



# *Field Experience Handbook*

Academic Year 2023/2024

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Education Center

All forms are available at:  
<http://www.umf.maine.edu/fieldservices/>



The Field Services Program at the University of Maine at Farmington (UMF) has a dynamic vision of education for the 21<sup>st</sup> century. This vision is based on the ideal of creating schools that are dedicated to maximizing each learner's potential by personalizing learning experiences for all learners over a life span. Preparing new teachers for this work and for the actualization of the vision presents many challenges.

UMF's Teacher Education programs also face many challenges as we incorporate new national curriculum standards, new teacher standards, and new evaluation and data collection systems, while holding to our belief that the teaching profession is complex and demands professionals who embrace and demonstrate an enduring dedication to their own learning. The complexities of teaching become most apparent as our pre-service teachers engage in field experiences. UMF's field supervision team nurtures and guides our teacher candidates in their field experiences underscoring the importance of educator dispositions - habits of mind and heart- in teaching and learning to teach.

Field Services realizes that neither standards nor assessment processes are ends in themselves and that they cannot work without practices designed to support the goals of student learning. Our teacher candidates are steeped in a liberal arts education and we believe that the arts and sciences, along with their professional courses, allow them to enter schools as educational leaders who can transform schools by believing in human potential, by being stewards of democracy and by challenging and changing the role of the public school teacher.

Field Services is continuing to meet the challenges of providing our teacher candidates with learning experiences that are personalized and that prepare them to be the best beginning teachers they can be with a sense of efficacy, which allows them to assume leadership roles. The Office of Field Services and our Field Supervisors collaborate with area schools through our mentors and the Education Advisory Council. Members of the Education Advisory Council and mentor teachers have participated in the development and validation of our assessment forms for our students in the field, as well as other procedures and policies used throughout field experiences. We truly appreciate their continued contributions and strive to provide the most valid and reliable assessment tools possible. It is clear that our partnership with the schools enhances our program and benefits the K-12 students that our candidates serve. All of the people that are a part of our programs - UMF students, UMF supervisors and faculty, public school teachers, students and administrators are critical resources that contribute to the success of preparing UMF's teacher candidates as educational leaders for the 21<sup>st</sup> century. Together we can meet and overcome the challenges.

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# Model Code of Ethics for Educators

National Association of State Directors of Teacher Education and  
Certification (NASDTEC)

1. **Responsibility to the profession:** The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.
2. **Responsibility for professional competence:** The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills, and dispositions required for professional competence.
3. **Responsibility to students:** The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety, and well being of students by establishing and maintaining appropriate verbal, physical, emotional, and social boundaries.
4. **Responsibility to the school community:** The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.
5. **Responsible and ethical use of technology:** The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place, and role are maintained when using electronic communication.



## **Goals of the Student Teaching Program**

Student teaching is the culminating experience in all teacher preparation programs. It provides the opportunity for the candidate to demonstrate the skills, knowledge, attitudes, and understandings learned in courses taken before student teaching and to demonstrate readiness for teacher licensure based on the Common Core Teaching Standards (Maine 2012). All teacher candidates are required to student teach for one full semester, following the calendar and daily schedule of the district where they are placed.

The goal of UMF's Field Supervision team is for our teacher candidates to learn to take control of themselves as professionals and for each candidate to transition into the teaching profession as an Educational Leader of the 21<sup>st</sup> century who is a Caring Teacher, Competent Educator, and Collaborative Professional Leader.

### **A CARING TEACHER:**

- Builds respectful relationships
- Creates communities of learners
- Supports and encourages successful learning for all students
- Honors and responds to differences
- Utilizes knowledge of human development

### **A COMPETENT EDUCATOR:**

- Designs, plans, implements and evaluates instruction
- Uses best practices for instruction and assessment
- Knows content and strategies for integration
- Communicates clearly and effectively
- Solves problems creatively and constructively
- Uses the tools of a changing world

### **A COLLABORATIVE PROFESSIONAL LEADER:**

- Collaborates effectively with families, communities, and colleagues
- Practices reflective, self-directed, life-long learning
- Demonstrates a commitment to ethical and legal responsibilities
- Contributes to and leads in diverse societies

### ***Essential Goals and Purposes***

Our essential goals and purposes are embodied in the Maine Common Core Teaching Standards and our candidate diversity expectations. Within the context of our programs, candidates are evaluated based on important knowledge, skills and dispositions articulated in each of these standards and expectations.

### ***Diversity Expectations***

Candidates will:

- Examine personal experiences, beliefs, and biases and determine implications for professional practice.
- Demonstrate commitment to developing learning environments and experiences where all students learn about, understand and respect diversity.
- Demonstrate knowledge about the ways individual and group differences impact students, families, communities, and society and identify implications of these differences for professional practice.
- Plan instruction, assessment, and learning environments to address the needs and differences of individuals and groups.
- Access information about the student, family, learning environment, community, and societal factors that may impact student learning and use that knowledge to equitably improve the conditions for learning.



## **University Guidelines for Student Teaching**

1. University credits for student teaching are based on 15-16 weeks of student teaching for 15 credits.
2. Student teachers are graded on a pass-fail basis. The university supervisor assigns the final grade. Supervisors assign grades in accordance with protocols established by the university. Supervisors assess student progress relative to the rubrics established by the field team, and with input from mentor teachers.
3. Student teachers are responsible to both the university supervisor and the mentor teachers to whom they have been assigned.
4. Student teacher responsibilities include: completion of the State of Maine fingerprinting and criminal record check prior to beginning the experience, and transportation to and from the student teaching site.
5. Absences during student teaching must be kept to an absolute minimum. The mentor teacher and university supervisor must be notified as soon as possible. Excessive absences may result in repeating or extending the student teaching experience.
6. Student teachers follow the school calendar where they are student teaching rather than following the university calendar.
7. Student teachers are expected to be informed of and to comply with all of the policies and regulations of the school to which they are assigned.
8. Students should not enroll in college courses or take on job responsibilities that will, in any way, conflict with or detract from their overall student teaching responsibilities.
9. If a student teacher needs a change in placement for any reason, the decision to make the change rests with the university supervisor after consultation with the mentor teacher, the student teacher, the principal, and the Director of Field Services.
10. Upon consultation with the university supervisor, student teachers may substitute for their mentor teacher if a situation warrants. All district policies should be followed, and the university supervisor must be consulted.
11. UMF strives to provide equal educational opportunities for students with special needs due to disability. If you are a student with a disability and you anticipate needing accommodations to meet course requirements, please see the Director of Field Services at your earliest convenience and make arrangements to register with Jessica Berry, Director, Learning Assistance Center ([778-7295](tel:778-7295) or [jess.berry@maine.edu](mailto:jess.berry@maine.edu)), on the first floor of the Franklin Academic Success Center.



## Overview of the Student Teaching Experience

Student Teaching offers the Education major the opportunity to think and perform like a teacher; to move toward a practical understanding of the complexities involved in teaching and learning; to move from an Education major who is 'learning to teach' to a professional educator who 'teaches to learn.'

A student teacher is a learner and an apprentice in the teaching profession. Each of the University of Maine at Farmington's student teachers has a common knowledge base that reflects their specific Education program. The programs work with the preservice student in developing content knowledge, pedagogical skills and dispositions. Some of the skills are: observation, instructional planning and assessing, interpretation, and analysis. These skills are developed by analyzing samples of student work, comparing different curricular materials, interviewing students to uncover their thinking, studying how different teachers work toward the same goals, and observing what impact their instruction has on students.

Student Teaching emphasizes professional growth and understanding by learning how to work with families and colleagues in a collaborative and respectful way, utilizing community resources, developing an effective reflective practice, engaging in professional conversations about the teaching and learning processes, and acting on feedback; all of which lead to the goal of helping all learners realize and work toward their potentials.

UMF offers Education Programs that result in teacher candidates being eligible for Maine State certification in one of the following areas: B-5 (K) Early Childhood, (Pre)K-3 Early Elementary; K-8 (6) General Elementary; (6)7-12 English/Language Arts, Mathematics, Life Science, Physical Science, Social Sciences; (Pre)K-12 School Health Education; (Pre)K-12 World Language French or Spanish; B-5, K-8, or 7-12 Special Education. [N.B. the ( ) represent the Post-June 10, 2022 Maine Certification age levels.]

All Education majors meet specific eligibility requirements in order to student teach. However, they are like all learners in that student teachers will be at varying levels in relationship to the many demands of student teaching and in developing an understanding of the complexities of the teaching profession. Students will move through the 'stages' of student teaching at differing speeds. The final evaluation process of the Student Teaching program should clearly reflect the student teacher's performance and level of understanding at the end of their experience.

The ideal model for the Student Teaching experience is a ***COLLABORATIVE MODEL***. Students will have one placement over a 15-16 week period or, occasionally, two placements, each about 8 weeks. The phases of the ***Collaborative Model*** act as a guide for the student, the mentor teacher and the University supervisor. The expectation is that every student teacher will reach the final phase at some point during their student teaching, and take over all responsibilities for the full teaching load for a minimum of one full week.

The stakes are high during student teaching, not just for the teacher candidate, but also for the mentor and students. This experience has the potential to dramatically increase the capacity of new teachers and is a once-in-a career opportunity that can set the stage for future success.

## THE COLLABORATIVE MODEL

### **BEGINNING PHASE:** *very brief*

The mentor teacher models effective instruction and the student teacher observes, assists, and does some teaching. It is **MOST IMPORTANT** at this beginning phase to establish communication and reflective processes. **This is a good time for the mentor teacher to talk with the student teacher about her/his vision of good teaching.**

### **INTERMEDIATE PHASE:** *for 2-4 weeks*

The student teacher plans with the mentor, assists with the teaching and classroom routines. Reflection and communication practices should be practiced routinely building on a collaborative relationship.

### **THE MID-POINT PHASE:** *for many weeks*

The student teacher and the mentor teacher are working as a team. They plan together and decide who will be responsible for the curriculum delivery, assessment of learners, recording and analysis of assessment data, and evaluation of instruction. This provides an excellent opportunity to develop special projects that engage students in authentic tasks and encourage critical thinking. Use of videotaping, working with small groups of students to ensure conceptual understandings, and observing and providing feedback to each other are things that can happen during this phase.

### **FINAL PHASE:** *minimum of one full week, more time if possible*

The student teacher takes over as 'lead' teacher, assumes full responsibilities for the full teaching load, and all non-teaching duties. The mentor teacher observes and gives in depth feedback and advice. The mentor teacher and student teacher will plan a phase out period at the very end of the student teaching experience.



***THE COLLABORATIVE MODEL for the  
STUDENT TEACHING EXPERIENCE***

***MENTOR TEACHER  
MODELS***

***STUDENT TEACHER  
ASSISTS***

***TEAM TEACHING***

***STUDENT TEACHER  
TEACHES***

***MENTOR TEACHER  
OBSERVES & ADVISES***

## **The Role of the Principal/Administrator**

The Principal/Administrator plays an important role in making the student teaching experience an effective one. He / She is the representative of the district/facility and the initial contact person for the University of Maine at Farmington. The Principal/Administrator knows all of their teachers' strengths and is the person that will insure a positive connection between the mentor and student teacher.

### **Responsibilities:**

1. The Principal/Administrator recommends master teachers who meet the University qualifications to become a Mentor Teacher.
2. The Principal/Administrator keeps the University Supervisor informed of any problems that the Student Teacher may be experiencing.
3. The Principal/Administrator is sensitive to the potential or personality conflicts between a Student Teacher, Mentor Teacher, and University Supervisor, and is willing to assume a leadership role in helping resolve any conflict.
4. The Principal/Administrator makes periodic classroom visits to observe the Student Teacher.
5. The Principal/Administrator provides positive reinforcement as well as constructive suggestions to the Student Teacher.
6. When possible, the Principal/Administrator conducts a mock interview with the Student Teacher.
7. The Principal/Administrator contacts the University Supervisor about any potential problems that arise.
8. The Principal/Administrator contacts the Director of Field Services if considering a student teacher for a long term substitute position during their student teaching.

# University of Maine Farmington

## Placement of Student Teachers

**Once eligibility requirements have been addressed:**

- **Director of Field Services meets with Chairs of Departments to discuss student needs**
- **Director of Field Services meets with Field Supervisors**
- **Director of Field Services places student with Supervisor based on area of placement and student needs – gives Supervisor list with comments**
- **Every effort is made to place students in schools with diverse populations and in high poverty areas.**

**\* Supervisor works with principal, administrator or district designee to find mentor**

**Mentor teacher must:**

- **Hold a current Maine Teaching Certificate in the area student is teaching**
- **Have three years of teaching experience**
- **Demonstrate academic competence**
- **Demonstrate effective teaching as evidenced by student achievement**
- **Complete the mentor induction provided by UMF Supervisor**
- **Have the recommendation of the principal/administrator**
- **Be approved by the Supervisor**

**Director of Field Services notifies student of placement**

- **Student teacher sets up appointment with mentor and principal/administrator**
- **Upon approval, mentor and principal/administrator complete contract for semester**

\* UMF Field Services team is dedicated to the recruitment of exemplary mentor teachers who have a positive impact on student learning and possess high quality mentorship skills. We are committed to working with our partners to recruit highly effective teachers who have also demonstrated the ability to work with adults to prepare them for the teaching career.





## Qualities of Strong Mentor Teachers

*UMF's Field Experience Programs believe that mentors should be selected based on the following:*

### **The Mentor Teacher should**

- **Have mentoring experience**
  - /teaching for at least three years
  - /participating in mentor training as required
- **Have mastered the basic skills of teaching**
  - /content competence
  - /successful classroom management skills
  - /organizational abilities (daily tasks, student records, management of classroom materials)
- **Understand the need for flexibility, in attitude and in practice**
  - /flexibility with pedagogical choices
  - /ability to adjust to various organizational problems that occur during the course of a day in a classroom
- **Accept the possibility that pedagogical styles other than the ones they use may be successful**
  - /mentors who are comfortable with their own style should be able to accept different approaches without being threatened or feeling the need to be unduly critical
  - /mentors need to be able to accept the possibility that other pedagogical styles may ultimately be successful
- **Realize that possessiveness of students and classroom policies is detrimental to a mentoring relationship**
  - /mentors need to acknowledge the possibility that the novice may eventually be a rival for her strong performance in the classroom as it relates to content and student relationships
- **Have the ability to confront troublesome situations as necessary**
  - /the mentor needs to be assertive with direct feedback when the teacher candidate needs to do things differently or with more rigor. This can be accomplished in a respectful, caring manner.
- **Have a professional vision beyond their own classroom**
  - /when the mentor is involved in professional organizations and conferences she is able to introduce teacher candidates to the exciting world of research and professional interactions.

## RESPONSIBILITIES OF AN EFFECTIVE MENTOR

Taken from: *Mentoring Beginning Teachers 2009*  
*Teachers as Learners 2012*

If you are a B-K Teacher Candidate or Mentor, please see the **Birth to Kindergarten section** toward the back of this handbook

- ❖ Express positive feelings about teaching and help the TEACHER CANDIDATE (TC) attain those same feelings. Address the TC's thoughts about being a teacher.
- ❖ Demonstrate professional competence. See Common Core Teaching Standards (Maine 2012)/InTASC Standards (April 2011).
- ❖ Help the TC come to see that learning is an integral part of teaching and conversations about teaching are a valuable resource in developing and improving practice.
- ❖ Be easily accessible, trustworthy, and understanding.
- ❖ Schedule time to meet and plan with the TC.
- ❖ Help the TC cope with practical details of being a teacher.
- ❖ Listen to daily concerns, progress, and questions.
- ❖ Talk aloud about what you do and why you do it.
- ❖ Demonstrate how to probe and extend student thinking.
- ❖ Alert the TC to interpret signs of understanding and confusion in students.
- ❖ Stimulate the TC to talk about their reasons for decisions and actions.
- ❖ Engage the TC in conversations about the difficulties inherent in finding out what students know and what they need to learn.
- ❖ Serve as a source of ideas.
- ❖ Offer assistance on classroom management and demonstrate strategies.
- ❖ Help expand the TC's repertoire of teaching strategies.
- ❖ Get the TC involved in planning for and solving specific problems about curriculum, instruction, assessment, and building relationships (families, community and colleagues).
- ❖ Provide opportunities for classroom visits (another TC'S classroom, other teachers' classroom). Review TC's reflection and provide feedback.
- ❖ Provide a task-oriented focus established through two-way interchange about goals and procedures.
- ❖ Work with and communicate openly with the University supervisor.
- ❖ Assist with the TC's understanding and management of school authority.

## **IMPORTANT THINGS THAT MENTORS DO for the TEACHER CANDIDATE (TC)**

If you are a B-K Teacher Candidate or Mentor, please see the **Birth to Kindergarten section** toward the back of this handbook

### **WELCOME:**

- Provide a physical space (desk, an area to work and keep belongings).
- Introduce the TC to your space – where things are in the classroom, show them around school, make them feel welcome.
- Encourage the TC to introduce himself or herself to the class in an engaging way.
- Arrange for a tour of the school.
- Introduce the TC to other staff members.
- Arrange for the TC to observe in other teachers' classrooms.

### **TEACH USING A COLLABORATIVE MODEL:**

- TC observes and assists mentor, discussion follows.
- Co-teach with the TC, debrief, help TC to reflect upon lessons and offer suggestions.
- Allow TC to assume full responsibility of teaching. Mentor observes, provides written feedback, helps student to reflect and offers suggestions.

### **ALLOW TIME:**

- Provide a regular time in the day to be involved with the TC.
- Regularly review lesson plans. All lesson plans will be in UMF format.
- Plan with the TC - what are your upcoming plans, how do they fit with what the TC is doing?
- Check in regularly with the TC. How is s/he doing, any needs or concerns, are goals being met? Often specific questions need to be asked to probe for information; many TCs quickly say, "Everything is fine."

### **INFORM:**

- TC should be provided any information you receive regarding school scheduling or changes.
- Provide school rules/policies so the TC can be clear and consistent in enforcing them.
- Be clear with expectations. It is your classroom – provide the TC with guidelines and specific ways you want things handled.
- Give notices about any out-of-school or extra activities such as open houses, parent conferences, performances, etc.
- Let UMF supervisor know early on if you have any questions, problems, or suggestions regarding your TC or the Program's expectations.

### **OFFER RESOURCES:**

- Provide texts, curriculum guides, manuals, and materials that the teacher candidate will need. TCs are expected to research their own materials to use in lessons in addition to drawing from resources you provide.
- Suggest people the TC might go to for resources in the school or community.
- Offer your experience, share what you have found to be successful strategies in managing the multiple tasks of a teacher.

- Ask the TC questions about areas of expertise they can share and about what they learn in their programs.

#### **BE ACCESSIBLE to the pre-service teacher:**

- Encourage the TC to come to you with questions and concerns, for support, for help in making decisions, and in finding resources.
- Find a regular time when you and the TC can meet, put the time in your planners!

#### **OBSERVE:**

- Observe on a daily basis. Make it a routine and an expectation.
- Have the TC observe you teaching and working with students; debrief after the observation.
- Mentor observes TC teaching and working with students; gives feedback, both orally and in writing.
- A minimum of two formal written observations must be submitted to field supervisor; use the *Classroom Management Observation Checklist* form for the first eight weeks. Use format of your choice in the second eight weeks.

#### **GIVE FEEDBACK, ENCOURAGE REFLECTION:**

- On a daily basis, verbal feedback and reflective conversations are essential.
- Allow for two way conversations and encourage the TC to be reflective.
- Enable the TC to hear and see what is working and why. Provide positive feedback.
- Provide the TC with suggestions for improvement. TCs feel that this is critical to their growth and learning.
- Encourage the TC to provide their own thoughts on how they are performing and guide their reflections.
- Provide written feedback on lessons observed at least 2-3 times per week.

#### **ASSESS AND EVALUATE:**

- Formative, ongoing assessment of the TC on a regular basis in the form of verbal and written feedback helps the TC be more effective and provides specifics for reflection.
- Evaluation of the TC occurs at the midpoint and end of placement. TCs are also expected to evaluate their own strengths and areas for improvement.

#### **ASK ABOUT and ASSIST TEACHER CANDIDATES with PROGRAM REQUIREMENTS**

- Lesson Plans
- Assessment and Evaluation Forms
- Teacher Work Sample
- Other Assignments

**ALL FORMS ARE AVAILABLE AT:  
<http://www.umf.maine.edu/fieldservices/>**

## Suggestions for Mentors

If you are a B-K Teacher Candidate or Mentor, please see the **Birth to Kindergarten section** toward the back of this handbook

Please help your student teacher by:

- ☐ Assisting student teacher to become acquainted with the goals of the school.
- ☐ Familiarizing student teacher with the facility.
- ☐ Introducing student teacher to faculty members and school personnel.
- ☐ Providing a workspace within the classroom and an area to house student teacher's belongings.
- ☐ Providing student teacher with an area to allow them to display a bulletin board or student materials.
- ☐ Providing student teacher with an opportunity to observe and study the class.
- ☐ Assisting the student teacher with access to student records.
- ☐ Familiarizing the student teacher with procedures for obtaining instructional supplies.
- ☐ Familiarizing the student teacher with instructional technology.
- ☐ Familiarizing the student teacher with use of available equipment (copy machines, laminators, etc.).
- ☐ Introducing the student teacher to classroom management routines, class rules, and teaching procedures specific to the school.
- ☐ Providing opportunities for student teacher to experience professional meetings (teacher meetings, workshops, student staffing, IEP, RTI, etc.).
- ☐ Providing opportunities for student teacher to experience parent meetings.
- ☐ Familiarizing the student teacher with a variety of instructional techniques.
- ☐ Familiarizing the student teacher with a variety of behavior management techniques.
- ☐ Familiarizing the student teacher with a variety of assessment of techniques.

Rev. 7/23





## **Instructions for Mentor Teachers Completing the Letter of Reference**

The purpose of the Letter of Reference is twofold, one is to provide a summative statement regarding the student teacher's preparation for beginning a career in teaching and two is to serve as a reference to support the student teacher's search for employment within the education profession. It is important that you speak about strengths as well as areas of performance that may require further development in order to support successful entry into the teaching profession.

Please print this letter on your school letterhead and upload a scanned copy to TK20. Your student teacher will use a copy in their resume packet when applying for positions. If you have no scanning capability, please be sure to convert the document to a universally readable format, such as PDF. If you have questions or would like assistance, the student teacher supervisor will gladly lend their support.

UMF will again this semester be asking mentors to collect data electronically through our online data collection program, TK20. Each semester mentors conduct and submit evaluation forms and observations of their teacher candidates according to the *Mentor Teacher Checklist* on the following page. The *Checklist* specifies each evaluation/observation form, the due date, and whether it will be submitted on paper or electronically through TK20.

Prior to the Mid-Term and End-of-Term dates listed on the *Checklist*, you will receive an email from ([noreply@tk20.com](mailto:noreply@tk20.com)) with the following subject: "Field Assessments for [Student Name]," containing a direct link to the assessment tool in your student's TK20 account.

Detailed directions for using TK20 and submitting the forms are provided in this handbook, and are also available on the Field Services website: <http://www.umf.maine.edu/fieldservices/mentor-teacher-resources/>. Because this process may be new to you, your student, who is familiar with TK20, has been asked to assist you in any way necessary. In addition, please know that Wendy Kennedy, Administrative Specialist, ([wendyk@maine.edu](mailto:wendyk@maine.edu)) is always available to address any questions or concerns.

Some TK20 Hints:

1. Some of the forms are long, and *Save* is all the way at the very end. Here are a couple of keyboard shortcuts:
  - a. To jump directly to the end
    - i. PC – Ctrl/End
    - ii. Mac – fn/Right Arrow
  - b. To jump directly to the beginning (home)
    - i. PC – Ctrl/Home
    - ii. Mac – fn/Left Arrow
2. If you get loading errors, try clearing your browser cache
3. TK20 works best with Google Chrome
4. If you get an error message and are able, take a screen shot of the exact message and send it to [wendyk@maine.edu](mailto:wendyk@maine.edu). This is very helpful to us and the TK20 programmers in solving problems.

UMF Field Services greatly appreciates your willingness to work with us on this data collection method. The UMF Teacher Education program strives toward quality education for all students, and continuous improvement in the ways we carry out that education. One of the many ways we monitor the caliber of our education programs is to use TK20 to gather assessment data. Using the assessment results, as well as other feedback, faculty members review the data and make changes, as appropriate, to UMF's Teacher Education programs to ensure the continued high quality expected.

## MENTOR TEACHER CHECKLIST

If you are a B-K Teacher Candidate or Mentor, please see the **Birth to Kindergarten** section toward the back of this handbook

Mid-Term Approximate Dates: week of October 16 OR March 4  
End of Term Approximate Dates: week of December 4 OR April 22

- ☐ Complete *Two Week Progress Report*. Submit form to Field Supervisor. (Two weeks into semester)
- ☐ Complete draft goals for student teacher (*Goal Setting form and Conversation Guide*) approximately 4 weeks into semester. Submit form to Field Supervisor.
- ☐ Complete first formal observation by midterm – use *Classroom Management Observation Checklist* form **on TK-20**.
- ☐ Complete *Teacher Candidate Dispositions and Professional Expectations: In Field Setting Midterm* **on TK-20**.
- ☐ Complete Midterm Review – use *Essential Areas of Teaching* form **on TK-20**.
- ☐ Complete final formal observation prior to Portfolio Presentations – use form of choice (consider *iObservation*, if you have access). Submit form to Field Supervisor.
- ☐ Complete Final Review - use *Final Essential Areas of Teaching* form **on TK-20**.
- ☐ Review the *Standards Portfolio* with student; provide feedback, give to student. Paper form available, if desired.
- ☐ Complete *Letter of Reference* on school letterhead. Scan and upload to TK20 and give copy to student.

Please feel free to contact the Field Supervisor with any questions or concerns. You may also contact Hiram Sibley, Director of Field Services (778-7171 [hiram.sibley@maine.edu](mailto:hiram.sibley@maine.edu)).

## Tk20 Guide for Mentor Teachers

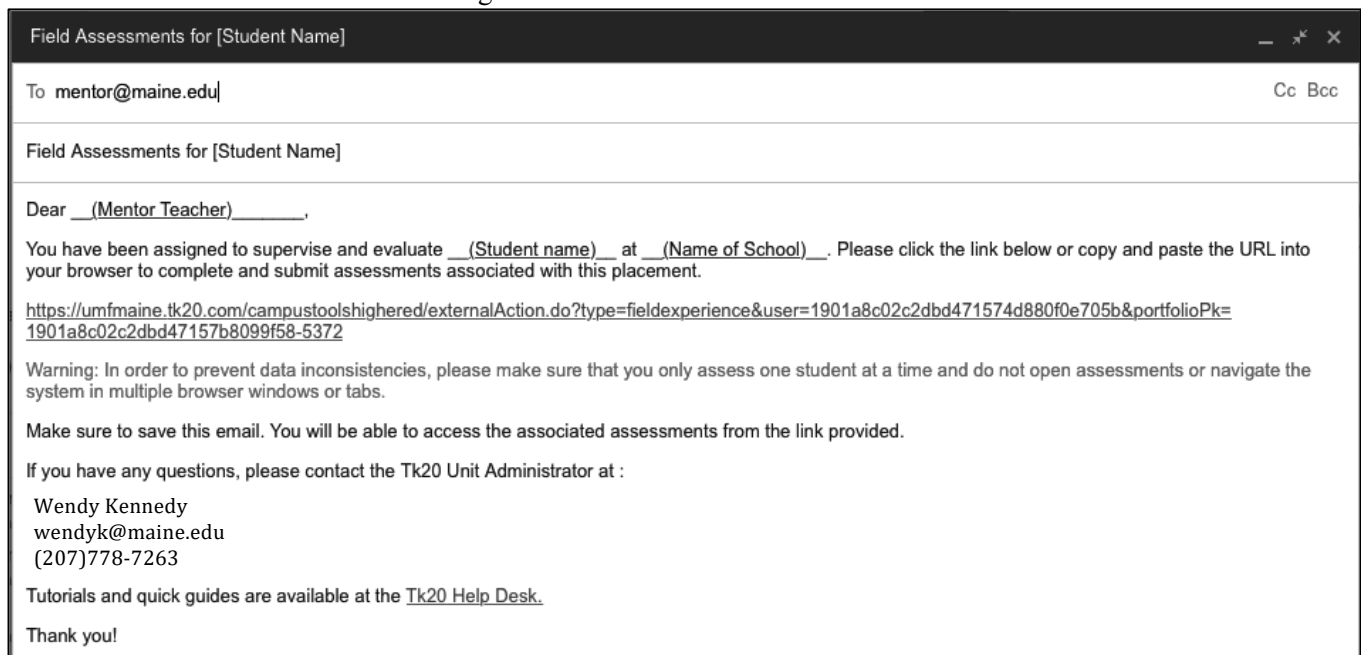
### INTRODUCTION:

Beginning Fall 2016, the Education Programs transitioned to a digital “Field Experience Binder” in order to collect and store student work, mentor observations/feedback and supervisor observations/feedback all in one place. Students, mentors and supervisors can both upload documents into the binder AND complete digital forms for observations/assessments. Not only does this provide immediate feedback/progress updates, it also provides transparency regarding our assessment process because all documents are visible to students, mentors and supervisors.

### GETTING STARTED:

As a mentor teacher, you will receive an email from Tk20 ([noreply@tk20.com](mailto:noreply@tk20.com)) with the following subject: “Field Assessments for [Student Name]”.

The text of the email will look something like this:



To access your student’s Field Experience Binder, click on the blue text link in the email that begins with “<https://umfmaine.tk20.com/campustools....>”. Clicking on this link will open a student’s Field Experience Binder.

## Sample Field Experience Binder:

### Student Assignments

SED 209
Contextual Factors Analysis (CFA)
Habbits of Mind Lesson Plan
Mid Term Dispositions
Print-Friendly View

Participation, Goal Setting and Conversation Guide
Formal Lesson Plan
End of Term Dispositions

Enrichment Hours Log
Standards

**Title:**  
TEST for Susie

**Description:**  
This Field Experience Binder is a collection of student work and observations from a clinical field experience. Students will submit work samples into and complete digital self-assessments forms in the Field Experience Binder. Mentor Teachers and Field Supervisors will be able to access and complete digital versions of assessment and observation forms.

In order to provide transparency and provide immediate feedback, all assignments, observations and assessments will be accessible to students, Mentor Teachers and Field Supervisors

The EDU 202 Practicum Field Experience Binder will include the following student work: Contextual Factors Analysis (CFA); lesson plans; teacher candidate dispositions & professional expectations; goal setting/conversation guide; and, the field enrichment hours log.

**Due Date(s):**  
12/16/2016 01:00 AM

**Submission Option(s):**  
Students are allowed to submit after the due date.  
Students are allowed to submit after assessment has been submitted.  
Additional Attachments are allowed.

- > Site Information - Mentor Teacher
- > Site Information - Susie Dykstra
- > Placement Details

### Mentor Observations

**These are your forms, but your name will not be listed.** Submit Close

**Student:** Sally Student Print-Friendly View

Field Experience Forms
Due Date(s)
Feedback

#### FIELD EXPERIENCE FORMS

Field Experience Form	Description	Last Update
Teacher Candidate Dispositions & Professional Expectations: In Field Setting (AY 16-17): End-of-Term		
Teacher Candidate Dispositions & Professional Expectations: In Field Setting (AY 16-17): Mid-term		
Teacher Candidate Dispositions & Professional Expectations: In Field Setting (AY 16-17): Optional Additional 1		
Teacher Candidate Setting (AY 16-17):		

### Field Supervisor Observations

#### FIELD SUPERVISOR'S FORMS

**Field Supervisor:**  
Barbara Eretzian

Field Experience Form	Last Update
Field Version of UMF Unit-Wide Lesson Plan Rubric AY 2016-2017: Evaluation 1	
Field Version of UMF Unit-Wide Lesson Plan Rubric AY 2016-2017: Evaluation 2	
Practicum Contextual Factors Analysis Rubric - AY 16-17: Fall 2016	
Practicum Exit Interview AY16-17: End-of-Term	
Practicum Formal Observation - AY16-17: End-of-Term	
Practicum Informal Observation AY16-17: Mid-Term	
Practicum Participation Rubric: Practicum	

In a typical Field Experience Binder, student work/assignments are on the left side of the screen. Mentor and supervising teacher observations are on the right side. As a mentor teacher, you have access to view any work that students have submitted digitally AND access to view any observations/evaluations that have been completed by the supervising teacher.

## COMPLETING AN OBSERVATION

Once you have logged into a student's Field Experience Binder, you can then complete a digital version of any required observation or evaluation forms. The most common form that all mentors will complete is the "Teacher Candidate Dispositions & Professional Expectations: In Field Setting" form.

From the list of "Field Experience Forms", find the form that you need to complete and click on the name (blue text).

Please note: Some forms have multiple copies because you are schedule to complete them multiple times (eg, midterm and end of term). You can distinguish between copies of the same form by looking at the end of the name.

**End-of-Term Version**

**Mid-term Version**

**Student:** Sally Student

Field Experience Forms
Due Date(s)
Feedback

#### FIELD EXPERIENCE FORMS

Field Experience Form	Description
Teacher Candidate Dispositions & Professional Expectations: In Field Setting (AY 16-17): End-of-Term	A FLAG indicates that you can enter data. If there is a LOCK, you can open and look at the form, but cannot add data until the due date (for End-of-Term forms).
Teacher Candidate Dispositions & Professional Expectations: In Field Setting (AY 16-17): Mid-term	



\*You can view data entered in the Student and Field Supervisor sections, but cannot add data or change those forms.

When you click on the name of the form, it will open in a new window. Fill out the form.

Please Note: Tk20 does NOT auto-save anything. As you work on the form, you may want to periodically click on the “Save” button (located at the BOTTOM RIGHT side of the form).

If you need to stop working on the form and finish later, click “Save”. You can later re-open and continue working on the form.

As soon as you save any work, it will be immediately available for your student and his/her supervisor to view.

**Student:** Sally Student Print-Friendly View

[< BACK](#)

**Teacher Candidate Dispositions & Professional Expectations: In Field Setting (AY 16-17): Mid-term**

**DESCRIPTION**

The Teacher Education Program at the University of Maine Farmington understands and supports the assessment of dispositions throughout the student's program, both in the classroom and in the field.

**Directions:**

- Rate the candidate on each disposition holistically by circling the corresponding rating based on the following scale: 1. Does Not Meet Expectations 2. Partially Meets Expectations 3. Meets Expectations
- Please read through the list of indicators for each disposition. The listed indicators provide the reviewers examples of expected behaviors for each disposition/expectation but is not intended to be all-inclusive.
- If ratings are at the 1 or 2 level, please provide feedback for the student by underlining, circling, or highlighting any indicators that need to be addressed.
- If ratings are at the 1 level, please provide specific feedback in the comment box. Attach additional documentation as necessary. Comments are invited for all other levels but are not required.

*For Pre-Candidacy, students receiving a faculty rating of 1, or five or more 2s, or an overall rating of "extreme concern" will meet with a support team which may result in action plan. For Pre-Student Teaching, students receiving a faculty rating of 1, or four or more 2s, or an overall rating of "extreme concern" will meet with a support team which may result in action plan. Faculty may request that a student meet with the support team at any time.*

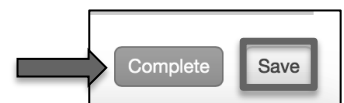
**Time of Term**

☐ Mid-Term

☐ End of Term



After you finish the form completely, first click “Save”, then click “Complete”.



If you need to work on observations/evaluations for a second student, you will need to log-out of Tk20 and access the other student's Field Experience Binder from the email you received for the other student.

You can use that same link in the original email to access a student's binder at any time.

Submit vs. Close: Please click the CLOSE button at the top of the page when you have completed the task. Submit has been known to cause problems.





### **Responsibilities/Expectations of the Student Teacher**

1. Act in an ethical and professional manner demonstrated in your dress, punctuality, and relationships with students, teachers, staff, and community members. Fingerprinting and criminal record check must be in place prior to your student teaching.
2. Maintain a high level of communication with your mentor and university supervisor throughout your student teaching experience.
3. Become acquainted with school personnel, routine procedures, upkeep of the classroom environment, and co-curricular activities. Always follow accepted school policies in all matters and offer your assistance when and where appropriate.
4. Adhere to all policies and ethical obligations regarding confidentiality when discussing students and their families, school personnel, and school-related information.
5. Remember you are a learner studying the teaching/learning process. No one expects you to be fully “ready” on arrival. Your goal is to be responsible for and carry out all roles of your mentor.
6. With the guidance of your mentor, develop unit plans and daily lesson plans for teaching. Lesson plans are the foundation of good teaching. Preparing lesson plans can be very time consuming. Be sure to make time in your schedule for this.
7. Maintain a plan book and use the UMF lesson plan format for all lessons.
8. Attend any school-related functions that teachers are normally expected to attend and adhere to the school’s calendar. Participate and demonstrate your commitment to the profession by attending in-service workshops, open houses, parent conferences, extracurricular activities, and any other forms of out-of-school programs that help you to see your students in a new setting.
9. Inform your university supervisor of any serious problems you may encounter at your student teaching site. Be sure to also notify your supervisor and mentor when unable to attend school.
10. Take advantage of the time you have to observe and work with your mentor. Draw on their expertise by arranging a regular conference time to evaluate your performance.
11. Attend all seminars and use the seminars, post conference and exit interviews with your university supervisor and/or other colleagues as an opportunity to share experiences, benefit from others’ expertise, ask questions, and build your skills as a reflective practitioner.
12. Complete all UMF assignments successfully.



### ***A CARING TEACHER:***

- ◆ ***Builds respectful relationships***
- ◆ ***Creates communities of learners***
- ◆ ***Supports and encourages successful learning for all students***
- ◆ ***Honors and responds to differences***
- ◆ ***Utilizes knowledge of human development***

### ***A COMPETENT EDUCATOR:***

- ◆ ***Designs, plans, implements and evaluates instruction***
- ◆ ***Uses best practices for instruction and assessment***
- ◆ ***Knows content and strategies for integration***
- ◆ ***Communicates clearly and effectively***
- ◆ ***Solves problems creatively and constructively***
- ◆ ***Uses the tools of a changing world***

### ***A COLLABORATIVE PROFESSIONAL LEADER:***

- ◆ ***Collaborates effectively with families, communities, and colleagues***
- ◆ ***Practices reflective, self-directed, life-long learning***
- ◆ ***Demonstrates a commitment to ethical and legal responsibilities***
- ◆ ***Contributes to and leads in diverse societies***

## **University Supervisors' Responsibilities**

The Field Supervision faculty are accomplished school professionals who work collaboratively with partnering schools, mentor teachers, school administrators and other UMF faculty in order to provide our students with rich field experiences and intensive support while engaging in their student teaching. All of the supervisors' professional roots are grounded in public education as teachers and administrators. While all of our Field Services faculty have worked in Maine schools, several also bring experiences from outside the state to enhance the diversity of exposure our students receive. Field Services Supervisors are all full time faculty at the University of Maine Farmington and have gone through an extensive hiring process. They are reviewed regularly as a member of the University faculty. Supervisors are continuously trained in observation and keep current with what is happening in the partner schools.

The Field Supervision faculty are a strong and effective working team that meet regularly to plan events and curriculum, support one another, review cases, and share expertise. The connection with partner schools is critical to insure that students receive the support they need to be successful. Because of this collaboration, our students have access to individuals who possess a range of skills, knowledge, dispositions, interests and styles that influence their development as education professionals.

The nurturing and guidance of student teachers are the most critical responsibilities of Field Supervision faculty; however, the following are other important responsibilities of Field Supervisors:

- Interview of student teachers for placement purposes.
- Work collaboratively with administrators to place student teachers with mentors based on criteria set forth by the University.
- Consult with school principal and Director of Field Services on any requests for use of student teachers as long term substitutes.
- Place student teachers in settings that promote inclusion, and that have students who represent diverse ethnic, racial, gender and economic groups.
- Maintain open positive communications with the school administration and faculty.
- Work with mentor teachers to review the importance of their role and responsibilities, maintaining positive working relationships and supporting their work with students.

- Conduct mentor induction process and submit completed paperwork to field office.
- Conduct orientations for students and weekly two-hour seminars that follow specific syllabi.
- Observe students in the school environment, conducting four face to face observations, plus one video review, with additional visits as necessary. Observations will be spread out throughout the 16 week placement. (see evaluation forms)
- Provide oral and written feedback after each observation during a post-conference.
- Assess and evaluate students based on specific tools and instruments.
- Participate in portfolio reviews of all student teachers.
- Conduct exit interviews.
- Issue final grades for students and submit within designated time frame.
- Complete final evaluations and recommendations for students which become part of the students' permanent records.
- Collect data from students in the field for analysis and sharing with all education faculty for the purpose of student and program improvement.
- Collect data from UMF graduates working as teachers to inform current and future decisions.
- Keep the Director of Field Services informed of the progress and status of students.
- Notify the Director of Field Services as early as possible of any issues or concerns
- Complete all TK20 submissions.
- Notify Administrative Specialist of any changes in placement.



## **University Field Services Director Responsibilities**

The Director reports to the Associate Provost and Dean of Education, works with all of the division chairs, and works directly and most closely with the field supervisors. The Director is ultimately responsible for all students engaged in field experiences and for all aspects of the field supervision programs. The Director serves as a liaison with all UMF administrators, faculty, staff and departments, as well as being a liaison with school personnel and districts.

The Director is responsible for all curriculum, assessment, evaluation and activities related to the general practicum for all Education majors and for student teaching. The Director works with the field supervisors and any other individuals or combination, such as students, division chairs, faculty, the dean, other university administrators and public school personnel, to solve problems and find solutions to issues that arise during the course of a year.

The Director is always available to students, faculty, staff, administrators, and to people working in schools. Any questions about practicum or student teaching can be addressed through the Director, who sees this as the most important aspect of the position. Other responsibilities include:

- \*makes final confirmations regarding the eligibility of students seeking field experiences
- \*oversees the application processes
- \*initiates the interview processes
- \*provides formal and informal informational meetings about student teaching
- \*establishes criteria for screening mentor teachers with field supervisors, and assists supervisors in the placement of students in schools
- \*examines placement requests from students with extenuating circumstances and makes decisions after appropriate consultations and when appropriate following specific procedures

- \*makes final decisions with input from relevant parties regarding situations where students are at risk of not successfully completing their field experience
- \*works collaboratively with field supervisors and school principals upon request to use student teachers as long term substitutes
- \*prepares all materials and correspondence for students and school personnel related to field work
- \*assigns students to the university supervisors
- \*coordinates meetings, events and activities for field supervision faculty, students, and school personnel
- \*oversees the maintenance of student records regarding field work
- \*works with registrar's office in the areas of student registration and final grades
- \*collects and interprets all evaluation materials
- \*coordinates data collection related to field experiences for analysis to use for student and program improvement
- \*provides opportunities for input and evaluation from all parties of the programs to ensure that right things are happening
- \*makes final decisions regarding teacher candidates' student teaching standing and recommendation for certification
- \*co-authors with division chairs letters of recommendation for field supervisors for their reappointments
- \*is responsible for Field Services budget
- \*works in collaboration with and supervises Field Services Administrative Specialist



## Protocol for Teacher Candidate at Risk for Failing a Field Experience

In order to more accurately provide a means of remediation for students at-risk who are not meeting the Professional requirements during a practicum or student teaching experience, a Teacher Candidate At Risk protocol is in place. This protocol is above and beyond the normal documentation that is routinely completed during practicum and student teaching.

If the mentor teacher and university supervisor have any concerns related to a teacher candidate's professional responsibilities, they should use the following steps:

1. The UMF Field Supervisor notifies the Director of Field Services as early as possible of any issues or concerns.
2. The teacher candidate is notified in person if possible or by e-mail that a problem exists that could keep them from continuing her or his field experience.
3. The teacher candidate must take initiative to correct the problem. A special Action Plan (see Addendum) is created with the University Supervisor, Director of Field Services and the teacher candidate, with input from the mentor.
4. When the goals of the Action Plan have been met and the problem has been corrected, the teacher candidate continues with the field experience, but will be closely monitored.
5. If the problem is not resolved and continues to be an issue, then the Center for Student Development or Student and Community Services may be involved, and notification to the appropriate department would be made by the Director of Field Services.
6. The Director of Field Services will seek the advice of the Associate Provost & Dean, College of Education, Health, and Rehabilitation, to make decisions regarding the student teacher's ability to remain in the teaching program.
7. **If appropriate** the teacher candidate will be reassigned to an alternative placement. Should the teacher candidate not demonstrate success in the alternative placement, the teacher candidate will not be given an additional placement nor be recommended to pass the practicum or student teaching, or will not be recommended for State Teaching Licensure, whatever is appropriate for the specific situation.
8. A teacher candidate who is unable to show sufficient promise as a teacher will be counseled out of the teaching profession. It is the responsibility of the Director of Field Services to carry out this action. However, the Director will work with the university supervisor, the mentor teacher, the student's advisor and division chair and other appropriate parties when such an action is warranted. Alternative degree options will be explored with the student and their academic advisor.

## **WITHDRAWING A TEACHER CANDIDATE FROM A FIELD EXPERIENCE**

In the event that a teacher candidate is counseled out of a field experience, or if the teacher candidate's behavior is such that he/she must be dropped from the field experience, the following procedure is used.

### **Withdrawal**

A student who withdraws or is withdrawn from a field experience will receive a "W" (withdrawn) if withdrawn before the mid point of the semester. A student withdrawn past the mid point of the semester will receive an "F" for the course. The student may then petition to have the F changed to a W if so desired. Any student withdrawn from a field experience will be provided an exit conference and given written reasons for the withdrawal and suggestions for remediation. A copy of the exit conference will be forwarded to the Associate Provost & Dean, College of Education, Health, and Rehabilitation.

### **Reapplication**

#### **Special Situation**

In special cases, it may be advisable and proper for a student to withdraw with some credit. The Field Services Director should recommend the number of credit hours to be awarded and justify the recommendation. The student could be considered for reapplication to another field experience. This decision would be made in consultation with the student's advisor, division chair and other appropriate parties.

#### **Teacher Candidate Decision Not to Withdraw**

The teacher candidate who is advised by the Director to "withdraw" may decide to continue. If the teacher candidate is permitted to continue, he/she must be informed that the final evaluation will be based on demonstrated performance and that a grade of F may still be awarded. If the student decides to continue, he/she will not be permitted to withdraw passing at a later date.

### **Addendum**

**ACTION PLAN:** The teacher candidate, with the help of the University Supervisor, the Director of Field Services, and if appropriate, the Mentor Teacher, will set two to five goals in an Action Plan. If goals are met in a timely manner and are effective in resolving the stated concern, issue or problem, the teacher candidate may continue with the field experience with continued close monitoring.

## ACTION PLAN

Name:	Placement:	Date:
Goal:	Evidence of successful completion:	Timeline:
Goal:	Evidence of successful completion:	Timeline:
Goal:	Evidence of successful completion:	Timeline:

Student signature: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Director: \_\_\_\_\_

Mentor: \_\_\_\_\_

## STUDENT TEACHER ASSIGNMENTS

If you are a B-K Teacher Candidate or Mentor, please see the **Birth to Kindergarten** section toward the back of this handbook

- ☐ *Two Week Progress Report* completed by mentor. Student submit to Supervisor.
- ☐ *Goal Setting* form, including *Conversation Guide*, completed with mentor at the end of four weeks in the field.
- ☐ Complete the *Contextual Factors Analysis (CFA)*. Upload to **TK20**.
- ☐ Upload Lesson Plan for 1<sup>st</sup> observation to TK20.
- ☐ Use *Classroom Management Observation Checklist*; submit to Supervisor.
- ☐ Midterm *Teacher Candidate Dispositions and Professional Expectations: In Field Setting* completed **on TK20**.
- ☐ Midterm Review –complete *Essential Areas of Teaching* form **on TK20**.
- ☐ Complete the Teacher Work Sample (TWS):
  1. Upload document to **TK20** or include link **on TK20** in designated area.
  2. Complete *Instructions & Rubric for Teacher Work Sample* form and submit to Supervisor.
- ☐ Video Analysis (also part of TWS). Complete *Video Self-Analysis* form. Submit to Supervisor.
- ☐ Complete *IEP Observation* assignment for non-Special Education majors. Submit to Supervisor.
- ☐ Conduct *Panorama Survey* with your classroom students and submit responses.
- ☐ Write a *Final Reflection*, using goals previously set, and including new goals for first year of teaching. Submit to Supervisor.
- ☐ Create Student Teaching Standards Portfolio and attend Portfolio Presentations.
- ☐ Complete the *Standards Portfolio Evaluation/CCTS Rationale Rubric* and *Artifact Checklist* forms. Include both in Portfolio. Submit *Artifact Checklist* form to Supervisor and Cross-Rater.
- ☐ Final Review – complete *Essential Areas of Teaching* form **on TK20**.
- ☐ Complete *Mentor Feedback Google* form.
- ☐ Complete *End of Program Questionnaire* **on TK20**.
- ☐ Check with Mentor to be sure *Letter of Reference* has been uploaded to TK20.
- ☐ Complete other assignments deemed appropriate by individual supervisors.

### UMF Unit-Wide Lesson Plan Template

Name:		Program:	Course:
Lesson Topic / Title:			
Lesson Date:	Lesson Length:	Grade/Age:	
Learning Objectives & Content Standard Alignment - Selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards.			
Learning Objective(s)		Instructional Decisions / Reasoning	
Content Standard(s)		Instructional Decisions / Reasoning	
Assessment - Uses assessment flexibly to expand and deepen understanding of learner performance and determines best supports for continued learner growth.			
Assessment		Instructional Decisions / Reasoning	
Instructional Materials and Resources - Stays current in content knowledge and expands expertise in reviewing instructional materials from the perspectives of both the discipline and individual learner needs.			
Materials, Resources, and / or Technology		Instructional Decisions / Reasoning	





### UMF Unit-Wide Lesson Plan Template - Explained

Name:		Program:	Course:
Lesson Topic / Title:			
Lesson Date:	Lesson Length:	Grade/Age:	
Learning Objectives & Content Standard Alignment - Selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards.			
<b>Learning Objective(s)</b>  Write learning objectives that are clear, attainable, measurable, observable and age/content appropriate.		<b>Instructional Decisions / Reasoning</b>  In bulleted form, identify your reasoning or why you chose these objectives. How are they content, age and lesson topic appropriate?	
<b>Content Standard(s)</b>  Identify the relevant content standards (CCSS, MLR, MGSS, MELDS, ISTE, other) and discipline specific standards (practice, anchor, cross-cutting, other). Align objectives with content and discipline specific standards.		<b>Instructional Decisions / Reasoning</b>  In bulleted form, why did you choose these standards?	
Assessment - Uses assessment flexibly to expand and deepen understanding of learner performance and determines best supports for continued learner growth.			
<b>Assessment</b>  Use evidence to choose or develop appropriate methods for assessing student achievement of learning objectives. Use multiple means of assessing student learning when appropriate. How are the assessments adapted to enable all learners to demonstrate their knowledge? How will you provide meaningful feedback to students? How will the assessment results be used?		<b>Instructional Decisions / Reasoning</b>  In bulleted form, what type of assessment is this? What accommodations, modifications, or extensions in assessment are you using? How will analysis of this data inform instruction?	
Instructional Materials and Resources - Stays current in content knowledge and expands expertise in reviewing instructional materials from the perspectives of both the discipline and individual learner needs.			
<b>Materials, Resources, and / or Technology</b>  What teacher and student materials are necessary for this lesson to be implementation ready? Include handouts, types of manipulatives, models etc. Describe how technology augments learning or assists in planning this lesson and what specific technology is necessary for this lesson, when applicable.		<b>Instructional Decisions / Reasoning</b>  In bulleted form, show how these materials, resources, and technology are relevant, accurate, appropriate and accessible to the learners. Include how you addressed students with disabilities, language needs or giftedness.	

Instructional Methods: Selects, creates, and sequences learning experiences and performance tasks by using a variety of instructional approaches, strategies, and technologies that make learning accessible to all learners and support learners in reaching rigorous curriculum goals.	
<b>Teaching and Learning Sequence</b>  Show the plan and sequence of your lesson that is connected to the objectives. Clearly identify timeframe. Describe the introduction and closure of the lesson. Show where in the sequence technology is used to engage learners in meeting learning objectives when appropriate. The sequence should include process for monitoring student progress.	<b>Instructional Decisions / Reasoning</b>  In bulleted form, provide any additional information pertaining to your teaching and learning sequence including details such as specific strategies used, instructional dialogue and potential teacher and student questions.
<b>Meeting students' needs (differentiation, extensions, modifications, accommodations)</b>  Identify potential adaptations (accommodations, modifications, assistive technology, etc.). Clearly identify specific students who may need the adaptations, scaffolding, enriching and/or extended learning activities. Be sure to include multiple instructional strategies that engage a range of learner preferences and abilities. Incorporate required accommodations for all students with identified needs. Plan for learner choice/interest that results in variation of pace, process, product and/or environment. State the specific activities that will adapt, scaffold, enrich and/or extend instruction in order to appropriately challenge specific students.	<b>Instructional Decisions / Reasoning</b>  In bulleted form, discuss your reasoning for including specific activities or strategies. Be sure to identify any misconceptions and how you are providing scaffolds and differentiated instruction. What instructional decisions are you making, and why?

### Field Courses Only – Post lesson

#### Reflection:

Once the lesson is implemented, produce a thoughtful reflection addressing the following: strengths of the lesson and areas for growth; evidence of student learning and interpretation of assessment results. Consider the following questions:

- Did the students meet the objective(s)/learning goal(s) of the lesson? How do you know?
- What does your assessment data tell you?
- What went well?
- What would you change?
- What did you learn? How will this impact your next lesson?

How many students met the objective(s)? Partially met? Did not meet? After analyzing the assessment data what will you do to help ALL students meet the objective(s)?

## Unit-Wide Lesson Plan Rubric



Name:		Program:		<input type="checkbox"/> Pre-Candidacy <input type="checkbox"/> Post-Candidacy <input type="checkbox"/> Internship or Student Teaching	
Lesson topic/Title:					
Grade Level:		Lesson Length:			
Scoring Guide: Check all indicators that the Candidate has met.					
<b>Learning Objectives &amp; Content Standard Alignment – Selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards.</b>					
CCTS/InTASC Standard	Lesson Plan Component	No Evidence / Incomplete Evidence	Beginning	Developing	Proficient
1, 4, 7	Learning Objective(s)	<input type="checkbox"/> No Evidence/ Incomplete Evidence	<b>The pre-service teacher...</b> <input type="checkbox"/> Includes objective(s) in lesson plan	<b>And...</b> <input type="checkbox"/> Uses learning objective(s) that are based on student development and needs and are age appropriate	<b>And...</b> <input type="checkbox"/> States measurable and observable learning objective(s) based on targeted knowledge and skills
1, 4, 7, 11.6	Content Standard(s)	<input type="checkbox"/> No Evidence/ Incomplete Evidence	<b>The pre-service teacher...</b> <input type="checkbox"/> Includes discipline specific standard(s)	<b>And...</b> <input type="checkbox"/> Uses learning objective(s) that are content appropriate	<b>And...</b> <input type="checkbox"/> Aligns content standard(s) with learning objective(s)
<b>Assessment – Uses assessment flexibly to expand and deepen understanding of learner performance and determines best supports for continued learner growth.</b>					
CCTS/InTASC Standard	Lesson Plan Component	No Evidence / Incomplete Evidence	Beginning	Developing	Proficient
6	Assessment	<input type="checkbox"/> No Evidence/ Incomplete Evidence	<b>The pre-service teacher...</b> <input type="checkbox"/> States assessment used and identifies type of assessment (pre, formative, summative)	<b>And...</b> <input type="checkbox"/> Aligns assessment(s) with learning objective(s) <input type="checkbox"/> Describes methods of analyzing the assessment <input type="checkbox"/> Describes methods of providing meaningful feedback	<b>And...</b> <input type="checkbox"/> Adapts classroom assessments and testing conditions appropriately to enable all learners to demonstrate their knowledge and skills <input type="checkbox"/> Identifies how the assessment results may be used to inform instruction <input type="checkbox"/> Incorporates required accommodations / modifications / extensions in assessments and testing conditions for all students with identified needs (learners with disabilities, language learning needs and gifted and talented)

Instructional Materials & Resources – Stays current in content knowledge and expands expertise in reviewing instructional materials from the perspectives of both the discipline and individual learner needs.					
CCTS/ InTASC Standard	Lesson Plan Component	No Evidence / Incomplete Evidence	Beginning	Developing	Proficient
1, 2, 4, 5, 8	Materials Resources and/or technology	<input type="checkbox"/> No Evidence/ Incomplete Evidence	<b>The pre-service teacher...</b> <input type="checkbox"/> Identifies teacher and student materials, tools, resources, and technologies (if applicable) necessary to achieve the lesson objectives	<b>And...</b> <input type="checkbox"/> Includes content/age appropriate materials including handouts, manipulatives, and models <input type="checkbox"/> Provides a description of specific technology tools and/or applications if appropriate	<b>And...</b> <input type="checkbox"/> Selects instructional resources, technology and curriculum materials that are accurate and relevant to the learners' backgrounds, experiences, and interest <input type="checkbox"/> Selects instructional resources, technology and curriculum materials that are accurate and accessible to the learners' disabilities, language needs, and/or giftedness
Instructional Methods – Selects, creates, and sequences learning experiences and performance tasks by using a variety of instructional approaches, strategies, and technologies that make learning accessible to all learners and support learners in reaching rigorous curriculum goals.					
CCTS/ InTASC Standard	Lesson Plan Component	No Evidence / Incomplete Evidence	Beginning	Developing	Proficient
5, 6, 7, 8, 11	Teaching and Learning Sequence	<input type="checkbox"/> No Evidence/ Incomplete Evidence	<b>The pre-service teacher...</b> <input type="checkbox"/> Plans and sequences learning experiences and tasks	<b>And...</b> <input type="checkbox"/> Develops appropriate sequence of learning experiences connected to the learning objectives <input type="checkbox"/> States a learning sequence that clearly defines the order and timeframe of the lesson <input type="checkbox"/> Specifically states introduction and closure of lesson in the sequence <input type="checkbox"/> Communicates the lesson objective to students throughout the lesson <input type="checkbox"/> Uses technology to engage learners in meeting learning objectives when appropriate	<b>And...</b> <input type="checkbox"/> Provides details for the instructional sequence such as specific strategies, instructional dialogue, or student engagement with content <input type="checkbox"/> Sequence includes process for monitoring student progress <input type="checkbox"/> Incorporates technology in a variety of ways in planning when appropriate (e.g., managing learner records, expanding options for learner choice, and documenting performance) <input type="checkbox"/> Timeframe is appropriate for specified class/lesson and responsive to students' pace

CCTS/InTASC Standard	Lesson Plan Component	No Evidence / Incomplete Evidence	Beginning	Developing	Proficient
1, 2, 7, 8	Meeting Students' Needs (differentiation, extensions, modifications, accommodations)	<input type="checkbox"/> No Evidence/ Incomplete Evidence	<b>The pre-service teacher...</b> <input type="checkbox"/> Identifies potential adaptations for your students (accommodations, modifications, assistive technology, etc.) in lesson development	<b>And...</b> <input type="checkbox"/> Identifies specific students who may need adaptations, scaffolding, enriching and/or extended learning activities <input type="checkbox"/> Incorporates instructional strategies that engage a range of learner preferences and/or abilities	<b>And...</b> <input type="checkbox"/> Plans learning experiences that allow for learner choice/interest that result in a variation of pace, process, product, and/or environment <input type="checkbox"/> States specific activities that will adapt, scaffold, enrich and/or extend instruction in order to appropriately challenge specific students within the lesson content <input type="checkbox"/> Identifies common misconceptions and addresses them by planning appropriate scaffolds and/or differentiated instruction <input type="checkbox"/> Incorporates required accommodations / modifications / extensions in instructional sequence for all students with identified needs (learners with disabilities, language learning needs and gifted and talented)



## **TWS Guidelines Based on Teaching Processes from Teacher Work Sample Methodology**

If you are a B-K Teacher Candidate or Mentor, please see the **Birth to Kindergarten section** toward the back of this handbook

Specifics regarding the TWS Assignment will be explained by the Student Teacher Supervisors in seminar.

- 1. Cover Page**
- 2. Table of Contents**
- 3. Contextual Factors**
- 4. TWS Overview**
- 5. Learning Goals – will include Common Core Standards, Maine Learning Results, Next Generation Science Standards, School’s Standards, ISTE Standards for Students, or combination**
- 6. Assessment Plan**
- 7. Design For Instruction**
- 8. Instructional Decision Making**
- 9. Analysis of Student Learning**
- 10. Reflection and Self Evaluation**

## CONTEXTUAL FACTORS ANALYSIS (CFA)

If you are a B-K Teacher Candidate or Mentor, please see the **Birth to Kindergarten** section toward the back of this handbook

**Assignment Description:** The CFA requires you to research relevant factors in the community, district, school and classroom in which you teach. You will analyze what these factors are and how they may affect the teaching-learning process.

**Purpose:** In order to effectively plan and assess student learning, teachers need to understand their students. You will gather data to understand the broader context of your students' lives and to select appropriate and relevant activities, assignments, resources, and assessments.

**Task:** Using a variety of resources, provide an overview of the contextual factors (see below). Address how contextual factors of the community, classroom, and students have **implications for instructional planning and assessment**. In addition to providing an overview of the context of your teaching situation, it is essential that you address how certain contextual factors influence the planning and assessment process in your classroom. Be sure to include how this information influences your Teacher Work Sample and cite sources.

CFA is to be a 10+ page double-spaced document with appropriate citations. Create 4-8 computer-generated graphics displaying relevant data. While all categories are important, the focus of the paper should be on "Student Characteristics." **All work to be submitted to TK20.**

### Contextual Factors and Characteristics:

- **Community, district and school factors.** Characteristics may include: geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.
- **Classroom factors.** Characteristics may include: physical features, availability of technology and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling, and classroom arrangement.
- **Strength/Needs Analysis.** It is essential that teachers know their students! This involves knowing the student as a "whole person" with unique interests, skills, hopes, styles, preferences, as well as numerous other factors that need to be taken into consideration when planning for the student's learning experience. A strength analysis is an instrument or method you will create and use to gather information about your students that will assist you in getting to know each student in order to best meet that student's needs.

There are endless ways you can gather this information. It depends on your specific classroom situation, mentor expectations, age/developmental ability of students, and your own style and needs as far as what information you believe would be most useful.

A strength analysis can be as informal as "getting to know you" activities you may see at the beginning of the school year. It is a good way for students to get to know themselves and each other as well. Results of the activity are often excellent open-house materials for parents to see. Below are just a few general suggestions you may want to consider to spark ideas for how you may want to conduct your strength analysis.

- |                                |                                       |
|--------------------------------|---------------------------------------|
| ◆ Student interest inventory   | ◆ Questionnaire                       |
| ◆ Parent survey                | ◆ Time line activities                |
| ◆ Journal writing              | ◆ Personal narratives                 |
| ◆ Students write autobiography | ◆ Use of music                        |
| ◆ Writing poems                | ◆ Artistic self-expressive activities |

- ◆ Multiple intelligence surveys
- ◆ Learning style surveys
- ◆ Student collage
- ◆ One-on-one interview with students
- ◆ Curriculum related assignment
- ◆ Read student files
- ◆ Look at test results—standardized tests, pre-tests....
- ◆ Talk to other teachers, parents
- ◆ Conduct observations

- **Knowledge of Characteristics of Students.** Conduct research and reflect on individual characteristics of each student’s developmental levels, interests, cultures and language that may affect learning.
- **Knowledge of Students’ Varied Approaches to Learning.** Gather information related to how students learn (learning styles, modalities, preferences) that may affect learning.
- **Knowledge of Students’ Skills and Prior Learning.** The purpose of this section is to research and record about each student’s skills and prior learning that may affect your success with planning, instructing, assessing and managing the class. Consider age, gender, race, ethnicity, special needs, developmental levels and assessment results, such as NWEA, DRAs, etc.
- **Implications for Instructional Planning and Assessment.** Demonstrate appropriate implications of instruction and assessment of Lessons/Unit based on student individual differences, and community, school, and classroom characteristics.

**CFA Confidentiality & Privacy Statement:** Confidentiality is critical in Education. The Federal Family Educational Rights and Privacy Act (FERPA) requires us to maintain the confidentiality of information related to students’ educational progress, and some types of personal information that we may learn in the course of working with students. Any student information that is going to be shared with people other than your mentor, supervisor and seminar group needs to have the student names replaced by numbers. Assign each student a number for the purposes of this assignment, and do not refer to them by name or by initials. Do not include photos of the students with this work. You will be presenting this work as part of your portfolio eventually, and potentially sharing your CFA with hiring committees as well. It should not be possible for people reading your CFA to identify specific students after reading your work.

Be especially thoughtful about students with disabilities. If you reference a student’s disability, make sure that you have not provided other details about this student that would identify who the student is. (For example, “The newest student in the class has a learning disability in the area of reading comprehension” could identify a student, whereas “Student #6 has a learning disability in the area of reading comprehension” would not.)

Do not include the name of the school where you are student teaching, or the name of the teacher. In most cases, a reader with some knowledge of the school would be able to make some assumptions about which students you are referencing. This does not apply to TK20, which is secure. Remember, the goal of this work is to demonstrate that you can think systematically about teaching and learning, as opposed to creating a narrative of your student teaching experience in a specific school.

On a related note, if students need to disclose sensitive personal information, they should be directed to a school counselor, social worker, administrator or their teacher, as those people have been trained by their district about how to respond to these types of disclosures. If, for some reason, a student discloses sensitive personal information about themselves to you, or you receive sensitive information about a student from another student, you are obligated by law to pass that information along to your mentor teacher right away. Do not share this information with anyone other than your mentor teacher or one of the school officials previously referenced. You should notify your field supervisor that a student disclosed sensitive information to you, but you should do so without disclosing the name of the student or the specific information that was disclosed.



**Contextual Factors Analysis Rubric:** *The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.*

Rating Indicator	Not Met	Minimally Met	Partially Met	Satisfactorily Met	Exceeds
Resources and Citation	No resources, irrelevant resources, or no citations.	One or two resources with citations, or no citations.	At least three relevant resources with citations.	Four to five relevant resources with appropriately formatted citations.	More than five resources with appropriately formatted citations.
Knowledge of Community, School and Classroom	Displays no knowledge of the characteristics of the community, school, and classroom.	Displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	Displays some knowledge of characteristics of the community, school, and classroom that may affect learning.	Displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	Displays and explains an in-depth understanding of the characteristics of the community, school, and classroom that may affect learning.
Strength / Needs Analysis	No evidence of methods used to assess student strengths and needs.	Evidence of limited methods used to assess students strengths and needs.	Evidence of limited methods used to assess student strengths and needs with some reflection on the results.	Evidence of multiple methods used to assess students strengths and needs with reflection on the results.	Evidence of multiple methods used to assess student strengths and needs with in-depth reflection on the results.
Knowledge of Characteristics of Students	No understanding and/or no use of specific and general characteristics of students' developmental levels, interests, cultures, etc. that may affect their learning.	Little understanding and/or little use of specific and general characteristics of students' developmental levels, interests, cultures, etc. that may affect their learning.	Basic understanding and use of specific and general characteristics of students' developmental levels, interests, cultures, etc. that may affect their learning.	Appropriate understanding and use of specific and general characteristics of students' developmental levels, interests, cultures, etc. that may affect their learning.	Advanced understanding and use of specific and general characteristics of students' developmental levels, interests, cultures, etc. that may affect their learning.
Knowledge of Students' Varied Approaches to Learning	No understanding and/or use of specific information related to how students learn (learning styles, modalities, preferences) that may affect learning.	Little understanding and/or use of specific information related to how students learn (learning styles, modalities, preferences) that may affect learning.	Basic understanding and use of specific information related to how students learn (learning styles, modalities, preferences) that may affect learning.	Appropriate understanding and use of specific information related to how students learn (learning styles, modalities, preferences) that may affect learning.	Advanced understanding and use of specific information related to how students learn (learning styles, modalities, preferences) that may affect learning.
Knowledge of Students' Skills and Prior Learning	No understanding and/or use of information about students' skills and prior learning that may affect success with Unit/Lesson Learning Goals.	Little understanding and/or use of information about students' skills and prior learning that may affect success with Unit/Lesson Learning Goals.	Basic understanding and use of information about students' skills and prior learning that may affect success with Unit/Lesson Learning Goals.	Appropriate understanding and use of information about students' skills and prior learning that may affect success with Unit/Lesson Learning Goals.	Advanced understanding and use of information about students' skills and prior learning that may affect success with Unit/Lesson Learning Goals.
Implications for Instructional Planning and Assessment	No implications for instruction and assessment of Lessons/Unit based on student individual differences, and community, school, and classroom characteristics.	Basic implications for instruction and assessment of Lessons/Unit based on student individual differences, and community, school, and classroom characteristics.	Adequate implications for instruction and assessment of Lessons/Unit based on student individual differences, and community, school, and classroom characteristics.	Appropriate implications for instruction and assessment of Lessons/Unit based on student individual differences, and community, school, and classroom characteristics.	Extensive implications for instruction and assessment of Lessons/Unit based on student individual differences, and community, school, and classroom characteristics.
Visuals	No visuals are embedded in text and/or do not connect to show impact on teaching and learning.	One or two visuals are embedded in text, little connection showing impact on teaching and learning.	Three visuals embedded in text connect to show impact on teaching and learning.	Four to five visuals embedded in text adequately connect to show impact on teaching and learning.	More than five visuals embedded in text specifically and clearly connect to show impact on teaching and learning.
Written Work	Work shows many errors with accepted conventions of usage, grammar, spelling, punctuation, and mechanics.	Work shows frequent errors with accepted conventions of usage, grammar, spelling, punctuation, and mechanics.	Work shows some errors with accepted conventions of usage, grammar, spelling, punctuation, and mechanics.	Work follows most accepted conventions of usage, grammar, spelling, punctuation, and mechanics.	Work follows all accepted conventions of usage, grammar, spelling, punctuation, and mechanics.

UMF gives thanks and recognition to: The Renaissance Partnership for Improving Teacher Quality Project <http://edtech.wku.edu/rtwsc> and Kean University [www.kean.edu](http://www.kean.edu) for the foundation of this Contextual Factors Analysis Assignment.

Revised 7/15

If you are a B-K Teacher Candidate or Mentor, please see the **Birth to Kindergarten section** toward the back of this handbook

**Student:**

**Semester:**

**Program:**

**Supervisor:**

**Concentration:**

## **Instructions & Rubric for Teacher Work Sample (TWS)**

### **Important !!**

- **SAVE STUDENT WORK.**
- **PLAN AND IMPLEMENT PRE-ASSESSMENTS.** You can't do this after the fact.
- **DESIGN** a process for your students to give you feedback on the work sample and your teaching. This should include quantitative (numbers and checklists) as well as qualitative (open ended questions) data.

### **COMPONENTS OF TWS:**

**Title Page:** Name, Topic, Grade Level

**Table of Contents:** include page numbers and/or tabs for easy reference

**Copy of CFA** (Contextual Factors Analysis) –Include a copy of your CFA. **Be sure to reference** the results of the CFA throughout your TWS.

### **TWS Overview:**

- **Write a brief narrative of the TWS including topic, grade level, timeframe, and content area(s).**
- Create a chart to make your plan clear. Include the goals and objectives, activities, pre, formative, and summative assessments.
- Reference your CFA and address in narrative how it has informed your design for instruction.

Rating Indicator	Not Met	Minimally Met	Partially Met	Satisfactorily Met	Exceeds
Description: Brief overview including topic, grade level, time frame, content areas. CAEP 1.1, 1.3, 1.4	Most elements are missing.	Only two elements described or elements unclear.	Three of four elements described or Some elements unclear.	All elements described and most elements clearly described.	All elements are clearly described and additional information is included.
Visual Organizer: Makes your plan clear and includes: the initial planning, goals/objectives, lesson activities, Pre, formative and summative assessments.	Visual organizer is unclear and/or does not relate to elements.	Visual organizer shows only one element.	Visual organizer does not include all elements.	Visual organizer includes all elements.	Visual organizer includes all elements and presents a clear visual of all TWS components.
Use of Contextual Information to Inform the Design for Instruction  CAEP 1.1, 1.3, 1.4 / CCTS 2, 7	Instruction has not been based upon knowledge of subject matter, students or pre-assessment data.	Instruction has been designed with very limited reference to contextual factors.	Some instruction has been designed with reference to contextual factors.	Most instruction has been designed with reference to contextual factors. Most activities and assignments appear productive and appropriate for each student.	All instruction addresses the diverse needs of individual students and contextual factors of community, school and class.

**Learning Goals (LG):** The overarching learning goals are what daily lesson objectives are designed to meet. Each goal should be aligned with a measurable objective and assessment (found in your individual lesson plans).

- List and number the learning goals that will guide the planning, delivery, and assessment in your TWS. The goals should be varied, as well as significant and appropriately challenging for all students, reflecting the big ideas of the overall TWS. Total number of goals varies, but typically would range from 3-5.
- Address in narrative form how you determined the appropriateness of goals for your students based on pre-assessment and curriculum. Include how these goals are varied (consider Blooms, Piaget, knowledge / skills / dispositions, Marzano, Danielson, Marshall etc.).

Rating Indicator	Not Met	Minimally Met	Partially Met	Satisfactorily Met	Exceeds
Significance, Challenge, and Variety  CAEP 1.1, 1.3 CCTS 4, 7	Goals are not in evidence or are not clearly stated as learning outcomes.	Goals reflect only one type or level of learning. Goals are not stated clearly and are activities rather than learning outcomes.	Goals reflect several types of levels of learning but lack significance or challenge. Some of the goals are not clearly stated as outcomes.	Goals are listed and numbered and are clearly stated as learning outcomes. They reflect several types of levels of learning and are significant and challenging.	Goals are significant and challenge thought and expectations including several levels and types. (Blooms, Piaget, Knowledge Skills, Dispositions etc.)
Appropriateness for Students  CAEP 1.4 CCTS 1, 2, 7	The goals presented are inappropriate for the class or set unrealistic expectations for students.	Goals are not developmentally appropriate; do not address pre-requisite knowledge, skills, experiences, or other student needs.	Some goals are developmentally appropriate and address some pre-requisite knowledge, skills, experience, and other student needs.	Most goals are developmentally appropriate; address pre-requisite knowledge, skills, experiences and other student needs.	Goals demonstrate realistic expectations for all students in addition to providing for students' critical thinking and reflection.

**Comments:**

## Assessment Plan:

- Use your TWS overview to elaborate on your assessment plan. Use your graphic organizer from the overview describing the alignment of goals, objectives, and assessments. Your narrative or organizer needs to provide evidence of assessments that have been **conducted on an ongoing basis** before, during, and after instruction (pre, formative, summative assessments, and student self assessment). This should be in narrative form.
- **You must show that you have included multiple modes and approaches** such as performance-based tasks, written tasks, observation, personal communication, student self-assessment, peer assessment, etc.
- Create a list of all assessments used in your TWS and how they were scored. For example:

Assessment Type (pre, formative, summative, self)	Tool – (refer to strategy list)	Scoring Procedure / feedback
<ul style="list-style-type: none"> <li>• Formative</li> </ul>	<ul style="list-style-type: none"> <li>• Write an essay</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric</li> </ul>

- Include student samples of the pre, formative, and summative assessments used throughout the TWS in the section for **Design for Instruction**.

Rater Indicator	Not Met	Minimally Met	Partially Met	Satisfactorily Met	Exceeds
Alignment with Learning Goals and Instruction  CAEP 1.2 / CCTS 6	Minimal plans for pre and post assessments are provided; assessments do not measure learning goals.	Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.	Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.	Each learning goal is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.	All learning goals are assessed by the assessment plan and provide students with constructive feedback on their learning.
Multiple Modes and Approaches  CAEP 1.2 / CCTS 6	The assessment plan fails to demonstrate evidence of student assessment other than after instructions. Limited knowledge of formal/informal assessments.	The assessment plan includes only one assessment mode and does not assess students before, during and after instruction.	The assessment plan includes multiple modes but all are either pencil/paper based (i.e., they are not performance assessments) and/or do not require the integration of knowledge, skills and critical thinking.	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.	The assessment plan uses formal/informal assessments and student's self-assessments to assess student performance and effectiveness of the instructional sequence.

## Comments:

## Design for Instruction:

- **Lesson Plans:** Include 5-7 well written, comprehensive UMF lesson plans that illustrate significant times in your TWS from the beginning through the end. Be sure to include a written reflection of each lesson. Include samples of student work/assessment with each lesson plan.
- Include studentsamples of the pre, formative, and summative assessments used throughout the TWS.
- Within your 5-7 lesson plans you must address all 10 Common Core Teaching Standards. At some point in your TWS you must also address ISTE standard 11.2 and 11.5.
- Video one of your lessons from your TWS and complete the Video Self Analysis. Include the Video Self Analysis, and place it after the corresponding lesson plan.

RATER INDICATOR	Not Met	Minimally Met	Partially Met	Satisfactorily Met	Exceeds
Alignment with Learning Goals and Performances  CAEP 1.3 / CCTS 4,7	No lesson is linked to learning goals. No learning activities are aligned to learning goals.	1-2 lessons are explicitly linked to learning goals. 1-2 learning activities, assignments and resources are aligned with learning goals. 1-2 learning goals are covered in the design.	Not all lessons are explicitly linked to learning goals. Not all learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.	All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.	All lessons are explicitly linked to learning goals, demonstrating critical thinking and reflection in activities and assignments.
Documentation of Common Core Teaching Standards CAEP 1.2 CCTS 7, 8	Documentation of standards does not exist in lesson plans.	2-4 standards are documented within lesson plans Or Most standards are not clearly documented	5- 9 standards are documented within lesson plans Or Some standards are not clearly documented.	Clear documentation and rationale exists for all Common Core Teaching Standards within your lesson plans.	Clear documentation and rationales exist for all Common Core Teaching Standards in lesson plans with multiple indicators.
Inclusion of Lesson Plans and Student Work  CAEP 1.2 CCTS 7, 8	Less than 5 lesson plans are included and are not written in comprehensive UMF format. No examples of student work are included.	Less than 5 lesson plans are included and are written in comprehensive UMF format. Elements of the format may be missing. No examples of student work show a range of how students meet lesson objectives.	Lesson plans are included and are written in comprehensive UMF format but have sections of the format missing.. Few examples of student work show a range of how students meet lesson objectives.	5-7 lesson plans are included and are written in comprehensive UMF format. Some examples of student work show a range of how students meet lesson objectives.	5-7 lesson plans are included and are clearly written in comprehensive UMF format. Examples of student work show a range of how students meet lesson objectives
Student Samples of Pre, Formative and Summative	No student samples are included.	Two or fewer lesson plans include student samples.	Student samples are included, but not for all lesson plans.	A range of student samples for each lesson plan are included.	Multiple student samples are included.
Use of Technology  CAEP 1.2, 1.5 CCTS 6, 11	Technology is not used or used inappropriately.	ISTE standards are not documented. Technology is used, however contributes little to the learning,	ISTE Standards are not documented. Minimal technology is used and somewhat contributes to the learning,	Clear documentation exists for 11.2 and 11.5 in your lesson plans. Technology is used and contributes to the learning,	Additional ISTE standards are documented along with 11.2 and 11.5 in your lesson plans. Technology is consistently used and significantly contributes to the learning,
Video CAEP 1.2, 1.5 CCTS 9, 11	No video self –analysis is included.	Self-analysis is included but weak.	Self-analysis of video is included with some constructive response to the lesson.	Video self-analysis is included and identifies elements of the lesson that could be adjusted.	Video self-analysis is included and identifies elements to adjust and extend the lesson.

## Comments:

## Instructional Decision Making:

- **Write a narrative** that demonstrates two examples of when you modified your instruction. Describe the students' learning or response that caused you to rethink your plans.
- Describe what you did next and explain why you thought this would improve student progress toward the learning goals. Give evidence as to how the change in your approach affected student learning as well as your next steps.

RATER INDICATOR	Not Met	Minimally Met	Partially Met	Satisfactorily Met	Exceeds
Student Response to Instruction  CAEP 1.2 CCTS 6, 8, 9	Examples are not included. or Examples are poorly developed in narrative.	Narrative includes less than two examples of when instruction was modified. Or Explanation of modifications is not clear.	Narrative includes two examples of when instruction was modified based on student response to instruction.	Narrative includes two clearly articulated examples of when instruction was modified based on student response to instruction.	Narrative includes two or more clearly articulated examples of when instruction was modified based on student response to instruction. The <i>what</i> and <i>why</i> are explained.
Modifications of Instructional Plans  CAEP 1.2 CCTS 6, 8, 9	Modifications to the instructional plan are not clearly described, or rationale as to how changes would improve student progress toward the learning goals is not evident.	Modifications to the instructional plan are described with a weak rationale as to how changes would improve student progress toward the learning goals.	Modifications to the instructional plan are described with a rationale as to how changes would improve student progress toward the learning goals.	Modifications to the instructional plan are clearly described with a rationale as to how changes would improve student progress toward the learning goals.	Modifications to the instructional plan are clearly described with strong rationale as to how changes would improve student progress toward the learning goals.
Future Decision Making  CAEP 1.2 CCTS 6, 9	Narrative does not address modifications or implications for next steps.	Narrative gives little information about modifications or how they affected student learning.	Narrative indicates how the modifications affected student learning with few details about implication for next steps.	Narrative indicates how the modifications affected student learning with detailed implication for next steps.	Narrative clearly indicates how the modifications affected student learning with detailed implication for next steps.

## Comments:

## Analysis of Student Learning:

- In order to analyze your assessment data to determine students' progress, create a graphic summary that shows the results of all pre, formative and summative assessments (reference coding system created for goals remembering that all goals are met through objectives in daily lessons). In your narrative describe the pattern that you found in your pre-assessment results that guided your instructional methods, grouping, modification of learning goals, or other forms of differentiation. Remember, all students and all goals are to be addressed. Refer to your lesson plan reflections as you create your narrative.
- In your narrative:
  - Consider lesson plans and the objectives, including how you have kept records and monitored student learning.
  - Summarize what the graphic tells you about your students' learning (i.e., the number of students that met each goal, which goals were not as fully met, etc.).
  - Include examples of your record keeping and evidence of various ways that feedback has been provided to students.

NOTE: you will provide possible reasons for why your students learned (or did not learn) in the next section, "Reflection and Self-Evaluation."

RATER INDICATOR	Not Met	Minimally Met	Partially Met	Satisfactorily Met	Exceeds
Analysis of Pre-Assessment Results  CAEP 1.2 CCTS 6	No table or graph exists to show performance on pre-assessment.	The table, graph or chart exists but is weak. A few patterns of group performance are identified and described. A few differentiation strategies based on the analysis of student performance have been implemented.	The table, graph or chart shows some patterns of group performance. Some differentiation strategies based on the analysis of student performance have been identified and implemented.	Patterns of group performance on the pre-assessment are identified and described and shown through the chart, graph or table. Differentiation strategies based on the analysis of student performance have been implemented.	Many patterns of group performance are identified on the pre-assessment and described. Many differentiation strategies based on the analysis of student performance have been implemented.
Clarity and Comprehensiveness of Presentation  CAEP 1.2 CCTS 6	Presentation is not clear. It does not accurately reflect all required data.	Graphic organizer is not clear and does not include the results of pre, formative, and summative assessments for students and/or the goals.	Graphic organizer is included and depicts results of pre, formative, and summative assessments for most students and most of the goals.	Graphic organizer is easy to understand and depicts results of pre, formative, and summative assessments for every student and every goal.	Graphic organizer is easy to understand and clearly depicts results of pre, formative, and summative assessments for every student and every goal.
Interpretation of Data  CAEP 1.2 CCTS 6	Summary is not included or does not clearly address student progress.	A summary of the graphic explains student progress toward meeting some learning goals. Conclusions are not drawn from the data.	A summary of the graphic explains student progress toward meeting some learning goals. Conclusions are drawn from the data.	A summary of the graphic explains student progress toward meeting each learning goal. Meaningful conclusions are drawn from the data.	A summary of the graphic clearly explains student progress toward meeting each learning goal. Meaningful conclusions are drawn from the data.
Record Keeping and Feedback to Students  CAEP 1.2 CCTS 6	No examples of record keeping are included.	Less than 3 examples of record keeping are included, AND / OR quality of record keeping is vague.	3-4 examples of record keeping are included, AND / OR record keeping is vague, OR evidence of feedback to students is minimal.	Examples of record keeping are included for all lessons. Evidence of providing feedback to students is clear.	Many examples of record keeping are included, providing significant feedback to students on all goals.

## Comments:

## Reflection and Self Evaluation:

- Design and include a means for your students to give you feedback on the work sample and your teaching. This should include quantitative as well as qualitative data (check lists, numbers as well as open ended questions). Include the results of this in your narrative.
- Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors.
- Select the learning goal that was the least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors. Discuss what you could have done differently to improve your students' performance.
- Reflect on possibilities for professional development. Describe at least two professional learning goals that emerged from your insights and experiences with the TWS. Identify two specific steps you will take to improve your performance in the critical areas you identified. Make connections here with the Goal Setting assignment.
- Reflect on your performance as a teacher, including feedback you received from students. Link your performance to student achievement. Evaluate your performance and identify future actions for improved practice and professional growth.

RATER INDICATOR	Not Met	Minimally Met	Partially Met	Satisfactorily Met	Exceeds
Reflection of Professional Performance  CAEP 1.2 / CCTS 9	Linking specific teacher performance to student learning results is minimal.	Narrative loosely links reflection of performance as a teacher to student learning results. Professional performance is not evaluated and/or there are no future actions for improved practice and professional growth described.	Narrative links reflection of performance as a teacher to student learning results. Professional performance is evaluated and future actions for improved practice and professional growth are described.	Narrative strongly links reflection of performance as a teacher to student learning results. Professional performance is evaluated and future actions for improved practice and professional growth are clearly described.	Narrative strongly links reflection of performance as a teacher to student learning results. Professional performance is evaluated and future actions for improved practice and professional growth are clearly described and are incorporated into Action Plan.
Insights on Effective Instruction and Assessment  CAEP 1.2 / CCTS 9	Provides no rationale for why activities or assessments were more successful than others.	Provides a brief rationale for why activities were more successful than others.	Identifies some successful and unsuccessful activities or assessments but minimally explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities or assessments but minimally explores reasons for their success (based on theory or research) for their success or lack thereof.	Identifies successful and unsuccessful activities or assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.
Insights from students on the TWS  CAEP 1.2 / CCTS 9	Does not include insights from students or means used to get feedback.	Insights are minimally included. AND / OR means used not included	Insights are included however are not specifically linked to the TWS. OR Means of seeking input is questionable	Identifies what students liked and disliked about the group of lessons in your TWS. Means used to seek input included.	Insights are included and connected to what the teacher will do with these lessons in the future. Excellent example of means to seek input is included.
Interpretation of Most Successful Goal  CAEP 1.2 / CCTS 6, 9	Does not address learning goal or give reasons.	Selects one learning goal where students were most successful, but provides no reasons for progress.	Selects one learning goal where students were most successful and provides two or more possible reason for progress.	Selects one learning goal where students were most successful and provides two or more possible reasons for progress. Considers learning goals, instruction, and assessment results and student characteristics or other contextual factors.	Selects one learning goal where students were most successful and provides two or more possible reasons for progress. Logically considers learning goals, instruction, and assessment results as well as student characteristics or other contextual factors.



### Reflection and Self Evaluation (cont'd):

Interpretation of Least Successful Goal  CAEP 1.2 / CCTS 6, 9	Does not address learning goals or give reasons.	Selects one learning goal where students were least successful, but provides no ideas to improve student progress.	Selects one learning goal where students were least successful and provides two or more possible reasons for lack of progress. Includes ideas as to what could be done differently to improve student progress.	Selects one learning goal where students were least successful and provides two or more possible reasons for lack of progress. Considers learning goals, instruction, and assessment results as well as student characteristics or other contextual factors, includes specific ideas as to what could be done differently to improve student progress.	Selects one learning goal where students were least successful and provides two or more possible reasons for lack of progress. Logically considers learning goals, instruction, and assessment results as well as student characteristics or other contextual factors, includes specific ideas as to what could be done differently to improve student progress.
Implications for Professional Development  CAEP 1.2 / CCTS 9	Provides no professional learning goals or goals that relate to the insights and experiences described in this section. No connection made with Goal Setting.	Presents one or more professional learning goal(s). No connection with insights and experiences described in this section. Attempts a connection with Goal Setting.	Presents one professional learning goal that emerged from the insights and experiences described in this section. Identifies at least one step for improved practice and professional growth. Makes connection with Goal Setting.	Presents two professional learning goals that emerged from the insights and experiences described in this section. Identifies at least two steps for improved practice and professional growth. Makes connection with Goal Setting.	Presents two or more professional learning goals that clearly emerged from the insights and experiences described in this section. Identifies at least two specific steps for improved practice and professional growth. Makes a clear connection with Goal Setting.

**Comments:**

## Review of Entire TWS

Complete a self assessment of your entire TWS using the UMF rubric.

Writing Mechanics	Work shows many errors with accepted conventions of usage, grammar, spelling, punctuation, and mechanics.	Work shows frequent errors with accepted conventions of usage, grammar, spelling, punctuation, and mechanics.	Work shows some errors with accepted conventions of usage, grammar, spelling, punctuation, and mechanics.	Work follows most accepted conventions of usage, grammar, spelling, punctuation, and mechanics.	Work follows all accepted conventions of usage, grammar, spelling, punctuation, and mechanics.
Organization of TWS Portfolio.	Poorly organized with no section dividers, or no table of contents, or not professionally presented.	Some missing components with an attempt to organize. Table of contents is vague, subsections not well defined.	Some organization exists in an attempt at professional presentation.	Professionally organized with clear table of contents which enables reader to locate information with ease.	Very professional, organized presentation in all regards.

**Comments:**

## STUDENT TEACHING VIDEO ASSIGNMENT

You will be expected to video parts or all of a lesson during your student teaching this semester. UMF strives to produce caring, confident, collaborative professional leaders who are reflective practitioners. Using video is one way for you to reflect on your own teaching. This is a trend in teacher education and may be something you see used in your teaching career to assess your performance. In fact, some school districts are asking for video as part of the interview process. By taking video early in your placement and using the self-assessment tool you can easily develop goals for yourself as you continue to show progress.

### Expectations

You will be expected to video a lesson and complete a reflection.

**This video must be part of your Teacher Work Sample.** Save this video clip for future sharing sessions. For this video you must use the Video Self-Analysis form. Submit lesson plan and self-analysis; video not required.

Although you may not be required to **submit** your video, save it until the end of the semester for potential review or use in your portfolio.

### REMEMBER...

- ❖ Talk this over with your mentor and be sure to get permission from your mentor and students.
- ❖ Written permission must be secured. Use the Parent/Guardian Permission for Photographs and Video form in the *Student Teaching Handbook*.
- ❖ Don't wait until the last minute, start taking videos as soon as possible. Plan ahead!
- ❖ This is something that you may want to use in your portfolio to show an example of one or more of the standards!
- ❖ Let your students know you will be doing this at times throughout the semester so that they behave as close to normally as possible when you are videoing.
- ❖ If your lesson is over 45 minutes you may want to video parts of it. Try to get the introduction and closure - you may want to cut out some of the independent work time.
- ❖ Student teachers have had success using their laptops, i-pads, or cameras. The focus should be mainly on the student teacher.

REV 7/23

## Video Self-Analysis

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Observer: \_\_\_\_\_

Subject/Topic/Skill: \_\_\_\_\_ Grade Level: \_\_\_\_\_

### Procedures:

- ❖ Obtain permission to video students. Video a practice lesson to acclimate students to the camera. Set up the camera to include you and the students if possible.
- ❖ Choose a lesson where you are teaching so that you will learn more about your teaching. Video the lesson, including a portion of student work time.
- ❖ Complete the rating form and written response items. Submit the form and lesson plan to your supervisor by the assigned due date.

Evaluation scale: 1. Standard Not Met 2. Standard Minimally Met 3. Standard Partially Met 4. Standard Satisfactorily Met 5. Standard Exceeded

Standard	A. Organization and Preparation: Do you					
(1,4)	1. State the lesson objective in clear identifiable terms and its relationship to the previous class?	1	2	3	4	5
(3)	2. Emphasize and summarize main points with students during the class?	1	2	3	4	5
(4)	3. Make smooth transitions from one topic to another?	1	2	3	4	5
(5)	4. Relate the day's session to upcoming presentations?	1	2	3	4	5
(7)	5. Include neither too much nor too little material in a class period?	1	2	3	4	5
(4)	6. Seem at ease with the material?	1	2	3	4	5
(8)	7. Begin and end class promptly?	1	2	3	4	5

Comments:

Standard	B. Style of Presentation: Do you						
(8)	1. Speak in a clear, strong voice that can be easily heard?	1	2	3	4	5	
(8)	2. Speak at a rate that allows students to take notes?	1	2	3	4	5	
(8)	3. Talk to the class, not the board or windows?	1	2	3	4	5	
(8)	4. Listen carefully to student's comments and questions without interruption?	1	2	3	4	5	
(7)	5. Present in a style that maintains student attention?	1	2	3	4	5	
(8)	6. Obtain students' attention prior to beginning lesson by using an engaging , creative opening?	1	2	3	4	5	
(8)	7. Provide appropriate amounts of wait time for all students throughout the lesson?	1	2	3	4	5	
(11)	8. Use technology in an appropriate manner to enhance the learning process for your students?	1	2	3	4	5	

Comments:

Standard	C. Clarity of Presentation: Do you						
(4)	1. Define new terms, concepts, and principles?	1	2	3	4	5	
(4)	2. Give examples, illustrations, or applications to clarify abstract concepts?	1	2	3	4	5	
(4,7)	3. Explicitly relate new ideas to familiar ones?	1	2	3	4	5	
(6)	4. Seem to know whether or not the class is understanding you?	1	2	3	4	5	
(7)	5. Use alternate explanations when students do not understand?	1	2	3	4	5	
(6,7)	6. Pace presentation to match class comprehension?	1	2	3	4	5	
(4)	7. Refrain from needlessly digressing from the main topic?	1	2	3	4	5	
(4,7,8)	8. Use handouts and audio visual aids effectively?	1	2	3	4	5	
(8)	9. Write legibly and clearly on the board or overhead?	1	2	3	4	5	
(8)	10. Move purposefully throughout the classroom and lesson to monitor, assist and engage students?	1	2	3	4	5	

Comments:

Standards	D. Questioning Skills: Do you						
(6)	1. Periodically ask questions to gauge whether students need more or less information on a topic?	1	2	3	4	5	
(4,5,6,7)	2. Ask different levels or kinds of questions to challenge and engage students?	1	2	3	4	5	
(8)	3. Pause sufficiently after all questions to allow students time to respond?	1	2	3	4	5	
(8)	4. Encourage students to answer difficult questions by providing cues or rephrasing?	1	2	3	4	5	
(4,5)	5. Answer questions directly before elaborating or giving additional information?	1	2	3	4	5	
(8)	6. When necessary, ask students to clarify their questions?	1	2	3	4	5	
(3)	7. Ask follow-up questions if a student's answer is incomplete or superficial?	1	2	3	4	5	

Comments:

Standard	E. Student Interest and Participation: Do you						
(1,4,8)	1. Encourage students' questions?	1	2	3	4	5	
(2)	2. Accept other points of view?	1	2	3	4	5	
(1,2,7)	3. Provide opportunities for students to practice what they are learning?	1	2	3	4	5	
(2,3)	4. Incorporate students' questions and concerns into presentations?	1	2	3	4	5	

Comments:

Standard	F. Classroom Climate: Do you							
(2,7)	1. Address students by name (and with the correct pronunciation)?	1	2	3	4	5		
(2,3)	2. Call on male and female students in equal numbers?	1	2	3	4	5		
(2,3)	3. Call on students of different ethnic groups in equal numbers?	1	2	3	4	5		
(3,8)	4. Evenhandedly listen attentively and respond to students' comments and questions?	1	2	3	4	5		
(3,6)	5. Give feedback, encouragement, criticism and praise evenhandedly?	1	2	3	4	5		
(3)	6. If use humor, use it appropriately and effectively?	1	2	3	4	5		

Comments:

Standard	G. Discussion: Do you							
(2,8)	1. Encourage all students to participate in the discussion?	1	2	3	4	5		
(1,2)	2. Draw out quiet students and prevent dominating students from monopolizing the discussion?	1	2	3	4	5		
(3,8)	3. Refrain from monopolizing the discussion yourself?	1	2	3	4	5		
(2,3)	4. Encourage students to question one another?	1	2	3	4	5		
(3)	5. Mediate differences of opinion?	1	2	3	4	5		
(7,8)	6. Bring closure to the discussion?	1	2	3	4	5		

Comments:

Explain ways in which you did or did not meet the lesson's objective(s). How do you know?
What would you repeat if you were to teach this lesson again?
Describe changes you would make if you were to teach this lesson again.
What goal(s) would you set for yourself based on this analysis?

## **GUIDELINES for OBSERVATION of IEP MEETING**

1. Talk with your mentor about the assignment and ask for help in arranging the observation.
2. Ideally the observed meeting would involve a student that you have in your classes.
3. Confidentiality procedures are essential. The following are items to include in your summary:
  1. Name of the observed meeting?
  2. What was the purpose of the meeting?
  3. Who was present at the meeting? Was the student involved in the process?
  4. Who led the meeting and what was the agenda?
  5. Describe what you observed during the meeting.
  6. What was the classroom teacher expected to contribute? By way of discussion? By way of student work samples?
  7. What did other participants contribute?
  8. What was done to make all participants comfortable with the meeting and the process? As an observer, do you have suggestions or recommendations you might make in this regard?
  9. What kind of preparation will you do as a teacher to be ready to be an active participant in similar kinds of meetings?
  10. How did the meeting conclude? What will be done as follow up?
  11. What questions, ideas, or thoughts did this observation raise? How will you follow up on what you learned or what you might need to learn?



If you are a B-K Teacher Candidate or Mentor, please see the  
Birth to Kindergarten section toward the back of this handbook

## **Standards Portfolio Description and Purpose**

All student teachers will develop and present a portfolio based on the Common Core Teaching Standards (Maine 2012)/InTASC Standards at the end of their student teaching experience. This portfolio is the culminating product for Education majors. A high quality portfolio fulfills State of Maine credentialing requirements, demonstrating that the education major has met the 11 Initial Standards for Teacher Certification.

Student teachers should start planning out their portfolios at the start of student teaching. Each of the major assignments that student teachers complete is designed to provide artifacts that can be used in the portfolio. Students may also want to use artifacts and rationales from previous courses in their student teaching portfolio.

By carefully selecting various types of artifacts, a teacher candidate can communicate his/her/their evolving philosophy of education and ability to implement the Standards effectively. Professional educators use portfolios in job searches and interviews, and as a tool to organize and catalogue their own professional growth over time.

The portfolio is a collection of artifacts and commentaries, that should illustrate the student teacher's ability to plan, teach, assess, and reflect. The Common Core Teaching Standards (Maine 2012)/InTASC Standards identify eleven distinct areas of professional knowledge and performance. In practice the areas are strongly related because teaching requires integration of these areas. It is probable that multiple standards may be addressed through multiple sources. Entries should be selected and developed to complement one another and provide a balanced portrait of all eleven standards as integral elements of the student's teaching.

Students present their portfolios to faculty, K-12 school personnel, peers, and other education majors who are in the earlier stages of their program. They receive feedback and are required to use the feedback to make adjustments to their portfolios and to write a reflective piece based on the feedback they received. *All student teachers have an exit interview with their University supervisor and a second, unrelated supervisor (called a Cross-Rater) that includes a final evaluative review of their Standards Portfolio.*

## Planning a Standards Portfolio

*Think about the following for your portfolio.*

### **Format of Portfolio:**

- Have you chosen a format that is user-friendly?
- Do you have sections labeled so that by using the table of contents a reviewer can locate information easily?
- Have you included samples of student work and classroom pictures to add variety? (Remove or cover all student names.)
- Have you used color in some manner to make the portfolio visually appealing?
- Have you been creative and innovative in designing your portfolio?

### **Content of Portfolio:**

- Do you have artifacts for each standard? (Remember, one artifact can support more than one standard, but you should have two artifacts per standard.)  
QUALITY NOT QUANTITY IS THE GOAL.
- Is each artifact documented? See *What to Include When Documenting Each Standard*.
- Is your philosophy of education included in final, professional form?
- Are your artifacts varied? i.e., not relying too much on one or two artifacts?
- Are all the documents and artifacts of professional quality both in content and appearance?
- Do the artifacts you have included represent your *very best* work?
- Do your artifacts show clearly your abilities to plan, teach, assess, and reflect?

### **Portfolio Presentation:**

- Have you developed a “Please Notice” statement to be at your exhibit table for reviewers? This directs reviewers to particular areas or themes you want to emphasize.
- How will you display your portfolio and its contents? You will have one table to display your work. Make sure your laptop is fully charged. A portable power bank backup is recommended, as well.
- Have you invited significant people to view your display? faculty members? mentor teachers? other school personnel? peers and other education students? friends, family, and people who have been significant in your life/education?

<b>What To Include When Documenting Each Standard For Your Student Teaching Portfolio</b>	
Artifact	Give your artifact a title.
Standard	Identify the specific standard and indicator for each artifact. Choose artifacts from different indicators under Performance, Essential Knowledge, or Critical Dispositions.
Standard In Your Own Words	Write out the standard in your own words. What does it mean to you?
Indicator	List the indicator that your artifact meets. Write what the indicator means to you.
Description of Artifact	Describe your artifact and how you used it in student teaching.
Rationale	Why is this artifact a good example for this standard/indicator? Identify examples within the artifact that demonstrate the standard/indicator. Explain how the artifact demonstrates proficiency with the standard.
<b>Check the Standards Portfolio Evaluation/CCTS Rationale Rubric (this is the same process you have used for your Program Portfolio throughout your program).</b>	

## STANDARDS PORTFOLIO EVALUATION/CCTS RATIONALE RUBRIC

Student \_\_\_\_\_ UMF Program \_\_\_\_\_

Supervisor/Cross Rater \_\_\_\_\_ Date \_\_\_\_\_

Person filling out this form:

Supervisor of Record ☐

Cross-Rater ☐

### Standards Rationale Rubric

#### Part 1: Standards

**Directions:** Use the following standard-specific rubric to evaluate student progress toward meeting the Standard. Students will be scored on only the category row (Performance, Essential Knowledge, or Critical Disposition) that aligns with the Standard Indicators identified by the student in the rationale statements. Score each category that aligns with the identified indicators.

Standard 1: Learner Development	No Evidence 0	Beginning 1	Developing 2	Proficient 3
<b>Performance</b> 1(a), 1(b), 1(c)	No effort or progress toward seeking information about learner's needs or modifying instruction to address needs.	Seeks information about learner's needs or describes strategies for modifying instruction to address a need.	Seeks information about learners' needs and describes a possible strategy for modifying instruction to address needs.	Seeks information about learners' needs and applies information to create/deliver developmentally appropriate instruction.
<b>Essential Knowledge</b> 1(d), 1(e), 1(f), 1(g)	No effort or progress toward identifying, describing or applying information about learner development and construction of understanding.	Identifies variables that affect learning and/or stages of development.	Explains how development and other variables impact learning and how students construct knowledge.	Makes instructional decisions based on understanding of development, variables that affect learning and how students construct knowledge.
<b>Critical Dispositions</b> 1(h), 1(i), 1(j), 1(k)	No attempt or progress toward showing respect for learners or communicating sense of responsibility/commitment to supporting student growth.	Refers to all learners using respectful language.	Conveys respect for learners' differences through respectful language and conveys sense of responsibility for supporting student growth.	Explicitly communicates respect for learners' different strengths and needs, commitment to supporting student growth, and/or value of others' input on student development.

<b>Standard 2: Learning Differences</b>		<b>No Evidence 0</b>	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>
	<b>Performance</b> 2(a), 2(b), 2(c), 2(d), 2(e), 2(f)	No effort or progress toward understanding or applying strategies for differentiating or customizing learning.	Identifies strategies for customizing learning or finds a quality strategy/resource/tool for supporting different student needs.	Explains strategies for customizing learning (pacing, rigor, choice) and describes tools for language development.	Designs, adapts and/or delivers instruction that customizes learning (pacing, rigor, choice) and provides support for ELLs and/or students with special needs.
	<b>Essential Knowledge</b> 2(g), 2(h), 2(i), 2(j), 2(k)	No effort or progress toward understanding or supporting learning differences of ELLs or students with special needs.	Identifies needs of ELLs and/or students with special needs. OR Summarizes steps for ELL language acquisition.	Explains different approaches to learning, addresses differences in students' background knowledge and contribution to the community, and explains strategies for supporting ELLs and/or students with special needs.	Designs instruction that accesses students' prior knowledge and purposefully supports ELLs and/or students with special needs.
	<b>Critical Dispositions</b> 2(l), 2(m), 2(n), 2(o)	No effort or progress toward use of respectful language or high expectations when discussing learners.	Conveys value for all learners and their differing backgrounds.	Maintains respectful language and high expectations when referring to learners of all skills/backgrounds in verbal and written communication.	Intentionally communicates and explicitly articulates respect and high expectations for all learners and the contributions each learner brings to a community.

<b>Standard 3: Learning Environments</b>		<b>No Evidence 0</b>	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>
	<b>Performance</b> 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h)	No effort or progress toward identifying, designing or implementing strategies for establishing a positive, effective classroom environment.	Identifies structures, routines and shared values that contribute to a safe, respectful, and collaborative learning environment.	Describes or designs structures/routines, ice breakers, or community-building activities for developing a safe, respectful and collaborative learning environment.	Establishes and maintains a safe, respectful learning environment with shared values, that allows students to practice communicating, cooperating and collaborating effectively.
	<b>Essential Knowledge</b> 3(i), 3(j), 3(k), 3(l), 3(m)	No effort or progress toward understanding or applying strategies for supporting student collaboration, cooperation, motivation or effectiveness.	List or identify strategies for: motivating students, collaborative learning, or cooperative learning, helping students to direct own learning, or, helping students to self-advocate.	Explains theory and/or structures behind collaborative or cooperative learning strategies. OR Describes strategies for establishing norms, routines and structures.	Designs instruction, environment or instructional tools that incorporate collaborative or cooperative learning strategies, or provide opportunities for students to practice self-direction or self-advocacy.
	<b>Critical Dispositions</b> 3(n), 3(o), 3(p), 3(q), 3(r)	No effort or progress toward describing or communicating	Identifies opportunities for collaborating with peers, parents and/or students.	Explains importance collaborating with others. OR	Seeks opportunities to collaborate (with peers, students, families) in order to establish

		importance of establishing a positive, supportive, collaborative community or of teacher's role in process.	OR Conveys importance of establishing a positive, supportive, collaborative community.	describes teacher's role in establishing a positive, supportive, collaborative community.	positive, supportive, collaborative learning environments and practices being a reflective listener and observer.
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Standard 4: Content Knowledge		No Evidence 0	Beginning 1	Developing 2	Proficient 3
	<b>Performance</b> 4(a), 4(b), 4(c), 4(d), 4(e), 4(f), 4(g), 4(h), 4(i)	No attempt or progress toward identifying, describing or applying content-specific pedagogy.	Identifies pedagogical strategies for content-delivery. OR Finds and describes multiple strategies for approaching/learning the same topic.	Explains content-specific pedagogical strategies for delivering content. OR Evaluates and/or modifies learning activities to make content accessible and meaningful.	Designs/delivers instruction that utilizes a variety of content-specific pedagogy and models to make content accessible and meaningful (build on previous knowledge, address misconceptions, practice content language, and guide learners through learning progressions).
	<b>Essential Knowledge</b> 4(j), 4(k), 4(l), 4(m), 4(n)	No effort or progress toward understanding or utilizing content standards, building familiar with content language, and/or correctly communicating content.	Selects appropriate content standards to target for learning activities. OR Recognizes common misconceptions. OR Seeks connections between student background/interests and content.	Rephrases content standards in student language and integrates content language into a lesson or learning activity. OR Designs a learning activity that builds on student background information/interests and targets a specific content standard or addresses a common misconception.	Correctly communicates content and unpacks content standards for/with students, integrates use and practice with content language, applies information about student background and interests to make content relevant, and/or develops instructional activities that address common misconceptions.
	<b>Critical Dispositions</b> 4(o), 4(p), 4(q), 4(r)	No effort or progress toward keeping up-to-date in field/content; does not seek to broaden own perspectives.	Identifies relevant and reliable sources or organizations for current topics and research in field/content. OR Recognizes different perspectives exist. OR Recognizes own personal biases.	Finds and describes a current topic, question, finding or tool related to field/content. OR Describes value of allowing students to learn about, discuss and evaluate different perspectives or approaches.	Participates in professional development or actively seeks to keep up-to-date on field/content and broaden personal understanding. OR seeks opportunities for students to evaluate and discuss different perspectives or approaches.

Standard 5: Application of Content		No Evidence 0	Beginning 1	Developing 2	Proficient 3
	<b>Performance</b> 5(a), 5(b), 5(c), 5(d), 5(e), 5(f), 5(g), 5(h)	No effort or progress toward finding, developing or implementing learning experiences that apply content or multiple perspectives for problem solving/critical thinking.	Finds and describes strategies or activities that promote exploration/evaluation of perspectives or critical thinking/problem solving skills.	Designs an activity that requires students to explore and evaluate different perspectives and to combine critical thinking and problem solving skills with content knowledge to investigate and solve problems.	Facilitates learning experiences that require students to explore and evaluate different perspectives and to combine critical thinking and problem solving skills with content knowledge to investigate and solve problems.
	<b>Essential Knowledge</b> 5(i), 5(j), 5(k), 5(l), 5(m), 5(n), 5(o), 5(p)	No effort or progress toward understanding or integrating strategies for improving critical thinking, problem solving, content literacy or communication skills.	Identifies strategies for building communication, critical thinking or problem solving skills. OR Identifies interdisciplinary connections to core subject or lenses for exploring content.	Explains strategies for fostering communication, critical thinking, or problem-solving skills. OR Describes relevant interdisciplinary connections to core subject or lenses for exploring content.	Designs learning experiences that explicitly target communication, critical thinking, problem-solving or content literacy skills or to make interdisciplinary content connections.
	<b>Critical Dispositions</b> 5(q), 5(r), 5(s)	No effort or progress toward communicating value of multiple perspectives or interdisciplinary content connections for learning experience.	Identifies reasons for or describes research theory regarding impact of interdisciplinary lenses or interdisciplinary connections.	Articulates the value of knowledge beyond own content area or value of providing flexible learning environments for exploring and expression.	Actively seeks opportunities to explore/expand interdisciplinary connections and global/local applications of content.

Standard 6: Assessment		No Evidence 0	Beginning 1	Developing 2	Proficient 3
	<b>Performance</b> 6(a), 6(b), 6(c), 6(d), 6(e), 6(f), 6(g), 6(h), 6(i)	No effort or progress toward designing an assessment or aligning an assessment to a specific learning goal.	Designs an assessment to evaluate student progress toward a specific learning goal.	Designs/selects multiple assessments to evaluate student progress toward a specific standard or learning goal.	Uses assessment data to evaluate student progress toward a standard or learning goal and to make instructional decisions.
	<b>Essential Knowledge</b> 6(j), 6(k), 6(l), 6(m), 6(n), 6(o), 6(p)	No effort or progress toward analyzing student data.	Identifies tools used for measuring and analyzing student data.	Describes student data needed to measure student proficiency and/or growth and explains process for analyzing data.	Analyzes assessment data to identify patterns/trends in student proficiency and/or growth.
	<b>Critical Dispositions</b> 6(q), 6(r), 6(s), 6(t), 6(u), 6(v)	No effort or progress toward providing feedback to	Provides feedback to students and/or families about proficiency and/or growth, but	Provides timely or actionable feedback to students and/or families about proficiency	Provides timely and actionable feedback to students and families about student

		students and/or families.	feedback is not actionable, timely or aligned to a specific standard or learning goal.	and/or growth, but feedback may not be aligned to a specific standard or learning goal.	proficiency and growth on a specific standard or learning goal.
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Standard 7: Planning for Instruction		No Evidence 0	Beginning 1	Developing 2	Proficient 3
	<b>Performance</b> 7(a), 7(b), 7(c), 7(d), 7(e), 7(f)	No effort or progress toward purposefully designing a learning activity.	Creates a learning activity that addresses a learning goal.	Creates a single lesson plan or learning activity that incorporates students' needs and background knowledge to address a standards-aligned learning goal and describes relationship between lesson and curriculum goal/plan.	Creates short- and long-term instructional plans, based on students' needs and background knowledge, which incorporate a variety of learning experiences in order to meet standards-aligned learning goals.
	<b>Essential Knowledge</b> 7(g), 7(h), 7(i), 7(j), 7(k), 7(l), 7(m)	No effort or progress toward incorporating learning theory, student strengths, needs or background knowledge, or evidence-based resources into learning activity.	Accesses/finds evidence-based instructional materials. OR Identifies/describes parts of a lesson that could be modified or taught using a different strategy.	Provides suggestions for revising/modifying instruction based on learner needs. OR Develops/decides sequence of learning activities to target curriculum goal.	Justifies selection of learning activities, sequencing and scaffolding based on understanding of learner development, background knowledge, content, pedagogy and curriculum.
	<b>Critical Dispositions</b> 7(n), 7(o), 7(p), 7(q)	No effort or progress toward collaborating to plan or modify instruction.	Identifies individuals with whom s/he can collaborate for planning instruction.	Collaborates with a peer or mentor to plan or modify instruction based on student strengths/needs.	Participates in and communicates importance of collegial planning process and articulates necessity for flexibility in adjusting/modifying plans to meet student needs and content goals.

Standard 8: Instructional Strategies		No Evidence 0	Beginning 1	Developing 2	Proficient 3
	<b>Performance</b> 8(a), 8(b), 8(c), 8(d), 8(e), 8(f), 8(g), 8(h), 8(i)	No effort or progress toward selecting, implementing or evaluating different instructional strategies.	Attempts to incorporate multiple instructional strategies into a lesson or activity plan, but strategies not relevant or appropriate.	Incorporates multiple relevant and appropriate instructional strategies into a lesson or activity plan.	Implements and evaluates effectiveness of multiple instructional strategies and adapts instruction to meet students' needs.
	<b>Essential Knowledge</b> 8(j), 8(k), 8(l), 8(m), 8(n), 8(o)	No effort or progress toward learning about strategies for differentiating instruction.	Matches or aligns different instructional strategies with specific learning goals and/or student needs.	Describes strategies for adapting/differentiating instruction to support specific student needs.	Selects and justifies best strategies for adapting/differentiating instruction to support student needs.



	<b>Critical Dispositions</b> <b>8(p), 8(q), 8(r), 8(s)</b>	No effort or progress toward flexibly adapting instruction or experimenting with differentiating instruction.	Identifies benefits and challenges to differentiating instruction.	Communicates importance of using multiple strategies and technology to differentiate instruction.	Explores and experiments with use of new strategies and emerging technologies for differentiating instruction to support student learning.
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<b>Standard 9: Reflection &amp; Continuous Growth</b> <i>(Professional Learning &amp; Ethical Practice)</i>		<b>No Evidence</b> <b>0</b>	<b>Beginning</b> <b>1</b>	<b>Developing</b> <b>2</b>	<b>Proficient</b> <b>3</b>
	<b>Performance</b> <b>9(a), 9(b), 9(c), 9(d), 9(e), 9(f)</b>	No effort or progress toward participating in professional development or professional learning experiences.	Participates in professional development or professional learning experience, but does not apply feedback or learning to instructional practices or perspective of educator's role.	Participates in professional development, peer-observation and self-assessment experiences to reflect on practice and role as educator. OR Participates in peer observation and reflects on peer's practice and role as educator.	Incorporates observations/reflections and new learning into decision-making about instructional practices and role as educator. OR Observes and provides constructive feedback to a peer regarding instructional practices, and/or role as educator.
	<b>Essential Knowledge</b> <b>9(g), 9(h), 9(i), 9(j), 9(k)</b>	No effort or progress toward understanding processes for self-assessment or improvement. OR No effort or progress toward learning about educational law related to his/her role or field.	Identifies strategies for self-assessment, reflection and evaluation of student data. OR Names/identifies educational law that relates to his/her role or field.	Uses self- and/or peer-assessment, reflection and/or student data to identify personal learning strengths, needs or areas for improvement (for self or peer). OR Describes how educational law relates to learners' rights and teacher responsibilities.	Uses self- and/or peer-assessment, reflection and/or student data to develop a plan for improving own practice or practices of a peer. OR Applies understanding of learners' rights and teacher responsibility to make and reflect on decisions in challenging situations or scenarios.
	<b>Critical Dispositions</b> <b>9(l), 9(m), 9(n), 9(o)</b>	No effort or progress toward reflecting on or improving own practice. OR No effort or progress toward observing or providing feedback to a peer.	Communicates importance of self- and/or peer-assessment, reflection and/or evaluation of student data in order to grow as a professional. OR Observes peer's practice and shares observations.	Reflects on practice and responsibilities as an educator (using peer or self-assessment tools). OR Reflects on peer's practice using a critical lens and provides feedback.	Consistently reflects on own practice (using peer or self-assessment) and responsibilities as an educator, and strives for personal and professional growth. OR Reflects on peer's practice and provides meaningful, actionable feedback.

<b>Standard 10: Leadership &amp; Collaboration</b>		<b>No Evidence</b> <b>0</b>	<b>Beginning</b> <b>1</b>	<b>Developing</b> <b>2</b>	<b>Proficient</b> <b>3</b>
	<b>Performance</b> <b>10(a), 10(b), 10(c), 10(d), 10(e), 10(f), 10(g), 10(h), 10(i), 10(j), 10(k)</b>	No effort or progress toward collaborating with peers, families and communities to support student needs.	Recognizes and describes roles of different teams in supporting student needs and/or professional growth.	Participates in teams to support student needs and/or professional growth.	Collaborates with peers, families and communities to support and advocate for students or to improve learning environment or experience.

	<b>Essential Knowledge 10(l), 10(m), 10(n), 10(o)</b>	No effort or progress toward developing, practicing or utilizing effective communication and/or collaboration skills.	Identifies situations which require effective communication and/or collaboration with peers, families and communities.	Studies, reflects upon, and/or practices strategies for effectively communicating and collaborating with peers, families and communities.	Utilizes verbal and written communication skills and strategies to effectively communicate and collaborate with peers, families and communities.
	<b>Critical Dispositions 10(p), 10(q), 10(r), 10(s), 10(t)</b>	No effort or progress toward expressing value or importance of collaborating or communicating with peers, families or communities.	Communicates importance of and challenges involved in communicating/collaborating with peers, families and communities.	Productively contributes to collaborative experiences with peers, families and communities and/or takes on leadership roles. OR Recognizes opportunities and challenges involved in collaborating and identifies strategies to make productive collaborative interactions.	Creates and/or facilitates opportunities to collaborate with peers, families and communities and contributes to support or advocate for students.

<b>Standard 11: ISTE Standards for Educators</b>		<b>No Evidence 0</b>	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>
	<b>Empowered Professional</b>				
	<b>11.1 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</b>	No effort or progress toward standard	Discusses strategies for educational practice that leverage technology, collaborative learning and research to support student growth	Explores strategies for improving educational practice that leverage technology, collaborative learning and research to support student growth	Applies strategies and reflects on one's continued improvement/growth that leverage technology, collaborative learning and research to support student growth
	<b>11.2 Leader: Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning</b>	No effort or progress toward standard	Identifies new digital resources and tools that meet the diverse needs for all students	Evaluates new digital resources and tools that meet the diverse needs of all students	Recommends new digital resources and tools that meet the diverse needs of all students

<b>11.3 Citizen: Educators inspire students to positively contribute to and responsibly participate in the digital world</b>	No effort or progress toward standard	Identifies safe, legal, and ethical practices that allow learners to make positive, socially responsible contributions in the digital world	Applies safe, legal, and ethical practices while modeling positive, socially responsible contributions in the digital world	Creates opportunities for learners to employ safe, legal, and ethical practices in making positive, socially responsible contributions in the digital world
<b>Learning Catalyst</b>				
<b>11.4 Collaborator: Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems</b>	No effort or progress toward standard	Shares new digital resources to expand authentic learning experiences	Evaluates new digital resources collaboratively to expand authentic learning experiences	Develops strategies collaboratively with colleagues and students for implementing new digital resources to expand authentic learning experiences
<b>11.5 Designer: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability</b>	No effort or progress toward standard	Identifies authentic learning experiences that align with content area standards and use digital tools and resources to foster active, deep learning for all learners	Evaluates authentic learning experiences that align with content area standards and use digital tools and resources to foster active, deep learning for all learners	Designs original authentic learning experiences that align with content area standards and use digital tools and resources to foster active, deep learning for all learners
<b>11.6 Facilitator: Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students</b>	No effort or progress toward standard	Describes learning opportunities that foster student ownership of learning while challenging students to use creativity and computational thinking to communicate concepts	Selects learning opportunities that foster student ownership of learning while challenging students to use creativity and computational thinking to communicate concepts	Develops learning opportunities that foster student ownership of learning while challenging students to use creativity and computational thinking to communicate concepts
<b>11.7 Analyst: Educators understand and use data to drive their instruction and support students in achieving their learning goals</b>	No effort or progress toward standard	Identifies assessment methods that accommodate diverse learner needs and provide timely feedback to students in order to inform instruction	Analyzes assessment methods that accommodate diverse learner needs and provide timely feedback to students in order to inform instruction	Designs and implements assessment methods that accommodate diverse learner needs and provide timely feedback to students in order to inform instruction

## Part 2: Rationale & Reflection

**Directions:** Use the following rubric to evaluate the overall portfolio and writing of rationale statements.

	<b>No Evidence 0</b>	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>
<b>Philosophy of Education</b>	Did not include personal philosophy of education.	Lacks personalization and / or not educationally sound.	Educationally sound but lacks specificity and weak personalization.	Well written, unique approach, professional.
<b>Introduction of Standards</b>	No effort or progress toward introducing standards or to paraphrase/ interpret meaning of standards.	Identifies standards and specific indicators targeted but does not paraphrase/ interpret meaning of standards.	Identifies standards and specific indicators targeted and attempts to paraphrase, but misinterprets meaning of standards.	Explicitly identifies the standards and specific indicators being targeted and correctly paraphrases/interprets standards in own words.
<b>Introduction of Artifacts</b>	No effort or progress toward introducing artifacts; no details provided about nature, purpose or context.	Provides some details regarding 1 of the following: nature of artifacts; purpose of artifacts; context for creation/use.	Provides some details regarding 3 of the following or specific details regarding 1 or 2 of the following: nature of artifacts; purpose of artifacts; context for creation/use.	Provides specific details describing the nature of the artifacts, their purpose, and the context for creation/use of the artifacts.
<b>Rationale</b>	No effort or progress toward justifying how artifacts meet indicators and standards.	Attempts to justify how artifacts meet indicators or standards but reasoning or interpretation of standards is minimal or includes an error.	Justifies how artifacts meet standards but... still needs to provide specific examples to support reasoning AND/OR artifacts and justifications are not clearly aligned with target standards.	Clearly articulates justifications, using language of the standards and referencing specific examples within the artifacts, for how artifacts meet specific indicator(s).
<b>Writing / Mechanics</b>	No effort or progress toward organizing writing, using educator vocabulary or correcting errors in grammar, spelling or mechanics.	Writing is not clear or well-organized and is difficult to follow; minimal use of educator vocabulary; errors in grammar, mechanics or spelling which hinder understanding.	Writing is organized; utilizes some language/vocabulary of a professional educator; minimal errors in grammar, mechanics or spelling which do not hinder understanding.	Writing is clear, well-organized and easy to follow, utilizes language/vocabulary of a professional educator, and is free of errors in grammar, mechanics, or spelling.
<b>Reflection Entries</b>	No reflections included.	Narratives unclear; lack insight, critical thinking and problem solving and / or show no evidence of a commitment to growth and learning.	Narratives are clearly written, connect to the standards and show evidence of a commitment to growth and learning.	Narratives are clear; reveal insight, critical thinking and problem solving and show a clear connection to the standards and a serious commitment to growth and learning.

# Portfolio Standards Artifact Student Self-Assessment

STANDARDS Artifact Indicators	No Evidence	Beginning	Developing	Proficient
<b>Standard 1: Learner Development</b>				
Artifact 1 Title: Indicator:				
Artifact 2 Title: Indicator:				
<b>Standard 2: Learning Differences</b>				
Artifact 1 Title: Indicator:				
Artifact 2 Title: Indicator:				
<b>Standard 3: Learning Environments</b>				
Artifact 1 Title: Indicator:				
Artifact 2 Title: Indicator:				
<b>Standard 4: Content Knowledge</b>				
Artifact 1 Title: Indicator:				
Artifact 2 Title: Indicator:				
<b>Standard 5: Innovative Applications of Content</b>				
Artifact 1 Title: Indicator:				
Artifact 2 Title: Indicator:				
<b>Standard 6: Assessment</b>				
Artifact 1 Title: Indicator:				
Artifact 2 Title: Indicator:				

<b>STANDARDS Artifact Indicators</b>	<b>No Evidence</b>	<b>Beginning</b>	<b>Developing</b>	<b>Proficient</b>
<b>Standard 7: Planning for Instruction</b>				
Artifact 1 Title: Indicator:				
Artifact 2 Title: Indicator:				
<b>Standard 8: Instructional Strategies</b>				
Artifact 1 Title: Indicator:				
Artifact 2 Title: Indicator:				
<b>Standard 9: Reflection and Continuous Growth</b>				
Artifact 1 Title: Indicator:				
Artifact 2 Title: Indicator:				
<b>Standard 10: Collaboration</b>				
Artifact 1 Title: Indicator:				
Artifact 2 Title: Indicator:				
<b>Standard 11: ISTE Standards for Educators</b>				
Artifact 1 – Empowered Professional Title: Indicator:				
Artifact 2 – Learning Catalyst Title: Indicator:				

Dear Parent or Guardian:

As an education student from the University of Maine at Farmington currently doing my student teaching in your child's classroom, I will be taking photos and video of some of my lessons. A professor or a colleague may be photographing or taking video of me working with your child. I am requesting permission to use a photo or video that may include your child in my teaching portfolio or possibly a University of Maine at Farmington publication. I may also include samples of student work in my portfolio to demonstrate a lesson I have taught. No child's name will be used on the work and the materials will be used for educational purposes only.

Thank you,

\_\_\_\_\_  
UMF Student

\_\_\_\_\_  
Classroom Teacher and Mentor

\_\_\_\_\_  
Please fill out, sign, and return to school by \_\_\_\_\_

Child's Name \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

- ☐ Yes, I give permission for a photo/video that may include my child to be used for educational reasons in a paper or electronic portfolio by a UMF student.
- ☐ Yes, I give permission for a photo/video that may include my child to be used for UMF publications.
- ☐ No, I do not give permission for a photo/video that may include my child to be used for educational reasons in a paper or electronic portfolio by a UMF student.
- ☐ No, I do not give permission for a photo/video that may include my child to be used for UMF publications.

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## Assessment and Evaluation

The purposes of assessing and evaluating student teachers are to improve instruction by providing constructive and effective feedback and to provide documentation of the student teacher's progress to the University. The process begins with a *Two Week Progress Report*, and continues with the *Teacher Candidate Dispositions and Professional Expectations: In Field Setting and Essential Areas of Teaching*, both at mid-term and at the end of the semester. We ask that mentors write a *Letter of Reference*, their final evaluation document, which is used by student teachers with prospective employers. **Forms are accessed online on TK-20;** paper examples follow in this section of the handbook.

UMF Field Services greatly appreciates our mentors' willingness to work with us on this data collection method. Your assessments are extremely important to us, not only as feedback for your student, but also for program review. By implementing TK20, we are able to access the data immediately and make changes as appropriate.

Informing the University supervisor as soon as possible of any issues or concerns you may have about your student teacher is important. Communicating with the supervisor is essential. Often the situation can be resolved by having a three way meeting with the mentor, student teacher and supervisor. This could lead to setting up a specific action plan addressing the concerns with the student teacher. The action plan would be monitored by the supervisor to see how effectively the student teacher follows through. If improvement or change does not occur within a reasonable time, the placement would not be continued (see *Protocol for Teacher Candidate at Risk*, Section 2).

Our teacher candidates strive to be effective, reflective professionals and value honest, constructive feedback, early and often. In keeping with that thinking, once the semester has closed, you will receive feedback from your student teacher. With input from a group of approximately 20 experienced mentor teachers, a tool was created that is intended to provide our mentors with specific feedback about their work with the student teacher. The intention is not to judge or evaluate, but to provide mentors with feedback that may help with future students. The tool students will complete, *Mentor Teacher Feedback from Student Teacher*, is included in this section of the handbook.





## UMF Student Teaching Two-Week Progress Report

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_

Mentor Teacher \_\_\_\_\_ School \_\_\_\_\_

**Directions to mentors:** Please complete, discuss with your student teacher, and sign the form.

**During the first two weeks of their placement the student teacher has (check all that apply):**

**Caring Teacher:**

- ☐ Made significant gains in establishing relationships with students
- ☐ Begun to be an active participant; taken initiative to interact with students and adults
- ☐ Developed an initial understanding of the learning strengths and needs of their students

**Competent Educator:**

- ☐ Taken responsibility for some parts of the classroom routines
- ☐ Taught lessons in small and/or large groups
- ☐ Exhibited understanding of student standards being assessed in each lesson

**Collaborative Professional Leader:**

- ☐ Taken initiative in communication with mentor
- ☐ Completed tasks that mentor has requested

What experience has your student teacher had with writing and implementing lessons at this time?

**Please circle any dispositions you see as a concern at this point.** Write comments as needed.

- Exhibits professionalism
- Demonstrates a constructive attitude
- Demonstrates effective oral communication
- Demonstrates effective written communication
- Respects and values diversity
- Collaborates effectively
- Is a self directed learner and teacher
- Reflects on one's own teaching and learning
- Exhibits respect

Comments:

**Signatures:**

Mentor \_\_\_\_\_ Student \_\_\_\_\_

**Please use the back of this form for any additional comments.**

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## GOAL SETTING FORMAT

(Circle One)

NAME:

ECH/ELE/SEC-MID/SHE/SED

Major/Concentration:

GOALS	STANDARD/ DISPOSITION	ACTIONS Steps you will take to meet goal.	EVIDENCE OF COMPLETION How do you know if you were successful?	COMPLETION DATE
Goal 1:				
GOAL 2:				
GOAL 3:				
GOAL 4:				

Signature: \_\_\_\_\_

(Mentor)

(Teacher Candidate)

## CONVERSATION GUIDE

(Circle One)

NAME:	ECH/ELE/SEC-MID/SHE/SED	Major/Concentration:	Date:
What successes are evident in the Field Experience so far?			
Identify 3-4 areas that you would like to address:			
Steps that you will take to address the areas that you have identified:			

### Reminders for Goal Setting:

1. Goals should be positive
2. Goals should help set priorities
3. Goals should be realistic and attainable
4. Goals should be clear and precise
5. Actions should dictate what you plan to do

Signature: \_\_\_\_\_ (Mentor)

\_\_\_\_\_ (Teacher Candidate)

CLASSROOM MANAGEMENT OBSERVATION CHECKLIST

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Observer: \_\_\_\_\_

Subject/Topic/Skill: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Key: **DN** (Does not meet) **PM** (Partially meets) **M** (Meets)

DN	PM	M	Classroom Management Indicator
			<b>STUDENT BEHAVIORS OBSERVED:</b>
			Students appear engaged with lesson.
			Students demonstrate respect for teacher and each other.
			Students follow teacher directions.
			Students exhibit high amount of time on task.
			Students are under control during lesson.
			Students are following procedures/routines are well established.
			<b>TEACHER BEHAVIORS OBSERVED:</b>
			Minimal time used for transitions, discipline, and organization.
			Academic expectations for students are evident and communicated.
			High expectations for all students are exhibited.
			Preventive discipline is used.
			Appropriate student behavior is reinforced positively.
			Effective time management is exhibited.
			Instructional time is used effectively.
			Consistent standards for students are maintained.
			Inappropriate behavior is redirected and/or stopped.
			Behavioral expectations and rules are communicated.
			Classroom is constantly monitored while teaching.
			Proximity is used to redirect student attention.
			Attention getting strategies are used.
			Behaviors are dealt with firmly and positively.
			Personal regard is demonstrated for each student.
			Positive learning environment is maintained.
			No misbehavior is observed, but there is evidence that student teacher understands how to handle disruptive behavior.

(see over)

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Supervisor \_\_\_\_\_ Mentor \_\_\_\_\_ Video \_\_\_\_\_



Student's strengths in regard to classroom management:

Suggestions for improvement in regard to classroom management:

### Teacher Candidate Dispositions and Professional Expectations: In Field Setting

Candidate: \_\_\_\_\_ Program: \_\_\_\_\_

Course: \_\_\_\_\_ Date: \_\_\_\_\_ ☐ Mid-Term ☐ End-of-Term

Evaluator: \_\_\_\_\_ ☐ UMF Supervisor ☐ Mentor Teacher ☐ UMF Student

**The Teacher Education Program at the University of Maine Farmington understands and supports the assessment of dispositions throughout the student's program, both in the classroom and in the field.**

Directions:

Rate the candidate on each disposition holistically by selecting the corresponding rating based on the following scale: 1. Does Not Meet Expectations 2. Partially Meets Expectations 3. Meets Expectations

Please read through the list of indicators for each disposition. The listed indicators provide the reviewers examples of expected behaviors for each disposition/expectation but are not intended to be all-inclusive.

If ratings are at the 1 or 2 level, please provide feedback for the student by identifying any indicators that need to be addressed. If ratings are at the 1 level, please provide specific feedback in the comment box. Attach additional documentation as necessary. Comments are invited for all other levels but are not required.

For Pre-Candidacy, students receiving a faculty rating of 1, or five or more 2s, or an overall rating of "extreme concern" will meet with a support team, which may result in an action plan. For Pre-Student Teaching, students receiving a faculty rating of 1, or four or more 2s, or an overall rating of "extreme concern" will meet with a support team, which may result in an action plan. Faculty may request that a student meet with the support team at any time.

Dispositions and Associated Indicators	Does Not Meet Expectations 1	Partially Meets Expectations 2	Meets Expectations 3
<b>1 Exhibits professionalism</b>	<b>1</b>	<b>2</b>	<b>3</b>
Check if student needs improvement with: <ul style="list-style-type: none"> <li>Responding to communications promptly</li> <li>Exhibiting regular punctuality and attendance, including school functions and faculty meetings when appropriate</li> <li>Coming to class with clear plans and needed materials</li> <li>Maintaining professional boundaries with students</li> <li>Maintaining confidentiality</li> </ul>	Comments:		
<b>2 Demonstrates effective oral communication skills</b>	<b>1</b>	<b>2</b>	<b>3</b>
Check if student needs improvement with: <ul style="list-style-type: none"> <li>Using language confidently in expressing themselves</li> <li>Discussing sensitive issues tactfully</li> <li>Communicating at an appropriate student level</li> </ul>	Comments:		
<b>3 Demonstrates effective written communication skills</b>	<b>1</b>	<b>2</b>	<b>3</b>
Check if student needs improvement with: <ul style="list-style-type: none"> <li>Expressing ideas clearly</li> <li>Discussing sensitive issues tactfully</li> <li>Utilizing appropriate professional correspondence</li> <li>Proofreading all written communications</li> </ul>	Comments:		

4 Respects and values diversity	1	2	3
Check if student needs improvement with: <ul style="list-style-type: none"> <li>• Demonstrating awareness of a variety of family dynamics</li> <li>• Creating a “safe-classroom” with zero tolerance of negativity toward other cultures, gender, religion, orientation, or socioeconomic status</li> <li>• Knowing students’ learning needs and backgrounds, and adjusting lessons accordingly</li> <li>• Understanding the importance of a positive school experience</li> </ul>	Comments:		
5 Collaborates effectively	1	2	3
Check if student needs improvement with: <ul style="list-style-type: none"> <li>• Building positive relationships with peers, supervisors, parents, and students</li> <li>• Working cooperatively with others</li> <li>• Demonstrating a constructive attitude</li> </ul>	Comments:		
6 Is a self-directed learner	1	2	3
Check if student needs improvement with: <ul style="list-style-type: none"> <li>• Taking initiative to find solutions and solve problems independently</li> <li>• Recognizing own weaknesses and asking for support</li> <li>• Asking questions proactively</li> <li>• Taking responsibility for knowing one’s own strengths and weaknesses</li> </ul>	Comments:		
7 Reflects on one’s own learning	1	2	3
Check if student needs improvement with: <ul style="list-style-type: none"> <li>• Altering lessons in progress when needed</li> <li>• Using evidence to continually evaluate best practice</li> <li>• Adjusting teaching in response to constructive criticism</li> <li>• Reflecting on own experience and making appropriate adjustments</li> </ul>	Comments:		
8 Exhibits Respect	1	2	3
Check if student needs improvement with: <ul style="list-style-type: none"> <li>• Being flexible</li> <li>• Responding to constructive criticism openly and respectfully</li> <li>• Listening attentively to students and parents</li> <li>• Maintaining a respectful tone at all times within the school setting</li> </ul>	Comments:		

**Given your interaction with the student what level of concern do you have for this student progressing through the program?**

\_\_\_\_\_ No Concern                  \_\_\_\_\_ Some Concern                  \_\_\_\_\_ Extreme Concern

**Overall Comments : (Optional)**

*The dispositions and indicators above were adapted by the University of Maine at Farmington and from the University of Tampa Dispositions Study: <http://www.aabri.com/manuscripts/10665.pdf> Rev 8/22*

## Essential Areas of Teaching

**Student Name:** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

☐ **Mid Term**

☐ **Final**

Person filling out this form: Supervisor ☐

Student Teacher ☐

Mentor Teacher ☐

**N/A:** Does not apply.

**Does Not Meet:** The student teacher does not understand the meaning of the component or standard and does not show evidence of performance associated with the component or standard.

**Partially Meets:** The student teacher appears to understand the meaning of the component or standard and attempts to show evidence of performance associated with the component or standard. Performance is not consistent and/or the student teacher is not regularly successful.

**Meets:** The student teacher clearly understands the component or standard and shows consistent and effective performance of the component or standard.

Student teacher:	N/A	DNM	PM	M
<b>Planning:</b>				
Is well planned for each lesson (CCTS 1, 2, 3, 4, 5, 6, 7, 8) (CAEP R1.1, R1.2, R1.3)				
Includes all elements of lesson plan (CCTS 7, 8) (CAEP R1.3)				
Addresses modifications for individual needs of students (CCTS 1, 2, 6, 7) (CAEP R1.1, R1.3)				
<b>Comments:</b>				
<b>Instruction</b>				
Demonstrates enthusiastic approach (CCTS 3) (CAEP R1.1)				
Reviews relevant prerequisites (CCTS 1, 4, 6) (CAEP R1.1 R1.2, R1.3)				
Uses motivational introduction (CCTS 3) (CAEP R1.1)				
Shares objective / target with students (CCTS 3, 7, 8) (CAEP R1.1, R1.3)				
Uses variety of approaches and strategies (CCTS 1, 2, 5, 8) (CAEP R1.1, R1.2, R1.3)				
Uses higher order questioning (CCTS 8) (CAEP R1.3)				
Incorporates wait time when questioning (CCTS 3) (CAEP R1.1)				
Demonstrates knowledge of subject matter (CCTS 4, 5) (CAEP R1.2)				
Uses proximity to increase engaged time (CCTS 3) (CAEP R1.1)				
Builds on prior knowledge (CCTS 2, 4, 5) (CAEP R1.1, R1.2)				
Communicates clearly (CCTS 3) (CAEP R1.1)				
Paces lesson appropriately (CCTS 3, 8) (CAEP R1.1, R1.4)				
Provides appropriate feedback (CCTS 2, 3, 6) (CAEP R1.3)				
Involves all students in lessons (CCTS 1, 2, 3, 8) (CAEP R1.1, R1.3)				
Models what is to be learned (CCTS 6, 8) (CAEP R1.2, R1.3)				
Monitors and reteaches as necessary (CCTS 2, 6, 8) (CAEP R1.1, R1.3)				
Provides summary / closure for lessons (CCTS 6, 8) (CAEP R1.3)				
<b>Comments:</b>				



<b>Management:</b>				
Has procedures/routines well established (CCTS 3) (CAEP R1.1)				
Keeps students focused and on task (CCTS 3, 8) (CAEP R1.1, R1.3)				
Positively reinforces appropriate student behavior (CCTS 3) (CAEP R1.1)				
Reinforces classroom behavior expectations (CCTS 3) (CAEP R1.1)				
Redirects/stops inappropriate behavior (CCTS 3) (CAEP R1.1)				
Uses proximity to redirect student attention (CCTS 3) (CAEP R1.1)				
Responds to disruptive behavior consistently and respectfully (CCTS 3) (CAEP R1.1)				
Demonstrates personal regard for each student (CCTS 3) (CAEP R1.1)				
<b>Comments:</b>				
<b>Assessment:</b>				
Allows students to self assess or self monitor (CCTS 3, 5, 6, 8) (CAEP R1.1, R1.2, R1.3)				
Makes criteria for assessment clear to students (CCTS 3, 6) (CAEP R1.1, R1.3)				
Gives meaningful feedback to students (CCTS 1, 2, 6, 7) (CAEP R1.1, R1.3)				
Uses results of pre-assessment to develop lessons (CCTS 1, 2, 6, 7) (CAEP R1.1, R1.3)				
Uses results of previous assessment to drive lessons (CCTS 1, 2, 6, 7, 8) (CAEP R1.1, R1.3)				
Keeps up to date records of student progress (CCTS 6) (CAEP 1.3)				
Checks for understanding throughout the lesson (CCTS 2, 4, 6) (CAEP R1.1, R1.2, R1.3)				
Modifies instruction during the lesson based on student progress (CCTS 2, 6, 8) (CAEP R1.1, R1.3)				
<b>Comments:</b>				
<b>Technology:</b>				
Facilitates and inspires student learning and creativity using technology (CCTS 3, 5, 6, 7, 8, ISTE) (CAEP R1.1, R1.2, R1.3, ISTE)				
Collaborates and or communicates with students, peers, parents, or community using digital tools (CCTS 3, 6, 8, 9, 10, ISTE) (CAEP R1.1, R1.3, R1.4, ISTE)				
Demonstrates ethical and legal use of technology (CCTS 10, ISTE) (CAEP R1.4, ISTE)				
Integrates students use of available technology into instruction (CCTS 3, 5, 7, 8, 9, 10, ISTE) (CAEP R1.3, R1.4, ISTE)				
Uses technology to engage in professional growth and leadership (CCTS 9, 10, ISTE) (CAEP R1.4, ISTE)				
Uses available technology to design and plan instruction (CCTS 3, 5, 6, 7, 8, ISTE) (CAEP R1.1, R1.2, R1.3, ISTE)				
Uses technology to assess and communicate student growth (CCTS 3, 6, 7, 8, 9, 10 ISTE) (CAEP R1.1, R1.3, R1.4 ISTE)				
<b>Comments:</b>				

**Mentor Teacher Feedback from Student Teacher**  
**(Sent to student teacher as a Google Form)**

1. Prior to student teaching and not counting my interview, I made contact with my mentor.

Yes \_\_\_\_ No \_\_\_\_

How helpful was this? What type of contact was made?

2. On a scale of 1 to 5 (5 being the most welcomed), how welcomed did you feel to the classroom?

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_

What types of things did your mentor do to help you feel welcomed? On your first day in the classroom, what did you find most helpful?

3. My mentor used the collaborative model with me: my observing, then assisting, and finally assuming full responsibility.

Yes \_\_\_\_ No \_\_\_\_

How was this helpful? Did you have enough time or too much time in each stage of the model?

4. My mentor teacher allowed time for us to check in regularly, reviewing lesson plans, planning upcoming lessons, time to just talk.

Yes \_\_\_\_ No \_\_\_\_

Comments: When did you find was the best time to meet?

5. My mentor kept me informed about school rules/policies, schedules, changes, procedures in the classroom.

Yes \_\_\_\_ No \_\_\_\_

Comment:

6. My mentor offered resources in the form of texts, curriculum guides, manuals, as well as strategies that he/she found successful.

Yes \_\_\_\_ No \_\_\_\_

How helpful were these resources?

7. On a scale of 1 to 5 (5 being most accessible) how accessible was your mentor to you? Did he/she find a regular time to meet as well as respond to questions and concerns?

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_

Comment:

8. My mentor observed me on a regular basis, debriefing the lessons after the observation, providing both positive and constructive feedback, and completing a minimum of two formal written observations.

Yes \_\_\_\_ No \_\_\_\_

What was the most helpful feedback that you were given? Did your mentor use a coaching model of pre conferencing, observing, and post conferencing?

9. My mentor completed all assessments and shared the results with me. Yes \_\_\_\_ No \_\_\_\_

Comment:

10. My mentor asked about and assisted me with program requirements such as lesson planning, Teacher Work Sample, other assignments.

Yes \_\_\_\_ No \_\_\_\_

Comment:

11. My mentor clearly explained the classroom management strategies and allowed me to develop my own strategies to use with the class.

Yes \_\_\_\_ No \_\_\_\_

Comment:

*The Field Services Office at UMF and Mentor Teachers in the field collaboratively developed this feedback form. Please take time to respond to all sections of this form and be as specific as possible. The feedback will be given to mentors after the close of the semester.*

## **Birth to Kindergarten Section**

**Student Teachers in Birth to Kindergarten (B-K) settings are preparing to be professionals during a period of great developmental growth for early learners. Teacher preparation for B-K Teacher Candidates is based on Developmentally Appropriate Practice, NAEYC's Professional Standards Competencies cross walked with CCTS/InTasc Standards. This section is designed to reflect the unique environments that exist for birth to kindergarten care and learning.**

### **RESPONSIBILITIES OF AN EFFECTIVE MENTOR**

*Taken from: Mentoring Beginning Teachers 2009  
Teachers as Learners 2012*

- ❖ Express positive feelings about teaching and help the TEACHER CANDIDATE (TC) attain those same feelings. Address the TC's thoughts about being a teacher.
- ❖ Demonstrate professional competence. NAEYC Professional Standards and Competencies and Common Core Teaching Standards (Maine 2012)/InTASC Standards (April 2011).
- ❖ Help the TC come to see that learning is an integral part of teaching and conversations about teaching are a valuable resource in developing and improving practice.
- ❖ Be easily accessible, trustworthy, and understanding.
- ❖ Schedule time to meet and plan with the TC.
- ❖ Help the TC cope with practical details of being a teacher.
- ❖ Listen to daily concerns, progress, and questions.
- ❖ Talk aloud about what you do and why you do it.
- ❖ Demonstrate how to use developmentally appropriate practice in early learning settings.
- ❖ Alert the TC to interpret signs of understanding and confusion in early learners.
- ❖ Stimulate the TC to talk about their reasons for decisions and actions.
- ❖ Engage the TC in conversations about the difficulties that are found with early learners, especially social/emotional learning .
- ❖ Serve as a source of ideas.
- ❖ Offer assistance on child guidance and demonstrate strategies.
- ❖ Help expand the TC's repertoire of teaching strategies.
- ❖ Get the TC involved in planning for and solving specific problems about individual child development, curriculum, instruction, assessment, and building relationships (families, community and colleagues).
- ❖ Provide a task-oriented focus established through two-way interchange about goals and procedures.
- ❖ Work with and communicate openly with the University supervisor.
- ❖ Assist with the TC's understanding of the dynamics of relationships within the early learning setting

## **IMPORTANT THINGS THAT MENTORS DO for the TEACHER CANDIDATE (TC)**

### **WELCOME:**

- Provide a physical space (an area to work and keep belongings).
- Introduce the TC to your space – where things are in the classroom, show them around the school/program to make them feel welcome.
- Encourage the TC to introduce himself or herself to the class in an engaging way.
- Arrange for a tour of the early learning setting
- Introduce the TC to other staff members.
- If setting allows, arrange for the TC to observe in other teachers' classrooms.

### **TEACH USING A COLLABORATIVE MODEL:**

- TC observes and assists mentor, discussion follows.
- Co-teach with the TC, debrief, help TC to reflect upon experiences and offer suggestions.
- Allow TC to assume full responsibility of teaching/care. Mentor observes, provides written feedback, helps student to reflect and offers suggestions.

### **ALLOW TIME:**

- Provide a regular time in the day to be involved with the TC.
- Regularly review lesson plans. All lesson plans will be in UMF format. TCs in Infant and Toddler settings will use a modified lesson plan.
- Plan with the TC - what are your upcoming plans, and how do they fit with what the TC is doing?
- Check in regularly with the TC. How is s/he doing, any needs or concerns, are goals being met? Often specific questions need to be asked to probe for information; many TCs quickly say, "Everything is fine."

### **INFORM:**

- TC should be provided any information you receive regarding school/program scheduling or changes.
- Provide school/program rules/policies so the TC can be clear and consistent in enforcing them.
- Be clear with expectations. It is your classroom – provide the TC with guidelines and specific ways you want things handled.
- Give notices about any out-of-school or extra activities such as open houses, parent conferences, performances, etc.
- Let UMF supervisor know early on if you have any questions, problems, or suggestions regarding your TC or the Program's expectations.

### **OFFER RESOURCES:**

- Provide texts, curriculum guides, manuals, and materials that the teacher candidate will need. TCs are expected to research their own materials to use in lessons in addition to drawing from resources you provide.
- Suggest people the TC might go to for resources in the school or community.
- Offer your experience, share what you have found to be successful strategies in managing the multiple tasks of a teacher.
- Ask the TC questions about areas of expertise they can share and about what they learn in their programs.

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**BE ACCESSIBLE to the Teacher Candidate:**

- Encourage the TC to come to you with questions and concerns, for support, for help in making decisions, and in finding resources.
- Find a regular time when you and the TC can meet, and put the time in your planners!

**OBSERVE:**

- Observe on a daily basis. Make it a routine and an expectation.
- Have the TC observe you teaching and interacting with children/students ; debrief after the observation.
- Observe TC teaching and working with children/students ; give feedback, both orally and in writing.
- A minimum of two formal written observations must be submitted to Field Course Instructor as part of the Instructional Week if TC is pre-service; formal, written observation from the Leadership Project if TC is in-service.

**GIVE FEEDBACK, ENCOURAGE REFLECTION:**

- On a daily basis, verbal feedback and reflective conversations are essential.
- Allow for two-way conversations and encourage the TC to be reflective.
- Enable the TC to hear and see what is working and why. Provide positive feedback.
- Provide the TC with suggestions for improvement. TCs feel that this is critical to their growth and learning.
- Encourage the TC to provide their own thoughts on how they are performing and guide their reflections.
- Work with pre-service TC on Instructional Week; in-service TC on Leadership Project proposal

**ASSESS AND EVALUATE:**

- Formative, ongoing assessment of the TC on a regular basis in the form of verbal and written feedback helps the TC be more effective and provides specifics for reflection.
- Evaluation of the TC occurs at the midpoint and end of placement. TCs are also expected to evaluate their own strengths and areas for improvement.

**ASK ABOUT and ASSIST TEACHER CANDIDATES with PROGRAM REQUIREMENTS**

- Lesson Plans
- Assessment and Evaluation Forms
- Instruction Week Sample/Leadership Project
- Other Assignments

## Suggestions for Mentors

Please help your teacher candidate by:

- ☐ Assisting teacher candidate to become acquainted with the goals of the school/program.
- ☐ Familiarizing TC with the facility.
- ☐ Introducing TC to school/program personnel.
- ☐ Providing a workspace within the classroom and an area to house TC's belongings.
- ☐ Providing TC with an area to allow them to display a bulletin board or children's materials.
- ☐ Providing TC with an opportunity to observe and study the class.
- ☐ Assisting the TC with access to student records.
- ☐ Familiarizing the TC with procedures for obtaining supplies needed in the classroom.
- ☐ Familiarizing the TC with instructional technology.
- ☐ Familiarizing the TC with use of available equipment (copy machines, laminators, etc.).
- ☐ Introducing the TC to child guidance, routines, and teaching procedures specific to the program.
- ☐ Providing opportunities for TC to experience professional meetings (teacher meetings, workshops, student staffing, IEP, RTI, etc.).
- ☐ Providing opportunities for TC to experience parent meetings, conferences and/family events.
- ☐ Familiarizing the TC with a variety of age and developmentally appropriate instructional techniques.
- ☐ Familiarizing the TC with a variety of child guidance techniques.
- ☐ Familiarizing the TC with a variety of assessment of techniques.

### MENTOR TEACHER CHECKLIST

Mid-Term Approximate Dates: week of October 16 OR March 4  
End of Term Approximate Dates: week of December 4 OR April 22

Mentor form distribution will be determined  
at the beginning of the semester

- ☐ Complete *Two Week Progress Report*. Submit form to Field Course Instructor. (Two weeks into semester)
- ☐ Complete draft goals for teacher candidate (*Goal Setting form*) approximately 4 weeks into semester. Submit form to Field Course Instructor.
- ☐ Complete *Teacher Candidate Dispositions and Professional Expectations: In Field Setting Midterm*.
- ☐ Complete Midterm Review – use *NAEYC Student Teacher Evaluation* form.
- ☐ Complete the Two Instructional Week/Leadership Week materials on agreed upon dates. Complete final formal Review prior to Portfolio Presentations – use NAEYC Student Teacher Evaluation.
- ☐ Review the *Professional Portfolio* with student; provide feedback to student.
- ☐ Complete *Letter of Reference* on school letterhead. Give copy to student.

Please feel free to contact the Field Course Instructor with any questions or concerns. You may also contact Hiram Sibley, Director of Field Services (778-7171 [hiram.sibley@maine.edu](mailto:hiram.sibley@maine.edu)).



## STUDENT TEACHER ASSIGNMENTS

- ☐ *Two Week Progress Report* completed by mentor. Student submit to Field Course Instructor.
- ☐ *Goal Setting* form, completed with mentor at the end of four weeks in the field.
- ☐ Complete the *Contextual Factors Analysis (CFA)*. Upload to **TK20** and submit copy with rubric to Field Course Instructor.
- ☐ Midterm *Teacher Candidate Dispositions and Professional Expectations: In Field Setting* completed **on TK20**.
- ☐ Midterm Review –complete *NAEYC Student Teaching Evaluation* form **on TK20**.
- ☐ Complete the Instructional Week Sample (IWS) or Leadership Project:
  - 1. Upload document to **TK20** or include link **on TK20** in designated area.
- ☐ Write a *Final Reflection*, using goals previously set, and including new goals for first year of teaching. Submit to Field Course Instructor.
- ☐ Create Professional Portfolio and attend Portfolio Presentations.
- ☐ Complete the *Professional Portfolio Evaluation/NAEYC/CCTS Rationale Rubric* and *Artifact Checklist* forms. Include both in Portfolio. Submit *Artifact Checklist* form to Field Course Instructor and Cross-Rater.
- ☐ Final Review (form distributed during seminar)– complete *NAEYC Student Teaching Evaluation Final Review* form **on TK20**.
- ☐ Complete *Mentor Feedback Google* form.
- ☐ Complete *End of Program Questionnaire* **on TK20**.
- ☐ Check with Mentor to be sure *Letter of Reference* has been uploaded to TK20.
- ☐ Complete other assignments deemed appropriate by individual Field Course Instructor.



## **IWS Guidelines Based on Teaching Processes** **from Instructional Week Sample Methodology**

Specifics regarding the IWS Assignment will be explained in seminar.

- 1. Cover Page**
- 2. Table of Contents**
- 3. Contextual Factors**
- 4. IWS Guide**
  - a) Resources**
  - b) Planning**
  - c) Standards (I/T MELDS, P MELDS, ISTE-E, Maine Learning Results, Maine Common Core Teaching Standards, NAEYC Professional Standards and Competencies)**
  - d) Lesson Plans**
  - e) Reflection**
- 5. Evaluation and Feedback**

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## CONTEXTUAL FACTORS ANALYSIS (CFA)

**Assignment Description:** The CFA requires you to research relevant factors in the community, district, school and classroom in which you teach. You will analyze what these factors are and how they may affect the teaching-learning process.

**Purpose:** In order to effectively plan and assess student learning, teachers need to understand their students. You will gather data to understand the broader context of your students' lives and to select appropriate and relevant activities, assignments, resources, and assessments.

**Task:** Using a variety of resources, provide an overview of the contextual factors (see below). Address how contextual factors of the community, classroom, and students have **implications for instructional planning and assessment**. In addition to providing an overview of the context of your teaching situation, it is essential that you address how certain contextual factors influence the planning and assessment process in your classroom. Be sure to include how this information influences your Instructional Week and cite sources.

CFA is to be a 6-8 page double-spaced document with appropriate citations. While all categories are important, the focus of the paper should be on "Student Characteristics." **All work to be submitted to TK20.**

### Contextual Factors and Characteristics:

- **Community, district and school factors.** Characteristics may include: geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.
- **Classroom factors.** Characteristics may include: physical features, availability of technology and resources and the extent of parent/guardian/family involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling, and classroom arrangement.
- **Strength/needs analysis and student characteristics.** The purpose of this is for you to learn about the strengths/needs of your students so you can effectively plan, instruct, and assess. You will research data collection tools, selecting one that is appropriate for your purpose. Conduct the research, reflect on your findings, and make sure you address students' skills and prior learning that may influence your teaching. Also consider age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, and language. Select one or more from the following or create your own instrument or method and include in CFA:
  - multiple intelligence survey/learning style survey
  - self-designed surveys/questionnaires
  - family questionnaires
  - student interest inventories
  - autobiographies or personal narratives
  - observations or student interviews
  - review of student files

**Contextual Factors Analysis Rubric:** *The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.*

Rating Indicator	Not Met	Minimally Met	Partially Met	Satisfactorily Met	Exceeds
Resources and Citation	No resources, irrelevant resources, or no citations.	One or two resources with citations, or no citations.	At least three relevant resources with citations.	Four to five relevant resources with appropriately formatted citations.	More than five resources with appropriately formatted citations.
Knowledge of Community, School and Classroom	Displays no knowledge of the characteristics of the community, school, and classroom.	Displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	Displays some knowledge of characteristics of the community, school, and classroom that may affect learning.	Displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	Displays and explains an in-depth understanding of the characteristics of the community, school, and classroom that may affect learning.
Strength / Needs Analysis	No evidence of methods used to assess student strengths and needs.	Evidence of limited methods used to assess students' strengths and needs.	Evidence of limited methods used to assess student strengths and needs with some reflection on the results.	Evidence of multiple methods used to assess students' strengths and needs with reflection on the results.	Evidence of multiple methods used to assess student strengths and needs with in- depth reflection on the results.
Knowledge of Characteristics of Students	No understanding and/or no use of specific and general characteristics of students' developmental levels, interests, cultures, etc. that may affect their learning.	Little understanding and/or little use of specific and general characteristics of students' developmental levels, interests, cultures, etc. that may affect their learning.	Basic understanding and use of specific and general characteristics of students' developmental levels, interests, cultures, etc. that may affect their learning.	Appropriate understanding and use of specific and general characteristics of students' developmental levels, interests, cultures, etc. that may affect their learning.	Advanced understanding and use of specific and general characteristics of students' developmental levels, interests, cultures, etc. that may affect their learning.
Knowledge of Students' Varied Approaches to Learning	No understanding and/or use of specific information related to how students learn (learning styles, modalities, preferences) that may affect learning.	Little understanding and/or use of specific information related to how students learn (learning styles, modalities, preferences) that may affect learning.	Basic understanding and use of specific information related to how students learn (learning styles, modalities, preferences) that may affect learning.	Appropriate understanding and use of specific information related to how students learn (learning styles, modalities, preferences) that may affect learning.	Advanced understanding and use of specific information related to how students learn (learning styles, modalities, preferences) that may affect learning.
Knowledge of Students' Skills and Prior Learning	No understanding and/or use of information about students' skills and prior learning that may affect success with Unit/Lesson Learning Goals.	Little understanding and/or use of information about students' skills and prior learning that may affect success with Unit/Lesson Learning Goals.	Basic understanding and use of information about students' skills and prior learning that may affect success with Unit/Lesson Learning Goals.	Appropriate understanding and use of information about students' skills and prior learning that may affect success with Unit/Lesson Learning Goals.	Advanced understanding and use of information about students' skills and prior learning that may affect success with Unit/Lesson Learning Goals.
Implications for Instructional Planning and Assessment	No implications for instruction and assessment of Lessons/Unit based on student individual differences, and community, school, and classroom characteristics.	Basic implications for instruction and assessment of Lessons/Unit based on student individual differences, and community, school, and classroom characteristics.	Adequate implications for instruction and assessment of Lessons/Unit based on student individual differences, and community, school, and classroom characteristics.	Appropriate implications for instruction and assessment of Lessons/Unit based on student individual differences, and community, school, and classroom characteristics.	Extensive implications for instruction and assessment of Lessons/Unit based on student individual differences, and community, school, and classroom characteristics.

Visuals	No visuals are embedded in text and/or do not connect to show impact on teaching and learning.	One or two visuals are embedded in text, little connection showing impact on teaching and learning.	Three visuals embedded in text connect to show impact on teaching and learning.	Four to five visuals embedded in text adequately connect to show impact on teaching and learning.	More than five visuals embedded in text specifically and clearly connect to show impact on teaching and learning.
Written Work	Work shows many errors with accepted conventions of usage, grammar, spelling, punctuation, and mechanics.	Work shows frequent errors with accepted conventions of usage, grammar, spelling, punctuation, and mechanics.	Work shows some errors with accepted conventions of usage, grammar, spelling, punctuation, and mechanics.	Work follows most accepted conventions of usage, grammar, spelling, punctuation, and mechanics.	Work follows all accepted conventions of usage, grammar, spelling, punctuation, and mechanics.

UMF gives thanks and recognition to: The Renaissance Partnership for Improving Teacher Quality Project <http://edtech.wku.edu/rtwsc> and Kean University [www.kean.edu](http://www.kean.edu) for the foundation of this Contextual Factors Analysis Assignment.

## **Guide for Instructional Week Planning (Pre-Service Teacher Candidates)**

You are responsible for planning TWO weeks. The timing of the instructional weeks is based on the curriculum, the needs of the program/classroom, and the needs of the Teacher Candidate. With this model you will have time to take what you learned from the first week and apply it to your second week.

### **Resources:**

#### **Activity Plan:**

- You can use the UMF lesson plan (modified I/T when needed). You will have a total of five detailed lesson plans for each Instructional Week.

#### **Weekly Planning Form**

- Use the Weekly Planning Form from your internship site. If your site does not have a form, you can use a form provided by the Field Course Instructor.

#### **Curricular Resources:**

- If your site follows a specific guided curriculum, (such as Creative Curriculum, Pre-K for ME, K for ME, or Montessori) use this as a guide for your planning.
- If your site uses an Emergent/Eclectic model for curriculum, you will still need to provide resources for your choices of themes/skills/activities. You may access any curricula resources as needed. See mentor for ideas/resources.

#### **Assessment Tools:**

- Your weekly plan should be based on an assessment of the topics of interest, skills, or learning goals for this group of children. You will determine this through conference and collaboration with your mentor teacher and classroom observation. Information from the planning and assessment tools used by the program can be used as a basis for your plans.
- Common assessment tools are: Observations (can be anecdotal or running record), checklists, Teaching Strategies Gold, teacher designed, or classroom adopted formative assessment tool.

## **PRIOR TO YOUR PLANNING WEEK**

### **Information Gathering**

Observe and begin to gather information for ideas on your week and what you believe will be appropriate themes/goals/activities. Use your ECH 490 journal and informal discussions with your mentor to share and refine your ideas.

### **PLANNING FOR A PORTION OF THE DAY AND/OR CLASSROOM AREA:**

Identify a part of the day and/or an area of the classroom that you will plan. Discuss with mentor teacher.

If you and your mentor agree, you may decide to plan an entire day, in preparation for your weekly planning. While this is not necessary, it often helps to build confidence as you work towards your take-over week. This is always subject to discussion and adjustment with your mentors.

## PLANNING FOR YOUR TEACHING WEEKS

### Goals and Rationale:

Write a brief (one page MAXIMUM) rationale for your choice of activities/theme/skills. Describe the observations/assessments that you have used as the basis for your choice. Write two overall learning goals for the week (one focused on social/emotional/behavioral goals, and one focused on academic/skills goals). Remember that goals are broad, and that assessments are more specific. Is it essential that your plan be based on actual assessment information (whether informal or formal) and that it is related to the current interests and needs of the group.

### Weekly Planning Form

Identify the first week that you will plan. Use the weekly planning form that your internship site prefers. Submit your plans to your mentor teacher for her/his approval at least a week ahead of time.

Your plan should contain a balance of mastery and challenge and should be developmentally appropriate. There is an expectation that activities will show evidence of integration.

NOTE: Although you are planning for a full week of activities, your mentor may decide not to follow each part of your plan (although she/he may). **However, it is essential that you plan for an entire week**, in order to give you the experience of being in charge of a week's worth of curriculum planning for a group. Work with your mentors. Submit a weekly plan. The mentor (or team of teachers) may choose to use your plan, or to adapt your plan to suit their group planning. However, it is ESSENTIAL that you implement total of 5 activities over the course of the week.

### Activity Planning

Choose **one** activity per day and create a full activity plan of that activity. The remainder of your plans and activities can be summarized or listed on your weekly planning form. **Note: This will be adjusted depending on the way that your center/classroom plans.** Discuss with Field Course Instructor and mentor.

Inform course instructor of your week, so that observations can be scheduled if needed.

### Reflection and Feedback

There are two pieces to reflection. Reflect on each one of your individual activities in the section on the lesson plan. Submit to Field Course Instructor. In addition, reflect on your entire teaching week, in detail, during that week's journal. Conference with your mentor and/or course instructor about strengths and challenges you encounter during that week. Use this information to plan your next week.

**Note: All five lessons from the first instructional week, and all five lessons from the second instructional week will be used in the Professional Portfolio.**

### **Leadership Project (In-Service Student Teachers)**

One Student Teaching objective is to ensure that you are proficient in all InTasc/NAEYC Standards. Some of these you have documented and met throughout your coursework at UMF. Student Teaching provides you the opportunity to fill in any experiences in which you feel the need to improve or maximize. The Leadership Project is designed for you to expand your teaching and leadership experiences and skills. Leadership Projects are proposed by the student in consultation with your mentor. The faculty supervisor approves the Leadership Project in place of the two Instructional Week Samples. Materials on Leadership Project planning will be distributed during seminar.





## ECH 490 Portfolio Guidelines

### Introductory Section:

Introductory paragraph/picture

Philosophy of Teaching

Resume- Note: Resume could also be located under Standard VI

Portfolios are organized by the six NAEYC Standards for Professional Preparation (the revised version, adopted in 2019).

The Portfolio will be organized using the six NAEYC Standards. Portfolio's MUST contain **three rationales** with artifacts from different key competencies from the six NAEYC Standards cross walked to the ten Maine Teaching Common Core Standards (InTasc Standards). In addition, one rationale from Standard 11 (ISTE-E) will be required. Therefore, a minimum of 19 rationales and artifacts are required. 10 of your rationales and artifacts will be from your IWS; the remaining nine rationales and artifacts will be from your UMF coursework, your community college, or from your current site if an in-service TC. The portfolio's purpose is to present a professional compilation of what you judge to be your best work, and/or the work that shows your growth as an emerging/seasoned professional in early childhood throughout your career at UMF.

Link to standards summary:

[https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/standards\\_and\\_competencies\\_ps.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/standards_and_competencies_ps.pdf)

### Style:

You will be creating an e-portfolio using Google Sites. We will work on e-portfolios during seminar – you can help each other!

There are many YouTube videos on how to use Google Sites. Below are three, but you may wish to search on YouTube to find one that best suits your needs.

<https://www.youtube.com/watch?v=9Aq4roixJ6A>

<https://www.youtube.com/watch?v=gN1BWKy2Up0>

[https://www.youtube.com/watch?v=9axgV\\_cPtIU](https://www.youtube.com/watch?v=9axgV_cPtIU)

### Confidentiality and Permissions:

You must have permission slips for any work that depicts children, teachers, etc. Keep the permission slips in a secure location.

**What is a rationale?**

- The rationale is a bridge connecting your understanding of the standard with your selection of an artifact
- A way to show your understanding of the selected standard, drawn from your reading and interpretation of the standard
- A way to explain something- make a connection between two different ideas
- Justify why some item demonstrates your knowledge and understanding
- Justify or explain why some practice or teaching strategy is an example of the selected standard.

Why do you need a rationale, instead of just putting in a collection of your activities?

- A collection of activities is not a portfolio, just like a list of activities is not a lesson plan!
- You need to explain why you have selected a particular artifact and how this artifact demonstrates that you have knowledge of that particular standard.

You will use the UMF Rationale Form for your Professional Portfolio.

**What is an Artifact? (Also called “Evidence of Professional Practice”)**

- An artifact is any example of your work in early childhood that demonstrates your proficiency in the selected standard. Artifacts are selected from your course work and may include teaching units, child assessments or portfolios, journal entries with comments, activity plans, photographs, essays, etc. The possibilities are unlimited. A reminder: ten will be from your two instructional weeks.
- Students should select artifacts that demonstrate a range of their abilities and learning. For example, do not select only curriculum units, or only journal entries. You may select artifacts from your early childhood classes or from another course if it demonstrates and meets the NAEYC standards.
- One way to select artifacts is to write down all of the courses that you have completed in Early Childhood at UMF. Under the course heading, write down examples of your work that you have done. This brainstorming technique will spur memories of your work and ensure that you have a variety of different artifacts.

You will submit brief descriptions for rationales and artifacts to your Field Course Instructor to ensure your writing is showing proficiency in the standards.

**The Portfolio Presentations will take place at the end of the semester.**

**TK20 submissions for the 11 Maine Common Core Teaching Standards are required.**

# Common Core Teaching Standards

(Maine 2012)

## Standard # 1 Learner Development

The teacher understands how students learn 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.

### Performance:

1(a) Regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) Creates developmentally appropriate instruction that takes into account individual learners' strengths, interests and needs and that enables each learner to advance and accelerate his/her learning.

1(c) Collaborates with families, communities, colleagues and other professionals to promote learner growth and development.

### Essential Knowledge:

1(d) Understands how learning occurs – how learners construct knowledge, acquire skills, and develop disciplined thinking processes – and knows how to use instructional strategies that promote student learning.

1(e) Understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

1(f) Identifies readiness for learning, and understands how development in any one area may affect performance in others.

1(g) Understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

### Critical Dispositions:

1(h) Respects learner's differing strengths and needs and is committed to using this information to further each learner's development.

1(i) Is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j) Takes responsibility for promoting learner's growth and development.

1(k) Values the input and contribution of families, colleagues, and other professionals in understanding and supporting each learner's development.

## **Standard #2 Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

### **Performance:**

2(a) Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2 (b) Makes appropriate and timely provisions (e.g. pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2 (c) Designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2 (d) Brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

2 (e) Incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2 (f) Accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

### **Essential Knowledge:**

2 (g) Understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each student's strengths to promote growth.

2 (h) Understands students' exceptional learning needs (both disabilities and giftedness) and knows how to use strategies and resources to serve these needs.

2 (i) Knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

2 (j) Understands that learners bring assets for learning based on their individual experiences, abilities, talents, and prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2 (k) Knows how to access information about the values and norms of diverse cultures and communities and how to incorporate students' experiences, cultures, and community resources into instruction.

### **Critical Dispositions:**

2 (l) Believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) Respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2 (n) Makes learners feel valued and helps them learn to value each other.

2 (o) Values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

### **Standard #3 Learning Environments**

The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.

#### **Performance:**

3(a) Collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3 (b) Develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3 (c) Collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3 (d) Manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

3 (e) Uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

3 (f) Communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

3 (g) Promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3 (h) Intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

### **Essential Knowledge:**

3 (i) Understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self direction and ownership of learning.

3 (j) Knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3 (k) Knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

3 (l) Understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3 (m) Knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

### **Critical Dispositions:**

3 (n) Is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3 (o) Values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3 (p) Is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3 (q) Seeks to foster respectful communication among all members of the learning community.

3 (r) Is a thoughtful and responsive listener and observer.

#### **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.

##### **Performance:**

4 (a) Effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

4 (b) Engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4 (c) Engages students in applying methods of inquiry and standards of evidence used in the discipline.

4 (d) Stimulates student reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

4 (e) Recognizes learner misconceptions in a discipline that interfere with learning and, creates experiences to build accurate conceptual understanding.

4 (f) Evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

4 (g) Uses supplementary resources and technologies effectively to ensure accessibility and relevance to all learners.

4 (h) Creates opportunities for students to learn, practice, and master academic language in their content.

4 (i) Accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

##### **Essential Knowledge:**

4 (j) Understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

4 (k) Understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

4 (l) Knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4 (m) Knows how to integrate culturally relevant content to build on learners' background knowledge.

4 (n) Has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

##### **Critical Dispositions:**

4 (o) Realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

4 (p) Appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

4 (q) Recognizes the potential bias in his/her representation of the discipline and seeks to appropriately address problems of bias

4 (r) Is committed to work toward each learner's mastery of disciplinary content and skills.

## **Standard #5 Innovative Applications of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

### **Performance:**

5 (a) Develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5 (b) Engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5 (c) Facilitates learners' use of content tools and resources to maximize content learning in varied contexts.

5 (d) Engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5 (e) Develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

5 (f) Engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5 (g) Facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5 (h) Develops and implements supports for learner literacy development across content areas.

## **Essential Knowledge:**

5 (i) Understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues and concerns.

5 (j) Understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5 (k) Understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

5 (l) Understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5 (m) Understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

5 (n) Understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

5 (o) Understands creative thinking processes and how to engage learners in producing original work.

5 (p) Knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

## **Critical Dispositions:**

5 (q) Is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5 (r) Values knowledge outside his/her own content area and how such knowledge enhances student learning.

5 (s) Values flexible learning environments that encourage learner exploration, discovery and expression across content areas.



## **Standard #6 Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's on-going planning and instruction.

### **Performance:**

6 (a) Balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6 (b) Designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6 (c) Works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6 (d) Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6 (e) Engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6 (f) Models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6 (g) Effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6 (h) Prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

6 (i) Continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

### **Essential Knowledge:**

6 (j) Understands the differences between formative and summative applications of assessment and knows how and when to use each.

6 (k) Understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6 (l) Knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6 (m) Knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

6 (n) Understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6 (o) Knows when and how to evaluate and report learner progress against standards.

6 (p) Understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

### **Critical Dispositions:**

6 (q) Is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

6 (r) Takes responsibility for aligning instruction and assessment with learning goals.

6 (s) Is committed to providing timely and effective descriptive feedback to learners on their progress.

6 (t) Is committed to using multiple types of assessment processes to support, verify, and document learning.

6 (u) Is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

6 (v) Is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

## **Standard #7 Planning for Instruction**

The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

### **Performance:**

7 (a) Individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

7 (b) Plans how to achieve student learning goals, choosing appropriate strategies and accommodations, resources and materials to differentiate instruction for individuals and groups of learners.

7 (c) Develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7 (d) Plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

7 (e) Plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

7 (f) Evaluates plans in relation to short-and-long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

## **Essential Knowledge:**

7 (g) Understands content and content standards and how these are organized in curriculum.

7 (h) Understands how integrating cross-disciplinary skills in instruction engage learners purposefully in applying content knowledge.

7 (i) Understands learning theory, human development, cultural diversity, and individual differences and how these impact on-going planning.

7 (j) Understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

7 (k) Knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7 (l) Knows when and how to adjust plans based on assessment information and learner responses.

7 (m) Knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service specialists, language learner specialists, media specialists, community organizations).

## **Critical Dispositions:**

7 (n) Respects students' diverse strengths and needs and is committed to using this information to plan effective instruction.

7 (o) Values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7 (p) Takes professional responsibility to use short-and-long-term planning as a means of assuring student learning.

7 (q) Believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

## **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 access and appropriately apply information.

### **Performance:**

8 (a) Uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8 (b) Continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8 (c) Collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8 (d) Varies his or her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8 (e) Provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8 (f) Engages all learners in developing higher order questioning skills and meta-cognitive processes.

8 (g) Engages students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8 (h) Uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8 (i) Asks questions to stimulate discussion that serves different purposes, (e.g., probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, stimulating curiosity, and helping learners to question).

## **Essential Knowledge:**

8 (j) Understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8 (k) Knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies, to achieve learning goals.

8 (l) Knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8 (m) Understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.

8 (n) Knows how to use a wide variety of resources, including human and technological, to engage student learning.

8 (o) Understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy and effectiveness.

### **Critical Dispositions:**

8 (p) Is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8 (q) Values the variety of ways that people communicate and encourages learners to develop and use multiple forms of communication.

8 (r) Is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8 (s) Values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

## **Standard #9**

### **Reflection and Continuous Growth**

The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

#### **Performance:**

9 (a) Engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9 (b) Engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9 (c) Independently, and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9 (d) Actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9 (e) Reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9 (f) Advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

#### **Essential Knowledge:**

9 (g) Understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her

practice and to plan for adaptations/adjustments.

9 (h) Understands and knows how to use learner data to analyze practice and differentiate instruction accordingly.

9 (i) Understands how personal identity, worldview, and prior experience affect perception and expectations, and recognizes how they may bias behaviors and interactions with others.

9 (j) Understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9 (k) Knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

#### **Critical Dispositions:**

9 (l) Takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9 (m) Is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for relationships with learners and their families.

9 (n) Sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9 (o) Understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

## **Standard #10 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.

### **Performance:**

10 (a) Takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10 (b) Works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10 (c) Engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10 (d) Works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10 (e) Works with school colleagues to build ongoing connections with community resources to enhance student learning and well being.

10 (f) Engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10 (g) Uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10 (h) Uses and generates meaningful research on education issues and policies.

10 (i,j) Seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10 (k) Takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

## **Essential Knowledge:**

10 (l) Understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10 (m) Understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10 (n) Knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10 (o) Knows how to contribute to a common culture that supports high expectations for student learning.

### **Critical Dispositions:**

10 (p) Actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10 (q) Respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10 (r) Takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10 (s) Takes responsibility for contributing to and advancing the profession.

10 (t) Embraces the challenge of continuous improvement and change.

**Standard #11 Technology Standards for Teachers – (NETS-T\*):** Effective teachers model and apply the National Educational Technology Standards for Students (NETS-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. All teachers will meet the following standards and performance indicators.

*\*Now known as ISTE Standards for Educators*

*\*\*Now known as ISTE Standards for Students*

## **Standard #11 Technology Standards for Teachers** **EMPOWERED PROFESSIONAL**

**11.1. 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. Educators:

11.1 (a) Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.

11.1 (b) Pursue professional interests by creating and actively participating in local and global learning networks.

11.1 (c) Stay current with research that supports improved student learning outcomes, including findings from the learning Sciences.

**11.2. Leader:** Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:

11.2 (a) Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.

11.2 (b) Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.

11.2 (c) Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

**11.3. Citizen:** Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators:

11.3 (a) Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.

11.3 (b) Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.

11.3 (c) Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.

11.3 (d) Model and promote management of personal data and digital identity and protect student data privacy.

## **LEARNING CATALYST**

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

11.4 (a) Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.

11.4 (b) Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.

11.4 (c) Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.

11.4 (d) Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

**11.5. Designer:** Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:

11.5 (a) Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

11.5 (b) Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.

11.5 (c) Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

**11.6. Facilitator:** Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Educators:

11.6 (a) Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.

11.6 (b) Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.

11.6 (c) Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.

11.6 (d) Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

**11.7. Analyst:** Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:

11.7 (a) Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.

11.7 (b) Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.

11.7 (c) Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

Taken from ISTE Standards for Educators

# Professional Standards and Competencies for Early Childhood Educators

## SUMMARY

Effective early childhood educators are critical for realizing the early childhood profession's vision that each and every young child, birth through age 8, have equitable access to high-quality learning and care environments. As such, there is a core body of knowledge, skills, values, and dispositions early childhood educators must demonstrate to effectively promote the development, learning, and well-being of all young children.

**Disponible en Español: [NAEYC.org/competencias](https://naeyc.org/competencias)**

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**A Position Statement Held on Behalf of the Early Childhood Education Profession**

Adopted by the NAEYC National Governing Board November 2019

## SUMMARY

The Professional Standards and Competencies for Early Childhood Educators responds to the charge from Decision Cycle 2 of the Power to the Profession initiative to create nationally agreed-upon professional competencies (knowledge, understanding, abilities, and skills) for early childhood educators. It places diversity and equity at the center and respond to the critical competencies identified in *Transforming the Workforce for Children Birth through Age 8: A Unifying Framework* that are necessary for effective practice with young children.

The Professional Standards and Competencies for Early Childhood Educators is a position statement of the National Association for the Education of Young Children that is held on behalf of the early childhood education profession.

The full document includes:

- › the leveling of the standards and competencies to the ECE I, II, and III
- › designations described in the Unifying Framework
- › recommendations for implementing the standards and competencies across the early childhood field
- › a summary of the research
- › resources and references that informed the document
- › a glossary of terms, and
- › the list of the workgroup members who led the revisions.

The six standards are briefly summarized on the following pages.

To access the full Professional Standards and Competencies for Early Childhood Educators, including the leveling to the scopes of practice for the ECE I, II, and III designations, please visit [PowerToTheProfession.org](https://www.naeyc.org/power-to-the-profession).

### Professional Standards and Competencies for Early Childhood Educators

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## STANDARD 1

### Child Development and Learning in Context

Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

**1a:** Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

**1b:** Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

**1c:** Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

**1d:** Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.

## STANDARD 2

### Family–Teacher Partnerships and Community Connections

Early childhood educators understand that successful early childhood education depends upon educators’ partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children’s development and learning. They (c) use community resources to support young children’s learning and development and to support children’s families, and they build connections between early learning settings, schools, and community organizations and agencies.

**2a:** Know about, understand, and value the diversity of families.

**2b:** Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.

**2c:** Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

## STANDARD 3

### Child Observation, Documentation, and Assessment

Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children’s progress and, based on the findings, to plan learning experiences.

**3a:** Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

**3b:** Know a wide range of types of assessments, their purposes, and their associated methods and tools.

**3c:** Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

**3d:** Build assessment partnerships with families and professional colleagues.

## STANDARD 4

### Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

**4a:** Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.

**4b:** Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

**4c:** Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

## STANDARD 5

### Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

**5a:** Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.

**5b:** Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area.

**5c:** Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.

## STANDARD 6

### Professionalism as an Early Childhood Educator

Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work with young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

**6a:** Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

**6b:** Know about and uphold ethical and other early childhood professional guidelines.

**6c:** Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.

**6d:** Engage in continuous, collaborative learning to inform practice.

**6e:** Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

# ISTE STANDARDS FOR EDUCATORS

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## *Empowered Professional*

### 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. Educators:

- a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
- b. Pursue professional interests by creating and actively participating in local and global learning networks.
- c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

### 2. Leader

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

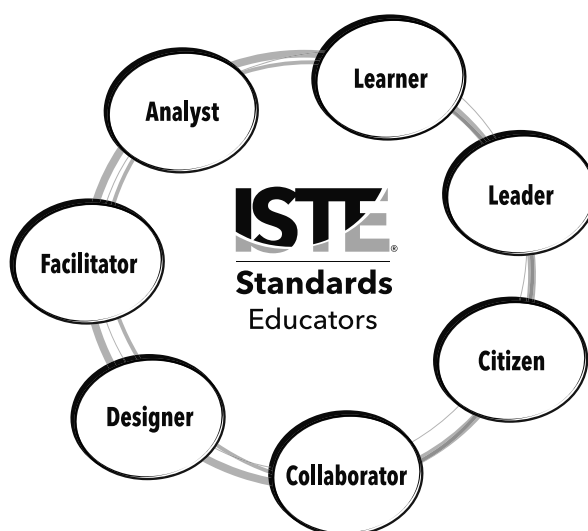
- a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
- b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
- c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

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### 3. Citizen

Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators:

- a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
- b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
- c. Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.
- d. Model and promote management of personal data and digital identity and protect student data privacy.





## Learning Catalyst

### 4. Collaborator

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

- a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
- b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
- c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
- d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

### 5. Designer

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

- a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
- b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
- c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

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### 6. Facilitator

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

- a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
- b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
- c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
- d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

### 7. Analyst

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

- a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
- b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
- c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

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# ISTE STANDARDS FOR STUDENTS

## 1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

- articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- build networks and customize their learning environments in ways that support the learning process.
- use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

## 2. Digital Citizen

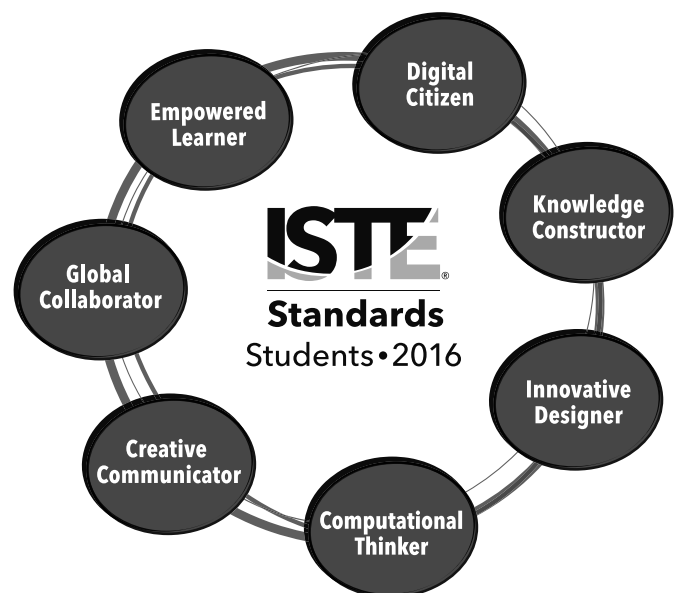
Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

- cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

## 3. Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

- plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.



## 4. Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

- a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- c. develop, test and refine prototypes as part of a cyclical design process.
- d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

## 5. Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:

- a. formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
- b. collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
- c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

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## 6. Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:

- a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- b. create original works or responsibly repurpose or remix digital resources into new creations.
- c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- d. publish or present content that customizes the message and medium for their intended audiences.

## 7. Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:

- a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
- c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- d. explore local and global issues and use collaborative technologies to work with others to investigate solutions.

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## UMF Teacher Candidate Diversity Expectations

### *Essential Goals and Purposes*

Our essential goals and purposes are embodied in the Maine Common Core Teaching Standards and our candidate diversity expectations. Within the context of our programs, candidates are evaluated based on important knowledge, skills and dispositions articulated in each of these standards and expectations.

### *Diversity Expectations*

Candidates will:

1. Examine personal experiences, beliefs, and biases and determine implications for professional practice.
2. Demonstrate commitment to developing learning environments and experiences where all students learn about, understand and respect diversity.
3. Demonstrate knowledge about the ways individual and group differences impact students, families, communities, and society and identify implications of these differences for professional practice.
4. Plan instruction, assessment, and learning environments to address the needs and differences of individuals and groups.
5. Access information about the student, family, learning environment, community, and societal factors that may impact student learning and use that knowledge to equitably improve the conditions for learning.