



Education Practicum Handbook

Academic Year 2023/2024



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Education Center



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General Information

General Information

Practicum Overview

The Education Practicum is an early classroom experience for college students thinking of becoming teachers. By averaging at least six hours per week in an assigned classroom and participating in a weekly seminar, students will shift their perspective from that of a student to that of a teacher. This experience should be viewed as pre-student teaching and is designed in part to provide the college student with the opportunity to make career choices. Practicum students work in the classroom with students on a one-to-one basis, in small and large groups, and as a whole class. The extent of involvement with each of these will depend on the needs of the teacher, the organization of the classroom, and the stage of development of the practicum student. Practicum students have varied backgrounds and experiences. These strengths and experiences should be utilized to enrich the learning opportunities for the students in the classroom.

This program is a shared professional responsibility among teachers, administrators, and UMF faculty to provide a professional classroom experience for college students seeking a career in teaching.

Practicum Objectives

- Practicum students will demonstrate knowledge of best practice based on an understanding of teaching and learning.
- Practicum students will develop an emerging understanding of Teacher Candidate Dispositions and Professional Expectations: In Field Setting*.
- Practicum students will develop an emerging understanding of the Common Core Teaching Standards (Maine 2012)*, the ISTE Standards for Educators (2017)*, the ISTE Standards for Students (2016)*, and the connections between the standards and their classroom practice and academic work.

* These resources are found at the end of this handbook.

Practicum Student Responsibilities and Expectations

- Students will write a letter of introduction to the mentor teacher.
- Students will participate in a variety of activities relating to preparation, assisting, teaching, and management within the classroom.
- Students will keep a reflective journal in which they record their experiences, observations, and teaching ideas from the practicum classroom and seminar.
- Students will obtain prior approval to carry out *any* project or activity that is not required by practicum supervisor.
- Students will be responsible for **Major Practicum Requirements** as listed in specific practicum course sections of this handbook.
- Students will demonstrate *Teacher Candidate Dispositions and Professional Expectations: In Field Setting*, which include:
 - Exhibits professionalism
 - Demonstrates effective oral communication skills
 - Demonstrates effective written communication skills
 - Respects and values diversity
 - Collaborates effectively
 - Is a self-directed learner
 - Reflects on one's own teaching and learning
 - Exhibits respect

Expectations for Online and In-Class Communication

- Be professional. Consider each communication to be a reflection of your professional persona. Check spelling, use capitalizations, double check grammar, and avoid use of emoticons.
- Be yourself but use discretion. Remember that you cannot convey tone, sarcasm or humor easily in a written email. Read your message aloud and think: "Would I want to receive this message?"
- Remember that copyright rules apply even in net-based communication. If you cut and paste something, give the author appropriate credit.
- Email will be answered during normal work hours (8:00am - 4:00pm) Monday through Friday. Emails sent outside of those hours, or on weekends MIGHT be returned outside of normal work hours, but probably will not be returned until the resumption of normal work hours.

Mentor Teacher Responsibilities

The mentor teacher will provide opportunities for the practicum student to:

- Feel welcome in the classroom and school
- Assume an instructional role in the classroom
- Receive ongoing feedback and encourage reflection
- Become involved with classroom routines
- Assist with lessons
- Visit other teachers
- Build confidence interacting and working with students
- Take increasingly more responsibility and initiative
- Be involved with designing and teaching lessons
- Complete required assignments
- Participate in teacher workshops and parent/teacher conferences, when appropriate

The mentor teacher will complete the following evaluations:

- Teacher Candidate Dispositions and Professional Expectations: In Field Setting at midterm and optionally at the end of the semester.
- Essential Areas of Teaching Practicum/Advanced Practicum Levels at midterm (AP) and at the end of the semester (P and AP)

Practicum Supervisor Responsibilities

The practicum supervisor will:

- Determine field placements for the practicum students
- Develop a responsive seminar program to help practicum students prepare for and process their classroom experiences.
- Communicate regularly with the mentor teachers and administrators
- Visit the practicum student's classroom multiple times
- Evaluate practicum student's work and readiness to continue in their educational program
- Provide support to practicum students and mentor teachers as needed

ECH 296

ECH 296 - Practicum and Seminar in PreK-3 Education

Contact Information

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Course Description

ECH 296 is an entry level practicum that has placements focused in Pre-K to Grade 3 classrooms in Maine public schools. This experience provides practical experience working in a public school early childhood classroom. Students work with a mentor teacher in the field for at least 6 hours and participate in a weekly seminar. In classrooms, the student works with individuals, small groups, and the whole class while developing professional knowledge and responsibilities.

Course Objectives

As a result of taking this course, students will be able to demonstrate their understanding and application of Maine's Common Core Teaching and ISTE Standards through observation, discussion, lesson planning, research, and reflection. Additionally, students will develop dispositions that relate to interpersonal/communication skills that are necessary for successful colleague and teacher to student engagement.

Semester Overview

Practicum students come with a variety of backgrounds, experiences and comfort levels working with children. For this reason, every practicum student takes on classroom responsibilities at a different rate. Students seem to follow a similar pattern, although there will be individual variation.

Initially the mentor teacher and the practicum student become acquainted and talk about expectations. The practicum student learns classroom routines and assists the mentor by taking on more instructional responsibilities, planning and teaching lessons with the mentor's guidance. Many practicum students' experiences allow them to plan and teach lessons regularly over the semester. However, every practicum student is responsible for the planning and teaching of at least two lessons, one of which will be formally observed by the supervisor. Mentors provide feedback to students both formally and informally over the course of the semester.

Seminar topics for ECH 296

Seminar topics include, *but* are not limited to: professional expectations and teacher candidate dispositions, child development, research based best practices, pedagogy and instructional practices, common core teaching standards, lesson planning using the UMF lesson plan format, classroom management, and reflective practice. Exact topics will be determined by the supervisor, student need, and by what is happening within field placements.

Major Practicum Requirements for ECH 296

(see **course syllabus** for additional information)

Course Participation

- Mandatory seminar attendance
- Reflective Dialog

Course Work

- Two lesson plans
- Child Portfolio

Field Experience

- Set goals for continuous growth using mentor feedback
- Observations by mentor and supervisor
- Complete Tk20 Evaluations (to be completed by supervisor, student and mentor)
 - Midterm
 - Dispositions
 - End of term
 - Essential Areas of Teaching
 - Dispositions (optional)

Absences

- **Field Placements**

To fulfill the practicum requirements of ECH 296, at least 6 hours a week must be spent working in the classroom in your field placement. Occasionally, something interferes with a practicum student's ability to be in the classroom at the scheduled time. If practicum students miss a classroom session, they must:

- Notify the mentor teacher well before the time they are expected.
- Notify the UMF supervisor as soon as possible.
- Make up the time missed to the satisfaction of the mentor teacher and the supervisor.

Storm days typically do not need to be made up. Become familiar with your school's notification of storm day policy and procedures.

- **Seminar Time**

ECH 296 is a no-cut class. See **Major Practicum Requirements**.

- **Other UMF Courses**

Field placement responsibilities and opportunities should *not* be cause for missing regular UMF classes.

EDU 202

EDU 202 - Practicum and Seminar in Elementary Education

Contact Information

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Course Description

EDU 202 is intended to be an initial practicum where students spend time in classrooms working with small groups, individual students, and the whole class while developing professional knowledge and responsibilities. Students spend a minimum of six hours per week in an assigned classroom working with mentor teachers and participate in a weekly seminar.

Course Objectives

As a result of taking this course, students will be able to demonstrate their understanding and application of Maine's Common Core Teaching and ISTE Standards through observation, discussion, lesson planning, research and reflection. Additionally, students will develop dispositions that relate to interpersonal/communication skills that are necessary for successful colleague and teacher to student engagement.

Semester Overview

Practicum students come with a variety of backgrounds, experiences and comfort levels working with children. For this reason, every practicum student takes on classroom responsibilities at a different rate. Students seem to follow a similar pattern, although there will be individual variation.

Initially the mentor teacher and the practicum student become acquainted and talk about expectations. The practicum student learns classroom routines and assists the mentor by taking on more instructional responsibilities, planning, and teaching lessons with the mentor's guidance. Many practicum students' experiences allow them to plan and teach lessons regularly over the semester. However, every practicum student is responsible for the planning and teaching of at least two lessons, one of which will be formally observed by the supervisor. Mentors provide feedback to students both formally and informally over the course of the semester.

Seminar topics for EDU 202

Seminar topics include, *but* are not limited to: professional expectations and teacher candidate dispositions, research based best practices, pedagogy and instructional practices, common core teaching standards, lesson planning using the UMF lesson plan format, classroom

management, and reflective practice. Exact topics will be determined by the supervisor, student need, and by what is happening within field placements.

Major Practicum Requirements for EDU 202

(see **course syllabus** for additional information)

Course Participation

- Mandatory seminar attendance
- Reflective Dialogue

Course Work

- Two lesson plans

Field Experience

- Set goals for continuous growth using mentor feedback
- Observations by mentor and supervisor
- Complete Tk20 Evaluations (to be completed by supervisor, student and mentor)
 - Midterm
 - Dispositions
 - End of term
 - Essential Areas of Teaching
 - Dispositions (optional)

Absences

- **Field Placements**

To fulfill the practicum requirements of EDU 202, at least 6 hours a week must be spent working in the classroom in your field placement. Occasionally, something interferes with a practicum student's ability to be in the classroom at the scheduled time. If practicum students miss a classroom session, they must:

- Notify the mentor teacher well before the time they are expected.
- Notify the UMF supervisor as soon as possible.
- Make up the time missed to the satisfaction of the mentor teacher and the supervisor.

Storm days typically do not need to be made up. Become familiar with your school's notification of storm day policy and procedures.

- **Seminar Time**

EDU 202 is a no-cut class. See **Major Practicum Requirements**.

- **Other UMF Courses**

Field placement responsibilities and opportunities should *not* be cause for missing regular UMF classes.

EDU 224

EDU 224 -Middle and Secondary Practicum, Seminar, and Portfolio

Contact Information

Sally Beaulieu
222 Education Center
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Semester Overview

Practicum students come with a variety of backgrounds, experiences, and comfort levels. For this reason, every practicum student takes on classroom responsibilities at a different rate. Students seem to follow a similar pattern, although there will be individual variation. This course is taken in conjunction with EDU 222 Theories and Frameworks of Learning in Grades 6-12 and EDU 223 Teaching and Assessing for Student Learning in Grades 6-12

- **First 3 Weeks:**
The mentor teacher and the practicum students become acquainted and talk about expectations. The practicum students get to know the classroom students, observe and learn classroom routines, and start working with small groups of students. The practicum students take on more responsibilities for classroom management such as: attendance, recording grades, collecting and reviewing homework, teaching lessons prepared by the mentor teacher; and may plan and teach their own lessons with guidance from their mentor teacher.
- **Last 3 Weeks:**
Practicum students take on more instructional responsibilities. This includes helping with discipline issues such as minor disturbances, sustained misbehavior, showing off, defiance, unresponsiveness, failure to complete assignments and redirecting off task students. Practicum students plan and teach at least one UMF supervisor observed lesson that they have written using the **UMF Lesson Plan Format**.

Seminar Topics for EDU 224

Anticipated Practicum Seminar topics include, *but* are not limited to: research based best practice, instructional strategies, how students learn, planning lessons/units, classroom management, emotional intelligence, teacher efficacy and planning for a teaching career. Exact topics will be determined by the supervisor and by what is going on within the field placement. A complete seminar syllabus will be provided to all practicum students, and to mentors upon request.

Major Practicum Requirements for EDU 224

- **Participation in Seminar-** Seminar is a **no cut** class. If an absence is necessary, the practicum supervisor should be notified prior to the seminar. Missed time and work must be made up before the next seminar. Missing more than two classes may be grounds for

failing the Practicum. **Seminar work-** All written work for seminar must be turned in on time and satisfactorily completed before credit can be given.

- **Classroom work-** Practicum students will spend at least 6 hours per day in their assigned classrooms, 4 days per week for 6 weeks, and any additional time required to be adequately prepared.
- **Informal Observation-** A brief observation conducted by the practicum supervisor will focus on the practicum student's interaction with students and the indicators of the *Teacher Candidate's Dispositions and Professional Expectations: In Field Setting*.
- **Lesson Observation-** Practicum students will be observed teaching at least one lesson following the **UMF Lesson Plan Format** distributed in seminar. Supervisor will complete the *Lesson Plan Rubric* to give feedback to practicum students. Students should go over their lesson plans with their mentor teachers before presenting them. It is preferable that the lesson be presented to an entire class.
- **Observation of Teachers-** Practicum students will have the opportunity to observe other teachers. Practicum students will record objective observations, and discuss in seminar. Professional courtesy will be extended and confidentiality will be respected.
- **Observation of a Student -** Practicum students will have the opportunity to observe classroom students, record objective observations, and discuss in seminar. Confidentiality will be respected.
- **Standards Portfolio Exhibit-** Practicum students will attend and respond to a Student Teaching Standards Portfolio Exhibit.
- **Midterm and Final Evaluations-** The mentor teacher will complete mid term and final evaluations. Practicum students will complete a self evaluation at the midterm and at the end of the term, using the *Teacher Candidate's Dispositions and Professional Expectations: In Field Setting* rubric.
- **Exit Interview-** At the end of the semester, practicum students will participate in a conference with their supervisor to reflect upon the practicum experience. A portfolio will be presented by practicum students to the supervisor and determination of teacher candidacy will be completed.

Absences from Field Placements

- To fulfill the practicum requirements for EDU 224, at least 24 hours per week, for two 3-week blocks must be spent working in the classroom. Occasionally, something interferes with the practicum students' ability to be in the classroom at the scheduled time. If practicum students miss a classroom session, they must:
 - Notify the mentor teacher well before the time they are expected.
 - Notify the UMF supervisor as soon as possible.
 - Make up the time missed to the satisfaction of the mentor teacher and supervisor.
- Storm days typically do not need to be made up. Become familiar with your school's notification of storm day policy and procedures.

Other UMF Courses

Field placement responsibilities and opportunities should not be cause for missing other UMF courses enrolled in on campus during your practicum.

EDU 296

EDU 296 -Health Education and Physical Education Practicum, Seminar, and Portfolio

Contact Information

Sally Beaulieu
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sally.beaulieu@maine.edu

Semester Overview

Practicum students come with a variety of backgrounds, experiences, and comfort levels. For this reason, every practicum student takes on classroom responsibilities at a different rate. Students seem to follow a similar pattern, although there will be individual variation.

Initially the mentor teacher and the practicum student become acquainted and talk about expectations. The practicum student learns classroom routines and assists the mentor by taking on more instructional responsibilities, planning, and teaching lessons with the mentor's guidance. Many practicum students' experiences allow them to plan and teach lessons regularly over the semester. However, every practicum student is responsible for the planning and teaching of at least two lessons, one of which will be formally observed by the supervisor. Mentors provide feedback to students both formally and informally over the course of the semester.

Seminar Topics for EDU 296

Anticipated Practicum Seminar topics include, *but* are not limited to: research based best practice, instructional strategies, how students learn, planning lessons/units using the UMF lesson plan format, classroom management, emotional intelligence, teacher efficacy, and planning for a teaching career. Exact topics will be determined by the supervisor and by what is going on within the field placement. A complete seminar syllabus will be provided to all practicum students, and to mentors upon request.

Major Practicum Requirements for EDU 296

- **Participation in Seminar-** Seminar is a **no cut** class. If an absence is necessary, the practicum supervisor should be notified prior to the seminar. Missed time and work must be made up before the next seminar. Missing more than two classes may be grounds for failing the Practicum. **Seminar work-** All written work for seminar must be turned in on time and satisfactorily completed before credit can be given.
- **Classroom work-** Practicum students will spend at least 6 hours per week in their assigned classrooms.
- **Informal Observation-** A brief observation conducted by the practicum supervisor will focus on the practicum student's interaction with students and the indicators of the *Teacher Candidate's Dispositions and Professional Expectations: In Field Setting*.
- **Lesson Observation-** Practicum students will be observed teaching at least one lesson following the ***UMF Lesson Plan Format*** distributed in seminar. Supervisor will complete the *Lesson Plan Rubric* to give feedback to practicum students. Students should go

over their lesson plans with their mentor teachers before presenting them. It is preferable that the lesson be presented to an entire class.

- **Observation of Teachers-** Practicum students will have the opportunity to observe other teachers. Practicum students will record objective observations, and discuss in seminar. Professional courtesy will be extended and confidentiality will be respected.
- **Observation of a Student** - Practicum students will have the opportunity to observe classroom students, record objective observations, and discuss in seminar. Confidentiality will be respected.
- **Standards Portfolio Exhibit**– Practicum students will attend and respond to a Student Teaching Standards Portfolio Exhibit.
- **Midterm and Final Evaluations**– The mentor teacher will complete mid term and final evaluations. Practicum students will complete a self evaluation at the midterm using the *Teacher Candidate's Dispositions and Professional Expectations: In Field Setting* rubric, and at the end of the term, using the *Practicum Exit Interview* form.
- **Exit Interview**– At the end of the semester, practicum students will participate in a conference with their supervisor to reflect upon the practicum experience. A portfolio will be presented by practicum students to the supervisor and determination of teacher candidacy will be completed.

Absences from Field Placements

- To fulfill the practicum requirements for EDU 296, at least 6 hours per week for the full semester must be spent working in the classroom. Occasionally, something interferes with the practicum students' ability to be in the classroom at the scheduled time. If practicum students miss a classroom session, they must:
 - Notify the mentor teacher well before the time they are expected.
 - Notify the UMF supervisor as soon as possible.
 - Make up the time missed to the satisfaction of the mentor teacher and supervisor.
- Storm days typically do not need to be made up. Become familiar with your school's notification of storm day policy and procedures.

Other UMF Courses

Field placement responsibilities and opportunities should not be cause for missing other UMF courses enrolled in on campus during your practicum.

EDU 389

EDU 389 – Advanced Practicum and Seminar in Elementary Education

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Karen Thurston
207 Educational Center
(207) 778- 7265
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Course Description

EDU 389 is intended to be a bridge between EDU 202 and student teaching. It is not a repeat of EDU 202 in form or content, but rather an extension. Students spend a minimum of six hours per week in an assigned classroom working with mentor teachers and participate in a weekly seminar. Advanced Practicum is designed to provide opportunities for expansion of small group work and whole class instruction while developing professional knowledge and responsibilities.

Course Objectives:

As a result of taking this course, students will be able to demonstrate their understanding and application of Maine's Common Core Teaching and ISTE Standards through observation, discussion, lesson planning, research, and reflection. Additionally, students will develop dispositions that relate to interpersonal/communication skills that are necessary for a successful colleague and teacher to student engagement.

Semester Overview

After receiving their school/classroom placement Advanced Practicum students meet with their mentor to establish their weekly schedule. It is recommended that no block of time be less than two hours.

Seminar Topics for EDU 389

Seminar topics include, *but* are not limited to: research based/best practice, lesson planning, learning environment, and differentiation. Additional focus is placed on classroom management, assessment, and instructional strategies. Exact topics will be determined by the supervisor, student need, and by what is happening within field placements.

Major Practicum Requirements for EDU 389

(see **course syllabus** for additional information)

Course Participation

- Mandatory seminar attendance
- Reflective Dialog

Course Work

- Three lesson plans
- Contextual Factors Analysis

Field Experience

- Set goals for continuous growth using mentor feedback
- Observations by mentor and supervisor
- Complete Tk20 Evaluations (to be completed by supervisor, student and mentor)
 - Midterm
 - Dispositions
 - Essential Areas of Teaching
 - End of term
 - Essential Areas of Teaching
 - Dispositions (optional)

Absences

• **Field Placements**

To fulfill the practicum requirements of EDU 389, at least 6 hours a week must be spent working in the classroom in your field placement. Occasionally, something interferes with a practicum student's ability to be in the classroom at the scheduled time. If practicum students miss a classroom session, they must:

- Notify the mentor teacher well before the time they are expected.
- Notify the UMF supervisor as soon as possible.
- Make up the time missed to the satisfaction of the mentor teacher and the supervisor.

Storm days typically do not need to be made up. Become familiar with your school's notification of storm day policy and procedures.

• **Seminar Time**

EDU 389 is a no-cut class. See **Major Practicum Requirements**.

• **Other UMF Courses**

Field placement responsibilities and opportunities should *not* be cause for missing regular UMF classes.

EDU 396

EDU 396 – Advanced Practicum Field Experience

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**

Course Description

The EDU 396 Advanced Practicum Field Experience is an optional classroom experience for college students planning on becoming teachers in school health and physical education & secondary education who have already taken an initial practicum class. This advanced practicum is designed to give students an additional experience working with students in a public school setting. Working in cooperation with a mentor teacher in the school and with a university faculty member, students will accomplish a variety of instructional and professional growth activities. If there is additional space available in the course, education students who have completed all of their required practicums and have room in their program for an additional practicum may enroll with instructor permission.

Course Objectives:

As a result of taking this course, students will be able to demonstrate their understanding and application of Maine's Common Core Teaching and ISTE Standards through observation, discussion, lesson planning, research, and reflection. Additionally, students will develop dispositions that relate to interpersonal/communication skills that are necessary for a successful colleague and teacher to student engagement.

Semester Overview

After receiving their school/classroom placement Advanced Practicum students meet with their mentor to establish their weekly schedule. It is recommended that no block of time be less than two hours.

Seminar Topics for EDU 396

Seminar topics include, *but* are not limited to: research based/best practice, lesson planning, learning environment, and differentiated instruction. Additional focus is placed on classroom management, assessment, and instructional strategies. Exact topics will be determined by the supervisor, student need, and by what is happening within field placements.

Major Practicum Requirements for EDU 396

(see **course syllabus** for additional information)

Course Participation

- Mandatory seminar attendance

- Reflective Dialogue

Course Work

- Three Lesson Plans
- Contextual Factors Analysis

Field Experience

- Set goals for continuous growth using mentor feedback
- Observations by mentor and supervisor
- Complete Tk20 Evaluations (to be completed by supervisor, student and mentor)
 - Midterm
 - Dispositions
 - Essential Areas of Teaching
 - End of term
 - Essential Areas of Teaching
 - Dispositions (optional)

Absences

- **Field Placements**

To fulfill the practicum requirements of EDU 396, at least 6 hours a week must be spent working in the classroom in your field placement. Occasionally, something interferes with a practicum student's ability to be in the classroom at the scheduled time. If practicum students miss a classroom session, they must:

- Notify the mentor teacher well before the time they are expected.
- Notify the UMF supervisor as soon as possible.
- Make up the time missed to the satisfaction of the mentor teacher and the supervisor.

Storm days typically do not need to be made up. Become familiar with your school's notification of storm day policy and procedures.

- **Seminar Time**

EDU 396 is a no-cut class. See **Major Practicum Requirements**.

- **Other UMF Courses**

Field placement responsibilities and opportunities should *not* be cause for missing regular UMF classes.

SED 209

SED 209 – Practicum in Special Education

Contact Information

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**

Course Description

This practicum is designed to give special education majors experience in working with students receiving special education services in a public school setting. Working in cooperation with a mentor teacher in the school and with a university faculty member, students will accomplish a variety of instructional and professional growth activities.

Course Objectives:

As a result of taking this course, students will be able to demonstrate their understanding and application of Maine's Common Core Teaching and ISTE Standards through observation, discussion, lesson planning, research, and reflection. Additionally, students will develop dispositions that relate to interpersonal/communication skills that are necessary for a successful colleague and teacher-to-student engagement.

Semester Overview

Practicum students come with a variety of backgrounds, experiences and comfort levels working with children. For this reason, every practicum student takes on classroom responsibilities at a different rate. Students seem to follow a similar pattern, although there will be individual variation. Initially the mentor teacher and the practicum student become acquainted and talk about expectations. The practicum student learns classroom routines and assists the mentor by taking on more instructional responsibilities, planning and teaching lessons with the mentor's guidance. Many practicum students' experiences allow them to plan and teach lessons regularly over the semester. However, every practicum student is responsible for the planning and teaching of at least two lessons, one of which will be formally observed by the supervisor. Mentors provide feedback to students both formally and informally over the course of the semester.

Seminar Topics for SED 209

Seminar topics include, *but* are not limited to: best practices in the field of special education, lesson planning with emphasis on diverse learner characteristics and needs, differentiated instruction, familiarization with processes/requirements of IEPs. Additional focus is placed on classroom management, collaboration, and planning. Exact topics will be determined by the supervisor, student need, and by what is happening within field placements.

Major Practicum Requirements for EDU 209 (see **course syllabus** for additional information)

Course Participation

- Mandatory seminar attendance
- Reflective Dialogue

Course Work

- Two Lesson Plans with references to embedded Student Learning Profile
- Log of Best Practices

Field Experience

- Set goals for continuous growth using mentor feedback
- Observations by mentor and supervisor
- Complete Tk20 Evaluations (to be completed by supervisor, student and mentor)
 - Midterm
 - Dispositions
 - End of term
 - Essential Areas of Teaching
 - Dispositions (optional)

Absences

- **Field Placements**

To fulfill the practicum requirements of SED 209, at least 6 hours a week must be spent working in the classroom in your field placement. Occasionally, something interferes with a practicum student's ability to be in the classroom at the scheduled time. If practicum students miss a classroom session, they must:

- Notify the mentor teacher well before the time they are expected.
- Notify the UMF supervisor as soon as possible.
- Make up the time missed to the satisfaction of the mentor teacher and the supervisor.

Storm days typically do not need to be made up. Become familiar with your school's notification of storm day policy and procedures.

- **Seminar Time**

SED 209 is a no-cut class. See **Major Practicum Requirements**.

- **Other UMF Courses**

Field placement responsibilities and opportunities should *not* be cause for missing regular UMF classes.

SED 409

SED 409 – Advanced Practicum in Special Education

Contact Information

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Course Description

This advanced practicum is designed to give special education majors additional experience beyond SED 209 in working with students receiving special education services in a public school setting. Working in cooperation with a mentor teacher in the school and with a university faculty member, students will accomplish a variety of instructional and professional growth activities.

Course Objectives:

As a result of taking this course, students will be able to demonstrate their understanding and application of Maine's Common Core Teaching and ISTE Standards through observation, discussion, lesson planning, research and reflection. Additionally, students will develop dispositions that relate to interpersonal/communication skills that are necessary for a successful colleague and teacher-to-student engagement.

Semester Overview

After receiving their school/classroom placement Advanced Practicum students meet with their mentor to establish their weekly schedule. It is recommended that no block of time be less than two hours.

Seminar Topics for SED 409

Seminar topics include, *but* are not limited to: best practices in the field of special education, lesson planning with emphasis on diverse learner characteristics and needs, differentiated instruction, familiarization with processes/requirements of IEPs. Additional focus is placed on classroom management, assessment, and instructional strategies. Exact topics will be determined by the supervisor, student need, and by what is happening within field placements.

Major Practicum Requirements for SED 409

(see **course syllabus** for additional information)

Course Participation

- Mandatory seminar attendance
- Reflective Dialogue

Course Work

- Two Lesson Plans
- Student Profile Project
- Contextual Factors Analysis (including service delivery and collaboration of providers).
- Log of Best Practices

Field Experience

- Set goals for continuous growth using mentor feedback
- Observations by mentor and supervisor
- Complete Tk20 Evaluations (to be completed by supervisor, student and mentor)
 - Midterm
 - Dispositions
 - Essential Areas of Teaching
 - End of term
 - Essential Areas of Teaching
 - Dispositions (optional)

Absences

- **Field Placements**

To fulfill the practicum requirements of SED 409, at least 6 hours a week must be spent working in the classroom in your field placement. Occasionally, something interferes with a practicum student's ability to be in the classroom at the scheduled time. If practicum students miss a classroom session, they must:

- Notify the mentor teacher well before the time they are expected.
- Notify the UMF supervisor as soon as possible.
- Make up the time missed to the satisfaction of the mentor teacher and the supervisor.

Storm days typically do not need to be made up. Become familiar with your school's notification of storm day policy and procedures.

- **Seminar Time**

SED 409 is a no-cut class. See **Major Practicum Requirements**.

- **Other UMF Courses**

Field placement responsibilities and opportunities should *not* be cause for missing regular UMF classes.

Forms and Resources

Teacher Candidate Dispositions and Professional Expectations: In Field Setting

Candidate: _____ Program: _____

Course: _____ Date: _____ Mid-Term End-of-Term

Evaluator: _____ UMF Supervisor Mentor Teacher UMF Student

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

Directions:

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

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

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

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

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

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

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

No Concern Some Concern Extreme Concern

Overall Comments : (Optional)

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

UMF Unit-Wide Lesson Plan Template

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

UMF Unit-Wide Lesson Plan Template - Explained

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

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

Field Courses Only – Post lesson

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

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

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



**Practicum/Advanced Practicum
Formal Observation**

Student Name: _____ Date: _____

Supervisor: _____ School: _____

Topic: _____ Grade: _____

Description of Lesson:

What went well:

Think about:

GOAL SETTING FORMAT

(Circle One)

NAME: _____

ECH/ELE/SEC-MID/SHE/SED

Major/Concentration: _____

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

Signature: _____

(Mentor)

(Teacher Candidate)

CONVERSATION GUIDE

(Circle One)

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

What successes are evident in the Field Experience so far?

Identify 3-4 areas that you would like to address:

Steps that you will take to address the areas that you have identified:

Reminders for Goal Setting:

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

Signature: _____
(Mentor)

(Teacher Candidate)



Student:

Date:

Mentor:

Essential Areas of Teaching - Advanced Practicum Mid/Final

N/A: Does not apply.

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

Partially Meets: The practicum student 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 practicum student is not regularly successful.

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

Advanced Practicum Student:	N/A	DNM	PM	M
Planning:				
Developed and executed well planned lessons (CCTS 1, 2, 3, 4, 5, 6, 7, 8) (CAEP R1.1, R1.2, R1.3)				
Included all elements of lesson plan (CCTS 7, 8) (CAEP R1.3)				
Addressed modifications for individual needs of students (CCTS 1, 2, 6, 7) (CAEP R1.1, R1.3)				
Comments:				
Instruction				
Demonstrated enthusiastic approach (CCTS 3) (CAEP R1.1)				
Shared objective / target with students (CCTS 3, 7, 8) (CAEP R1.1, R1.3)				
Used variety of approaches and strategies (CCTS 1, 2, 5, 8) (CAEP R1.1, R1.2, R1.3)				
Used higher order questioning (CCTS 8) (CAEP R1.3)				
Incorporated wait time when questioning (CCTS 3) (CAEP R1.1)				
Demonstrated knowledge of subject matter (CCTS 4, 5) (CAEP R1.2)				
Communicated clearly (CCTS 3) (CAEP R1.1)				
Uses proximity to increase engaged time (CCTS3) (CAEP R1.1)				
Paces lesson appropriately (CCTS 3, 8) (CAEP R1.1, R1.4)				
Models what is to be learned (CCTS 6, 8) (CAEP R1.3)				
Involves all students in lessons (CCTS 1, 2, 3, 8) (CAEP R1.1, R1.3)				
Provided summary / closure for lessons (CCTS 6, 8) (CAEP R1.3)				
Provides appropriate feedback (CCTS 2, 3, 6) (CAEP R1.1, R1.3)				
Comments:				

Management:

Follows Procedures/routines established by mentor (CCTS 3) (CAEP R1.1)				
Keeps students focused and on task (CCTS 3, 8) (CAEP R1.1, R1.3)				
Positively reinforced appropriate student behavior (CCTS 3) (CAEP R1.1)				
Reinforces classroom behavior expectations (CCTS 3) (CAEP R1.1)				
Uses proximity to redirect student attention (CCTS 3) (CAEP R1.1)				
Responds to disruptive behavior consistently and respectfully (CCTS 3) (CAEP R1.1)				
Redirects/stops inappropriate behavior (CCTS 3) (CAEP R1.1)				
Demonstrates personal regard for each student (CCTS 3) (CAEP R1.1)				

Comments:

Assessment:

Allows students to self assess or self monitor (CCTS 3, 5, 6, 8) (CAEP R1.1, R1.2, R1.3)				
Makes criteria for assessment clear to students (CCTS 3, 6) (CAEP R1.1, R1.3)				
Gives meaningful feedback to students (CAEP 1.2) (CCTS 6)(CCTS 3, 6, 8) (CAEP R1.1, R1.3)				
Keeps records of student progress (CCTS 6) (CAEP R1.3)				
Modifies instruction during the lesson based on student progress (CCTS 2, 6, 8) (CAEP R1.1, R1.3)				

Comments:

Technology:

Integrated students use of available technology into instruction (CCTS 8, 11) (CAEP R1.3)				
Used available technology to design and plan instruction(CCTS 8, 11) (CAEP R1.3)				

Comments:

Student / Mentor signature

Date

Common Core Teaching Standards (Maine 2012)

Standard # 1 Learner Development

The teacher understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance:

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

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

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

Essential Knowledge:

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

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

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

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

Critical Dispositions:

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

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

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

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

Standard #2 Learning Differences

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

Performance:

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

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

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

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

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

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

Essential Knowledge:

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

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

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

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

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

Critical Dispositions:

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

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

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

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

Standard #3 Learning Environments

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

Performance:

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

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

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

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

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

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

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

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

Essential Knowledge:

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

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

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

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

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

Critical Dispositions:

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

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

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

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

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

Standard #4 Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.

Performance:

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

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

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

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

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

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

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

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

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

Essential Knowledge:

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

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

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

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

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

Critical Dispositions:

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

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

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

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

Standard #5 Innovative Applications of Content

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

Performance:

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

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

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

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

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

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

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

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

Essential Knowledge:

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

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

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

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

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

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

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

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

Critical Dispositions:

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

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

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

Standard #6 Assessment

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

Performance:

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

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

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

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

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

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

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

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

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

Essential Knowledge:

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

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

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

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

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

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

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

Critical Dispositions:

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

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

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

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

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

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

Standard #7 Planning for Instruction

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

Performance:

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

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

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

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

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

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

Essential Knowledge:

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

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

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

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

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

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

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

Critical Dispositions:

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

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

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

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

Standard #8 Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.

Performance:

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

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

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

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

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

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

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

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

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

Essential Knowledge:

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

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

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

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

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

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

Critical Dispositions:

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

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

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

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

Standard #9

Reflection and Continuous Growth

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

Performance:

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

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

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

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

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

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

Essential Knowledge:

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

practice and to plan for adaptations/adjustments.

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

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

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

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

Critical Dispositions:

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

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

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

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

Standard #10 Collaboration

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

Performance:

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

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

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

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

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

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

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

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

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

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

Essential Knowledge:

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

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

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

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

Critical Dispositions:

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

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

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

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

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

Standard #11 Technology Standards for Teachers – (NETS-T*): Effective teachers model and apply the National Educational Technology Standards for Students (NETS-S**) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers will meet the following standards and performance indicators.

**Now known as ISTE Standards for Educators*

***Now known as ISTE Standards for Students*

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

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

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

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

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

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

Educators:

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

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

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

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

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

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

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

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

LEARNING CATALYST

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Taken from ISTE Standards for Educators

ISTE STANDARDS

FOR EDUCATORS

Empowered Professional

1. Learner

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

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

2. Leader

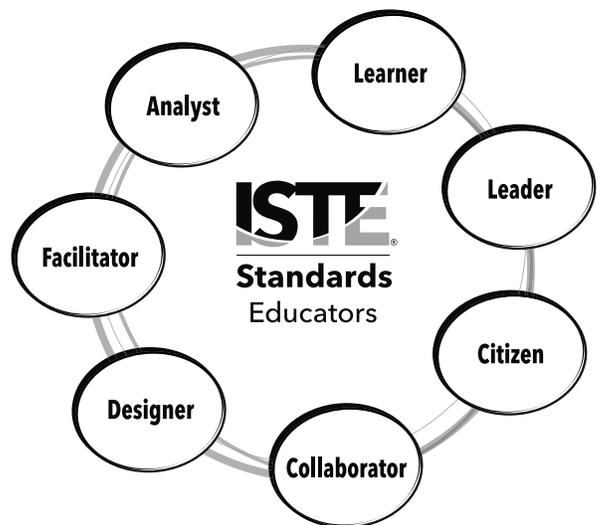
Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:

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

3. Citizen

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

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





Learning Catalyst

4. Collaborator

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

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

5. Designer

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

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

6. Facilitator

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

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

7. Analyst

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

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

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ISTE STANDARDS FOR STUDENTS

1. Empowered Learner

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

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

2. Digital Citizen

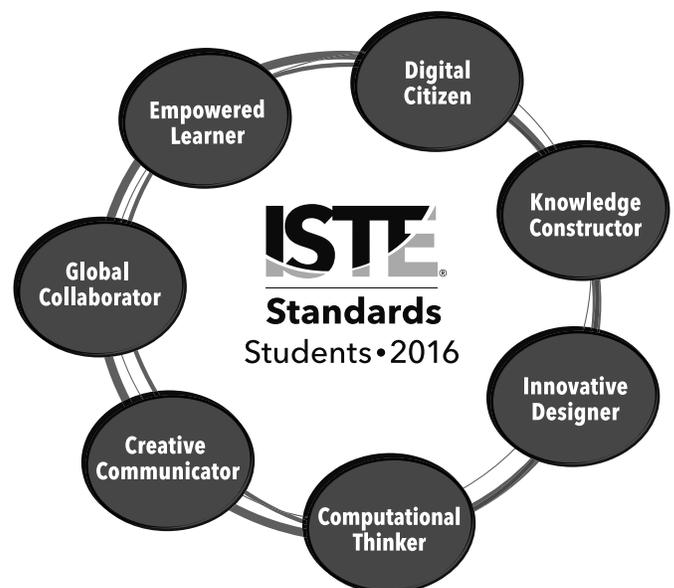
Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

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

3. Knowledge Constructor

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

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



4. Innovative Designer

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

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

5. Computational Thinker

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

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

6. Creative Communicator

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

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

7. Global Collaborator

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

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

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UMF Teacher Candidate Diversity Expectations

Essential Goals and Purposes

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

Diversity Expectations

Candidates will:

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

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.