UNIVERSITY of MAINE
FARMINGTON
1864

*Student
Teaching
Handbook*

Theodora J. Kalikow
Education Center

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

The Field Services Program at the University of Maine at Farmington (UMF) is guided by a dynamic and forward-thinking vision for education in the 21st century. This vision is rooted in the belief that schools should be dedicated to maximizing every learner's potential by personalizing educational experiences throughout their lives. Preparing new teachers to realize this vision is both an exciting opportunity and a meaningful responsibility.

UMF's Teacher Education programs embrace the evolving landscape of education, enthusiastically incorporating new national curriculum standards, teacher standards, and innovative evaluation and data collection systems. We remain steadfast in our conviction that teaching is a complex and rewarding profession, one that requires educators who are committed to lifelong learning and professional growth. The richness of teaching is especially evident as our pre-service teachers participate in field experiences, where they develop essential skills and dispositions—habits of mind and heart—that are foundational to effective teaching and learning.

Field Services recognizes that standards and assessment processes are valuable tools, but they are most effective when paired with practices that support student learning and development. Our teacher candidates benefit from a comprehensive liberal arts education, which, combined with their professional coursework, prepares them to become educational leaders who inspire positive change, uphold democratic values, and advance the role of public-school teachers.

We provide our teacher candidates with personalized learning experiences that empower them to become confident and effective beginning teachers, ready to assume leadership roles in their schools and communities. The Office of Field Services and our Field Supervisors work collaboratively with area schools, mentors, and the Education Advisory Council to ensure our field experience and assessment tools are of the highest quality. We greatly appreciate the ongoing contributions of our partners, whose expertise and commitment enhances our program and benefit the K-12 students our candidates serve.

All members of our community—UMF students, supervisors, faculty, public school teachers, students, and administrators—are invaluable resources who contribute to the success of preparing UMF's teacher candidates as educational leaders for the 21st century. Through collaboration, dedication, and shared vision, we are well-positioned to meet challenges and create a lasting, positive impact in education.

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Common Core Teaching Standards (Maine 2012)

NAEYC Professional Standards for Early Childhood Educators

ISTE Standards for Educators (2017)

ISTE Standards for Students (2016)

Code of Ethics for Educators - NASDTEC

Section One:

General Program Information

Goals of the Student Teaching Program

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

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

A CARING TEACHER:
· Builds respectful relationships
· Creates communities of learners
· Supports and encourages successful learning for all students
· Honors and responds to differences
· Utilizes knowledge of human development

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

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

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

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

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University Guidelines for Student Teaching

1. University credits for student teaching are based on 15-16 weeks of student teaching for 15 credits.

2. Student teachers are graded on a pass-fail basis. The university supervisor assigns the final grade. Supervisors assign grades in accordance with protocols established by the university. Supervisors assess student progress relative to the rubrics established by the field team, and with input from mentor teachers.

3. Student teachers are responsible to both the university supervisor and the mentor teachers to whom they have been assigned.

4. Student teacher responsibilities include completion of the State of Maine fingerprinting and criminal record check prior to beginning the experience, and transportation to and from the student teaching site.

5. Absences during student teaching must be kept to an absolute minimum. The mentor teacher and university supervisor must be notified as soon as possible. Excessive absences may result in repeating or extending the student teaching experience.

6. Student teachers follow the school calendar where they are student teaching rather than following the university calendar.

7. Student teachers are expected to be informed of and to comply with all the policies and regulations of the school to which they are assigned.

8. Students should not enroll in college courses or take on job responsibilities that will, in any way, conflict with or detract from their overall student teaching responsibilities.

9. If a student teacher needs a change in placement for any reason, the decision to make the change rests with the university supervisor after consultation with the mentor teacher, the student teacher, the principal, and the Director of Field Services.

10. Upon consultation with the university supervisor, student teachers may substitute for their mentor teacher if a situation warrants. All district policies should be followed, and the university supervisor must be consulted.

11. UMF strives to provide equal educational opportunities for students with special needs due to disability. If you are a student with a disability and you anticipate needing accommodations to meet course requirements, please see the Director of Field Services at your earliest convenience and plan to register with Patrick Kelley, Director, Learning Assistance Center 778-7295 patrick.r.kelley@maine.edu), on the first floor of the Franklin Academic Success Center.

<u>Overview of the Student Teaching Experience</u>

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

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

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

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

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

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

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

The Collaborative Model

BEGINNING PHASE: *very brief*

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

INTERMEDIATE PHASE: *for 2-4 weeks*

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

THE MID-POINT PHASE: *for many weeks*

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

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

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

C₃TEP
Caring Competent Collaborative
Teacher Educator Professional Leader

THE COLLABORATIVE MODEL for the STUDENT TEACHING EXPERIENCE

MENTOR TEACHER
MODELS

STUDENT TEACHER
ASSISTS

TEAM TEACHING

STUDENT TEACHER
TEACHES
OBSERVES & ADVISES

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Section Two:

Roles, Responsibilities & Policies

The Role of the Principal/Administrator

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

Responsibilities:

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

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

3. The Principal/Administrator is sensitive to the potential or personality conflicts between a Student Teacher, Mentor Teacher, and University Supervisor, and is willing to assume a leadership role in helping resolve any conflict.

4. The Principal/Administrator makes periodic classroom visits to observe the Student Teacher.

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

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

7. The Principal/Administrator contacts the University Supervisor about any potential problems that arise.

8. The Principal/Administrator contacts the Director of Field Services if they are considering a student teacher for a long term substitute position during their student teaching.

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University of Maine Farmington Placement of Student Teachers

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

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

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

Director of Field Services notifies student of placement
- **Student teacher sets up appointment with mentor and principal/administrator**
- **Upon approval, mentor and principal/administrator complete contract for semester**

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

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Qualities of Strong Mentor Teachers

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

The Mentor Teacher should

- **Have mentoring experience**
    /teaching for at least three years
    /participating in mentor training as required

- **Have mastered the basic skills of teaching**
    /content competence
    /successful classroom management skills
    /organizational abilities (daily tasks, student records, management of
      classroom materials)

- **Understand the need for flexibility, in attitude and in practice**
    /flexibility with pedagogical choices
    /ability to adjust to various organizational problems that occur during the
      course of a day in a classroom

- **Accept the possibility that pedagogical styles other than the ones they use may be successful**
    /mentors who are comfortable with their own style should be able to accept
      different approaches without being threatened or feeling the need to be unduly
      critical
    /mentors need to be able to accept the possibility that other pedagogical styles
      may ultimately be successful

- **Realize that possessiveness of students and classroom policies is detrimental to a mentoring relationship**
    /mentors need to acknowledge the possibility that the novice may eventually be
      a rival for her strong performance in the classroom as it relates to content and
      student relationships

- **Have the ability to confront troublesome situations as necessary**
    /the mentor needs to be assertive with direct feedback when the teacher
      candidate needs to do things differently or with more rigor. This can be
      accomplished in a respectful, caring manner.

- **Have a professional vision beyond their own classroom**
    /when the mentor is involved in professional organizations and conferences she
      is able to introduce teacher candidates to the exciting world of research and
      professional interactions.

__Responsibilities of an Effective Mentor Teacher__

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

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

- ❖ Express positive feelings about teaching and help the TEACHER CANDIDATE (TC) attain those same feelings. Address the TC's thoughts about being a teacher.

- ❖ Demonstrate professional competence. See Common Core Teaching Standards (Maine 2012)/InTASC Standards (April 2011).

- ❖ Help the TC come to see that learning is an integral part of teaching and conversations about teaching are a valuable resource in developing and improving practice.

- ❖ Be easily accessible, trustworthy, and understanding.

- ❖ Schedule time to meet and plan with the TC.

- ❖ Help the TC cope with practical details of being a teacher.

- ❖ Listen to daily concerns, progress, and questions.

- ❖ Talk aloud about what you do and why you do it.

- ❖ Demonstrate how to probe and extend student thinking.

- ❖ Alert the TC to interpret signs of understanding and confusion in students.

- ❖ Stimulate the TC to talk about their reasons for decisions and actions.

- ❖ Engage the TC in conversations about the difficulties inherent in finding out what students know and what they need to learn.

- ❖ Serve as a source of ideas.

- ❖ Offer assistance on classroom management and demonstrate strategies.

- ❖ Help expand the TC's repertoire of teaching strategies.

- ❖ Get the TC involved in planning for and solving specific problems about curriculum, instruction, assessment, and building relationships (families, community and colleagues).

- ❖ Provide opportunities for classroom visits (another TC'S classroom, other teachers' classroom). Review TC's reflection and provide feedback.

- ❖ Provide a task-oriented focus established through two-way interchange about goals and procedures.

- ❖ Work with and communicate openly with the University supervisor.

- ❖ Assist with the TC's understanding and management of school authority.

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<u>Important things That Mentor Teachers do for the Teacher Candidate</u>

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

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

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

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

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

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

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

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

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

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

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

ASK ABOUT and ASSIST TEACHER CANDIDATES with PROGRAM REQUIREMENTS
- Lesson Plans
- Assessment and Evaluation Forms
- Teacher Work Sample
- Other Assignments

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

Suggestions for Mentors

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

Please help your student teacher by:

❑ Assisting student teacher to become acquainted with the goals of the school.

❑ Familiarizing student teacher with the facility.

❑ Introducing student teacher to faculty members and school personnel.

❑ Providing a workspace within the classroom and an area to house student teacher's belongings.

❑ Providing student teacher with an area to allow them to display a bulletin board or student materials.

❑ Providing student teacher with an opportunity to observe and study the class.

❑ Assisting the student teacher with access to student records.

❑ Familiarizing the student teacher with procedures for obtaining instructional supplies.

❑ Familiarizing the student teacher with instructional technology.

❑ Familiarizing the student teacher with the use of available equipment (copy machines, laminators, etc.).

❑ Introducing the student teacher to classroom management routines, class rules, and teaching procedures specific to the school.

❑ Providing opportunities for student teacher to experience professional meetings (teacher meetings, workshops, student staffing, IEP, RTI, etc.).

❑ Providing opportunities for student teacher to experience parent meetings.

❑ Familiarizing the student teacher with a variety of instructional techniques.

❑ Familiarizing the student teacher with a variety of behavior management techniques.

❑ Familiarizing the student teacher with a variety of assessment of techniques.

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Instructions for Mentor Teachers
Completing the Letter of Reference

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

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

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Student Learning and Licensure (SL&L)

UMF will again this semester be asking mentors to collect data electronically through our online data collection program, Student Learning and Licensure (SL&L).

Each semester mentors conduct and submit forms and evaluation observations of their teacher candidates according to the Mentor Teacher Checklist on the following page.

The Checklist specifies each evaluation/observation form, the due date, and whether it will be submitted on paper or electronically through SL&L.

Prior to the Mid-Term and End-of-Term dates listed on the Checklist, you will receive an email from Student Licensure and Learning containing a direct link to the assessment tool in your students SL&L account.

Detailed directions for using SL&L and submitting the forms are provided here:

https://drive.google.com/drive/folders/1dLqF1nweOOStKxU6CsOfnpimxrTJ4Zg_?usp=drive_link, or the UMF Field Services website: https://www.umf.maine.edu/fieldservices/student-teacher-resources/

Because this tool is new to us all, we will be learning to navigate it together. Please reach out to Noel Wilson, the Director of Field Services (noel.wilson@maine.edu) or Kristin Hickey, Administrative Specialist, (kristin.hickey@maine.edu) if you have any questions.

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

<u>Mentor Teacher Checklist</u>

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

- ❑ Complete *Two Week Progress Report.* Submit form to Field Supervisor. **<u>No Later than September 15</u>**

- ❑ Complete draft goals for student teacher (*Goal Setting form and Conversation Guide*) **<u>No Later than September 29</u>**. Submit form to Field Supervisor.

- ❑ Complete first formal observation by midterm – use *Classroom Management Observation Checklist* form on SL&L. **<u>No Later than October 17</u>**

- ❑ Complete *Teacher Candidate Dispositions and Professional Expectations: In Field Setting Midterm* on SL&L. **<u>No Later than October 17</u>**

- ❑ Complete Midterm Review – use *Essential Areas of Teaching* form on SL&L. **<u>No Later than October 17</u>**

- ❑ Complete final formal observation prior to Portfolio Presentations – use form of choice (consider *iObservation*, if you have access). Submit form to Field Supervisor. **<u>No Later than December 1</u>**

- ❑ Complete Final Review - use Final *Essential Areas of Teaching* form on SL&L. **<u>No Later than December 1</u>**

- ❑ Review the *Standards Portfolio* with student; provide feedback, give to student. Paper form available, if desired. **<u>No Later than December 1</u>**

- ❑ Complete *Letter of Reference* on school letterhead. Scan and upload to SL&L and give a copy to student. **<u>No Later than December 1</u>**

With the Student Teacher's professional growth in mind, it is extremely important to adhere to the deadlines listed above.

Please feel free to contact the Field Supervisor with any questions or concerns. You may also contact Noel Wilson, Director of Field Services at 778-7171 noel.wilson@maine.edu).

Responsibilities/Expectations of the Student Teacher

1. Act in an ethical and professional manner demonstrated in your dress, punctuality, and relationships with students, teachers, staff, and community members. Fingerprinting and criminal record check must be in place prior to your student teaching.

2. Maintain a high level of communication with your mentor and university supervisor throughout your student teaching experience.

3. Become acquainted with school personnel, routine procedures, upkeep of the classroom environment, and co-curricular activities. Always follow accepted school policies in all matters and offer your assistance when and where appropriate.

4. Adhere to all policies and ethical obligations regarding confidentiality when discussing students and their families, school personnel, and school-related information.

5. Remember you are a learner studying the teaching/learning process. No one expects you to be fully "ready" on arrival. Your goal is to be responsible for and carry out all the roles of your mentor.

6. With the guidance of your mentor, develop unit plans and daily lesson plans for teaching. Lesson plans are the foundation of good teaching. Preparing lesson plans can be very time-consuming. Be sure to make time in your schedule for this.

7. Maintain a plan book and use the UMF lesson plan format for all lessons.

8. Attend any school-related functions that teachers are normally expected to attend and adhere to the school's calendar. Participate and demonstrate your commitment to the profession by attending in-service workshops, open houses, parent conferences, extracurricular activities, and any other forms of out-of-school programs that help you to see your students in a new setting.

9. Inform your university supervisor of any serious problems you may encounter at your student teaching site. Be sure to also notify your supervisor and mentor when unable to attend school.

10. Take advantage of the time you have to observe and work with your mentor. Draw on their expertise by arranging a regular conference time to evaluate your performance.

11. Attend all seminars and use the seminars, post conference and exit interviews with your university supervisor and/or other colleagues as an opportunity to share experiences, benefit from others' expertise, ask questions, and build your skills as a reflective practitioner.

12. Complete all UMF assignments successfully.

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University Supervisors' Responsibilities

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

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

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

- Interview of student teachers for placement purposes.

- Work collaboratively with administrators to place student teachers with mentors based on criteria set forth by the University.

- Consult with the school principal and Director of Field Services on any requests for use of student teachers as long-term substitutes.

- Place student teachers in settings that promote inclusion, and that have students who represent diverse ethnic, racial, gender and economic groups.

- Maintain open positive communications with the school administration and faculty.

- Work with mentor teachers to review the importance of their role and responsibilities, maintaining positive working relationships and supporting their work with students.

- Conduct mentor induction process and submit completed paperwork to field office.

- Conduct orientations for students and weekly two-hour seminars that follow specific syllabi.

- Observe students in the school environment, conducting four face to face observations, plus one video review, with additional visits as necessary. Observations will be spread throughout the 16 week placement. (see evaluation forms)

- Provide oral and written feedback after each observation during a post-conference.

- Assess and evaluate students based on specific tools and instruments.

- Participate in portfolio reviews of all student teachers.

- Conduct exit interviews.

- Issue final grades for students and submit within designated time frame.

- Complete final evaluations and recommendations for students which become part of the students' permanent records.

- Collect data from students in the field for analysis and sharing with all education faculty for the purpose of student and program improvement.

- Collect data from UMF graduates working as teachers to inform current and future decisions.

- Keep the Director of Field Services informed of the progress and status of students.

- Notify the Director of Field Services as early as possible of any issues or concerns

- Complete all SL&L submissions.

- Notify Administrative Specialist of any changes in placement.

University Field Services Director Responsibilities

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

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

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

*Makes final confirmations regarding the eligibility of students seeking field experiences

*Oversees the application processes

*Initiates the interview processes

*Provides formal and informal informational meetings about student teaching

*Establishes criteria for screening mentor teachers with field supervisors, and assists supervisors in the placement of students in schools

*Examines placement requests from students with extenuating circumstances and makes decisions after appropriate consultations and when appropriate following specific procedures

*Makes final decisions with input from relevant parties regarding situations where students are at risk of not successfully completing their field experience

*Works collaboratively with field supervisors and school principals upon request to use student teachers as long term substitutes

*Prepares all materials and correspondence for students and school personnel related to field work

*Assigns students to the university supervisors

*Coordinates meetings, events and activities for field supervision faculty, students, and school personnel

*Oversees the maintenance of student records regarding field work

*Works with the registrar's office in the areas of student registration and final grades

*Collects and interprets all evaluation materials

*Coordinates data collection related to field experiences for analysis to use for student and program improvement

*Provides opportunities for input and evaluation from all parties of the programs to ensure that right things are happening

*Makes final decisions regarding teacher candidates' student teaching standing and recommendation for certification

*co-authors with division chairs letters of recommendation for field supervisors for their reappointments

*Is responsible for Field Services budget

*Works in collaboration with and supervises Field Services Administrative Specialist

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Protocol for Teacher Candidate at Risk for Failing a Field Experience

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

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

1. The UMF Field Supervisor notifies the Director of Field Services as early as possible of any issues or concerns.

2. The teacher candidate is notified in person if possible or by e-mail that a problem exists that could keep them from continuing her or his field experience.

3. The teacher candidate must take the initiative to correct the problem. A special Action Plan (see Addendum) is created with the University Supervisor, Director of Field Services and the teacher candidate, with input from the mentor.

4. When the goals of the Action Plan have been met and the problem has been corrected, the teacher candidate continues with the field experience but will be closely monitored.

5. If the problem is not resolved and continues to be an issue, then the Center for Student Development or Student and Community Services may be involved, and notification to the appropriate department would be made by the Director of Field Services.

6. The Director of Field Services will seek the advice of the Associate Provost & Dean, College of Education, Health, and Rehabilitation, to make decisions regarding the student teacher's ability to remain in the teaching program.

7. **If appropriate** the teacher candidate will be reassigned to an alternative placement. Should the teacher candidate not demonstrate success in the alternative placement, the teacher candidate will not be given an additional placement nor be recommended to pass the practicum or student teaching, or will not be recommended for State Teaching Licensure, whatever is appropriate for the specific situation.

8. A teacher candidate who is unable to show sufficient promise as a teacher will be counseled out of the teaching profession. It is the responsibility of the Director of Field Services to carry out this action. However, the Director will work with the university supervisor, the mentor teacher, the student's advisor and division chair and other appropriate parties when such an action is warranted. Alternative degree options will be explored with the student and their academic advisor.

Withdrawing a Teacher Candidate From a Field Experience

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

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

Reapplication

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

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

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

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Action Plan

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

Student signature: _____

Supervisor: _____

Director: _____

Mentor: _____

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Section Three:

Assignments, Lesson Plans & Teacher Work Samples (TWS)

<u>Student Teacher Candidates K-12</u>

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

- ❑ *Two Week Progress Report* completed by mentor. Student submit to Field Course Instructor. **No Later than September 15**

- ❑ *Goal Setting* form, completed with mentor after four weeks in the field. **No Later than September 29**

- ❑ Complete the *Contextual Factors Analysis (CFA).* Upload to SL&L <u>and</u> submit copy with rubric to Field Course Instructor. **No Later than October 17**

- ❑ Midterm *Teacher Candidate Dispositions and Professional Expectations: <u>In Field Setting</u>* completed on SL&L. **No Later than October 17**

- ❑ Midterm *Teacher Candidate Dispositions and Professional Expectations: <u>In Field Setting</u>* completed on SL&L. **No Later than October 17**

- ❑ Midterm Review –complete *Essential Areas of Teaching* form on SL&L. **No Later than October 17**

- ❑ Complete the <u>Teacher Work Sample (TWS)</u>:

  1. Upload document to SL&L or include a link on SL&L in designated area.
  2. Complete *Instructions & Rubric for Teacher Work Sample* form and submit it to their supervisor. **No Later than October 17**

- ❑ Video Analysis (also part of TWS). Complete *Video Self-Analysis* form. Submit to Supervisor. **No Later than December 1**

- ❑ Complete *IEP Observation* assignment for non-Special Education majors. Submit to Supervisor. **No Later than December 1**

- ❑ Create <u>Student Teaching Standards Portfolio</u> and attend Portfolio Presentations. **No Later than December 1**

- ❑ Complete the *Standards Portfolio Evaluation/CCTS Rationale Rubric* <u>and</u> *Artifact Checklist* forms. Include both in Portfolio. Submit *Artifact Checklist* form to Supervisor and Cross-Rater. **No Later than December 1**

- ❑ Final Review – complete *Essential Areas of Teaching* form on SL&L. **No Later than December 1**

- ❑ Complete *Mentor Feedback Google* form. **No Later than December 1**

- ❑ Complete *End of Program Questionnaire* on SL&L. **No Later than December 1**

- ❑ Check with Mentor to be sure *the Letter of Reference* has been uploaded to SL&L. **No Later than December 1**

- ❑ Complete other assignments deemed appropriate by individual supervisors.

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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

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	Instructional Decisions / Reasoning
Meeting students' needs (differentiation, extensions, modifications, accommodations)	Instructional Decisions / Reasoning

Field Courses Only – Post lesson

Reflection

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Teacher   Educator   Professional Leader

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 a 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)?

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UNIVERSITY of MAINE FARMINGTON | **Unit-Wide Lesson Plan Rubric** | **C3TEP** Caring Competent Collaborative Teacher Educator Professional Leader

Name:		Program:	❏ Pre-Candidacy ❏ Post-Candidacy ❏ Internship or Student Teaching

Lesson topic/Title:	

Grade Level:	Lesson Length:

Scoring Guide: Check all indicators that the Candidate has met.

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.

CCTS/InTASC Standard	Lesson Plan Component	No Evidence / Incomplete Evidence	Beginning	Developing	Proficient
1, 4, 7	**Learning Objective(s)**	❏ No Evidence/ Incomplete Evidence	The pre-service teacher… ❏ Includes objective(s) in lesson plan	And… ❏ Uses learning objective(s) that are based on student development and needs and are age appropriate	And… ❏ States measurable and observable learning objective(s) based on targeted knowledge and skills
1, 4, 7, 11.6	**Content Standard(s)**	❏ No Evidence/ Incomplete Evidence	The pre-service teacher… ❏ Includes discipline specific standard(s)	And… ❏ Uses learning objective(s) that are content appropriate	And… ❏ Aligns content standard(s) with learning objective(s)

Assessment – Uses assessment flexibly to expand and deepen understanding of learner performance and determines best supports for continued learner growth.

CCTS/InTASC Standard	Lesson Plan Component	No Evidence / Incomplete Evidence	Beginning	Developing	Proficient
6	**Assessment**	❏ No Evidence/ Incomplete Evidence	The pre-service teacher… ❏ States assessment used and identifies type of assessment (pre, formative, summative)	And… ❏ Aligns assessment(s) with learning objective(s) ❏ Describes methods of analyzing the assessment ❏ Describes methods of providing meaningful feedback	And… ❏ Adapts classroom assessments and testing conditions appropriately to enable all learners to demonstrate their knowledge and skills ❏ Identifies how the assessment results may be used to inform instruction ❏ Incorporates required accommodations / modifications / extensions in assessments and testing conditions for all students with identified needs (learners with disabilities, language learning needs and gifted and talented)

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

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

Contextual Factors Analysis

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

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

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

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

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

Contextual Factors and Characteristics:
- **Community, district and school factors.** Characteristics may include geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors. **(Approximately 2 pages)**
- **Classroom factors.** Characteristics may include physical features, availability of technology and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling, and classroom arrangement.
- **Strengths/Needs Analysis.** It is essential that teachers know their students! This involves knowing the student as a "whole person" with unique interests, skills, hopes, styles, preferences, as well as numerous other factors that need to be taken into consideration when planning for the student's learning experience. A strength analysis is an instrument or method you will create and use to gather information about your students that will assist you in getting to know each student in order to best meet that student's needs.

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

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

♦ Student interest inventory	♦ Questionnaire
♦ Parent survey	♦ Timeline activities
♦ Journal writing	♦ Personal narratives
♦ Students write autobiography	♦ Use of music
♦ Writing poems	♦ Artistic self-expressive activities

- ♦ Multiple intelligence surveys
- ♦ Learning style surveys
- ♦ Student collage
- ♦ One-on-one interview with students
- ♦ Curriculum related assignment
- ♦ Read student files

- ♦ Look at test results—standardized tests, pre-tests….
- ♦ Talk to other teachers, parents
- ♦ Conduct observations

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

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

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

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

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

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

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

Revised 7/15

Instructions & Rubric for Teacher Work Sample (TWS)

COMPONENTS OF TWS:

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

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

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

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

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

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

- Use your graphic organizer from your CFA and address in narrative how it has informed your design and instruction. List and number the learning goals that will guide the planning, delivery, and assessment in your TWS. The goals should be varied, as well as significant and appropriately challenging for all students, reflecting the big ideas of the overall TWS. The total number of goals varies but typically would range from 3-5.

- Address in narrative form how you determined the appropriateness of goals for your students based on pre-assessment and curriculum. Include how these goals are varied (consider Blooms, Piaget, knowledge / skills / dispositions, Marzano, Danielson, Marshall etc.).

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

Comments:

Assessment Plan:

- Use your TWS overview to add on to your assessment plan. Use your graphic organizer from the overview describing the alignment of goals, objectives, and assessments. Your narrative or organizer needs to provide evidence of assessments that have been **conducted on an ongoing basis** before, during, and after instruction (pre, formative, summative assessments, and student self-assessment). This should be in narrative form.

- **You must show that you have included multiple modes and approaches** such as performance-based tasks, written tasks, observation, personal communication, student self-assessment, peer assessment, etc.

- Create a list of all assessments used in your TWS and how they were scored. For example:

Assessment Type (pre, formative, summative, self)	Tool – (refer to strategy list)	Scoring Procedure / Feedback
• Formative	• Write an essay	• Rubric

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

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

Comments:

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Design for Instruction:

- **Lesson Plans**: Include 5-7 UMF lesson plans that illustrates significant times in your TWS from the beginning through the end.   Be sure to include a written reflection of each lesson. Include **samples of student work/assessment with each lesson plan.**

- Include **student samples** of the pre, formative, and summative assessments used throughout the TWS.

- Within your 5-7 lesson plans you must address all 10 Common Core Teaching Standards. At some point in your TWS you must also address ISTE Empowered Professional (11.111.3) and Learning Catalyst (11.4-11.7)

- Video one of your lessons from your TWS and complete the Video Self Analysis. Include the Video Self Analysis and place it after the corresponding lesson plan.

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

Comments:

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Instructional Decision Making:

- **Write a narrative** that demonstrates two examples of when you modified your instruction. Describe the students' learning or response that caused you to rethink your plans.

- **Describe what you did next** and **explain why** you thought this would improve student progress toward the learning goals. **Give evidence as to how the change in your approach affected student learning as well as your next steps.**

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

Comments:

Analysis of Student Learning:

- In order to analyze your assessment data to determine students' progress, create a graphic summary that shows the results of all pre, formative and summative assessments (reference coding system created for goals remembering that all goals are met through objectives in daily lessons). In your narrative describe the pattern that you found in your pre-assessment results that guided your instructional methods, grouping, modification of learning goals and objectives or other forms of differentiation. **Remember, all students and all goals are to be addressed**. Refer to your lesson plan reflections as you create your narrative.

- In your narrative:
  - Consider lesson plans and the objectives, including how you have kept records and monitored student learning.
  - Summarize what the graphic tells you about your students' learning (i.e., the number of students that met each goal, which goals were not as fully met, etc.).
  - **I**nclude examples of your record keeping and evidence of various ways that feedback has been provided to students.

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

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

Comments:

Reflection and Self Evaluation:

- Design and include a means for your students to give you feedback on the work sample and your teaching. This should include quantitative as well as qualitative data (check lists, numbers as well as open-ended questions). Include the results of this in your narrative.

- Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors.

- Select the learning goal that was the least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors. Discuss what you could have done differently to improve your students' performance.

- Reflect on possibilities for professional development. **Describe at least two professional learning goals that emerged from your insights and experiences with the TWS.** Identify two specific steps you will take to improve your performance in the critical areas you identified.

- Reflect on your performance as a teacher, including feedback you received from students. Link your performance to student achievement. Evaluate your performance and identify future actions for improved practice and professional growth.

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

Reflection and Self Evaluation (cont'd):

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

Comments:

Review of Entire TWS

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

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

Comments:

Student Teaching Video Assignment

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

Expectations

This video must be part of your Teacher Work Sample.
For this video you must use the Video Self-Analysis form. Submit lesson plan and self-analysis.

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

REMEMBER...
- Talk this over with your mentor and be sure to get permission from your mentor and students.
- Written permission must be secured. Use the Parent/Guardian Permission for Photographs and Video form in the *Student Teaching Handbook*.
- The Video Self-analysis form is something that you may want to use in your portfolio to show an example of one or more of the standards!

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FARMINGTON
Video Self-Analysis

Student: _____ Date: _____ Observer: _____

Subject/Topic/Skill: _____ Grade Level: _____

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

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

Standard	A. Organization and Preparation: Do you					
(1,4)	1. State the lesson objective in clear identifiable terms and its relationship to the previous class?	1	2	3	4	5
(3)	2. Emphasize and summarize main points with students during the class?	1	2	3	4	5
(4)	3. Make smooth transitions from one topic to another?	1	2	3	4	5
(5)	4. Relate the day's session to upcoming presentations?	1	2	3	4	5
(7)	5. Include neither too much not too little material in a class period?	1	2	3	4	5
(4)	6. Seem at ease with the material?	1	2	3	4	5
(8)	7. Begin and end class promptly?	1	2	3	4	5

Comments:

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

Comments:

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

Comments:

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

Comments:

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

Comments:

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

Comments:

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

Comments:

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

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Guidelines for an Effective IEP Meeting

1. Talk with your mentor about the assignment and ask for help in arranging the observation.

2. Ideally the observed meeting would involve a student that you have in your classes.

3. Confidentiality procedures are essential. The following are items to include in your summary:

   1. Name of the observed meeting?
   2. What was the purpose of the meeting?
   3. Who was present at the meeting? Was the student involved in the process?
   4. Who led the meeting and what was the agenda?
   5. Describe what you observed during the meeting.
   6. What was the classroom teacher expected to contribute? By way of discussion? By way of student work samples?
   7. What did other participants contribute?
   8. What was done to make all participants comfortable with the meeting and the process? As an observer, do you have suggestions or recommendations you might make in this regard?
   9. What kind of preparation will you do as a teacher to be ready to be an active participant in similar kinds of meetings?
   10. How did the meeting conclude? What will be done as follow up?
   11. What questions, ideas, or thoughts did this observation raise? How will you follow up on what you learned or what you might need to learn?

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

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Standards Portfolio Description and Purpose

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

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

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

The portfolio is a collection of artifacts and commentaries that should illustrate the student teacher's ability to plan, teach, assess, and reflect. The Common Core Teaching Standards (Maine 2012)/ISTE Standards identify eleven distinct areas of professional knowledge and performance. In practice, the areas are strongly related because teaching requires integration of these areas. It is possible that an artifact can be used to demonstrate proficiency in two standards. Each artifact presented for the standard in to address two different indicators Entries should be selected and developed to complement one another and provide a balanced portrait of all eleven standards as integral elements of the student's teaching.

All student teachers have an exit interview with their University Supervisor and a second unrelated Supervisor (Cross Rater) that includes a final evaluative review of their Standards Portfolio.

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Planning a Standards Portfolio

Think about the following for your portfolio.

Format of Portfolio:
- Have you chosen a format that is user-friendly?
- Do you have sections labeled so that a reviewer can locate information easily?
- Have you included samples of student work and classroom pictures to add variety? Have you removed or covered all student names? In Pictures, have you covered the faces of students whom you do not have permission for?
- Have you used color in some manner to make the portfolio visually appealing?
- Have you been creative and innovative in designing your portfolio?

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

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

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

CCTS Standards Portfolio Rubric – Standard XX

Instructions:

Upload a copy of your artifact and rationale statement **OR** use the URL submission form to provide a link to a Google Doc **OR** webpage of your artifact and rationale statement.

This evidence will demonstrate and justify how you addressed and met at least one specific indicator for the targeted standard. Artifacts with rationales will be evaluated using the **Unit-Wide CCTS Rationale Rubric for each standard.**

Part I: Rationale & Reflection

Directions:

Use the Rubric on the following page to evaluate student proficiency at writing rationale statements regarding their progress with the Common Core Teaching Standards (CCTS).

Standard Rationale Rubric

	No Evidence 0	Beginning 1	Developing 2	Proficient 3
Introduction of Standard and Indicator ❑ Identify standard ❑ Identify indicator(s) ❑ Summarize standard in own words ❑ Summarize indicator(s) in own words	No effort or progress by the student toward identifying or summarizing the standard and/or indicator in their own words.	Summaries of standard and indicator, in the student's own words, show limited understanding or are missing for either standard or indicator.	Summaries, in the student's own words, show partial understanding of standard and indicator.	Summaries, in the student's own words, show a clear understanding of the standard and indicator.
Introduction of Artifact ❑ Provide the context for the artifact ❑ Describe the nature of the artifact ❑ Describe the purpose of the artifact	No effort or progress towards introducing the artifact. No details were provided about its context, nature, or purpose.	The context for, and nature and purpose of the artifact are unclear, limited or, in some cases, not present.	The context for, and nature and purpose of the artifact are somewhat clear, but more detail would improve understanding.	The context for, and nature and purpose of the artifact are well-detailed and clear.
Rationale ❑ Justify how the artifact addresses the standard and indicator ❑ Use language of the standard and indicator ❑ Reference specific examples within the artifact as evidence	No effort or progress towards justifying how the artifact meets the standard. No use of language of the standard or specific examples from the artifact included in the justification.	Justifications for how the artifact meets the standard and indicator are vague. Limited or no references to the standard and indicator. Limited or no references to examples from the artifact.	Justifications for how the artifact meets the standards requires more specific references to the standard and indicator, and/or more specific examples from the artifact.	Justifications clearly articulate how the artifact meets the standard, utilizes language from the standard and indicator, and references relevant and specific examples from the artifact.
Writing / Mechanics ❑ Writing is clear and well-organized ❑ Utilizes the language/vocabulary of a professional educator ❑ Few errors in grammar, spelling, and/or mechanics	No effort or progress toward providing clear, well-organized, and well-structured explanations. Significant errors in grammar, spelling, and/or mechanics are present.	Writing is not clear or easy to follow with minimal use of professional language. Errors in grammar, spelling and/or mechanics hinder understanding.	Writing is organized and utilizes some professional language. Errors in grammar, spelling, and/or mechanics somewhat hinder understanding.	Writing is clear and well-organized, with well-structured explanations that utilize professional language. Any errors in grammar, spelling, and/or mechanics do not hinder understanding.

Portfolio Standards Artifact Student Self-Assessment

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

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

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<u>Sample Parent Permission Letter</u>

Department of Field Supervision
Education Center
186 High Street
Farmington, Maine 04938

Dear Parent or Guardian:

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

Thank you,

_____

UMF Student

_____

Classroom Teacher and Mentor

Please fill out, sign, and return to school by _____

Child's Name _____

Parent/Guardian _____

☐ Yes, I give permission for a photo/video that may include my child to be used for educational reasons in a paper or electronic portfolio by a UMF student.

☐ Yes, I give permission for a photo/video that may include my child to be used for UMF publications.

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

☐ No, I do not give permission for a photo/video that may include my child to be used for UMF publications.

Section Four:

Assessment & Evaluation

Assessment and Evaluation

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

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

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

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

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UMF Student Teaching Two-Week Progress Report

Student Teacher _____ Date _____

Mentor Teacher _____ School _____

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

During the first two weeks of their placement the student teacher has (check all that apply):
Caring Teacher:
❑ Made significant gains in establishing relationships with students
❑ Begun to be an active participant; taken initiative to interact with students and adults
❑ Developed an initial understanding of the learning strengths and needs of their students
Competent Educator:
❑ Taken responsibility for some parts of the classroom routines
❑ Taught lessons in small and/or large groups
❑ Exhibited understanding of student standards being assessed in each lesson
Collaborative Professional Leader:
❑ Taken initiative in communication with mentor
❑ Completed tasks that mentor has requested

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

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

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

Comments:

Signatures:

Mentor _____   Student_____

Please use the back of this form for any additional comments.   **Rev. 8/16**

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Goal Setting Format

(Circle One)

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

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

Signature: _____   _____
                    (Mentor)   (Teacher Candidate)

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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)

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Classroom Management Observation Checklist

Student: _____   Date: _____   Observer: _____

Subject/Topic/Skill: _____   Grade Level: _____

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

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

(see over)   REV 7/16

Supervisor_____ Mentor_____ Video_____

C₃TEP

Student's strengths in regard to classroom management:

Suggestions for improvement in regard to classroom management:

Teacher Candidate Dispositions and Professional Expectations: In Field Setting

Candidate: _____ Program: _____

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

Evaluator: _____ ☐ UMF Supervisor ☐ Mentor Teacher ☐ UMF Student

The Teacher Education Program at the University of Maine Farmington understands and supports the assessment of dispositions throughout the student's program, both in the classroom and in the field.
Directions:
Rate the candidate on each disposition holistically by selecting the corresponding rating based on the following scale: 1. Does Not Meet Expectations 2. Partially Meets Expectations 3. Meets Expectations

Please read through the list of indicators for each disposition. The listed indicators provide the reviewers with 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: ● 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: ● 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: ● 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: ● 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: ● 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: ● 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: ● 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: ● 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*

Essential Areas of Teaching

Student Name: _____ Evaluator: _____ Date: _____
     ❑ **Mid Term**   ❑   **Final**
Person filling out this form: Supervisor ❑   Student Teacher ❑   Mentor Teacher ❑
N/A: Does not apply.
Does Not Meet: The student teacher does not understand the meaning of the component or standard and does not show evidence of performance associated with the component or standard.
Partially Meets: The student teacher appears to understand the meaning of the component or standard and attempts to show evidence of performance associated with the component or standard. Performance is not consistent and/or the student teacher is not regularly successful.
Meets: The student teacher clearly understands the component or standard and shows consistent and effective performance of the component or standard.

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

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Management:				
Has procedures/routines well established (CCTS 3) (CAEP R1.1)				
Keeps students focused and on task (CCTS 3, 8) (CAEP R1.1, R1.3)				
Positively reinforces appropriate student behavior (CCTS 3) (CAEP R1.1)				
Reinforces classroom behavior expectations (CCTS 3) (CAEP R1.1)				
Redirects/stops inappropriate behavior (CCTS 3) (CAEP R1.1)				
Uses proximity to redirect student attention (CCTS 3) (CAEP R1.1)				
Responds to disruptive behavior consistently and respectfully (CCTS 3) (CAEP R1.1)				
Demonstrates personal regard for each student (CCTS 3) (CAEP R1.1)				
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 (CCTS 1, 2, 6, 7) (CAEP R1.1, R1.3)				
Uses results of pre-assessment to develop lessons (CCTS 1, 2, 6, 7) (CAEP R1.1, R1.3)				
Uses results of previous assessment to drive lessons (CCTS 1, 2, 6, 7, 8) (CAEP R1.1, R1.3)				
Keeps up to date records of student progress (CCTS 6) (CAEP 1.3)				
Checks for understanding throughout the lesson (CCTS 2, 4, 6) (CAEP R1.1, R1.2, R1.3)				
Modifies instruction during the lesson based on student progress (CCTS 2, 6, 8) (CAEP R1.1, R1.3)				
Comments:				

Technology:				
Facilitates and inspires student learning and creativity using technology (CCTS 3, 5, 6, 7, 8, ISTE) (CAEP R1.1, R1.2, R1.3, ISTE)				
Collaborates and or communicates with students, peers, parents, or community using digital tools (CCTS 3, 6, 8, 9, 10, ISTE) (CAEP R1.1, R1.3, R1.4, ISTE)				
Demonstrates ethical and legal use of technology (CCTS 10, ISTE) (CAEP R1.4, ISTE)				
Integrates students use of available technology into instruction (CCTS 3, 5, 7, 8, 9, 10, ISTE) (CAEP R1.3, R1.4, ISTE)				
Uses technology to engage in professional growth and leadership (CCTS 9, 10, ISTE) (CAEP R1.4, ISTE)				
Uses available technology to design and plan instruction (CCTS 3, 5, 6, 7, 8, ISTE) (CAEP R1.1, R1.2, R1.3, ISTE)				
Uses technology to assess and communicate student growth (CCTS 3, 6, 7, 8, 9, 10 ISTE) (CAEP R1.1, R1.3, R1.4 ISTE)				
Comments:				

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

1. Prior to student teaching and not counting my interview, I made contact with my mentor.
   Yes_____ No _____

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

2. On a scale of 1 to 5 (5 being the most welcomed), how welcomed did you feel to the classroom?
   1 _____ 2 _____ 3 _____ 4 _____ 5 _____

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

3. My mentor used the collaborative model with me: my observing, then assisting, and finally assuming full responsibility.
   Yes _____   No _____

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

4. My mentor teacher allowed time for us to check in regularly, reviewing lesson plans, planning upcoming lessons, and time to just talk.
   Yes _____   No _____

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

5. My mentor kept me informed about school rules/policies, schedules, changes, and procedures in the classroom.
   Yes _____   No _____

Comment:

6. My mentor offered resources in the form of texts, curriculum guides, manuals, as well as strategies that he/she found successful.
   Yes _____ No _____

How helpful were these resources?

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

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Comment:

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

Yes _____ No _____

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

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

Comment:

10. My mentor asked about and assisted me with program requirements such as lesson planning, Teacher Work Sample, and other assignments.   Yes _____ No _____

Comment:

11. My mentor clearly explained the classroom management strategies and allowed me to develop my own strategies to use with the class.   Yes _____ No _____

Comment:

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

Section Five:

Early Childhood Education

Birth To Kindergarten

Birth to Kindergarten

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

RESPONSIBILITIES OF AN EFFECTIVE MENTOR
Taken from: *Mentoring Beginning Teachers 2009*
Teachers as Learners 2012

❖ Express positive feelings about teaching and help the TEACHER CANDIDATE (TC) attain those same feelings. Address the TC's thoughts about being a teacher.

❖ Demonstrate professional competence. NAEYC Professional Standards and Competencies and Common Core Teaching Standards (Maine 2012)/InTASC Standards (April 2011).

❖ Help the TC come to see that learning is an integral part of teaching and conversations about teaching are a valuable resource in developing and improving practice.

❖ Be easily accessible, trustworthy, and understanding.

❖ Schedule time to meet and plan with the TC.

❖ Help the TC cope with practical details of being a teacher.

❖ Listen to daily concerns, progress, and questions.

❖ Talk aloud about what you do and why you do it.

❖ Demonstrate how to use developmentally appropriate practice in early learning settings.

❖ Alert the TC to interpret signs of understanding and confusion in early learners.

❖ Stimulate the TC to talk about their reasons for decisions and actions.

❖ Engage the TC in conversations about the difficulties that are found with early learners, especially social/emotional learning.

❖ Serve as a source of ideas.

❖ Offer assistance on child guidance and demonstrate strategies.

❖ Help expand the TC's repertoire of teaching strategies.

❖ Get the TC involved in planning for and solving specific problems about individual child development, curriculum, instruction, assessment, and building relationships (families, community and colleagues).

❖ Provide a task-oriented focus established through two-way interchange about goals and procedures.

❖ Work with and communicate openly with the University supervisor.

❖ Assist with the TC's understanding of the dynamics of relationships within the early learning setting

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Important Things That Mentor Teachers Do For Teacher Candidates

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

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

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

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

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

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

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

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

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

ASK ABOUT and ASSIST TEACHER CANDIDATES with PROGRAM REQUIREMENTS
- Lesson Plans
- Assessment and Evaluation Forms
- Instruction Week Sample/Leadership Project
- Other Assignments

<u>Suggestions for Mentors</u>

Please help your teacher candidate by:

- ❑ Assisting teacher candidate to become acquainted with the goals of the school/program.

- ❑ Familiarizing TC with the facility.

- ❑ Introducing TC to school/program personnel.

- ❑ Providing a workspace within the classroom and an area to house TC's belongings.

- ❑ Providing TC with an area to allow them to display a bulletin board or children's materials.

- ❑ Providing TC with an opportunity to observe and study the class.

- ❑ Assisting the TC with access to student records.

- ❑ Familiarizing the TC with procedures for obtaining supplies needed in the classroom.

- ❑ Familiarizing the TC with instructional technology.

- ❑ Familiarizing the TC with the use of available equipment (copy machines, laminators, etc.).

- ❑ Introducing the TC to child guidance, routines, and teaching procedures specific to the program.

- ❑ Providing opportunities for TC to experience professional meetings (teacher meetings, workshops, student staffing, IEP, RTI, etc.).

- ❑ Providing opportunities for TC to experience parent meetings, conferences and/family events.

- ❑ Familiarizing the TC with a variety of age and developmentally appropriate instructional techniques.

- ❑ Familiarizing the TC with a variety of child guidance techniques.

- ❑ Familiarizing the TC with a variety of assessment of techniques.

<u>Mentor Teacher Checklist</u>

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

❑ Complete *Two Week Progress Report.* Submit form to Field Supervisor. **<u>No Later than September 15</u>**

❑ Complete draft goals for student teacher (*Goal Setting form and Conversation Guide*) **<u>No Later than September 29</u>**. Submit form to Field Supervisor.

❑ Complete first formal observation by midterm – use *Classroom Management Observation Checklist* form on SL&L. **<u>No Later than October 17</u>**

❑ Complete *Teacher Candidate Dispositions and Professional Expectations: In Field Setting Midterm* on SL&L. **<u>No Later than October 17</u>**

❑ Complete Midterm Review – use *Essential Areas of Teaching* form on SL&L. **<u>No Later than October 17</u>**

❑ Complete final formal observation prior to Portfolio Presentations – use form of choice (consider *iObservation*, if you have access). Submit form to Field Supervisor. **<u>No Later than December 1</u>**

❑ Complete Final Review - use Final *Essential Areas of Teaching* form on SL&L. **<u>No Later than December 1</u>**

❑ Review the *Standards Portfolio* with student; provide feedback, give to student. Paper form available, if desired. **<u>No Later than December 1</u>**

❑ Complete *Letter of Reference* on school letterhead. Scan and upload to SL&L and give copy to student. **<u>No Later than December 1</u>**

With the Student Teacher's professional growth in mind, It is extremely important to adhere to the deadlines listed above.

Please feel free to contact the Field Supervisor with any questions or concerns.
You may also contact Noel Wilson, Director of Field Services at 778-7171
noel.wilson@maine.edu).

Student Teacher Checklist

❑ *Two Week Progress Report* completed by mentor. Student submit to Field Course Instructor. **No Later than September 15**

❑ *Goal Setting* form, completed with mentor after four weeks in the field. **No Later than September 29**

❑ Complete the *Contextual Factors Analysis (CFA).* Upload to SL&L <u>and</u> submit copy with rubric to Field Course Instructor. **No Later than October 17**

❑ Midterm *Teacher Candidate Dispositions and Professional Expectations: <u>In Field Setting</u>* completed on SL&L. **No Later than October 17**

❑ Midterm Review –complete *NAEYC Student Teaching Evaluation* form on SL&L. **No Later than October 17**

❑ Complete two <u>Instructional Week Sample (IWS)</u> or Leadership Project:

> Upload Second Instructional Week to SL&L or include in the Teacher Work Sample area. **No Later than October 17**

❑ Write a *Final Reflection*, using goals previously set, and including new goals for first year of teaching. Submit to Field Course Instructor. **No Later than December 1**

❑ Create <u>Professional Portfolio</u> **No Later than December 1** and attend Portfolio Presentations.

❑ Complete the *Artifact Checklist* form with both NAEYC and CCTS Standards - Include both in Portfolio. Submit *Artifact Checklist* form to Field Course Instructor and Cross-Rater. **No Later than December 1**

❑ Complete NAEYC Student Teaching Evaluation Final Review form on SL&L. **No Later than December 1**

❑ Complete *Mentor Feedback Google* form. **No Later than December 1**

❑ Complete *End of Program Questionnaire* on SL&L. **No Later than December 1**

❑ Check with Mentor that *the Letter of Reference* has been uploaded to SL&L. **No Later than December 1**

❑ Complete other assignments deemed appropriate by individual Field Course Instructor.

With the YOUR professional growth in mind, It is extremely important to adhere to the deadlines listed above.

IWS Guidelines Based on Teaching Processes from Instructional Week Sample Methodology

Specifics regarding the IWS Assignment will be explained in the seminar.

1. **Cover Page**

2. **Table of Contents**

3. **Contextual Factors**

4. **IWS Guide**
   a) **Resources**
   b) **Planning**
   c) **Standards (I/T MELDS, P MELDS, ISTE-E, Maine Learning Results, Maine Common Core Teaching Standards, NAEYC Professional Standards and Competencies)**
   d) **Lesson Plans**
   e) **Reflection**

5. **Evaluation and Feedback**

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Contextual Factors Checklist

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

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

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

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

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

    --multiple intelligence survey/learning style survey
    --self-designed surveys/questionnaires
    --family questionnaires
    --student interest inventories
    --autobiographies or personal narratives
    --observations or student interviews
    --review of student files

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

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

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

Guide to Instructional Week Planning (Pre-Service Teacher Candidates)

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

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

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

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

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

PRIOR TO YOUR PLANNING WEEK

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

PLANNING FOR A PORTION OF THE DAY AND/OR CLASSROOM AREA:
Identify a part of the day and/or an area of the classroom that you will plan. Discuss with mentor teacher.
If you and your mentor agree, you may decide to plan an entire day, in preparation for your weekly planning. While this is not necessary, it often helps to build confidence as you work towards your take-over week. This is always subject to discussion and adjustment with your mentors.

Planning for Your Teaching Weeks

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

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

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

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

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

Note: The Second Instructional Week will be submitted into SL&L as the Teacher Work Sample.

Leadership Project (In-Service Student Teachers)

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

Note: The Second Instructional Week will be submitted into SL&L as the Teacher Work Sample

ECH 490 Portfolio Guidelines

Introductory Section:

        Introductory paragraph/picture
        Philosophy of Teaching
        Resume- Note: Resume could also be located under Standard VI

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

The Portfolio will be organized using the six NAEYC Standards, ten Maine Common Core Teaching Standards and the ISTE Standards. Portfolio's MUST contain **three rationales** with artifacts from different key competencies from the six NAEYC Standards cross-walked to the eleven Maine Teaching Common Core Standards (InTasc Standards).

In addition, two artifacts from Standard 11 (ISTE-E) will be required. Therefore, a minimum of 20 rationales and artifacts are required. The rationales and artifacts will primarily be from your Student Teaching experience, but if there is an artifact from your UMF coursework that you believe shows proficiency in a standard, please contact your field instructor.

Link to standards summary:
https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/standards_and_competencies_ps.pdf

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

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

https://www.youtube.com/watch?v=9Aq4roixJ6A - Sites
https://www.youtube.com/watch?v=gN1BWKy2Up0 -Sites
https://www.youtube.com/watch?v=9axgV_cPtlU - Sites
https://www.youtube.com/watch?v=6vsHl3eE7IE - Canva
https://www.youtube.com/watch?v=VTj5z58rels - WIX

Confidentiality and Permissions:

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

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

SL&L submissions for the 11 Maine Common Core Teaching Standards are required.