University of Maine at Farmington Teacher Education Unit
Conceptual Framework

UMF Teacher Education: Empowering reflective, ethical, compassionate educators and inspirational leaders for a diverse world.

Undergraduate Philosophy and Guiding Principles
Our candidates will become educational leaders who are caring teachers, competent educators and collaborative professional leaders (C3TEP). These guiding principles and beliefs reflect the ideals we hold for ourselves, our candidates, and the students and communities with whom they will work.

Caring Teachers
- Build respectful relationships
- Create communities of learners
- Support and encourage successful learning for all students
- Honor and respond to differences
- Utilize knowledge of human development

Competent Educators
- Design, plan, implement and evaluate instruction
- Use best practices for instruction and assessment
- Know content and strategies for integration
- Communicate clearly and effectively
- Solve problems creatively and constructively
- Use the tools of a changing world

Collaborative Professional Leaders
- Collaborate effectively with families, communities, and colleagues
- Practice reflective, self-directed, life-long learning
- Demonstrate a commitment to ethical and legal responsibilities
- Contribute to and lead 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 through which all students learn about, understand and respect diversity.
- Demonstrate knowledge about the ways individual and group differences affect 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 affect student learning and use that knowledge to equitably improve the conditions for learning.

Please visit http://teachereducation.umf.maine.edu for more information about Teacher Education at the University of Maine at Farmington