



University of Maine at  
**PRESQUE ISLE**  
*North of Ordinary*

# College of Education Student Handbook

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# Preface

The education faculty at the University of Maine at Presque Isle wishes to take this opportunity to congratulate you on selecting teaching as a professional career. The College of Education Student Handbook was formulated to aid you in gaining an understanding of the conceptual framework, policies, and procedures that govern our teacher education program. The University of Maine at Presque Isle was founded in 1903 as the Aroostook State Normal School and has a rich tradition of preparing teacher candidates for the profession in Maine and Canada. Graduates of our program have consistently been recognized for excellence in teaching. The University is committed to the preparation of teachers who have the knowledge and skills to meet the learning needs of youth in our culturally diverse communities. This handbook includes information on course offerings, policies, procedures, regulations and requirements of the teacher education program. It is meant to be a resource to you. Discuss with your advisor any questions or concerns about material in the handbook. We look forward to working with you as you pursue a career in education.

The information in this handbook has been prepared for information purposes and does not constitute a contract between the student and the University of Maine at Presque Isle. The university reserves the right to make changes in policies, regulations, and programs at any time to promote the best interest of those involved in the program or to be in compliance with state and national standards regarding teacher education.

The authors of this handbook gratefully acknowledge that they have used the procedures and freely borrowed, adapted, modified, and used words, phrases, ideas and concepts found in similar publications of the following educational institutions listed in alphabetical order: Augustana College, Arkansas State University, Columbus State University, Davidson College, Dordt College, Florida State University, Graceland University, Northern Michigan University, Plymouth State University, Reich College of Education, Wichita State University, University of Colorado, University of Maine, University of Maryland and University of North Carolina

Revised June, 2015

# Mission Statement

The mission of the University of Maine at Presque Isle College of Education is to provide an undergraduate program of studies leading to baccalaureate degrees in teacher education to a diverse student body including students from the United States and other countries. The values and beliefs of the program are driven by the Conceptual Framework of the College of Education and the program of studies emphasizes and promotes a strong foundation in the arts and sciences and pedagogical skills.

## Conceptual Framework of the College of Education



### Opportunity

Opportunity is the key theme of the Conceptual Framework of the College of Education. It emphasizes the empowering and transformative role education plays in the lives of individuals and entire communities. The College of Education seeks to prepare reflective educators who are dedicated to teaching and learning, who have an understanding and appreciation of the synthesis of theory and practice, who recognize the value and importance of collaboration and mentoring, and who possess

and demonstrate proper ethical and professional dispositions. The ultimate outcome is to prepare educators able to recognize the educational needs of their times and able to respond to them in a meaningful way.

The Conceptual Framework of the College of Education is based upon 5 dimensions:

## Knowledge

Knowledge is the assimilation and accommodation of the various areas of study in becoming a teacher and an educated person. To achieve a depth of understanding requires the application of thinking processes such as scientific thinking, critical thinking, creative thinking and other forms of reasoning.

## Reflection

Reflection is an integral part of academic and professional growth. Being a reflective thinker implies a willingness to review, reexamine, evaluate and rethink educational concepts, processes, and practices.

## Dispositions

Academic and professional attitudes, values, and beliefs are demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, and colleagues. In addition to assessing content knowledge and pedagogical skills of pre-service teachers, the CoE identifies, evaluates, and develops students' attitudinal behaviors, or dispositions.

## Diversity

The CoE recognizes the importance of designing and implementing curricula that support students' appreciation of social justice, awareness and acceptance of differences among people based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

## Instructional Strategies

Instructional strategies emphasized in the College of Education reflect the current art and science of pedagogy. CoE faculty employ research-based and data-informed practices in varied classroom settings and with diverse student populations. They are intended to facilitate students' progress and educational success.

# Program Learning Outcomes (PLOs)

The curriculum of the Teacher Education Program is structured to blend the Conceptual Framework into a model for professional behavior. A set of professional competencies, based on Maine's Core Teaching Standards, guides course content and practicum experiences. The competencies assist students in developing a commitment to and proficiency in their chosen profession. Upon completion of the program the pre-service teacher will have demonstrated the following:

**Standard #1—Learner Development:** The teacher understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard # 2— Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

**Standard # 3— Learning Environments:** The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

**Standard #4—Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.

**Standard # 5— Innovative Applications of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

**Standard # 6—Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's on-going planning and instruction.

**Standard # 7— Planning for Instruction:** The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

**Standard # 8: Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of

content areas and their connections, and to build skills to access and appropriately apply information.

**Standard # 9—Reflection and Continuous Growth:** The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

**Standard # 10—Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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

## Academic Advisors

When you enter UMPI as a first year student or a transfer student, you are assigned a faculty advisor who is a faculty member in the College of Education. If you have not done so during orientation, make an appointment with your advisor, even if you have met with a professional advisor from university staff. Call, e-mail, or stop by your advisor's office to make an appointment. *It is your responsibility to contact your academic advisor!*

### The Role and Responsibility of the Faculty Advisor:

- Conduct advising in accordance with the UMPI Advising Policies
- Keep accurate records on each advising session
- Review the student's updated degree evaluation record
- Provide information and encourage students
- Review and approve Wish List for course selection
- Maintain sufficient office hours to provide students adequate opportunities to seek advisement
- Understand degree requirements in the academic area(s) of the advisee



- Understand current academic policies as well as registration, schedule change, and withdrawal procedures
- Review academic progress of advisees and meet with students each semester
- Review the student's portfolio
- Refer students to additional services such as the Career Center, Testing Center, Writing Center, Learning Center, and the Office of Disability Services

## Student Roles and Responsibilities in Advising:

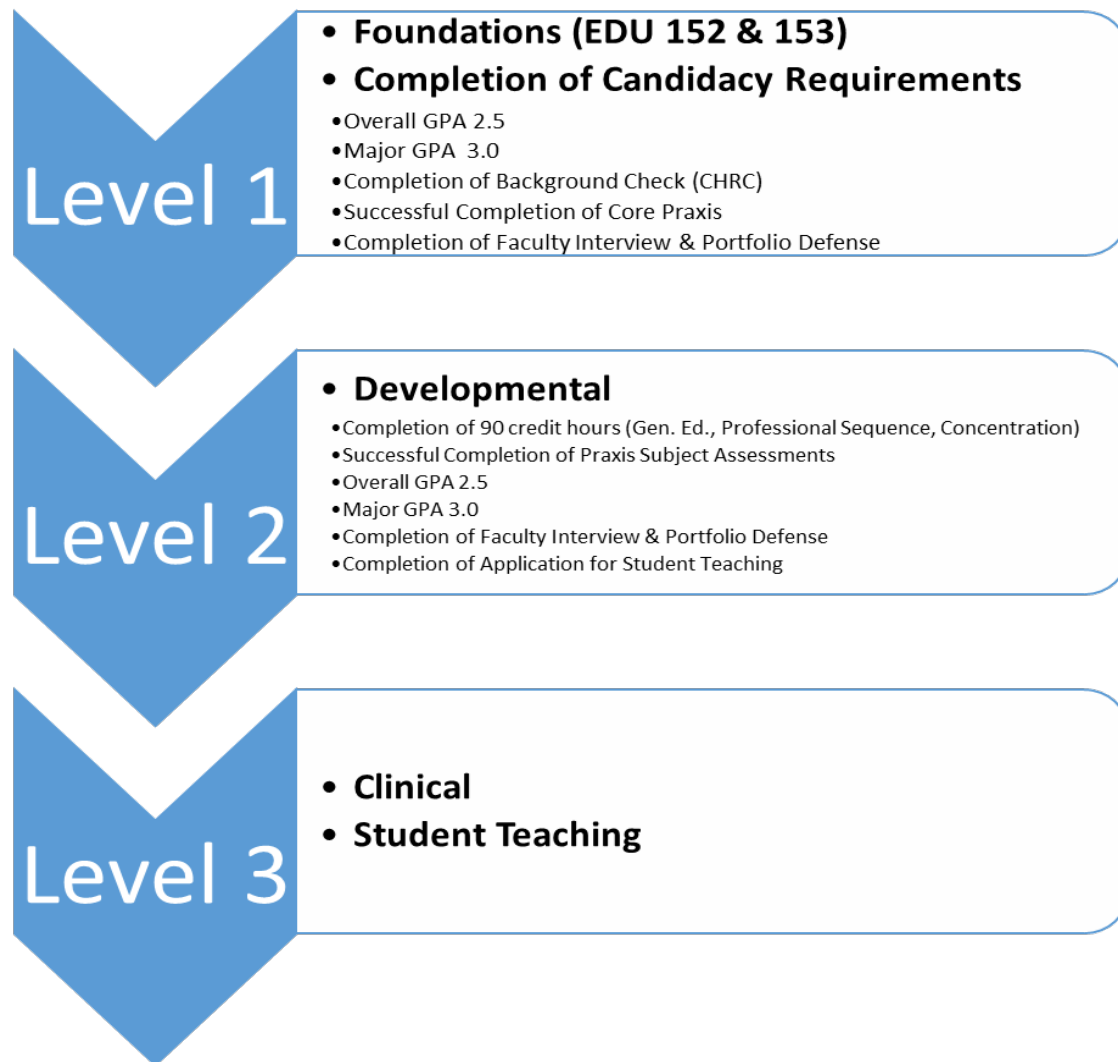
- Be an active participant in the advising process
- Demonstrate responsibility for his/her educational progress and decision-making
- Attend all **mandatory** portfolio and informational sessions in fall and spring semesters
- Provide thoughtful feedback on the advising process as requested through surveys, focus groups, and/or interviews
- Attend each advising appointment with your academic advisor **with your portfolio in hand**- it is your "ticket" to the advising session and must be presented
- Courses must be approved by your College of Education **faculty advisor**. Students will schedule an appointment with the college's professional advisor to plan and select courses for the following semester, and then make appointments with their faculty advisors. *Your teacher education portfolio and a copy of the updated degree evaluation form must be brought to that appointment.* Once the advising session has concluded, the academic advisor approves course selection so the student can register when campus registration begins. You MUST NOT change approved courses without your faculty advisor's consent. The advisor maintains a list of approved courses, and a change may jeopardize your program completion. Additional advising sessions can be scheduled at the student's request.

## The Role and Responsibilities of the Professional Advisor:

- Provides initial class scheduling assistance
- Helps with degree progress tools in MaineStreet and ELO tracking in TK20
- Offers strategies for academic success

- Assists with academic policies and procedures
- Provides referral and resource assistance
- Encourages engagement in the campus community

## Steps toward Program Completion



	SEMESTER 1		SEMESTER 2		NOTES
<b>YEAR 1</b>					
	EDU 152	3	EDU 153	3	
	GEC SOC 100	3	GEC	3	
	GEC ENG 101	3	GEC	3	
	GEC MAT , 16 6 (or higher)	3	GEC MAT 117 (or higher)	3	
	GEC	3	GEC	3	
	FYS	1			25 GEC
		16		15	6 EDU cr. 31 cr.
<b>YEAR 2</b>					
	EDU 200	3	EDU 310	3	
	Concentration (Sp. Ed. Law) (Infants & Toddlers)	3	GEC	3	
	GEC	3	GEC	3	EC= 6 cr.
	GEC	3	Technology in Education	3	SPED= 6 cr.
	GEC	3	Concentration (Guiding Positive Behavior) (POS 105)	3	15 GEC
		15		15	9 EDU cr. 30 cr.
<b>YEAR 3</b>					
	Concentration (Language Development) (Assessment in Early Childhood)	3	Concentration (Assessment in SPED) (EC Numeracy)	3	
	Concentration (Strategies in Sp. Educ.) (EC Literacy)	3	Elementary Science Methods	3	
	Teaching Student with Sp. Needs	3	Concentration (Sped. Elective) (EC Science)	3	EC= 15 cr.
	Elementary Reading Methods	3	Concentration (Program Planning) (EC Sp. Needs)	3	SPED=15 cr.
	Elementary Math Methods	3	Children's Literature	3	
		15		15	15 EDU cr. 30 cr.
<b>YEAR 4</b>					
	Concentration (Creativity)	3	STUDENT TEACHING	12	
	Elementary Social Studies Methods	3	Capstone in Education	2	
	Concentration (Collaboration) (EC Soc. Studies)	3			SPED=9
	EDU 395 INTERNSHIP	3			EC= 9
	Elective or Concentration (Special Topics in SPED) (EC elective)	3			
		15		14	20 EDU cr. 29 cr.

# Teacher Education Portfolio

As you move through the UMPI education program you will document your professional and academic growth and development through a collection of artifacts that reflect the competencies required by the University of Maine at Presque Isle, the College of Education, and the Maine Department of Education. These artifacts will be kept in hard copy in your teacher education portfolio, and will also be submitted electronically on TK-20. For that purpose, you will create a Teacher Education Portfolio and maintain it over the course of the program.

A binder created for this purpose will be provided for each student enrolled in EDU 152, and you will receive electronic access to the title pages for each section. Your portfolio must be brought to each meeting with your advisor, to portfolio development sessions, and to the faculty interview you will attend at the end of program levels 1 and 2.

You will continue to add artifacts and reflections throughout student teaching. At that point, it will become a professional portfolio that will be useful in the job-seeking process and for documenting further professional development in the classroom.

# Praxis

## Praxis Core Academic Skills for Educators

The Praxis Core Academic Skills for Educators Tests are standardized tests of basic skills required by the state of Maine for teacher certification. The Praxis Core Academic Skills for Educators Tests include reading, writing, and mathematics. These computerized tests may be taken at UMPI or commercial testing centers at any time by appointment. Students must pass all three parts of the test at the level established by the State of Maine in order to attain candidacy standing in the College of Education. The qualifying scores are as follows:

Reading	156
Writing	162
Mathematics	150

As an alternative, students may achieve a composite score of 468 on the three tests, with no single score on any section being more than three points lower than the required score listed above.

## Praxis Subject Assessments

Students must pass the Praxis Subjects Assessment exam as follows:

<b>Majors and Concentrations</b>	<b>Praxis Subject Assessments</b>	<b>State of Maine Passing Score</b>
<b>Elementary Education</b>	Multiple Subjects (5001) Must achieve minimum passing score on each subtest Reading & Language Arts (5032) Mathematics (5033) Social Studies (5034) Science (5035)	Reading & Language Arts: 165 Mathematics: 164 Social Studies: 155 Science: 159
<b>Secondary Education Content Knowledge Tests</b>	ELA (5038) Biology (5235)	167 150

	Mathematics (5161)	160
	Chemistry (5245)	151
	General Science (5435)	153
	Physics (5265)	141
	Social Studies (5081)	157
<b>Art</b>	Art- K-12- (5134)	158
<b>Early Childhood</b>	Education of Young Children (5024)	160
<b>Special Education</b>	Special Education: Core Knowledge & Skills (5354)	151
<b>Physical Education</b>	Physical Education: Content Knowledge (5091)	149
<b>French</b>	French World Language (5174)	162

Because it is required that students pass all relevant Praxis Subject Assessments prior to student teaching, your application for student teaching must be accompanied by proof of passing scores or evidence of timely registration.

## Principles of Learning and Teaching (PLT)

This test may be required of certain post-baccalaureate students depending on their undergraduate degree. Consult your advisor for further information. Principles of Learning and Teaching: Grades K-6 (5622) Score: 160, or Principles of Learning and Teaching: Grades 7-12 (5624) Score: 157

# Proficiency Grading

Education in the United States is evolving into a competency/proficiency based system. As a teacher you will be expected to demonstrate proficiency in the understanding and mastery of specific content knowledge and pedagogy and to be able to implement the concepts of proficiency based learning. Proficiency education will become the standard in Maine Public Schools. Maine law, Title 20-A, section 4722-A requires all Maine school districts to offer students instruction and educational experiences that provide them the opportunity to “demonstrate proficiency in meeting state standards” in all content areas of the Common Core after January 1, 2017. The University of Maine at Presque Isle College of Education endorses this concept. In each course, the specific measurable competencies you are expected to gain and in which you must be able to demonstrate proficiency have been identified within the stated goals for the course. These competencies are based upon the Maine State Teacher Standards, UMPI Conceptual Framework, and the specific Professional Standards for the focus of study. You will also be expected to demonstrate dispositions (values, commitments and ethics) required of a professional educator.

Your grade for any course in the College of Education will be either an “A”, “B”, or “NP”. “I”, or “F”. No high stakes tests will be administered. That is not to say that you will not be assessed. You will be responsible for your learning and must demonstrate proficiency in each of the course’s student learning outcomes (SLOs). The final proficiency grade rubric is as follows:

**A**—The student demonstrates a complete and detailed understanding of the topic and can perform the skill or process important to the topic with no significant errors and with fluency. Additionally the student can relate course concepts to previous learning and to the study of pedagogy. The student also demonstrates dispositions (values, commitments and ethics) required of a professional educator.

**B**—The student has a complete understanding of the topic but not in great detail and can perform the skill or process important to the topic with few significant errors. The student also demonstrates dispositions (values, commitments and ethics) required of a professional educator.

**NP (Not Proficient)**—The student has not demonstrated an understanding of the topic and/or is not able to perform the skill or process important to the topic, or has not demonstrated dispositions (values, commitments and ethics) required of a professional educator. The 'NP' will remain for a three-week contract period or until proficiency is demonstrated. After the contract expiration date, the 'NP' becomes an 'F'.

I (Incomplete) – If the course instructor believes that a student will demonstrate proficiency with additional time, an “I” may be posted. A grade of “I” will be accompanied by a contract providing the assignments that need to be completed and the time frame for doing so.

*In order to obtain a grade for any course, the student must demonstrate proficiency in all course SLO’s.*

## How Proficiency Will Be Assessed

Courses have varying numbers of SLOs and will consist of formative activities and a summative proficiency assessment for each. Formative activities may include lectures, readings, cooperative activities, and supportive multi-media. The formative activities are structured to deepen your knowledge of the topic goal for the module and should be completed prior to attempting the proficiency assessment for the SLO. Some of the formative activities will conclude with an assignment. Formative activity assignments will have a rubric numeric value of 0-4. The rubric for the formative activity assignment is as follows:

### Formative Activity Rubric

0	The student did not attempt the formative assessment.
1	The student clearly did not follow instructions for the assignment nor demonstrate any evidence of complying with the assignment.
2	The student demonstrated partial knowledge of the subject matter and/or did not complete the assignment.
3	The student demonstrated an understanding of the task and adequately showed evidence of knowledge of the material.
4	The student demonstrated deep content knowledge and understanding of the material, was well organized, and showed extra effort in activity completion.

### Proficiency Assessment Rubric

*Proficiency must be attained for each of the course SLOs in order to achieve a passing grade for the course. Read the rubric carefully before making a submission. The rubric for SLO proficiency is as follows:*

0	No Attempt
NP	The student has not demonstrated an understanding of the topic, is not able to perform the skill or process important to the topic, and/or demonstrate dispositions (values, commitments and ethics) required of a professional educator. By contract with the instructor, an “NP” will remain for a designated length of time or until proficiency is demonstrated. After one semester the “NP” becomes an “F”.
3	The student has a complete understanding of the topic but not in great detail and can perform the skill or process important to the topic without making significant errors. The student also demonstrates dispositions (values, commitments and ethics) required of a professional educator. The student may re-submit to demonstrate further proficiency.



4	The student demonstrates a complete and detailed understanding of the topic of the module and can perform the skill or process important to the topic with no significant errors, and with fluency. Additionally the student can relate course concepts to previous learning and to the study of pedagogy. The student also demonstrates dispositions (values, commitments and ethics) required of a professional educator.
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## Field Experience Code of Conduct

School-based experiences including volunteerism, field experiences, and/or course-required observations are an integral and on-going part of the University of Maine at Presque Isle's teacher education program. During this time of transition from student to professional, it is expected that you will represent yourself and the University in a manner that is respectful and responsible, and maintain a professional identity that demonstrates a commitment to education. It is expected that you will demonstrate common sense and courtesy in all professional settings. Behavior that is perceived by the school setting or the University as unprofessional may be cause for your removal from the teacher education program.

### Student Responsibility

1. Each time you leave campus in the role of a teacher education student, you are a representative of the teacher education program at the University of Maine at Presque Isle. As such, you are expected to:
2. Remember that you are a guest of the school and behave at your personal/professional best
3. Be punctual, reliable, and responsible when you are expected to be somewhere or perform a task
4. Demonstrate interest, curiosity, and appreciation for the expertise and opportunities made available to you through your host school by being attentive and congenial
5. Turn off **all** electronic devices, except as appropriate to the purpose of the field experience
6. Respect opinions, feelings and abilities of students, faculty, and staff
7. Familiarize yourself with host school rules and district policies, and follow them
8. Use appropriate (formal, professional) language at all times
9. Demonstrate awareness and respect for issues of confidentiality and privacy
10. Non-traditional piercings will be removed. No jewelry should be distracting.

11. Indicate your professional demeanor in all situations, including sending a written note of thanks to a school professional following your period of visits
12. Be a role model and exemplify the highest standard of appearance for a teacher by demonstrating proper grooming, hygiene and attire
13. Women: Dress pants or skirts and tops. Hemlines for skirts and dresses should be long enough not to be distracting. Halters, tank tops, see-through garments, or clothing with revealing or provocative necklines, bare backs, bare midriff, or spaghetti straps will not be permitted.
14. Men: The expectation will be to wear dress pants (no jeans) and collared shirts or other appropriate professional attire.
15. Clothing with symbols, phrases, or slogans advertising tobacco, alcohol products, controlled substances, inappropriate behaviors, political statements, or proselytizing messages are unacceptable and not to be worn.
16. If shirttails are made to be worn tucked in, they must be tucked in. If tucked in and pants are designed to be worn with a belt, a belt or suspenders should be worn.
17. No hats, caps or other head coverings will be worn inside the building, other than for religious or medical reasons.
18. Hair is to be clean, neatly trimmed and well-groomed.
19. Beards and mustaches will be allowed if they are neatly trimmed, unless otherwise preferred by school administration.
20. Tattoos will be covered.
21. Open-toed shoes should not be worn.
22. Clothing that reveals undergarments will not be worn.
23. Shorts, legging, warm-ups, spandex or similar tight pants, exercise clothes or any garment that may appear to be an undergarment are unacceptable.
24. No food, beverage, or gum is to be used in the school.
25. Physical Education majors should inquire with school administration and/or personnel about the expected attire to be worn, and should adhere to their determination.

# Expected Behaviors in the UMPI Classroom

Adapted from UMaine College of Education

## Commitment

- To children and adolescents, developmentally responsive teaching, evidence-based instructional methods, social equity, and challenging curriculum
- Displays enthusiasm for learning and teaching
- Demonstrates ongoing commitment to working with students from diverse backgrounds, ethnicities, and cultures

## Responsible Behavior

- Regular class attendance
- Punctuality for classes
- Assignments completed on time
- Use of technology during class for topic-related purposes only
- Turns off cell phones during class
- Uses appropriate language (no profanity or inappropriate gestures)
- Identifies and initiates efforts to facilitate own learning
- Responds to novel problems and situations in creative and responsible ways
- Refrains from behavior that cause unease among peers or faculty, or unduly disrupts the learning opportunities of others
- If religious observance, health concerns, athletic schedules, or significant life changes may potentially interfere with class or field placement requirements, the student is obliged to inform course faculty at the time of registration

## Professional Communication/Collaboration

- Maintains a collegial demeanor during interactions with College faculty, mentor teachers, and school personnel
- Cooperates with peers
- Receptive to, and applies, feedback from mentor teachers and faculty
- Articulates perspectives clearly, verbally and in writing
- Differentiates between factual information and personal opinion
- Seeks input from peers and instructors
- Appreciates the perspectives of others (including those with differing perspectives), and responds in a manner that is non-threatening and promotes dialogue
- Communicates in a respectful and positive manner that promotes collaboration with peers as well as instructor

- Uses Standard English in all communication (oral or written), and is competent and consistent in the application thereof

## Confidentiality

- Adheres to professional standards and legal statutes pertaining to confidentiality
- Obeys directives of school personnel and adheres to FERPA standards pertaining to the treatment of confidential information while in the field

## Professional Appearance

- Maintains a “business casual” standard of dress consistent with a professional educational environment as detailed earlier in this document
- Maintains acceptable hygiene that does not distract from the educational experience of peers and/or social interactions with peers, or the normal course of field placements
- Adheres to expectations of field placement sites, and reports any conflicts to faculty for mediation

## Integrity/Honesty

The College of Education adheres to the UMPI Policy on Academic Honesty and Dishonesty.

- Engages in behaviors and actions that reflect positively on the teaching profession
- Seeks constructive resolutions to problems
- Completes his or her own work (does not cheat, plagiarize, lie, etc.)
- Cites the professional work of others using proper APA guidelines
- Shows respect for self and others

# Expected Behaviors for Field & Clinical Experience

Adapted from UMaine College of Education

## Commitment

- To children and adolescents, developmentally responsive teaching. Evidence-based instructional methods, social equity, and challenging curriculum
- Displays enthusiasm and optimism for teaching and learning
- Demonstrates ongoing commitment to working with students from diverse backgrounds, ethnicities, and cultures

## Responsible Behavior

- Regular school and class attendance
- Assignment and lesson preparation done on time (if applicable)
- Integrates technology appropriate to student learning
- Turns off cell phones during school and class
- Uses appropriate language (no profanity or inappropriate gestures)
- Identifies and initiates efforts to facilitate student learning
- Responds to novel problems and situations in creative and responsible ways

## Professional Communication/Collaboration

- Collaborates with peers and school colleagues
- Receptive to feedback
- Articulates perspectives clearly
- Differentiates between factual information and personal opinion
- Seeks constructive input from peers and instructors
- Listens to the perspectives of others including their students
- Responds to others (including those with differing perspectives) in a manner that is non-threatening and promotes dialogue
- Communicates in a positive manner that promotes collaboration with other educators, students, parents, and peers
- Uses Standard English in all communication (oral or written)
- Writes legibly and spells correctly

## Confidentiality

- Is discrete in sharing personal information with or about students, parents, and colleagues
- Adheres to professional standards and legal statute pertaining to confidentiality

## Professional Appearance

- Maintains professional dress consistent with educational environment
- Maintains acceptable hygiene that does not distract from the educational experience of and/or social interactions with peers, other educators, and students

## Integrity/Honesty

The College of Education adhere to the University of Maine at Presque Isle Policy on Academic Honesty and Dishonesty

- Seeks constructive resolutions to problems
- Completes his or her own work (does not cheat, plagiarize, lie, etc.)
- Exhibits fairness with one's students
- Shows respect for self and others

## Electronic Communication and Social Media

The faculty of the College of Education, in order to promote increased professional communication skill, has set the expectation that all e-mails sent to faculty, staff, classroom teachers, principals, and mentors will use the highest standard of e-mail etiquette. By that, we mean that emails will, at all times:

- have a clear subject line
- begin with a greeting that addresses the recipient by name and title (ex: Hello Mr., or Hello Ms.)
- state the message briefly and clearly
- conclude with a closing and signature
- personal email accounts must NOT be used
- If engaged in social media use, maintains an online presence that is becoming of an aspiring professional
  - Refrains from communication with juvenile minors, parents, teachers and administrators through electronic/social media
  - Is not negatively outspoken against institutions, teachers/administrators or college faculty

As stated previously, all email sent and received must use the University of Maine System e-mail (@maine.edu).

# Dispositions

The College of Education is responsible for preparing candidates in the knowledge, skills and professional dispositions to become effective educators. Dispositions are the values, commitments and ethics required of a professional educator. Your dispositions as a professional will be assessed in each course, field experience and in nearly every program activity. A faculty/program professional who identifies a concern will schedule a conference to discuss with you the concern and develop a plan of action.

*Continued observation of deficits in professional dispositions, attitudes and/or actions may result in removal from the course, development of a formal remedial plan, or counselling relative to potential dismissal from the College of Education. (See Appendix for CoE Dispositions Rubric)*

# Appendix



# Course Assessment of Professional Dispositions, Attitudes and/or Actions

The College of Education is responsible for preparing candidates in the knowledge skills and professional dispositions to become effective educators. Dispositions are the values, commitments and ethics required of a professional educator. During this course or field experience you will be expected to demonstrate dispositions, attitudes and/or actions of a professional educator. This form will be used by faculty/program professionals for assessment. A faculty/program professional who identifies a concern will schedule a conference to discuss with you the concern and develop a plan of action. Continued observation of deficits in professional dispositions, attitudes and/or actions may result in course grade reduction, removal from the course, development of a formal remedial plan, or counselling relative to potential dismissal from the College of Education.

Student: \_\_\_\_\_  
Faculty Evaluator: \_\_\_\_\_

Course: \_\_\_\_\_  
Date: \_\_\_\_\_

- 1. Falls Below Expectations**
- 2. Meets Expectations**

<b>Attendance/Punctuality/Professional Conduct</b>	<b>1</b>	<b>2</b>
Attends all scheduled classes and activities.		
Is punctual to all scheduled classes and activities		
Completes formative assignments on time		
Attempts summative assignments on time		
Demonstrates sensitivity to others' feelings and opinions		
Perceives what to do in order to maintain good relations with others and responds accordingly		
Maintains a professional appearance and demeanor.		
Adheres to CoE program policies and professional standards.		

Comments:

<b>Professional Qualities</b>	<b>1</b>	<b>2</b>
Demonstrates enthusiasm about the subject matter		
Adapts to change		
Seeks and accepts suggestions of others		
Shows sensitivity to diversity		
Accepts constructive criticism		
Receptive to instruction and adjusts performance accordingly		
Responds appropriately to issues of bias and discrimination		
Takes initiative in making contributions in class or field experiences		
Self-Starter; Identifies needs and attends to them immediately		
Creative and resourceful; Independently implements plans		
Responsible; Attends to assigned tasks or duties on schedule without prompting		

Distinguishes between relevant and irrelevant information, claims, or reasons in an efficient and effective manner.		
Makes effort to improve performance.		
Demonstrates commitment and initiative to the teaching profession through non-required activities.		

Comments:

<b>Communication and Collaboration</b>		
Collaborates effectively with others		
Uses good judgement in interactions with others		
Displays sensitivity in interactions with others		
Behaves ethically in dealings with others		
Demonstrates effective written communication skills		
Demonstrates effective oral communication skills		
Willingly shares ideas and materials		

Comments:

Date copy given to student: \_\_\_\_\_

Adapted from University of Minnesota

# Plan for Improvement of Professional Dispositions, Attitudes and/or Action

Course instructors may wish to use this plan should a concern arise regarding specific unprofessional dispositions attitudes and/or actions displayed by a particular teacher candidate. The Plan for Improvement format can be used during a conference between the course instructor and the candidate. Completing a Plan for Improvement does not necessarily indicate unsatisfactory progress overall – it states the concern and provides a prescribed plan for progress. Continued observation of unprofessional dispositions, attitudes and/or actions may result in course grade reduction, removal from the course, development of a formal remedial plan, or counselling relative to potential dismissal from the College of Education.

Student: \_\_\_\_\_  
Instructor: \_\_\_\_\_

Course: \_\_\_\_\_  
Date: \_\_\_\_\_

Observed unprofessional dispositions, attitudes and/or actions to work on:

Plan of action for improvement: (be specific)

Date to be accomplished: \_\_\_\_\_

Resources needed: (people and materials)

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor

\_\_\_\_\_  
Date

Please use the back of this page for any additional information.

*Adapted from University of North Dakota*

# Instruction Plan for a Single Lesson

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

Group Size: \_\_\_\_\_ Individual \_\_\_\_\_ Small Group ( ) \_\_\_\_\_ Whole Class ( )

**Objectives/Outcomes:** What do you want the students to learn? (**Observable & Measurable**)

The students will: (SWBAT know/do)

- 1.
- 2.

**Standards:** Which Maine Learning Results, Common Core Standards or Provincial Standards do these objectives support?

- 1.
- 2.
- 3.
- 4.

**Instructional Materials:** What instructional materials or technology will you need?

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

**Introduction:** How do you plan to introduce the lesson and/or motivate the students?  
(Attention Getter, Review, and/or Preview) Explain your purpose.

- 1.
- 2.
- 3.

**Procedures:** How will the lesson develop or proceed? What steps will you follow? Include questions you will ask and examples you will provide.

**Assessment/Check for Understanding:** How will you measure if the students have met the lesson objective?

**Closure/Transition:** How will you end the lesson?

**Accommodations/Differentiation:** What modifications could you make to lesson procedures, materials, or assessment/check for understanding?

# Lesson Plan Rubric

University of Maine at Presque Isle

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Course: \_\_\_\_\_

Performance Expectations	Beginning 1	Developing 2	Proficient 3	Exemplary 4	Rubric Score
<b>Standards</b>	No reference made to standards	Related content standards are minimally identified	Related content standards are mostly detailed from MLR/CCSS	Related content standards are fully detailed from MLR/CCSS	
<b>Objectives &amp; Outcomes</b> (SWBAT know/do)	Lesson objectives lack clarity &/or measurability; connection to standards not apparent	Lesson objectives somewhat clear & measurable; partial connection to the standard	Lesson objectives are clear, measurable, and specific to the standard	Lesson objectives are clear & measurable; learning progression is evident	
<b>Materials &amp; Use of Technology</b>	List of materials and use of technology given limited attention in the lesson plan	List of materials and/or use of technology is incomplete or inaccurate. Teacher created handouts and/or other reproduced handouts are not attached to the lesson plan.	List of materials and technology is provided and accurate for both teacher and students. All handouts, both teacher created and those reproduced from other resources, are attached to the lesson plan.	Detailed list of materials/technology is provided for both teacher and students. All handouts, both teacher created and those from other resources, are referenced in the procedures and attached to the lesson plan.	
<b>Introduction</b>	Little or no attempt to gather students' attention and/or set a purpose for the lesson	Inadequate attempt to gather students' attention and/or set a purpose for the lesson	Introduces the lesson by sharing purpose, relevance, and eliciting schema in student friendly language; partially states what the teacher will say	Introduces the lesson by sharing purpose, relevance, and eliciting schema in student friendly language; fully states what the teacher will say	

<p><b>Procedures</b></p>	<p>Lesson plan has no match between procedures and objectives; no modeling; no evidence for guided or independent practice; plan missing necessary details for teacher's actions</p>	<p>Lesson plan has limited match between procedures and objectives; limited teacher modeling or examples provided; few opportunities for guided &amp; independent practice; plan missing necessary details for teacher's actions</p>	<p>Lesson plan has clear match between procedures and objectives; adequate teacher modeling or examples provided; some opportunities for guided &amp; independent practice; sufficiently details teacher's actions step-by-step in first person</p>	<p>Lesson plan has explicit match between procedures and objectives; multiple teacher modeling or examples provided with opportunities for guided &amp; independent practice; thoroughly details teacher's actions in first person</p>	
<p><b>Assessment (Formative &amp; Summative)</b></p>	<p>No assessment provided for the lesson, or assessment does not measure objectives</p>	<p>Assessment provided for the lesson but inaccurately measures the objectives</p>	<p>Formative and/or summative assessments have clear relationship to the lesson objectives</p>	<p>Formative and summative assessments are defined, showing clear relationship to all objectives addressed in the lesson</p>	
<p><b>Closure</b></p>	<p>Lesson ends without review; limited to clean-up and/or transition to next activity</p>	<p>Lesson ends with limited review; focus on clean-up rather than student learning</p>	<p>Teacher reviews lesson by summarizing and/or reviewing what was taught; some student engagement</p>	<p>Students review the lesson by summarizing and/or sharing what they learned; teacher revisits the purpose for the lesson</p>	

<b>Accommodations &amp; Differentiation</b>	Superficial or little attempt to differentiate	Differentiation is not linked to learner characteristics	Differentiation is linked to individual learner characteristics with adequate detail	Anticipates and plans ahead for any necessary class-wide differentiation	
<b>Professional Writing</b>	Poor quality of professional writing is evidenced by 8 or more errors in clarity of writing, spelling, usage &/or grammar	Fair quality of professional writing is evidenced by 5-7 errors in clarity of writing, spelling, usage &/or grammar	Professional writing is evidenced by 1-4 errors in clarity of writing, spelling, usage &/or grammar	Professional attention to formal writing is evidenced by clarity in writing as well as absence of spelling, usage and grammatical errors	

Note: A "3" in each category is considered "proficient" toward meeting course proficiencies. By the end of the course, you must demonstrate proficiency in writing lesson plans.

Comments:



