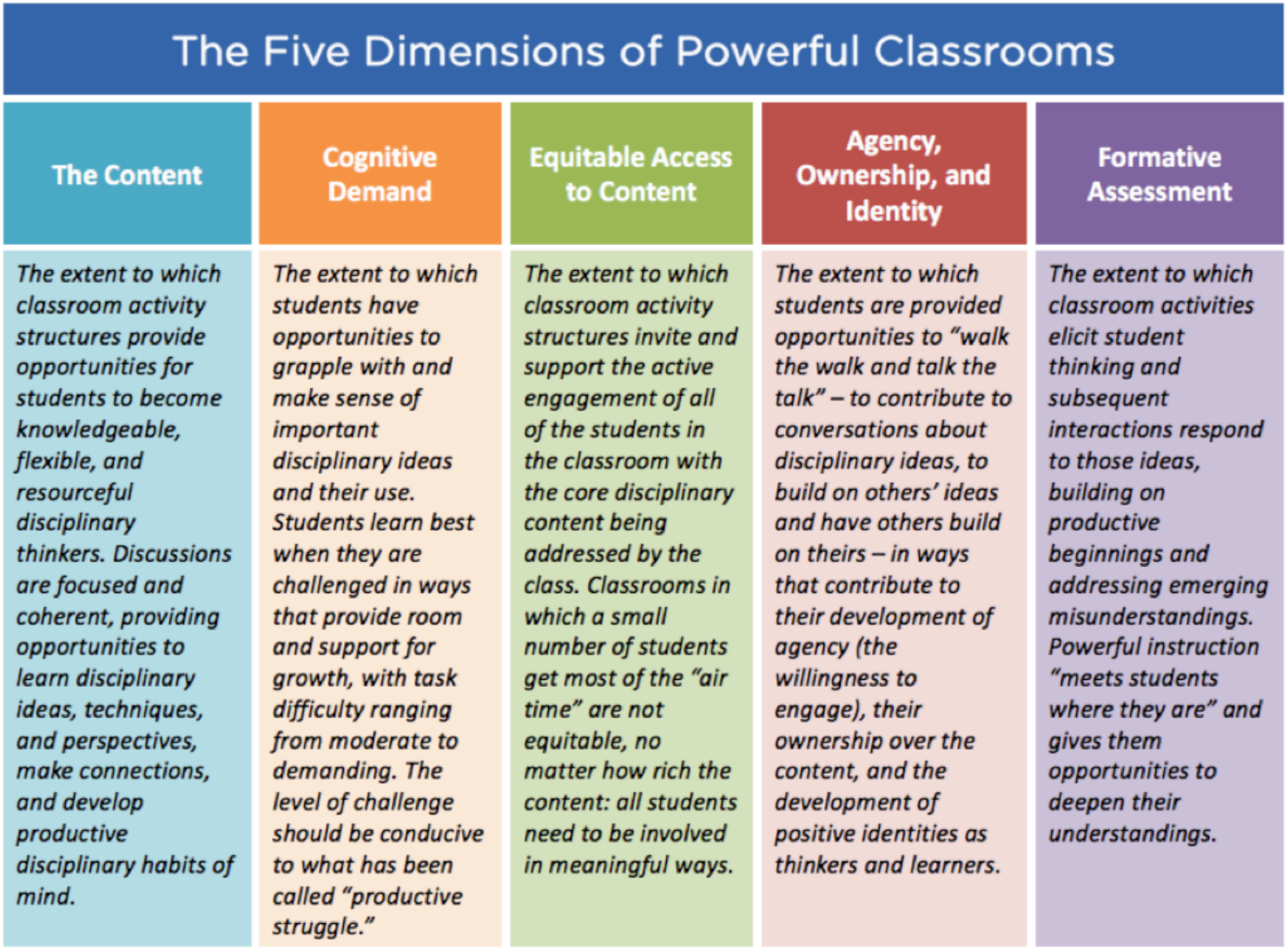
Along with the application, you must also send in your official Undergraduate and Graduate School transcripts, with the registrar's signature and the embossed seal, fees, and exam scores. Put all application materials in one package and send to:

Department of Education
Certification Office
23 State House Station
Augusta, ME 04333-0023

Your final University of Maine transcript should indicate that you graduated from an NCATE-accredited teacher preparation program. This should normally happen as your graduation paperwork is being processed by the Graduate School and the Student Records office, but you should check a copy of your transcript to make sure before sending it in.

If you are applying for teaching jobs, many schools will prefer that you have your teacher certification in hand and may not extend a job offer until you receive it, even if you tell them you have sent it in for processing. Therefore, it may be beneficial to apply for your certification in person at the State House in Augusta as soon as possible after graduating. If you bring the above documents and your application in person, the office can approve your application on the spot, and will then mail you the certificate, which is much faster than sending in the application by mail.

Appendix A– The Teaching of Robust Understanding 5 dimensions



The Five Dimensions of Powerful Classrooms				
The Content	**Cognitive Demand**	**Equitable Access to Content**	**Agency, Ownership, and Identity**	**Formative Assessment**
The extent to which classroom activity structures provide opportunities for students to become knowledgeable, flexible, and resourceful disciplinary thinkers. Discussions are focused and coherent, providing opportunities to learn disciplinary ideas, techniques, and perspectives, make connections, and develop productive disciplinary habits of mind.	*The extent to which students have opportunities to grapple with and make sense of important disciplinary ideas and their use. Students learn best when they are challenged in ways that provide room and support for growth, with task difficulty ranging from moderate to demanding. The level of challenge should be conducive to what has been called "productive struggle."*	*The extent to which classroom activity structures invite and support the active engagement of all of the students in the classroom with the core disciplinary content being addressed by the class. Classrooms in which a small number of students get most of the "air time" are not equitable, no matter how rich the content: all students need to be involved in meaningful ways.*	*The extent to which students are provided opportunities to "walk the walk and talk the talk" – to contribute to conversations about disciplinary ideas, to build on others' ideas and have others build on theirs – in ways that contribute to their development of agency (the willingness to engage), their ownership over the content, and the development of positive identities as thinkers and learners.*	*The extent to which classroom activities elicit student thinking and subsequent interactions respond to those ideas, building on productive beginnings and addressing emerging misunderstandings. Powerful instruction "meets students where they are" and gives them opportunities to deepen their understandings.*

From: Schoenfeld, A. H., & the Teaching for Robust Understanding Project. (2016). *An Introduction to the Teaching for Robust Understanding (TRU) Framework.* Berkeley, CA: Graduate School of Education. Retrieved from http://truframework.org or http://map.mathshell.org/trumath.php.

Appendix B – Comparison of State Standards for Beginning Teachers with UMaine Standards for Beginning Teachers (InTASC)

Maine Dept. of Education Standards for Beginning Teachers

(from the *Handbook for EDG 400 Secondary Field Experience)*

#1 Demonstrates the knowledge of the central concepts, tools of inquiry and structures of the disciplines they teach and can create learning experiences that make subject matter meaningful to students.
#2 Demonstrates the ability to connect concepts, tools of inquiry and structures among the disciplines to practical applications.
#3 Demonstrates a knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, and social development.
#4 Plans instruction based upon knowledge of subject matter, students, and curriculum goals.
#5 Understands and uses a variety of instructional strategies and appropriate technologies.
#6 Creates and maintains a classroom environment that supports and encourages learning.
#7 Demonstrates the ability to support students' learning and well-being by engaging students, home, school, colleagues, and community.
#8 Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.
#9 Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.
#10 Demonstrates a strong professional ethic and desire to contribute to the education profession.

UMaine Standards for Beginning Teachers (InTASC)

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

#2: Learning Differences: The teacher uses understanding of individual differences & diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#3: Learning Environment: The teacher works with others to create environments that support individual & collaborative learning, & that encourage positive social interaction, active engagement in learning, & self-motivation.

#4: Content Knowledge: 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.

#5: Applications 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 & global issues.

#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.

#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.

#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.

#9: Professional Learning and Ethical Practice: 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.

#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.

#11: Technology Standards for Teachers: The teacher models & applies the ISTE Technology Standards as they design, implement, & assess learning experiences to engage students, improve learning, enrich professional practice, and provide positive models for students, colleagues, & community. (See br C for a sample performance expectations of the ISTE Technology Standards.)

Appendix C – Rubrics for internship online evaluation

At the end of the internship, mentors will be sent an email link for scoring students in the 11 Content Standards and 6 Professional Dispositions in the table below. University Coordinators and Interns will also (independently, and confidentially) score proficiency in the Content Standards and Dispositions.

Rubric 1: Content Standards

Level	Unsatisfactory (1)	Basic (2)	Proficient (3) (target level)	Distinguished (4)
Standards 1, 2, 3: 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.**	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 appropriate to some of the following: 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	Systematically and consistently provides challenging learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and physical developmental level of the learner
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.**	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	Creates a learning environment that acknowledges the diverse cultural and intellectual backgrounds of all learners with some attempts to accommodate the needs of learners with identified special needs	Creates a learning environment that acknowledges the diverse cultural and intellectual backgrounds of all learners Differentiates instruction to accommodate the needs of most learners including those with special needs	Creates a learning environment that embraces the diverse cultural and intellectual backgrounds of all learners Differentiates instruction to accommodate the needs of all learners including those with special needs
Standard #3: Learning Environment **The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active**	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 nor 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	Systematically collaborates with learners and other professionals to create a positive learning climate Designs learning experiences that are systematically based on social interaction and active engagement and that foster self-motivation

engagement in learning, and self-motivation.				
Standards 4, 5: Content Knowledge				
Standard #4: Content Knowledge **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.**	Shows errors in basic facts/skills, and/or does not demonstrate conceptual understanding and/or does not design activities that engage students in learning	Shows accurate knowledge of basic facts/skills, but conceptual understanding may be lacking Designs basic activities that are engaging and foster learning	Shows accurate knowledge of basic facts/skills and demonstrates conceptual understanding Designs activities that are engaging and foster meaningful learning	Shows command of facts/skills and demonstrates deep 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
Standard #5: Applications 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 Focuses on individual lessons rather than connections between lessons and units	Creates learning experiences that address higher level thinking skills in learners Occasionally makes connections among concepts, lessons, and units Rarely presents other perspectives	Creates learning experiences that address higher level thinking skills in learners Frequently makes connections among concepts, lessons, and units Introduces other perspectives where appropriate	Systematically designs and delivers multiple learning experiences 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
Standards 6, 7, 8: Instructional Practice				
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.**	Uses assessments that are not aligned with learning targets Does 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	Uses assessments that are not always aligned with learning targets Uses both formative and summative measures and performance-based assessments Uses assessment results to help the teacher measure learner progress Inconsistently or partially uses results to inform further action	Designs assessments that are aligned with learning targets 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 Consistently uses results to inform further action and to ensure that students meet learning targets	Systematically designs and uses multiple assessments that are aligned with learning targets Uses both formative & summative measures as well as authentic & performance-based assessments Uses assessment results to help both the teacher & learner measure learner progress in meeting learning targets & to guide decision-making in areas such as remediation, re-teaching, or changes in study habits
Standard #7: Planning for Instruction **The teacher plans instruction that supports every student in meeting**	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	Plans instruction that is meaningful and relevant to learners Gives some consideration to factors such as students' learning needs, diverse ways of learning, curricular	Plans instruction that is meaningful and relevant to learners and that considers students' learning needs, diverse ways of learning, curricular goals and	Systematically uses information regarding students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills as the basis for planning instruction

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.	ways of learning, curricular goals and standards, and cross-disciplinary skills in planning instruction	goals and standards, and cross-disciplinary skills	standards, and cross-disciplinary skills	that is meaningful and relevant to learners
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.**	Uses instructional strategies that promote a superficial understanding of content/application of skills and/or uses lower level thinking and questioning skills Limits his/her role in the instructional process to that of instructor Uses a limited range of readily available resources and technologies	Uses instructional strategies to enable learners to develop an understanding of content and apply knowledge and skills, with minimal opportunities to develop higher level thinking and questioning skills Plays limited roles in the instructional process (typically only that of instructor and monitor) Uses a variety of readily available resources and technologies that may not always foster meaningful learning	Uses instructional strategies to enable learners to develop a deep understanding of content, apply knowledge and skills in meaningful ways, and develop higher level thinking and questioning skills Plays more than one role in the instructional process (e.g., instructor, facilitator, coach, audience) to address the purposes of instruction and needs of most learners Integrates a variety of readily-available resources and technologies that foster meaningful learning	Systematically uses an approach to instruction in which deep understanding of content, meaningful application of knowledge and skills, and higher level thinking and questioning is the focus Purposefully varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) according to the purposes of instruction and needs of all learners Locates and integrates outside resources and new or emerging technologies that foster meaningful learning
Standards 9, 10: Professional Responsibilities				
Standard #9: Professional Learning and Ethical Practice **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.**	Misses or avoids opportunities for professional developmental Does not use professional resources and personal reflection to support adaptive instructional practices designed to meet the needs of learners	Participates in few professional development opportunities Uses professional resources and reflections on learner performance to evaluate choices of instructional strategies and makes some adaptations to meet the needs of learners	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 adaptations to meet the needs of most learners	Seeks opportunities for ongoing professional development and utilizes a variety of professional resources and student performance data to inform all instructional choices Uses self-reflection as a tool for adapting instruction and communication practices to best meet the needs of all learners and related constituents
Standard #10: Leadership and Collaboration **The teacher seeks appropriate leadership roles and opportunities to**	Avoids leadership opportunities and/or opportunities for collaborating with school and community-based colleagues	Supports student learning and promotes the profession by assuming leadership in collaborative efforts with one of the following groups: learners, their families, school professionals, or community members	Supports student learning and promotes the profession by assuming leadership in collaborative efforts with two of the following groups: learners, their families, school professionals, and community members	Advocates for student learning and advances the profession by collaborating and communicating with at least three of the following: learners, their families, classroom colleagues, school professionals, and community members

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.				
Standard 11: Technology (ISTE.Standards.T)				
Standard #11: Technology Standards for Teachers (ISTE.Standard.T) **Effective teachers model and apply the National Educational Technology Standards for Students (ISTE•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.**	Rarely integrates technology into teaching and learning If integrates technology, does not research its best uses, does not align its use with learning targets, and/or focuses solely on teacher use Does not use technology to support own learning and/or to collaborate with others	Based on learning targets, inconsistently creates learning & assessment activities with technology that enable students to learn independently & collaboratively, to be creative, and to think critically while paying attention to some learners' individual needs, technology skills, & equitable access to technology Occasionally encourages students to use online resources to answer questions and explore concepts w/ minimal teaching of search & information evaluation strategies Inconsistently or partially evaluates and implements technological resources that improve student learning Occasionally utilizes technology to support own learning & to collaborate with learners, their families, & colleagues	Based on learning targets, 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 most learners' individual needs, technology skills, and equitable access to technology Encourages students to use online resources to answer questions and explore concepts and teaches search and information evaluation strategies Evaluates and implements technological resources that improve student learning Uses technology to support own learning and to collaborate with learners, their families, & colleagues	Based on learning targets, 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 all learners' individual needs, technology skills, and equitable access to technology Provides students with opportunities to make independent decisions about using technology through the utilization of effective search and information evaluation strategies In collaboration with learners and other professionals, evaluates and implements technological resources that improve student learning Uses technology to support own learning and to collaborate with learners, their families, colleagues, and professional experts

Rubric 2: Professional Dispositions

Level	Unsatisfactory (1)	Basic (2)	Proficient (3) (target level)	Distinguished (4)
Commitment	Apathetic, lacks enthusiasm Demonstrates poor work ethic including not meeting deadlines Does not attend school meetings	Displays enthusiasm for teaching Generally demonstrates good work ethic, but does not routinely meet deadlines	Regularly shows enthusiasm and energy for teaching and learning Demonstrates strong work ethic including meeting deadlines	Demonstrates exemplary enthusiasm for teaching and learning Demonstrates exemplary work ethic including meeting deadlines

	Lacks understanding of student diversity Lacks response to students' developmental levels	Infrequently attends school meetings Understands student diversity Responds to students' developmental levels when prompted	Regularly attends school meetings Understands and plans for student diversity and developmental levels	Regularly attends school meetings and seeks opportunities for professional growth Demonstrates sophisticated understanding and planning for student diversity and developmental levels
Responsible Behavior	Lacks motivation Shows limited self-confidence and does not address problems Fails to communicate in a timely manner when absent or late Interacts disrespectfully or arrogantly with students and/or mentors and/or others	Is somewhat self-motivated Shows signs of emerging self-confidence, but reacts to problems with frustration Usually present, punctual; may fail to notify in advance Usually interacts respectfully with students and/or mentors and/or others	Is self-motivated and routinely facilitates student learning Is secure and self-reliant and generally addresses problems responsibly Is routinely present, is punctual or notifies 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 notifies in advance Always values and respects individual differences
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 and 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 and 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 and 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
Confidentiality	Has breached confidentiality on multiple occasions	Generally maintains confidentiality; needs occasional reminders	Regularly maintains confidentiality and demonstrates professional ethics	Clearly understands and maintains confidentiality at all times; demonstrates a mature sense of professional ethics
Professional Appearance	Inappropriate, too casual, distracts from teaching process	Acceptable, usually dresses appropriately	Regularly neat, clean, maintains a professional demeanor	Always neat, clean, maintains a mature professional demeanor
Integrity	Regularly engages in behaviors that are inappropriate to the profession Cheats/Plagiarizes	Occasionally engages in appropriate behaviors for the teaching profession	Regularly engages in appropriate behaviors that reflect positively on the teaching profession	Always engages in appropriate behaviors that reflect positively on the teaching profession

	Often demonstrates lack of fairness with students	Occasionally fails to cite sources as a model for students Sometimes exhibits lack of fairness with students	Regularly cites sources as model for students Regularly exhibits fairness with students	Always cites sources and explains this modeling to students Always exhibits fairness with students

Appendix D – Evaluation of Proficiencies in the MST Program

InTASC Core Standards & ISTE Standards MST Program	Assessment description	2018-19	1 Learner development	2 Lerning differences	3 Learning environt	4 Content knowl	5 Content applic	6 Assessmt Methods	7 Instruct planning	8 Instruct strategy	9 PD & Ethical practice	10 Leadership Collab	11 Technology							Dispositions	Writing	Diversity Experience	Research
SED 500	Assignment	Dianne Jackson	x	x							x											x	
SMT 500 (Ed Psyche)	Paper??	Wittmann	x		x								x							x	x		
Application for Teaching Internship	Diversity & background check, Praxis II	McKay/Schauffler				x						x										x	
SMT 588 (Ed Research)	Research project or proposal? Reflection?	Hufnagel													x								x
SMT Methods Courses (501, 502, 503, 504, 505, 506, 507, 598)	Assignments supporting Instructional planning and content application	(MST Faculty: see p.2 below for details)				x	x	x	x	x													
Internship & Thesis	**(Level III)**																						
SMT 591 (Internship)	Mentor feedback	Mentor teacher, supervisor, & student	x	x	x	x	x	x	x	x	x	x		x		x	x	x	x	x			
SMT 590 (Seminar)	Portfolio	McKay/Schauffler						x	x											x		x	
SMT 699 Thesis	Written & oral thesis	Thesis Advisor																		x	x		x

Appendix E – RiSE Center Classroom Observation Protocol

Teaching Observation Protocol
Center for Science and Mathematics Education Research
Fall 2005

Note: Sections I, II, IV, V, and VI in this protocol are taken from the Reformed Teaching Observation Protocol (RTOP) by Daiyo Sawada, Michael Piburn, Kathleen Falconer, Jeff Turley, Russell Benford, and Irene Bloom, then with the Arizona Collaborative for Excellence in the Preparation of Teachers, Arizona State University. Other portions are adapted from the Classroom Observation Handbook by Frances Lawrenz, Douglas Huffman, Karen Appeldoorn, and Tao Sun from the College of Education and Human Development at the University of Minnesota and were developed with funding from the National Science Foundation.

BACKGROUND INFORMATION

Name of Teacher _____

Announced Observation?_____
(yes, no or explain)

Location of class_____
(district, school, room)

Years of Teaching _____ Teaching Certification _____
(K-8 or 7-12)

Subject Observed _____ Grade Level _____

Observer _____ Date of Observation _____

Start time _____ End time _____

CONTEXTUAL BACKGROUND AND ACTIVITIES

In the space provided below, please give a brief description of the lesson observed, the classroom setting in which the lesson took place (space, seating arrangements, etc.), and any relevant details about the students (number, gender, ethnicity) and teacher that you think are important. Use diagrams if they seem appropriate.

LESSON DESIGN AND IMPLEMENTATION

		Never Occurred				Very Descriptive
1)	The instructional strategies and activities respected students' prior knowledge and the preconceptions inherent therein.	0	1	2	3	4
2)	The lesson was designed to engage students as members of a learning community.	0	1	2	3	4
3)	In this lesson, student exploration preceded formal presentation.	0	1	2	3	4
4)	This lesson encouraged students to seek and value alternative modes of investigation or of problem solving.	0	1	2	3	4
5)	The focus and direction of the lesson was often determined by ideas originating with students.	0	1	2	3	4

DESCRIPTION OF EVENTS

Time	Description of Events

Codes for Description of Events

Please fill in the instructional strategies (*not* the instructor's actual activities, in case they are correcting papers or something non-instructional), student engagement, and cognitive activity used in each segment of this class. There may be one or more strategies used in each category during each segment. For example, SGD, HOA, and TIS often occur together, but SGD and L do not.

Type of Instruction:

L	lecture/presentation
PM	problem modeling
SP	student presentation (formal)
LWD	lecture with discussion
D	demonstration
CD	class discussion
WW	writing work (if in groups, add SGD)
RSW	reading seat work (if in groups, add SGD)
HOA	hands-on activity/materials
SGD	small group discussion (pairs count)
CL	cooperative learning (roles)
LC	learning center/station
TIS	teacher/faculty interacting w/ student
UT	utilizing digital educational media and/or technology
A	assessment
AD	administrative tasks
OOC	out-of-class experience
I	interruption
OTH	Other: please describe

Student Engagement:

HE	high engagement, 80% or more of the students engaged
ME	mixed engagement
LE	low engagement, 80% or more of the students off-task

Cognitive Activity:

1	**Receipt of Knowledge** (lectures, worksheets, questions, observing, homework)
2	**Application of Procedural Knowledge** (skill building, performance)
3	**Knowledge Representation** (organizing, describing, categorizing)
4	**Knowledge Construction** (higher order thinking, generating, inventing, solving problems, revising, etc.
0	**Other** (e.g., classroom disruption

CONTENT

Propositional knowledge

	Never Occurred				Very Descriptive
6) The lesson involved fundamental concepts of the subject.	0	1	2	3	4
7) The lesson promoted strongly coherent conceptual understanding.	0	1	2	3	4
8) The teacher had a solid grasp of the subject matter content inherent in the lesson.	0	1	2	3	4
9) Elements of abstraction (i.e., symbolic representations, theory building) were encouraged when it was important to do so.	0	1	2	3	4
10) Connections with other content disciplines and/or real world phenomena were explored and valued.	0	1	2	3	4

Procedural Knowledge

11) Students used a variety of means (models, drawings, graphs, concrete materials, manipulatives, etc.,) to represent phenomena.	0	1	2	3	4
12) Students made predictions, estimations and/or hypotheses and devised means for testing them.	0	1	2	3	4
13) Students were actively engaged in thought-provoking activity that often involved the critical assessment of procedures.	0	1	2	3	4
14) Students were reflective about their learning.	0	1	2	3	4
15) Intellectual rigor, constructive criticism, and the challenging of ideas were valued.	0	1	2	3	4

CLASSROOM CULTURE

Communicative Interactions

	Never Occurred				Very Descriptive
16) Students were involved in the communication of their ideas to others using a variety of means and media.	0	1	2	3	4
17) The teacher's questions triggered divergent modes of thinking.	0	1	2	3	4
18) There was a high proportion of student talk and a significant amount of it occurred between and among students.	0	1	2	3	4
19) Student questions and comments often determined the focus and direction of classroom discourse.	0	1	2	3	4
20) There was a climate of respect for what others had to say.	0	1	2	3	4

Student/Teacher Relationships

21) Active participation of students was encouraged and valued.	0	1	2	3	4
22) Students were encouraged to generate conjectures, alternative solution strategies, and ways of interpreting evidence.	0	1	2	3	4
23) In general the teacher was patient with students.	0	1	2	3	4
24) The teacher acted as a resource person, working to support and enhance student investigations.	0	1	2	3	4
25) The metaphor "teacher as listener" was very characteristic of this classroom.	0	1	2	3	4

CAPSULE DESCRIPTION OF THE QUALITY OF THE LESSON AND ADDITIONAL COMMENTS

- Level 1: Ineffective Instruction
  - Passive "Learning
  - Activity for Activity's Sake
- Level 2: Elements of Effective Instruction
- Level 3: Beginning stages of Effective Instruction
  (Select one below.)

  ¤ Low 3 ¤ Solid 3 ¤ High 3
- Level 4: Accomplished, Effective Instruction
- Level 5: Exemplary Instruction

Please provide your rationale for the capsule rating.

Any other comments:

Appendix F – Portfolio Requirements for Students in the MST Program
Spring 2018

The internship portfolio represents an important collection of items that demonstrate the student's accomplishments related to the proficiencies that the Master of Science in Teaching Program seeks to develop in its beginning teachers. It serves as a reflective, self-instructional tool for the intern and as an assessment tool for the supervising faculty and mentor teacher.

The challenge of the portfolio is to select items that best illustrate the intern's proficiencies and convey other strengths that this individual brings to the classroom. The format of the portfolio is the student's choice, and the portfolio may be submitted electronically or on paper. Portfolios must document that the student has met the attached list of proficiencies, with the quality of each item holding the most importance rather than the total quantity of materials presented. Supplementary materials may be presented on a web site referred to within the portfolio, in order to prevent the portfolio from becoming too bulky. The following items must be included in the portfolio:

- A **Table of Contents**, *indicating the proficiencies that are illustrated by each item in the portfolio.*
- The intern's **resume**.
- A statement of **educational philosophy** (~2 pages).
- **A sample UNIT plan**, typically for 6-8 hours of instruction

  Within this unit plan, there should be

  1. a calendar chart indicating the topic for each day;
  2. a unit overview which includes the objectives and methods, materials (text, equipment), assessment tools, and reflective commentary;
  3. selected lesson plans (2 or 3 days), including the lesson's learning objectives, lesson methods and procedure, lesson materials, lesson assessment, and lesson reflective commentary;
  4. materials for the unit, including handouts, lab materials, overheads, powerpoint, etc.;
  5. assessment tools (blank forms and samples of student work showing the range of accomplishment by students, with names removed);
  6. assessment data; and
  7. reflective assessment commentary, including discussion of the results for diverse groups of students within the class.

- **A sample LESSON plan** illustrating the effective **use of technology**, including lesson objective, lesson methods and procedure, lesson materials, lesson assessment, and lesson reflective commentary, with reflection upon the effectiveness of the technology for teaching students from diverse groups. (This example may be included as part of the sample unit plan, above.)
- **A sample LESSON plan** illustrating a **hands-on laboratory** learning experience, including lesson objective, lesson methods and procedure, lesson materials, lesson assessment, and lesson reflective commentary, with reflection upon the effectiveness of the laboratory experience for teaching students from diverse groups. (This example may be included as part of the sample unit plan, above.)
- **Focus on diverse students**: consider two students in one of your classes, one who is struggling and one who does well, if possible representing underrepresented groups in science, and track their performance during at least one unit of your teaching. Include commentary about specific teaching strategies that you have used to help these students learn and their effectiveness. Cite related literature to identify strategies likely to enhance student learning and incorporate these strategies into your teaching. Assess the outcomes to determine the impacts of these strategies on student learning.
- A video of your teaching (optional)
- Information about parental or other community involvement during your teaching, student evaluations (optional)
- Other items that will provide a more complete picture of your capabilities as a teacher.

Appendix G – Application for Secondary Student Teaching Internship

APPLICATON FOR SECONDARY STUDENT TEACHING INTERNSHIP
SPRING 2018 SEMESTER
MASTER OF SCIENCE IN TEACHING PROGRAM
DUE DATE: October 5th

If you are interested in holding a student teaching internship in Spring 2018, please complete this application, upload it into the TK20 system as a single pdf and provide a paper copy to the RiSE Center Office in Estabrooke Hall no later than 4:00 P.M. on **Wednesday, October 4th.** Students accepted for internships will be notified by the end of October. All interns must be fingerprinted, in compliance with State law, prior to beginning the internship. If you have any questions about student teaching or the application process, please contact Professor Susan McKay at 735-6755. Professor Molly Schauffler will be able to refer you to someone to help with the TK20 system if needed. Please note that student teaching internships are only offered to MST students during the spring semester and that student teaching is a full-time commitment for the entire semester. If your application does not meet requirements for student teaching this spring, then you will not be able to student teach until the following spring. Your vacations from student teaching will coincide with the vacations of the school where you are placed, not the University's breaks.

Name _____

Current mailing address _____

_____

_____

Preferred phone _____

I. Preferences

A. Preferred content area of internship (Choose one) – life sciences, mathematics, physical sciences (Note: You must have received a passing score on the Praxis II exam in the content area for your placement. No exceptions will be made.)

B. Other areas in which you are qualified - _____

C. Preferred level (middle or high school) - _____

D. Preferences for particular schools or teachers (If you have geographic preferences and/or you have spoken with a particular teacher in a school about the possibility of doing an internship with them, please provide the details below. To request a particular teacher or school, please include contact information (phone, e-mail, regular mailing address).

II. Documentation of qualifications

A. Please attach a listing of the twenty-four credit hours of courses in your content area with a B- or better that you would like the committee to consider for your placement. Indicate the course number and title, place taken, semester taken, and grade.

B. Please attach a copy of your Praxis I and Praxis II score report forms.

C. Please indicate below when you completed SED500, or equivalent, and your grade in that course. If you are requesting that another course be accepted as an alternate, please attach a letter from the State Department of Education or other appropriate information to support your request.

_____

D. Please indicate the content methods course(s) that you are using to satisfy the requirement of three credits of content methods. (MST courses SMT501-4 and SMT 507 each count as 1.5 credits of science methods and SMT505-6 each count as 1.5 credits of mathematics methods. Methods courses taken as an undergraduate or as a graduate student from the College of Education and Human Development or equivalent courses taken elsewhere may also be used to meet this requirement.)

E. As part of its national accreditation, the Master of Science in Teaching Program requires that all candidates recommended for initial certification have some experience working with racially and ethnically diverse students. If you have had such an experience, for example with Upward Bound, McNair Scholars, or in some other setting, please briefly describe this experience below. If not, we will try to place you in a school that will provide this experience or we will work with you to design some sort of alternate way to meet this requirement. We make an effort to provide MST students with as much experience as possible working with diverse groups of students.

_____

_____

III. List of Attachments

A. If you have completed any related coursework at places other than the University of Maine **after you applied to the MST program**, please attach a transcript reflecting that coursework and list that transcript below.

B. Please attach a resume and list below or attach any other items that you would like to have considered as part of your application or that you would like for us to use in your placement.

Please sign the statement below and submit it as part of your application.

I confirm that all of the information provided within this application is correct and I give permission for the MST Program to distribute the contents of this application, in whole or in part, to prospective student teaching mentors and placement administrators.

Name (signed)	Name (printed)	Date