Field Experience Handbook

Spring 2016

All forms are available at: http://www2.umf.maine.edu/fieldservices/
Dear Students and Colleagues,

The Field Services Program at the University of Maine at Farmington (UMF) has a dynamic vision of education for the 21st 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 personal attributes and professional characteristics—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. 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 21st century, and together we can meet and overcome the challenges.

Take care.

Sincerely,

Barbara Eretzian
Director of Field Services
# TABLE OF CONTENTS

## Section 1  **General**
- Goals of Student Teaching  
- University Guidelines for Student Teaching  
- Overview of the Student Teaching Experience  
- Collaborative Model for Student Teaching  
- Role of the Principal  

## Section 2  **Student Teacher Responsibilities**
- Responsibilities of the Student Teacher  
- Requirements for Student Teaching  
- C3TEP  

## Section 3  **Assignments, Lesson Plans and TWS**
- Student Teaching Assignment Checklist  
- Lesson Plan Format Explained  
- Lesson Plan Format  
- Student Teacher Lesson Reflection  
- Teacher Work Sample Guidelines  
- Contextual Factors Analysis  
- Contextual Factors Analysis Rubric  
- Instructions for Teacher Work Sample  
- Guidelines for Observation of PET or IEP Meeting  
- Action Plan/Goal Setting Format  
- Conversation Guide  
- Assignments for Special Education Majors  
- Standards Portfolio Description and Purpose  
- Planning a Standards Portfolio  
- Writing a Rationale Statement  
- Sample Rationale Statements  
- Artifact Worksheet  

## Section 4  **Mentor Teacher Responsibilities**
- Qualities of Strong Mentor Teachers  
- Responsibilities of an Effective Mentor  
- Important Things That Mentors Do  
- Mentor Teacher Paperwork Checklist  
- Classroom Management Observation Checklist  
- CCTS Lesson Observation Form  
- Positives/Think About Observation Form  

---

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.
Classroom Observation of Essential Areas 49-50
Scripting Form with Standards 51
Motivational Techniques Observation Form 52

Section 5  University Responsibilities
University Supervisor Responsibilities 53-54
Field Services Director Responsibilities 55-56

Section 6  Assessment and Evaluation
Assessment and Evaluation 57
Two Week Progress Report 58
Instructions for Letter of Reference with Checklist 59
Letter of Reference with Checklist Form 61
Standards Portfolio Evaluation 66-64

Section 7  Policies and Procedures
Parent/Guardian Permission for Photographs 65
Protocol for Student at Risk of Failing Field Experience 66-67
Action Plan for Students Experiencing Difficulty 68

Section 8  Standards and Proficiencies
Common Core Teaching Standards (Maine 2012) 69-78
ISTE Standards for Teachers 79-80
UMF Teacher Candidate Diversity Expectations 81
Model Code of Ethics for Educators 82
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 21st 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 16 credits.

2. Student teachers are graded on a pass-fail basis. The final responsibility for assigning a grade belongs to the university supervisor. However, the recommendation of mentor teachers is critical in the final evaluation of the student teacher.

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 Supervision.

10. Student teachers may substitute for their mentor teacher if a situation warrants. All district policies should be followed, and the university supervisor must be notified.
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: K-3 Early Elementary; K-8 General Elementary; 7-12 English/Language Arts, Mathematics, Life Science, Physical Science, Social Sciences; K-12 School Health Education; K-8, 7-12 Special Education.

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 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. When a student has two placements she or he may complete the full cycle during each placement or may not, but 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

Rev. 7/15
The Role of the Principal

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

Responsibilities:

1. The Principal recommends master teachers who meet the University qualifications to become a Mentor Teacher.

2. The Principal keeps the University Supervisor informed of any problems that the Student Teacher may be experiencing.

3. The principal 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 makes periodic classroom visits to observe the Student Teacher.

5. The Principal provides positive reinforcement as well as constructive suggestions to the Student Teacher.

6. When possible the Principal conducts a mock interview with the Student Teacher.

7. The Principal contacts the University Supervisor about any potential problems that arise.
Responsibilities 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. Without carefully thinking through the steps of a lesson, failure can result for a student teacher. EXPECT HOURS OF HOMEWORK FOR LESSON PLANS. IT IS HARD WORK AND TAKES TIME.

7. 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.

8. Inform your university supervisor of any serious problems you may encounter at your student teaching site.

9. 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.

10. Use the seminars with your university supervisor and other colleagues as an opportunity to share experiences, benefit from others’ expertise, ask questions, and build your skills as a reflective practitioner.
REQUIREMENTS FOR STUDENT TEACHING

The syllabus for student teaching seminar describes all assignments in detail. The basics are:

- Attend all seminars
- Complete all assignments on student teaching syllabus
- Prepare for observations and conferences with supervisors
- Maintain a plan book
- Keep assessment/evaluation records of students
- Design written lesson plans
- Design a complete Teacher Work Sample
- Complete video assignments
- Complete Special Education Assignment
- Update Professional Action Plans
- Submit self-evaluations
- Submit evaluations from mentor teachers
- Submit Panorama survey from your classroom students
- Develop and present a Standards/Professional Portfolio which must include:
  * table of contents
  * philosophy of education
  * documentation of Standards
  * artifacts for each Standard
  * rationale statement for each artifact
- Participate in an exit interview with Supervisor
- Remain open to new and enriching experiences
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
STUDENT TEACHING ASSIGNMENTS
Submit to supervisor

- Draft goals for student teaching (action plan / goal setting form) completed with mentor
- Two week progress report from mentor
- Contextual Factors Analysis (CFA)
- Video #1 analysis
- Dispositions completed by student teacher and mentor
- Teacher Work Sample (TWS)
- Video #2 and analysis (must be part of TWS)
- Special Education assignment for non-Special Education majors
- Portfolio and attendance at Portfolio Presentations
- Panorama Survey from your classroom students
- First mentor formal observation by midterm (Classroom Management Observation Checklist form)
- Second mentor formal observation prior to Portfolio Presentations
- Final reflection
- Final Dispositions completed by student teacher and mentor
- Final Questionnaire on TK20
- Submit letter of reference with checklist from mentor
- Other deemed appropriate by individual supervisors

Special Education Assignment for Special Education majors:

- File Review
- Special Education Paperwork Portfolio

Rev. 12/15
Lesson Plan Format - Explained

Teacher’s name: ........................................ Date of Lesson: ........................................
Grade Level or Ages: ........................................ Topic: ........................................
Essential Questions: (Optional)

Lesson Objectives (as many as needed, usually no more than three)
Objective:
• What will students know and be able to do as a result of the lesson?

Assessment:
Pre-Assessment () Formative () Summative ()
• How will the assessment give you data to know what each student learned based on
  the objective?
• Describe the assessment strategies, modes and/or approaches you will use.
• How will you record data related to the assessment?
• How will you use the data?

Standards and Rationale (use Common Core Student Standards, Maine Learning Results,
School District Standards, ISTE Standards Students, etc.)
• Content Area
• From what standard set?
• Name of standard
• Grade level
• Other important information (Reading, Writing, Speaking and Listening, Language,
  Literacy in History/SS, Science and Technical Subjects, Math Domain)
• Include rationale – why is this standard appropriate for this lesson and objectives?

Integration of other content areas
• What different content areas (Cross-disciplinary Connections) will you incorporate
  in this lesson?
• What skills are you reinforcing?
• Following this lesson, will the topic be reinforced in other content areas?

Instructional Strategies to Differentiate Instruction
• What do you know about each of your students’ readiness level, interests, and
  learning profile as you plan a lesson?
• How will you adjust the content and your strategies to help all students meet with
  learning objectives/goals of the lesson?
• How can you use Universal Design (UDL) principles to provide equal opportunities
  for all students to meet the learning objectives/goals of the lesson?
• What specific strategies will you use to help all students achieve at high levels?
• What technologies will you use? If none, why?
• What ISTE standards will you consider?

Modifications/Accommodations/Extensions
• Are there specific modifications or accommodations you need to plan for in this
  lesson for any of your students?
• Does any student need a modification due to absence?
• Are there classroom management issues you need to consider for modifications?

Rev. 9/14
What students have IEPs, 504s or ELLIDEPs (English Language Learning Instructional Delivery Education Plans) and how will you modify for these students?

How will you challenge students to go beyond the learning objectives/goals of the lesson?

What resources will you have available to extend the lesson?

What modifications/accommodations/extensions are needed to meet the needs of ALL students?

Materials, Resources and Technology

What resources will you need to gather prior to teaching the lesson?

What materials will the students need for the lesson?

What do you need to do in order to be ready to use technology?

Sources for Lesson Plan and Resources

Indicate where the lesson came from (mentor, book, website, etc.)

Describe how you made the lesson plan your own?

Include the resources you used.

Common Core Teaching Standards (Maine 2012)/InTASC and Rationales

What teaching standards are you meeting with this lesson?

Rationales: How does the lesson demonstrate your competence in meeting the specific teaching standards?

Teaching and Learning Sequence: (DETAIL the relevant items from the list below; the WHAT, WHY and HOW. Ensure that students know the lesson objective(s) and performance standard(s).

- Anticipatory Set/Hook - Guided Practice
- Models - Independent Practice
- Instructions - Homework
- Check for Content Understanding - Closure
- Check for understanding of Process/Task/Skills - Transition to Next Activity

Reflection

Did students meet the objectives/learning goals 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 objectives? Partially met? Did not meet? After analyzing the assessment data, what will you do to help ALL students meet the objectives?
LESSON PLAN FORMAT

Teacher’s Name:                     Date of Lesson:                     
Grade Level or Ages:             Topic:                     
Essential Questions: (optional)                     

Learning Objectives and Assessments (as many as needed, usually no more than three)

Objective:                     Assessment:                     
Pre-Assessment ( ) Formative ( ) Summative ( )                     

Objective:                     Assessment:                     
Pre-Assessment ( ) Formative ( ) Summative ( )                     

STANDARDS (use Common Core, Maine Learning Results, Next Generation Science Standards, School’s Standards, ISTE Standards Students or combination)

Integration of Other Content Areas

Instructional Strategies to Differentiate Instruction

Modifications/Accommodations/Extensions

Materials, Resources and Technology

Sources for Lesson Plan and Resources

Common Core Teaching Standards and Rationales

Teaching and Learning Sequence: (include the relevant items from the list below)

-Anticipatory Set/Hook                     -Guided Practice                     
-Models                     -Independent Practice/Homework                     
-Instructions                     -Homework                     
-Check for Content Understanding                     -Closure                     
-Check for Understanding of Process/Task/Skills                     -Transition to Next Activity

Reflection

Rev. 9/14
Questions can be used with Supervisor, Mentor Teacher, Colleague, or alone.

1. In light of the **Learning Objectives**, how do you think the lesson went? What did you learn from your **Assessment Data**?

2. Did the students learn what you wanted them to learn? How do you know that the students learned or did not learn what you wanted them to learn?

3. Were the teaching **METHODS** effective? How do you know they were or were not effective?

4. Were the **ACTIVITIES** you used helpful? How do you know they were or were not helpful?

5. Were the **MATERIALS** you used helpful? How do you know they were or were not helpful?

6. Did you **DEPART** from anything you planned to do during this class period? If so, when and why?

7. If you could teach this lesson again to the same class:
   a. What would you do **DIFFERENTLY**? Why?
   b. What would you do the **SAME**? Why?

8. Based on what happened with this lesson, what do you plan to do **NEXT** with this class?

9. What student(s) appears to be **DOING WELL/HAVING PROBLEMS** with the Instructional task?
   a. How do you account for this performance?
   b. What might you try in the future?

10. When you need **ASSISTANCE** or when you have **PROBLEMS** with a particular student with whom do you talk?
TWS Guidelines Based on Teaching Processes
from Teacher Work Sample Methodology

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
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 hard-copied AND 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 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.

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

UMF gives thanks and recognition to: The Renaissance Partnership for Improving Teacher Quality Project [http://edtech.wku.edu/rtwsc](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
**Instructions 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.

<table>
<thead>
<tr>
<th>Rating Indicator</th>
<th>Not Met</th>
<th>Minimally Met</th>
<th>Partially Met</th>
<th>Satisfactorily Met</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description:</td>
<td>Most elements are missing.</td>
<td>Only two elements described or elements unclear.</td>
<td>Three of four elements described or Some elements unclear.</td>
<td>All elements described and most elements clearly described.</td>
<td>All elements are clearly described and additional information is included.</td>
</tr>
<tr>
<td>Visual Organizer:</td>
<td>Visual organizer is unclear and/or does not relate to elements.</td>
<td>Visual organizer shows only one element.</td>
<td>Visual organizer does not include all elements.</td>
<td>Visual organizer includes all elements.</td>
<td>Visual organizer includes all elements and presents a clear visual of all TWS components.</td>
</tr>
<tr>
<td>Writing Mechanics</td>
<td>Work shows many errors with accepted conventions of usage, grammar, spelling, punctuation, and mechanics.</td>
<td>Work shows frequent errors with accepted conventions of usage, grammar, spelling, punctuation, and mechanics.</td>
<td>Work shows some errors with accepted conventions of usage, grammar, spelling, punctuation, and mechanics.</td>
<td>Work follows most accepted conventions of usage, grammar, spelling, punctuation, and mechanics.</td>
<td>Work follows all accepted conventions of usage, grammar, spelling, punctuation, and mechanics.</td>
</tr>
<tr>
<td>Organization of TWS</td>
<td>Poorly organized with no section dividers, or no table of contents, or not professionally presented.</td>
<td>Some missing components with an attempt to organize. Table of contents is vague, subsections not well defined.</td>
<td>Some organization exists in an attempt at professional presentation.</td>
<td>Professionally organized with clear table of contents which enables reader to locate information with ease.</td>
<td>Very professional, organized presentation in all regards.</td>
</tr>
</tbody>
</table>

Revised 11/15
**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, etc.).

<table>
<thead>
<tr>
<th>Rating Indicator</th>
<th>Not Met</th>
<th>Minimally Met</th>
<th>Partially Met</th>
<th>Satisfactorily Met</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significance, Challenge, and Variety</td>
<td>Goals are not in evidence or are not clearly stated as learning outcomes.</td>
<td>Goals reflect only one type or level of learning. Goals are not stated clearly and are activities rather than learning outcomes.</td>
<td>Goals reflect several types of levels of learning but lack significance or challenge. Some of the goals are not clearly stated as outcomes.</td>
<td>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.</td>
<td>Goals are significant and challenge thought and expectations including several levels and types. (Blooms, Piaget, Knowledge Skills, Dispositions etc.)</td>
</tr>
<tr>
<td>Clarity and Coding</td>
<td>Goals are vague or not in evidence.</td>
<td>Goals are not stated clearly and are activities rather than learning outcomes.</td>
<td>Goals are coded and some are stated as activities rather than learning outcomes.</td>
<td>Goals are coded and the majority are stated as learning outcomes.</td>
<td>Goals are coded and are all clearly stated as learning outcomes.</td>
</tr>
<tr>
<td>Appropriateness for Students</td>
<td>The goals presented are inappropriate for the class or set unrealistic expectations for students</td>
<td>Goals are not developmentally appropriate; do not address pre-requisite knowledge, skills, experiences, or other student needs.</td>
<td>Some goals are developmentally appropriate and address some pre-requisite knowledge, skills, experience, and other student needs.</td>
<td>Most goals are developmentally appropriate; address pre-requisite knowledge, skills, experiences and other student needs.</td>
<td>Goals demonstrate realistic expectations for all students in addition to providing for students’ critical thinking and reflection.</td>
</tr>
<tr>
<td>Alignment with National, State or Local Standards</td>
<td>Goals are not aligned with the appropriate national, state and/or local standards.</td>
<td>Some goals are aligned with the appropriate national, state and/or local standards.</td>
<td>Most goals are aligned with the appropriate national, state and/or local standards.</td>
<td>All goals are aligned with the appropriate national, state and/or local standards.</td>
<td>All goals are explicitly aligned with the appropriate national, state and/or local standards.</td>
</tr>
</tbody>
</table>
**Assessment Plan:**

- Refer to the graphic you created in your TWS overview. Provide a narrative of your assessment plan or modify 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, and summative assessments).

- **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.

- Include **scoring procedures** for your assessments and evidence that this has been communicated to students as well (rubric, criteria, directions).

- Include at least one example of how students self-assessed their learning (reflection, check lists, self-evaluating on your rubric, exit ticket etc.).

- Include instructional adaptations to assessments as part of your narrative (you may want to use your original graphic and add adaptations at this time).

- Include **student samples** of the pre, formative, and summative assessments used throughout the TWS (this may be placed with your lesson plans if you choose).

<table>
<thead>
<tr>
<th>Rater Indicator</th>
<th>Not Met</th>
<th>Minimally Met</th>
<th>Partially Met</th>
<th>Satisfactorily Met</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment with Learning Goals and Instruction</strong></td>
<td>Minimal plans for pre and post assessments are provided; assessments do not measure learning goals.</td>
<td>Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.</td>
<td>Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.</td>
<td>Each learning goal is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.</td>
<td>All learning goals are assessed by the assessment plan and provide students with constructive feedback on their learning.</td>
</tr>
<tr>
<td><strong>Multiple Modes and Approaches</strong></td>
<td>The assessment plan fails to demonstrate evidence of student assessment other than after instructions. Limited knowledge of formal/informal assessments.</td>
<td>The assessment plan includes only one assessment mode and does not assess students before, during and after instruction.</td>
<td>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.</td>
<td>The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.</td>
<td>The assessment plan uses formal/informal assessments and student’s self-assessments to assess student performance and effectiveness of the instructional sequence.</td>
</tr>
<tr>
<td><strong>Scoring Procedures (Combine Clarity and Technical)</strong></td>
<td>Assessments are not designed to measure lesson goals and objectives; scoring procedures are not included or inaccurate.</td>
<td>Scoring procedures are incomplete; items or prompts are poorly written; directions and procedures are confusing to students.</td>
<td>Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.</td>
<td>Scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.</td>
<td>Assessments and scoring procedures are clearly written. Assessment data is easily used to document students’ strengths as well as opportunities for learning.</td>
</tr>
<tr>
<td><strong>Student Self-Assessment</strong></td>
<td>There is no evidence of students assessing their own learning.</td>
<td>Evidence of student self-assessment is weak and does not tie to goals or objectives.</td>
<td>Some evidence of student self-assessment is available.</td>
<td>Evidence of student self-assessment is clear and connects logically to student goals and objectives.</td>
<td>Several samples of student self-assessment are included showing clear connection to goals and objectives.</td>
</tr>
<tr>
<td><strong>Adaptations Based on Individual Needs of Students</strong></td>
<td>Teacher does not address or link assessments to identified contextual factors.</td>
<td>Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.</td>
<td>Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.</td>
<td>Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.</td>
<td>Teacher makes adaptations to assessments to meet all students’ needs. Adaptations are creative and show evidence of outstanding problem-solving skills by teacher candidate.</td>
</tr>
<tr>
<td><strong>Student Samples of Pre, Formative and Summative Assessment</strong></td>
<td>No student samples are included.</td>
<td>A few student samples are included.</td>
<td>Some student samples are included.</td>
<td>A number of student samples are included.</td>
<td>Multiple student samples are included.</td>
</tr>
</tbody>
</table>
**Design for Instruction:**

- **Results of Pre-assessment:** Create a table, graph or chart illustrating each student’s performance on each pre-assessment of every goal. In a narrative, analyze student performance relative to EACH of the learning goals. Describe the pattern that you find in your pre-assessment results that will guide: your instructional methods, grouping, modification of learning goals, or other forms of differentiation. **Remember, every student and every goal are to be addressed.**

- **Use of CFA:** Reference your CFA and address in narrative how it has informed your 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.

- **Address use of technology or, if it is not used, give clear rationale as to why not.**

- **Video:** Video one of your lessons from your TWS. Include the self-analysis of the video (green form), and place it after the corresponding lesson plan.

<table>
<thead>
<tr>
<th>RATER INDICATOR</th>
<th>Not Met</th>
<th>Minimally Met</th>
<th>Partially Met</th>
<th>Satisfactorily Met</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Pre-Assessment Results</td>
<td>No table or graph exists to show performance on pre-assessment.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Use of Contextual Information to Inform the Design for Instruction</td>
<td>Instruction has not been based upon knowledge of subject matter, students or pre-assessment data.</td>
<td>Instruction has been designed with very limited reference to contextual factors.</td>
<td>Some instruction has been designed with reference to contextual factors.</td>
<td>Most instruction has been designed with reference to contextual factors. Most activities and assignments appear productive and appropriate for each student.</td>
<td>All instruction addresses the diverse needs of individual students and contextual factors of community, school and class.</td>
</tr>
<tr>
<td>Alignment with Learning Goals and Performances</td>
<td>No lesson is linked to learning goals. No learning activities are aligned to learning goals.</td>
<td>Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.</td>
<td>Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design.</td>
<td>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.</td>
<td>All lessons are explicitly linked to learning goals, demonstrating critical thinking and reflection in activities and assignments.</td>
</tr>
<tr>
<td>Inclusion of Lesson Plans and Student Work</td>
<td>Less than five lesson plans are included and are not written in comprehensive UMF format. No examples of student work are included.</td>
<td>Less than five lesson plans are included and are written in comprehensive UMF format. Few examples of student work show a range of how students meet lesson objectives.</td>
<td>Lesson plans are included and are written in comprehensive UMF format. Few examples of student work show a range of how students meet lesson objectives.</td>
<td>Five to seven 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.</td>
<td>Five to seven 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.</td>
</tr>
<tr>
<td>Use of Technology</td>
<td>Technology is inappropriately used or no rationale is provided.</td>
<td>Technology is used and contributes little to the learning, or no rationale is provided for not using technology.</td>
<td>Technology is used and somewhat contributes to the learning, or limited rationale is provided for not using technology.</td>
<td>Technology is used and contributes to the learning, or rationale is provided for not using technology.</td>
<td>Technology is used and significantly contributes to the learning, or rationale is provided for not using technology.</td>
</tr>
<tr>
<td>Video</td>
<td>No video self-analysis is included.</td>
<td>Self-analysis is included but weak.</td>
<td>Self-analysis of video is included with some constructive response to the lesson.</td>
<td>Video self-analysis is included and identifies elements of the lesson that could be adjusted.</td>
<td>Video self-analysis is included and identifies elements to adjust and extend the lesson.</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>RATER INDICATOR</th>
<th>Not Met</th>
<th>Minimally Met</th>
<th>Partially Met</th>
<th>Satisfactorily Met</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Response to Instruction</td>
<td>Examples are not included or are poorly developed in narrative.</td>
<td>Narrative includes examples of when instruction was modified. Explanation of modifications is not clear.</td>
<td>Narrative includes two examples of when instruction was modified based on student response to instruction.</td>
<td>Narrative includes two clearly articulated examples of when instruction was modified based on student response to instruction.</td>
<td>Narrative includes two or more clearly articulated examples of when instruction was modified based on student response to instruction. The what and why are explained.</td>
</tr>
<tr>
<td>Modifications of Instructional Plans</td>
<td>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.</td>
<td>Modifications to the instructional plan are described with a weak rationale as to how changes would improve student progress toward the learning goals.</td>
<td>Modifications to the instructional plan are described with a rationale as to how changes would improve student progress toward the learning goals.</td>
<td>Modifications to the instructional plan are clearly described with a strong rationale as to how changes would improve student progress toward the learning goals.</td>
<td>Modifications to the instructional plan are clearly described with a strong rationale as to how changes would improve student progress toward the learning goals.</td>
</tr>
<tr>
<td>Future Decision Making</td>
<td>Narrative does not address modifications or implications for next steps.</td>
<td>Narrative gives little information about modifications or how they affected student learning.</td>
<td>Narrative indicates how the modifications affected student learning with few details about implication for next steps.</td>
<td>Narrative indicates how the modifications affected student learning with detailed implication for next steps.</td>
<td>Narrative clearly indicates how the modifications affected student learning with detailed implication for next steps.</td>
</tr>
</tbody>
</table>
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). You have already created the pre-assessment visual in “Design for Instruction” section so you would build upon that data here. 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.”

<table>
<thead>
<tr>
<th>RATER INDICATOR</th>
<th>Not Met</th>
<th>Minimally Met</th>
<th>Partially Met</th>
<th>Satisfactorily Met</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity and Comprehensiveness of Presentation</td>
<td>Presentation is not clear. It does not accurately reflect all required data.</td>
<td>Graphic organizer is not clear and does not include the results of pre, formative, and summative assessments for students and/or the goals.</td>
<td>Graphic organizer is included and depicts results of pre, formative, and summative assessments for most students and most of the goals.</td>
<td>Graphic organizer is easy to understand and depicts results of pre, formative, and summative assessments for every student and every goal.</td>
<td>Graphic organizer is easy to understand and clearly depicts results of pre, formative, and summative assessments for every student and every goal.</td>
</tr>
<tr>
<td>Interpretation of Data</td>
<td>Summary is not included or does not clearly address student progress.</td>
<td>A summary of the graphic explains student progress toward meeting some learning goals. Conclusions are not drawn from the data.</td>
<td>A summary of the graphic explains student progress toward meeting some learning goals. Conclusions are drawn from the data.</td>
<td>A summary of the graphic clearly explains student progress toward meeting each learning goal. Meaningful conclusions are drawn from the data.</td>
<td>A summary of the graphic clearly explains student progress toward meeting each learning goal. Meaningful conclusions are drawn from the data.</td>
</tr>
<tr>
<td>Record Keeping and Feedback to Students</td>
<td>No examples of record keeping are included.</td>
<td>Record keeping examples are minimal.</td>
<td>Several examples of record keeping are included; however evidence of feedback to students is minimal.</td>
<td>Examples of record keeping are included, providing feedback to students.</td>
<td>Many examples of record keeping are included, providing significant feedback to students on all goals.</td>
</tr>
</tbody>
</table>

Reflection and Self Evaluation:

- 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.

- Design 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.
- 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 Action Plan 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.

<table>
<thead>
<tr>
<th>RATER INDICATOR</th>
<th>Not Met</th>
<th>Minimally Met</th>
<th>Partially Met</th>
<th>Satisfactorily Met</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection of Professional Performance</td>
<td>Linking specific teacher performance to student learning results is minimal.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Insights on Effective Instruction and Assessment</td>
<td>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.</td>
<td>Identifies some successful and unsuccessful activities or assessments but minimally explores reasons for their success or lack thereof (no use of theory or research).</td>
<td>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.</td>
<td>Identifies successful and unsuccessful activities or assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.</td>
<td>Identifies successful and unsuccessful activities or assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.</td>
</tr>
<tr>
<td>Interpretation of Most Successful Goal</td>
<td>Does not address learning goal or give reasons.</td>
<td>Selects one learning goal where students were most successful, but provides no reasons for progress.</td>
<td>Selects one learning goal where students were most successful and provides two or more possible reasons for progress.</td>
<td>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 as well as student characteristics or other contextual factors.</td>
<td>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 as well as student characteristics or other contextual factors.</td>
</tr>
<tr>
<td>Interpretation of Least Successful Goal</td>
<td>Does not address learning goals or give reasons.</td>
<td>Selects one learning goal where students were least successful, but provides no ideas to improve student progress.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Implications for Professional Development</td>
<td>Provides no professional learning goals or goals that relate to the insights and experiences described in this section. No connection made with Action Plan.</td>
<td>Presents one or more professional learning goal(s). No connection with insights and experiences described in this section. Attempts a connection with Action Plan.</td>
<td>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 Action Plan.</td>
<td>Presents two professional learning goals that emerged from the insights and experiences described in this section. Identifies at least two specific steps for improved practice and professional growth. Makes connection with Action Plan.</td>
<td>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 Action Plan.</td>
</tr>
</tbody>
</table>

UMF gives thanks and recognition to: The Renaissance Partnership for Improving Teacher Quality Project [http://edtech.wku.edu/rtwsc](http://edtech.wku.edu/rtwsc) and Kean University [www.kean.edu](http://www.kean.edu) for the foundation of this Teacher Work Sample Assignment.
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?
<table>
<thead>
<tr>
<th>GOAL</th>
<th>STANDARD</th>
<th>ACTIONS</th>
<th>EVIDENCE OF COMPLETION</th>
<th>COMPLETION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFESSIONAL CHARACTERISTIC:</td>
<td></td>
<td>Steps you will take to meet goal.</td>
<td>How do you know if you were successful?</td>
<td></td>
</tr>
<tr>
<td>CARING TEACHER:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPETENT EDUCATOR:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COLLABORATIVE PROFESSIONAL LEADER:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature: ________________________________  ________________________________
(Mentor)  (Teacher Candidate)
## CONVERSATION GUIDE

- **NAME:**
- **ECH/ELE/SEC-MID/SHE/SED**
- **Major/Concentration:**
- **Date:**

### What successes are evident in the Field Experience so far?

### Identify 3-4 challenges that exist/need attention:

### Suggestions to meet challenges:

### 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)**

---

**Rev. 12/15**
Special Education Majors

Required Student Teaching Assignments

Assignment # 1: File Review

Assignment Description: The File Review assignment familiarizes the special education student teacher with every student within his or her caseload.

Purpose: This information informs student teachers about planning for and assessment of the students in their caseloads. This is an important component in the Contextual Factors Analysis assignment.

Task: Document in concise and workable format information from the case files of each student in the caseload. When documenting information DO NOT USE THE STUDENTS' FULL NAMES. REMEMBER THE IMPORTANCE OF CONFIDENTIALITY. It is the student teacher’s professional decision as to what will make this assignment useful and successful as well as what information to gather outside the file as necessary.

Recommended Content:

- Overview of the student’s strengths, needs, and interests
- Summary of current testing results and identified disability
- Supplementary aids, services, modifications, and/or supports (e.g., see #8 on the Maine IEP format)
- Special education and related services (e.g., see #7 on the Maine IEP format)
- Major IEP goals (e.g., see #5 on the Maine IEP format)
- Medical considerations
- Other information as appropriate
Assignment # 2: Special Education Portfolio

Assignment Description: The Special Education Portfolio is used to demonstrate the student teacher's knowledge and skills specific to special education.

Purpose: This Special Education Portfolio supplements the Student Teacher Standards-Based Portfolio and can be used for interview purposes and should provide a potential employer with a clear view of the teacher candidate’s knowledge base in Special Education.

Task: Include documentation of as many of the following as possible in a notebook/binder format. This may include narratives, samples, and official forms. The teacher candidate determines how to organize the information. If an example from the list is not possible, the teacher candidate should include a written entry that reflects on the significance of the practice, why it was not possible, and what action steps the candidate could take to gain this experience in the future, etc.

- Experience with the district’s special education process (e.g., management systems, paperwork)
- Administering, scoring, and summarizing assessments such as curriculum-based measurements, norm-referenced tests, state- and district-wide assessments
- IEP meetings (facilitation and/or participation, scheduling meetings, parent communications, gathering input from other professionals)
- Writing IEPs and related documents (agendas, minutes, etc.)
- Completing write-ups from formal, structured observations of students in various educational settings
- Planning and co-teaching with a general education teacher utilizing UDL principles
- Working with paraeducators
- Writing and/or implementing a Behavior Intervention Plan
- Experience with General Education Interventions (e.g., RTI, PBIS, MTSS)
- Experience with assistive technology (observation, evaluation, implementation)
UMF requires Education majors to develop and present a portfolio based on the Common Core Teaching Standards (Maine 2012)/InTASC Standards at the end of their student teaching experience. The portfolio presents evidence of the student teacher’s best work implemented during the student teaching experience. By carefully selecting various types of artifacts, a teacher candidate can communicate his or her evolving philosophy of education and ability to implement the Standards effectively. The portfolio is used to identify goals and outcomes for continued professional development during preparation for and induction into the teaching profession.

The portfolio is a collection of artifacts and commentaries, either paper or electronic, 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 that includes a final evaluative review of their Standards Portfolio.
Planning a Standards Portfolio

Think about the following for your portfolio.

Format of Portfolio:
• Is your portfolio in an attractive binder that is easy to handle and review? Could you handle your portfolio in an interview situation being able to move to any section quickly and easily?
• Do you have sections tabbed and labeled so that by using the table of contents and tabs 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 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 a rationale statement included for each artifact? The rationale statement must include: 1. information about the standard, 2. description of the artifact, 3. reason why the artifact is there as documentation for meeting the 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.
• Are you prepared to give a short presentation to each reviewer focusing on one or two of the most important aspects of your portfolio?
• Do you have copies of your table of contents available for reviewers to take if interested? (You might want to include one or two other hand-outs as well.)
• How will you display your portfolio and its contents? You will have one table to display your work. The display must be laid out on the table versus any kind of stand up display. If you plan to use a computer, arrive early to locate near an outlet.
• 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?
WRITING A RATIONALE STATEMENT

Readers of your portfolios will not necessarily know why you included certain artifacts. Therefore, you need to include a rationale for each artifact in the portfolio. Type a brief statement explaining your justification for including this artifact in the portfolio for a particular standard. This statement should be no longer than one page. Make sure you explain why this is an example of your best work, specifically for this standard. Your rationale should show the reader that you know what you are capable of doing in terms of meeting the standard. Be specific about showcasing your abilities. (This is difficult for some people; they feel as if they are bragging.) Do not simply summarize the document. When writing a rationale, answer the questions below. A well-written rationale answers all four questions; however, the order in which you answer these questions is not important.

**What?** What is the artifact? Describe it fully.
**So What?** What does this work say about my growing competence?
**Where and why?** Under which standard is it filed? Why there? Why is this artifact a good example of this standard?
**Now what?** What will I do differently in the future? How will the skills I have gained transfer to new experiences?

A suggestion for organizing your portfolio is to follow the format to make artifacts and rationales clearly identifiable, and add a rationale page for each artifact you include. Begin your rationale page with the full text of the standard. Name your artifact (title), describe the artifact (Description), and then state your rationale (Rationale) using the answers to the questions above to support why you chose the artifact to meet the standard.

*Parts of this taken from: How to Develop A Professional Portfolio by Campbell, Cignetti, Melenyzer, Nettles, Wyman*

Rev. 7/15
Sample Rationale Statements

Sample #1

Standard 1: Learner Development

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

Artifact 2: United States culture project and rubric

Description: These artifacts were part of the United States and Canada unit in seventh grade geography. The unit addressed many of the similarities and differences between the United States and Canada. Students learned about the climates, histories, governments, and cultures of both countries. As part of the culture section students chose to create a prezi, smore, slideshow, poster, or brochure about a song or piece of art created before 1970 in the United States. Students also had to answer several questions regarding the song or art work they chose such as: What is the meaning behind it? What was going on in America at the time of its creation? Does it have relevance to today's culture? I have included three samples of this project as well as the rubrics that went along with them.

Rationale: These artifacts meet Standard 1 of Maine's Common Core Teaching Standards because students were able to choose a method that worked best for them to demonstrate their learning on United States culture about a song or piece of art that they selected. Each learner was able to use their strengths by selecting the way they presented the information in the form of a prezi, smore, slideshow, poster, or brochure. This artifact also allowed students to pursue their interests if they enjoyed a particular song or piece of art. If a student liked an Elvis or Beatles song, then they could explain how that song fit into today’s culture and make connections between the song and what was happening in America at the time of its creation. This artifact clearly demonstrates how I was able to take into account individual learners' strengths and interests.

Sample #2

Standard Seven

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

Artifact Two: ‘TH’ Digraph Lesson

Description: Lessons on this topic were created after a number of concerns came up in regards to the students’ ability to blend commonly seen digraphs such as 'th', 'ch', and 'sh'. This lesson in particular falls at the end of the lesson for the digraph for 'th'. After about a week of focusing on learning the new blend, the next week, for about three days, a review was done. This review included: poems that were read frequently in order to get the repetition, auditory and verbal checks for understanding of the sounds made by 'th', and a review game called "Words we know; Words to work on." The students would have been used to the review day at this point, as it would have been done a few times before. The point of the review was to allow students to frequently see and hear commonly used words for their learning level.

Rev. 7/15
**Rationale:**
Planning for instruction comes in for this artifact because a lot of diverse planning went into making this lesson. Knowing that the students have previously struggled with digraphs, it was essential for their success to incorporate a lesson that could be used at any point as a review. This lesson was designed specifically for that. The tasks were challenging, yet appropriate. The lesson also taps into many forms of learning styles. There are auditory, visual, verbal, and kinesthetic activities incorporated into the lesson. This allows students of all cognitive levels and abilities to contribute in a way that makes sense for them. Knowing the learners means it may be easier to draw upon their knowledge, as well as build on what they know to reach new goals. This lesson also does a good job of incorporating more than just reading or writing. It incorporates reading, listening, sounding out, turn taking, and other skills that students are required to be working on throughout the first and second grade. This lesson encompasses many of the positive aspects of fun and engaging learning.

**Sample #3**

**Standard # 11:** Technology Standards for Teachers
**ISTE Standard #2:** Design and develop digital age learning experiences and assessments

> Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.

**Artifact 2: Student Gmail Accounts**

**Description:**
In the MSAD 11 school district, students receive gmail accounts, usually in the third grade. At River View Community School (RVCS), students use their gmail accounts to keep all of their documents on Google Drive. Some students have started making presentations for their Woodland Indian vocabulary books, some have started documents of their writing pieces, and others have started making stories that are told in presentations. Students also have access to the gmail account as well to send emails to their teacher, or other educators and students in the MSAD 11 district.

**Rationale:**
When students first received their gmail account information, they were given the rules of having an account in the district. That meant, don't write something to someone you wouldn't want your mom, dad, grandmother, or grandfather to read. Students were able to use the Google Drive program to create word documents, presentations, and drawing pieces to exercise their curiosity of the whole program. After students explored, they were able to set goals for completing certain assignments on the computer using the Google Drive. Some of the students started working on their Woodland Indian vocabulary booklets and turning them into Google presentations to show their knowledge of the Eastern Woodland Indians. Other students started typing their 5-paragraph essays on the Google doc section. Students are able to use this technology to learn how to use tools that are used by their teachers and educators in their daily life.
<table>
<thead>
<tr>
<th>TEACHING STANDARDS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 LEARNER DEVELOPMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#2 LEARNING DIFFERENCES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#3 LEARNING ENVIRONMENTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#4 CONTENT KNOWLEDGE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#5 INNOVATIVE APPLICATIONS OF CONTENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#6 ASSESSMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#7 PLANNING for INSTRUCTION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#8 INSTRUCTIONAL STRATEGIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9 REFLECTION AND CONTINUOUS GROWTH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#10 COLLABORATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#11 ISTE STANDARDS FOR TEACHERS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

REV. 8/14
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.
RESPECTIBILITY OF AN EFFECTIVE MENTOR

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)

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 (see forms that follow) submitted to field supervisor; one in the first eight weeks, one 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.
- The Scripting Form with the Teaching Standards is an effective tool for observation of a lesson and for giving feedback.

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://www2.umf.maine.edu/fieldservices/
MENTOR TEACHER PAPERWORK CHECKLIST
Submit to supervisor through your student teacher

- Draft goals for student teacher (action plan / goal setting form) completed with student teacher
- Two week Progress Report
- Dispositions Midterm
- First formal observation by midterm – Classroom Management Observation Checklist form
- Final formal observation prior to Portfolio Presentations – form of choice
- Final Dispositions
- Standards Portfolio Evaluation
- Letter of Reference with Checklist

Please feel free to contact the Supervisor with any questions or concerns. You may also contact Barbara Eretzian, Director of Field Services. (778-7171 barbara.eretzian@maine.edu)

Rev. 12/15
CLASSROOM MANAGEMENT OBSERVATION CHECKLIST

Student: ___________________________ Date: ________ Observer: _________________

Subject/Topic/Skill: ______________________________________________ Grade Level: _______

Key: N (needs improvement) M (meets) E (exceeds)

<table>
<thead>
<tr>
<th>N</th>
<th>M</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedures/routines well established</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class in control during lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preventive discipline used</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students focused on task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical arrangement appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimal time used for transitions, discipline, organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic expectations for students evident/communicated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High expectations for all students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students intrinsically motivated to participate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher positively reinforces appropriate student behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective time management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive learning environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses instructional time effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engages all students in learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High amount of time on task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains consistent standards for students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reinforces classroom behavior expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redirects/stops inappropriate behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates behavioral expectations and rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constantly monitors classroom while teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses proximity to redirect student attention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responds to disruptive behavior consistently and respectfully</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of attention getting strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deals firmly and positively with behaviors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher demonstrates personal regard for each student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students demonstrate respect for teacher and each other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No misbehavior observed, but there is evidence that candidate understands how to handle disruptive behavior</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(see over)

REV 7/15
Student’s strengths in regard to classroom management:

Suggestions for improvement in regard to classroom management:
<table>
<thead>
<tr>
<th>Common Core Teaching Standards (Maine 2012)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Learner Development:</strong> 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.</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Learning Differences:</strong> 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.</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Learning Environments:</strong> 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.</td>
<td></td>
</tr>
<tr>
<td>4. <strong>Content Knowledge:</strong> 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.</td>
<td></td>
</tr>
<tr>
<td>5. <strong>Innovative Applications of Content:</strong> 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.</td>
<td></td>
</tr>
<tr>
<td>6. <strong>Assessment:</strong> 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.</td>
<td></td>
</tr>
<tr>
<td>7. <strong>Planning for Instruction:</strong> 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.</td>
<td></td>
</tr>
<tr>
<td>8. <strong>Instructional Strategies:</strong> 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.</td>
<td></td>
</tr>
<tr>
<td>9. <strong>Reflection and Continuous Growth:</strong> 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.</td>
<td></td>
</tr>
<tr>
<td>10. <strong>Collaboration:</strong> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</td>
<td></td>
</tr>
<tr>
<td>11. <strong>ISTE Technology Standards for Teachers:</strong> Effective teachers model and apply the ISTE Standards for Students as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.</td>
<td></td>
</tr>
<tr>
<td>Positives Observed</td>
<td>Did You Realize ....?</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You may want to try ....

Supervisor______ Mentor______

Rev. 7/15
Classroom Observation of Essential Areas

Student Name: 
Observer: 
Date: 
Subject/Topic/Skill: 
Grade Level: 
Comments: 

Planning

_____ Planbook in proper order
_____ Clearly written plans with adequate forethought
_____ Well defined, measurable objectives
_____ Objectives relate to previous/future lessons
_____ Plan addresses modifications for individual needs
_____ Multiple intelligences addressed
_____ Plans presented in logical sequence
_____ Materials are relevant, available, appropriate

Instruction

_____ Teacher demonstrates enthusiastic approach
_____ Teacher reviews relevant prerequisites
_____ Teacher uses motivational introduction
_____ Teacher provides overview and shares objectives with students
_____ Teacher uses variety of approaches and strategies
_____ Teacher uses higher order questioning
_____ Teacher incorporates wait time when questioning
_____ Teacher demonstrates knowledge of subject matter
_____ Teacher keeps focus on key objectives
_____ Teacher uses proximity to increase engaged time
_____ Teacher addresses needs of individual students
_____ Teacher builds on prior knowledge
_____ Teacher communicates clearly
_____ Teacher paces lesson appropriately
_____ Teacher provides appropriate feedback
_____ Teacher reviews periodically during lesson
_____ Teacher involves many/all students
_____ Teacher models what is to be learned
_____ Teacher allows ample time for practice
_____ Teacher provides summary/closure
_____ Teacher encourages student to student interaction

Supervisor_____ Mentor_____
### Classroom Management
- Procedures/routines well established
- Class controlled during lesson
- Preventive discipline used
- Teacher keeps students focused and on task
- Physical arrangement appropriate
- Minimal time used for transitions, discipline, organization
- Expectations for students evident/communicated
- Teacher exhibits high expectations for all students
- Students intrinsically motivated to participate
- Teacher positively reinforces appropriate student behavior
- Teacher uses effective time management
- Teacher maintains a positive learning environment
- Teacher uses instructional time effectively
- Teacher engages all students in learning
- Teacher maintains consistent standards for students
- Teacher communicates about expectations and rules
- Teacher reinforces classroom behavior expectations
- Teacher constantly monitors classroom while teaching
- Teacher redirects/stops inappropriate behavior
- Teacher uses proximity to redirect student attention
- Teacher responds to disruptive behavior consistently and respectfully
- Teacher deals firmly and positively with behaviors
- No misbehavior observed, but there is evidence that candidate understands how to handle disruptive behavior
- Teacher demonstrates personal regard for each student
- Students demonstrate respect for teacher and each other

### Assessment
- Teacher monitors and reteaches as necessary
- Students have opportunity to self and/or peer assess
- Criteria for assessment is clear to students
- Meaningful feedback provided to students
- Teacher uses results of pre assessment to develop lesson
- Teacher uses results of previous assessment to drive lesson
- Teacher keeps up-to-date records of student progress

### Type of Assessment Used
- Formative
- Self
- Rubric
- Questioning
- Competition
- Performance (lab, role play, construct, presentation)
- Summative
- Peer
- Observation/Checklist
- Discussion
- Using Technology
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.

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.

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.

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.

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.

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 ongoing planning and instruction.

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.

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.

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.

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.

11. ISTE Technology Standards for Teachers: Effective teachers model and apply the ISTE Standards for Students 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.
## Motivational Techniques

<table>
<thead>
<tr>
<th><strong>Tone:</strong> positive, approachable, kind, friendly, leave your personal baggage at home</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reinforcement:</strong> positive, frequent, sincere, sets boundaries</td>
</tr>
<tr>
<td><strong>Interest:</strong> students are engaged, have choice, find subject relevant</td>
</tr>
<tr>
<td><strong>Concern (level of):</strong> raise it, lower it; draw attention to specific issues; is often time related</td>
</tr>
<tr>
<td><strong>Knowledge of results:</strong> Feedback and assessment are timely if not immediate</td>
</tr>
<tr>
<td><strong>Success:</strong> all students are validated and successful</td>
</tr>
</tbody>
</table>

Remember that when all of these are in place student motivation generally increases. When motivation increases inappropriate behaviors often decrease.
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.
- 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 new mentor induction process and submit completed paperwork to field office.

Rev. 12/15
• Conduct orientations for students and weekly 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 sample 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.

• Complete final evaluations and recommendations for their 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.

• Keep the Director of Field Services informed of the progress and status of students.
University Field Services Director Responsibilities

The Director reports to the Associate Provost and Dean of Education, works with all the 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

*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

*responsible for Field Services budget

*works in collaboration with and supervises Field Services Administrative Specialist

Rev. 7/15
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 Letter of Reference and Checklist is the final evaluation document and is used by the students with prospective employers. This form documents the level of teaching proficiency the teacher candidate demonstrated during the student teaching experience. However, the process begins with a Two Week Progress Report, and continues with the Dispositions Evaluation at mid-term and final. Forms are available on the UMF Field Services website: http://www2.umf.maine.edu/fieldservices/.

Our teacher candidates strive to be effective, reflective professionals and value honest, constructive feedback, early and often.

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 7).
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. The student teacher is required to give the form to the University Supervisor.

The student teacher has had the following experience in the first two weeks of their placement. Check all that apply. The student teacher:

- 1. Has taken responsibility for some parts of the classroom routines
- 2. Has written plans and has shared with mentor teacher
- 3. Has taught lessons in small and or large groups
- 4. Has been observed by and has discussed observation with mentor
- 5. Has made significant gains in establishing relationships with students
- 6. Has taken initiative in communication with mentor
- 7. Is becoming acquainted with members of the school community

Other: ______________________________________________________________________________________

Please circle anything you see as a concern at this point. Write comments as needed.

<table>
<thead>
<tr>
<th>Demonstrates professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a positive and enthusiastic attitude</td>
</tr>
<tr>
<td>Demonstrates effective oral communication</td>
</tr>
<tr>
<td>Demonstrates effective written communication</td>
</tr>
<tr>
<td>Exhibits an appreciation and value for diversity</td>
</tr>
<tr>
<td>Is prepared to teach and learn</td>
</tr>
<tr>
<td>Collaborates effectively</td>
</tr>
<tr>
<td>Is a self regulated learner</td>
</tr>
<tr>
<td>Promotes personal goals</td>
</tr>
<tr>
<td>Reflects on one’s own teaching and learning</td>
</tr>
<tr>
<td>Exhibits respect</td>
</tr>
</tbody>
</table>

Comments:

Signatures:
Mentor ________________________ Student ________________________

Comments:
Instructions for Mentor Teachers
Completing the Letter of Reference with Checklist

The purpose of the Letter of Reference with Checklist form 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 fill this document out electronically, because your student teacher will use this in their resume packet when applying for positions. If you require assistance, the student teacher or student teacher supervisor will gladly lend their support.

This form is available online as a PDF fillable form in Adobe Acrobat at:

http://www2.umf.maine.edu/fieldservices/

Rev. 8/14
Letter of Reference with Checklist

Date:

Student:

Placement:

Evaluator:

Please use the following descriptors based on the performance of the student teacher:

1= 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.

2= 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. Additional experience supported by a mentor may enable the teacher candidate to become proficient in this area.

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

4= Exceeds: The student teacher shows deep understanding of the component or standard and shows consistent and highly effective performance of the component or standard.

---

DISPOSITIONS

- Demonstrates professionalism
- Demonstrates positive and enthusiastic attitude
- Demonstrates effective oral communication
- Demonstrates effective written communication
- Exhibits appreciation and value for diversity
- Is prepared to teach and learn
- Collaborates effectively
- Is a self-regulated learner
- Exhibits emotional intelligence to promote goals
- Reflects on one’s own teaching and learning
- Exhibits respect

---

COMMON CORE TEACHING STANDARDS

- Learner Development
- Learning Differences
- Learning Environment
- Content Knowledge
- Innovative Applications of Content
- Assessment
- Planning for Instruction
- Instructional Strategies, including Technologies
- Reflection and Continuous Growth
- Collaboration
- Technology Standards for Teachers

---

OTHER PROFESSIONAL SKILLS

- Classroom Management
- Organization
- Develops Positive Learning Environment

---

Rev. 10/15
<table>
<thead>
<tr>
<th>AREA OF EVALUATION</th>
<th>DOES NOT MEET EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio Organization &amp; Appearance</td>
<td>Messy, unprofessional appearance; unorganized and/or difficult to locate documents</td>
<td>Neat, professional appearance, logical organization, table of contents with easy access to documents</td>
<td>Neat, professional appearance, well organized, table of contents with easy access to documents, very usable</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>Lacks personalization and/or not educationally sound</td>
<td>Personalized and educationally sound</td>
<td>Extremely well written, unique approach, professional</td>
</tr>
<tr>
<td>Quality of Artifacts</td>
<td>Limited artifacts that do not provide substantial evidence in support of meeting each of the Common Core Teaching Standards</td>
<td>Variety of artifacts that provide evidence in support of meeting each of the Common Core Teaching Standards</td>
<td>Variety and uniqueness of artifacts provide complete evidence of meeting each of the Common Core Teaching Standards</td>
</tr>
<tr>
<td>Quality of Rationale Statements</td>
<td>Rationales lack clarity and/or do not provide enough information related to the artifacts and their relevance to the Common Core Teaching Standards</td>
<td>Clearly articulated rationales that provide substantial information related to the artifacts and their relevance to the Common Core Teaching Standards</td>
<td>Clearly articulated, well written rationales that provide substantial information related to the artifacts and their relevance to the Common Core Teaching Standards</td>
</tr>
<tr>
<td>Reflection Entries</td>
<td>Narratives unclear; lack insight, critical thinking, and problem solving, and/or show no evidence of a commitment to growth and learning</td>
<td>Narratives are clearly written, connect to the standards, and show evidence of a commitment to growth and learning</td>
<td>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</td>
</tr>
<tr>
<td>Writing Mechanics</td>
<td>Narratives unclear, with many errors in grammar, spelling and punctuation</td>
<td>Narratives clearly articulated, with few errors in grammar, spelling or punctuation</td>
<td>Narratives clearly articulated, with no errors in grammar, spelling or punctuation</td>
</tr>
<tr>
<td>Communication</td>
<td>Verbal presentation of portfolio lacking in ability to promote self as a caring, competent, confident teacher of the 21st century; lacking in self-efficacy</td>
<td>Verbal presentation of portfolio shows how the teacher candidate is able to promote self as a caring, competent, confident teacher of the 21st century; presents a sense of self-efficacy</td>
<td>Verbal presentation of portfolio clearly shows how the teacher candidate is able to promote self as a caring, competent, confident teacher of the 21st century; self-efficacy is evident, energy &amp; enthusiasm shown</td>
</tr>
<tr>
<td>STANDARDS RATING</td>
<td>Does Not Meet</td>
<td>Meets</td>
<td>Exceeds</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>---------------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Standard 1: Learner Development</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 2: Learning Differences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 3: Learning Environments</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 4: Content Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 5: Innovative Applications of Content</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 6: Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 7: Planning for Instruction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 8: Instructional Strategies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 9: Reflection and Continuous Growth</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 10: Collaboration</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 11: ISTE Standards for Teachers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Overall Rating

<table>
<thead>
<tr>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio that does not support teaching competencies as articulated through the Common Core Teaching Standards</td>
<td>Portfolio that adequately supports teaching competencies as articulated through the Common Core Teaching Standards</td>
<td>Portfolio that irrefutably supports teaching competencies as articulated through the Common Core Teaching Standards</td>
</tr>
</tbody>
</table>

**Comments:**

This portfolio documents that the teacher candidate has addressed each of the Common Core Teaching Standards through performance at an acceptable level for a beginning teacher.

Yes ☐

No ☐

I, ____________________________, state that everything within this portfolio is my work and that (UMF Student Teacher) any other material included has been cited to its source.

______________________________                    __________________________
UMF Student Teacher Supervisor/Cross Rater                                    Date

If the teacher candidate does not receive *Meets Expectations* in all of the areas of the evaluation, at least a *Meets Expectations* overall rating and / or if there is any issue related to materials included in the portfolio after the teacher candidate meets with their UMF supervisor, then the teacher candidate meets with the Director of Field Services. The Director will again review and assess the teacher candidate’s portfolio and a determination will be made regarding whether the teacher candidate passes Student Teaching and is recommended for State Licensure or not. The teacher candidate can appeal the decision with the Associate Provost & Dean of Education.
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.

Rev. 8/14
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 by the teacher candidate with guidance from the University Supervisor and mentor teacher. The Director of Field Services will review the Action Plan and approve or reject it.

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 Human Development or Student and Community Services will be involved, and notification to the appropriate department will be made by the Director of Field Services.

6. The Director of Field Services will seek the advice of the Associate Provost & Dean of Education 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 of Education.

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.
<table>
<thead>
<tr>
<th>Name:</th>
<th>Placement:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal:</td>
<td>Evidence of successful completion:</td>
<td>Timeline:</td>
</tr>
<tr>
<td>Goal:</td>
<td>Evidence of successful completion:</td>
<td>Timeline:</td>
</tr>
<tr>
<td>Goal:</td>
<td>Evidence of successful completion:</td>
<td>Timeline:</td>
</tr>
</tbody>
</table>

Student signature: ________________________________
Supervisor: ________________________________
Director: ________________________________
Mentor: ________________________________
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. Please see the following ISTE Standards Teachers and ISTE Standards Students pages.

*Now known as ISTE Standards Teachers
**Now known as ISTE Standards Students

Taken from Chapter 114 of the Rule Chapters for the Maine Department of Education:
http://www.maine.gov/sos/cec/rules/05/chaps05.htm

Rev. 8/14
1. Facilitate and inspire student learning and creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and develop digital age learning experiences and assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

3. Model digital age work and learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.
c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats.

d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4. Promote and model digital citizenship and responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.

c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.

d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools.

5. Engage in professional growth and leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

a. Participate in local and global learning communities to explore creative applications of technology to improve student learning.

b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.

c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

Permissions © 2008 International Society for Technology in Education. ISTE® is a registered trademark of the International Society for Technology in Education. If you would like to reproduce this material, please contact permissions@iste.org.
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.

Adopted Spring 2015
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.