

Thomas College

Programs in Education

BS Elementary Teacher
BS Early Childhood Teacher
BS/MS In Education



Fall 2009

Thomas College Programs in Education Conceptual Framework

The Education programs at Thomas College are built on the premise that a caring, motivating and challenging classroom culture is at the heart of successful schools. And in order to create that classroom, the Thomas College programs place an emphasis on preparing its students to teach for understanding.

To promote teaching for understanding, students are involved in studying and practicing constructivist learning principles throughout the program. They learn that knowledge and understanding require more than teachers delivering information. Understanding results in those situations when students construct their own knowledge frameworks. The role of the teacher, therefore, must go beyond that of information-giver to that of creator of rich, comfortable learning environments that support and scaffold students' learning.

Reflection is a critical component in our effort to improve our ability to create the classroom culture that provides students the richest opportunity to construct meaning in an effective learning environment. Reflection involves the critical analysis of what we are doing, why we are doing it, and the resulting effects of our decision. It is a critical piece of the learning process for both students and teachers. Students in the Education programs at Thomas College are expected to think and write reflectively at all levels of the program. The goal is to produce teachers who are truly reflective practitioners, and who possess tools to accurately and effectively assess the learning of their students.

Because our students are unique, and because human growth and development are key to how and when students are best prepared to learn, information and practice related to learning styles, multiculturalism, special needs, and cognitive, social, and emotional development are integrated throughout the course work, and emphasized in our field experiences.

The *Maine's Standards for Initial Certification of Teachers* emphasize the importance of "inquiry" as a teaching/learning tool. Thomas students are introduced to the inquiry process at the outset and are encouraged to practice it throughout the Program. By experiencing the inquiry process in their methods courses, students are expected to internalize the process and become comfortable implementing it in their classes with elementary school students.

The Education programs at Thomas recognize that learning is a social phenomenon. Throughout their program, students learn to work in a variety of different group configurations designed to model the way teachers work together in our public schools. They learn to use technology as a teaching and learning tool that reflects the society in which our students will live, research, socialize and communicate.

Thomas teachers are reflective practitioners who use the tools of inquiry, a knowledge of human growth and development, and a constructivist approach to the creation of understanding and learning to build classroom where all students are challenged, and all students can learn.

Programs of Study

Elementary Education

The Bachelor of Science in Elementary Education program prepares students to teach children from kindergarten through grade eight (Endorsement 020). In this program of study, students become familiar with teaching methods, learning styles, content material integration, curriculum design and evaluation. The program also recognizes the need for tomorrow's elementary teachers to understand and use multimedia technology as a learning tool.

Graduates of this program must meet the ten Maine Teacher Certification Performance Standards identified in Appendix I. Student lesson plans are linked to the *State of Maine Learning Results*.

Throughout their program of study, students will document and demonstrate their competency in meeting these standards through education methods courses and field work. This program is certified by the state of Maine.

Early Childhood Education

The Bachelor of Science in Early Childhood Education program is designed to fulfill the state of Maine endorsement requirements in Early Childhood Teaching (Endorsement 081). Students in this program who wish to be certified must complete the appropriate Praxis I and II exams as well as student teaching. There is a non-certification track in this program where students may pursue an internship rather than student teaching.

The program in Early Childhood Education focuses on a combination of two types of classes — arts and sciences classes and education classes. Arts and sciences courses in areas such as English, humanities, math, and science provide a solid foundation of knowledge which will help the student complete a bachelor's degree. Education classes provide professional knowledge in methods of instruction, theories of learning and assessing, and state and federal policies. This program is designed to provide field experiences in local settings for students to apply theory to practice and to network with professionals in the field of early childhood education.

BS/MS in Education

The Bachelor of Science in Elementary Education/MS in Education program is designed for those students who wish to combine elementary education certification along with a Master of Science in Education degree. Students electing the BS/MS in Education program must meet the same requirements as all students seeking certification in Elementary Education, including passing scores on Praxis I and II. Students in this program must meet the additional standards of a 3.0 cumulative G.P.A., and an approved application by March 15 of their junior year in order to advance into approved standing in their senior year. Student teaching will normally take place in the spring of the senior year, and students will begin their graduate work in the summer after their student teaching. Students anticipating an application for approved standing in this program are encouraged to work with their adviser on planning their program.

Elementary Education-2009

Year 1

EH111 - Composition I
ED122 - Foundations of Education
PY111 - General Psychology
CS115 - Introduction to Computer Applications
MS201 - Foundations of Quantitative Analysis: Mathematics, Research
ED128 - Preparation for Field Experience

Year 2

ED232 - Educational Psychology
CO245 - Public Speaking
HG/PS - History/Government or Political Science Elec.
SC - Science Elective
EH221 - Introduction to Literature

Year 1

EH112 - Composition II
LIB - Liberal Arts Elective
HU/PH - Humanities or Philosophy Elec.
ED124 - Teaching Process and Curriculum Design
MS205 - College Math
ED129 - Field Experience

Year 2

ED215 - Children's Literature
HG/PS - History/Government or Political Science Elec.
LIB - Liberal Arts Elective
PY2/3 - Developmental Psych(225)/Child Psychology(336)
SC - Science Elective

Year 3

ED326 - Methods of Teaching Social Studies in Elementary School

ED315 - Teaching Reading in the Primary Grades

ED325 - Methods of Teaching Science in the Elementary School

ED338 - Advanced Field Experience

ED322 - Teaching Students with Exceptional Needs in the Regular Class

Year 4

ED320 - Methods of Teaching Mathematics

ELEC - Undergraduate Elective

ELEC - Undergraduate Elective

ELEC - Undergraduate Elective

ELEC - Undergraduate Elective

Year 3

ED316 - Teaching Reading in the Elementary School

ED317 - Methods of Teaching Language Arts

HU/PH - Humanities or Philosophy Elec.

LIB - Liberal Arts Elective

ED245 - Computers Across the Curriculum

Year 4

ED448 - Senior Seminar

ED445 - Student Teaching for Elementary Education

* Prerequisites: Cumulative GPA of 2.5; passing scores on all three parts of Praxis I; and a student in good standing.

Successful completion of Praxis I is a prerequisite for the following courses:

ED 315, 316, 317, 322, 325, 326, 338.

Successful completion of Praxis II is a prerequisite for ED445 and ED448

Early Childhood Education-2009

Year 1

EH111 - Composition I
ED122 - Foundations of Education
PY111 - General Psychology
CS115 - Introduction to Computer Applications
MS201 - Foundations of Quantitative Analysis: Mathematics, Research,
ED128 - Preparation for Field Experience

Year 2

ED232 - Educational Psychology
CO245 - Public Speaking
EH221 - Introduction to Literature
HG/PS - History/Government or Political Science Elec.
SC - Science Elective

Year 3

ED334 - Language Development/Early Literacy
ED335 - Numeracy for the Young Child
ED338 - Advanced Field Experience
ED323 - Teaching Early Childhood Students with Exceptional Needs
ED327 - Science for the Young Child

Year 4

ED344 - Special Topics
ED344 - Special Topics
LIB-Liberal Arts Elective
LIB-Liberal Arts Elective

Year 1

EH112 - Composition II
ED124 - Teaching Process and Curriculum Design
HU/PH - Humanities or Philosophy Elec.
MS205 - College Math
PY336 - Child Psychology
ED129 - Field Experience

Year 2

ED215 - Children's Literature
ED324 - Infant/Toddler Development
HG/PS - History/Government or Political Science Elec.
LIB - Liberal Arts Elective
SC - Science Elective

Year 3

ED344 - Special Topics
ED344 - Special Topics
HU/PH - Humanities or Philosophy Elec.
LIB - Liberal Arts Elective

Year 4

ED448 - Senior Seminar
ED447 - Student Teaching/Internship

Elementary Education/MS-2009

Year 1

EH111 - Composition I
ED122 - Foundations of Education
PY111 - General Psychology
CS115 - Introduction to Computer Applications
MS201 - Foundations of Quantitative Analysis: Mathematics, Research
ED128 - Preparation for Field Experience

Year 2

ED232 - Educational Psychology
CO245 - Public Speaking
HG/PS - History/Government or Political Science Elec.
SC - Science Elective
EH221 - Introduction to Literature

Year 3

ED326 - Methods of Teaching Social Studies in Elementary School
ED315 - Teaching Reading in the Primary Grades
ED325 - Methods of Teaching Science in the Elementary School
ED338 - Advanced Field Experience
ED322 - Teaching Students with Exceptional Needs in the Regular Clas

Year 4

ED320 - Methods of Teaching Mathematics
ELEC - Undergraduate Elective
ELEC - Undergraduate Elective
ELEC - Undergraduate Elective

Year 1

EH112 - Composition II
LIB - Liberal Arts Elective
HU/PH - Humanities or Philosophy Elec.
ED124 - Teaching Process and Curriculum Design
MS205 - College Math
ED129 - Field Experience

Year 2

ED215 - Children's Literature
HG/PS - History/Government or Political Science Elec.
ELEC-Undergraduate Elective
PY2/3 - Developmental Psych(225)/Child Psychology(336)
SC - Science Elective

Year 3

ED316 - Teaching Reading in the Elementary School
ED317 - Methods of Teaching Language Arts
HU/PH - Humanities or Philosophy Elec.
LIB - Liberal Arts Elective
ED245 - Computers Across the Curriculum

Year 4

ED448 - Senior Seminar
ED445 - Student Teaching for Elementary Education

Summer Year 4:
TCI I and II (Graduate ELEC I and II)

Year 5 Fall
ED 551 Seminar in American Schools
ED 554 Trends in Curriculum
Graduate ELEC
ELEC - Undergraduate Elective

Year 5 Summer I
ED 555 Trends in Instruction
ED 598: Capstone

Year 5: Spring
ED 552 Students and Families/Risk
ED 553 Educational Assessment
Graduate ELEC

Praxis Examinations

Elementary Education (Endorsement 020)

To meet Maine certification standards and the “Highly Qualified” standard of the federal No Child Left Behind Act, all graduates of the Thomas elementary education program must also meet these requirements in order to be recommended to the state for certification.

Passing score on Praxis I with test scores of :

1. 176 (Reading);
2. 175 (Writing); and
3. 175 (Mathematics);

or a composite score of 526 with no score on any single section lower than 3 points below these required scores.

AND

A passing score on Praxis II (Test Code 0014) of 145 or better.

Successful completion of Praxis I is a prerequisite for the following courses: ED 315, 316, 317, 322, 325, 326, 338. Deadline for submitting scores is April 30 prior to the semester one wishes to participate in Advanced Field

Successful completion of Praxis II is a prerequisite for ED445 and ED448. Deadline for registering is March 15 for student teaching in the fall and October 15 for student teaching in the spring

Early Childhood Teaching (Endorsement 081)

Certification in Maine for this endorsement requires that students achieve passing scores in the appropriate Praxis I and Praxis II tests.

Passing scores on Praxis I:

1. 176 Reading
2. 175 Writing
3. 175 Mathematics

or a composite score of 526 with no score on any single section lower than 3 points below these required scores.

AND

a passing score on Praxis II (Test Code 0021) of 166 or higher.

Students should request on their Praxis paper work that ETS send test scores to Thomas College.

For more information on the Praxis exams and Maine certification requirements, please contact your advisor or consult the Maine State Department of Education website at <http://www.state.me.us/education/>.

Preparation for taking the Praxis is available through the Student Success Center and through a course offered by the Education faculty in the spring semester. For information on scheduling and fees for the Praxis I and Praxis II exams, please see <http://www.ets.org/praxis>.

Advanced Practicum

Advanced Practicum is an extended field experience normally offered in the fall of a student's senior year. When combined with student teaching, students enrolling in this option benefit from the opportunity to spend both fall and spring in the classroom, observing and assisting with the planning and teaching of lessons, designing and administering of assessments, and other teaching duties. The Advanced Practicum option is available for students meeting these minimum requirements: passing scores on Praxis I and II, a 3.0 cumulative G.P.A., and an approved application submitted by March 15 prior to a fall placement. Students anticipating this option are encouraged to consult early with their adviser. 12 credits of internship would be applied to a student's undergraduate electives.

Professional Ethics and Behavior

Thomas College students are expected to conduct themselves in a manner appropriate to the teaching profession at all times. All verbal and written interactions, whether on campus or in the field, need to be professional; disagreements and/or constructive criticisms should be offered privately to the individuals involved. If problems or issues persist, students should contact the appropriate Thomas liaison.

Students need to be aware that they are guests in the cooperating school. While the primary concern and responsibility of cooperating teachers are the children in their care, mentor teachers are also committed to helping prepare the next generation of educators. As Thomas College students take advantage of this commitment, they need to be aware of the following obligations:

1. Attending all scheduled appointments/sessions, or (in case of an emergency) notifying the person(s) affected by the absence.
2. Discussing expectations of the cooperating teacher as soon as possible prior to the start of the first day is the best.
3. Cooperating with this teacher and his or her plans to involve the Thomas student in the classroom.

4. Informing school personnel and the Thomas College supervisor of any problems as soon as they arise.
5. Respecting the need for **confidentiality**, in regard to both students and staff. It is critical that students do not discuss individual pupils' progress outside of the classroom. It is always unprofessional, and sometimes illegal, to break confidentiality.
6. Dressing in a manner appropriate to a professional in a school setting. This varies from school to school, and students will develop an understanding for what is acceptable attire after the initial visit. On a first visit, it will probably be better to err on the side of being too formal. You need to ask your cooperating teacher about dress down days, etc.
7. Behaving professionally in the school. Children's well-being and learning are always the number-one concern.
8. Collaborating and communicating with cooperating teachers and school personnel as much as possible.
9. Being as well prepared as possible for classroom activities and responsibilities.

Academic Warning & Withdrawal Policy

Students who are not meeting the college's expectations for behavior and academic work will be sent a warning by the college's supervisor. Continued lack of progress could result in being withdrawn from student teaching.

Registration for Student Teaching

Student Teaching, together with Senior Seminar, is a capstone experience for elementary education majors. Throughout this opportunity, student teachers assume teaching responsibilities under guided supervision and put theory into practice. It is a synthesizing experience, from which each student emerges with his/her unique professional style. Senior Seminar must be taken together with Student Teaching, as the seminar is an arena for student teachers to discuss instruction of children, interaction with parents, technology plans and principles of classroom management. In addition, students develop interpersonal communication skills, practice job-seeking strategies, and showcase their portfolios. These two courses are taken for the entire semester.

Registration for Student Teaching requires the following:

1. A minimum GPA of 2.5.
2. Completion of education course requirements with a minimum GPA of 2.5.
3. Successful completion of all specified field placements.
4. Evidence, through records of successful field experiences and student records, of personal, moral, social, and ethical behavior and dispositions acceptable in college, public schools, and the community at large.
5. Scores on the Praxis I and Praxis II exams that meet the standards of the Maine Department of Education. Scores should be on file in the registrar's office.
6. Endorsement of student teacher coordinator, advisor and department chair, who may request information about the student from other College offices as deemed appropriate.
7. Students who are denied a student teaching placement for failure to meet these criteria may appeal that decision to the Chief Academic Officer, whose decision is final.

Submitting an Application for Placement as a Student Teacher

Students should apply to the student-teacher coordinator in the semester preceding the planned student teaching: by October 15 for teaching in the following spring semester, by March 15 for the following fall. (See Appendix for student teaching application.) The application must include a resume with accurate information about the candidate's qualifications, professional education, and academic performance. Copies of the résumé shall be placed with the teacher education supervisor.

General Information about Student Teaching Placement

Placements are the responsibility of the teacher-education coordinator and appropriate officials in cooperating school systems. Students shall not attempt to make their own placement by contacting the superintendent, principal, teacher, or anyone else in regard to placement.

1. Before the coordinator arranges for a placement, a student shall have passed all the requirements and be registered for student teaching.
2. All student-teaching assignments are all day for either one fourteen-week placement or two seven-week placements. The student teacher is obligated to follow the cooperating-school calendar and time schedule.
3. Students must be prepared to accept any available assignment.

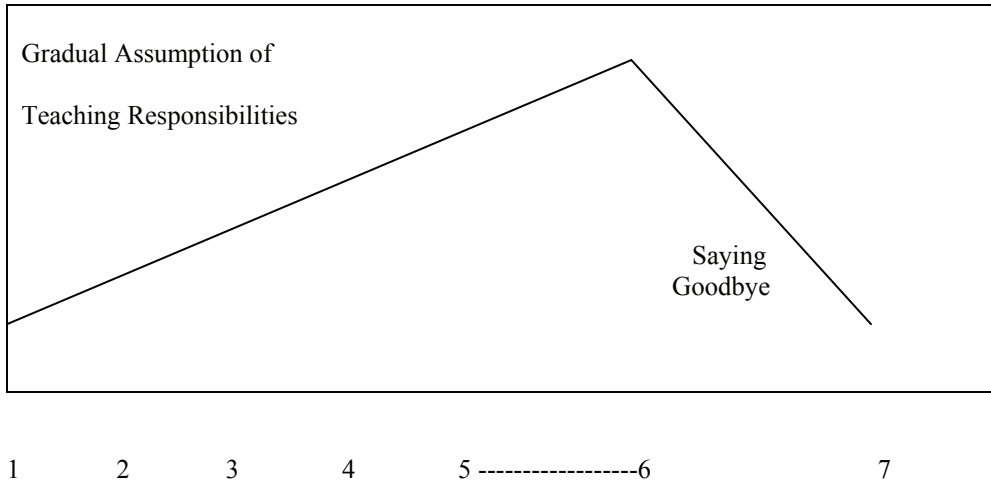
4. Student teaching assignments will be distributed by mail (postal or electronic) at least two weeks prior to the end of the semester preceding student teaching. After receiving an assignment, the student should arrange through the school principal's office to meet with the supervising teacher *at least once* before the student-teaching assignment is scheduled to begin and visit in the classroom for a minimum of three hours. Thomas will provide some introductory forms.
5. To receive credit for student teaching, students must also register for the concurrent Senior Seminar. These courses *cannot* be taken separately. To receive credit for Senior Seminar, students must attend all sessions.
6. The student may *not* register for an additional class, other than Senior Seminar, during the semester of student teaching. Any exceptions must be requested in writing by the student's advisor and approved by the Chief Academic Officer.
7. The student teacher may not be reimbursed for any part of student teaching, except when hired as an occasional substitute teaching approved by the school and Thomas College supervisor.

Assumption of Teaching Responsibilities

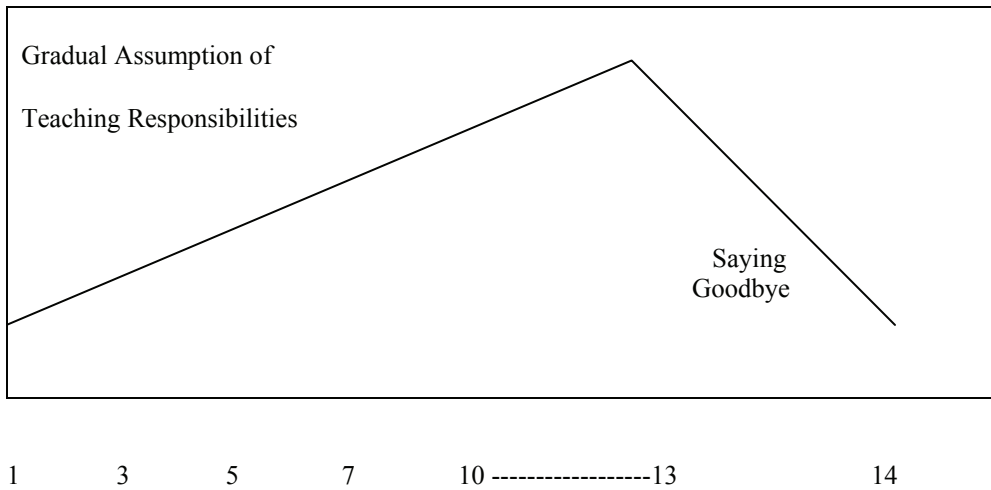
One of the most commonly asked questions during the student teaching internship has to do with the timing of the intern's assumption of responsibilities. The student teacher should assume and release teaching responsibilities in a gradual fashion. The following chart reflects a schedule recommended by the college. Each of the areas *may be compressed or extended according to the readiness of the particular intern* and the judgment of the cooperating teacher.

7 Week	14 Week	Suggested tasks
1	1	Active Observation – familiarize self with classroom and children, plan with cooperating teacher, observe management strategies, examine books and materials, become familiar with handbook, evaluation methods, school statistics, observe/discuss lesson presentations, assume administration of procedural tasks in the classroom (such as attendance)

2	2-3	Continue to plan with cooperating teacher, prepare a lesson plan and teach a small group or an individual, work with individuals or small groups, choose a child to focus attention on for the internship
3	4-7	Continue to plan and assume responsibilities, teach lessons daily, use computers/audiovisual materials and equipment when appropriate, participate in guided observation in other classrooms (if available)
4	8-9	Prepare plans and teach lessons daily, continue to add teaching responsibilities (playground, lunch, etc.) until full responsibilities are realized, participate in guided observations in other classrooms
5-6	10-14	Solo planning for whole group, individuals or small group; attend ECT or PET meeting if possible; attend teachers' meeting, open house, school board meeting.
7	14	Release responsibilities gradually, plan and say good-bye to the children; continue to participate in guided observations in other classrooms and/or schools



Suggested activities for Student Teachers in two placements



Suggested Activities for Student Teachers in one placement

Students' Responsibilities in Cooperating Schools for all Placements

Field experiences and student teaching place prospective teachers in an environment where they can develop important teaching skills and knowledge that connects coursework to school practice. These experiences provide opportunities for ongoing contact with the same group of students and educators over extended periods of time. Prospective teachers will have the opportunity to

- Develop understanding of the background and skills related to successful teaching.
- Gain experience in planning, implementation, and assessment.
- Understand how to design instructional units and programs that complement a student's intellectual, academic, and personal development.
- Organize and manage a classroom environment.
- Understand and promote the characteristics of successful schools.
- Gain confidence in his or her professional competency.
- Qualify for a Maine teaching certificate.

Thomas College recognizes that field placements vary in design and implementation, depending upon the school setting, the subject matter, and the grade level(s) of the experiences. The school personnel and the Thomas liaison will work together to design the appropriate requirements for the individual student teacher, within the guidelines outlined in this handbook.

It is essential that each Thomas student exhibit qualities of maturity, good judgment, and initiative. He or she needs to recognize the opportunities offered by these experiences and assume the responsibility to adjust his or her efforts accordingly. The cooperating school and teachers accept students as professionals in situations for which the school is responsible for the welfare of children. Each student must take the role of a willing and cooperative learner who can adjust and design instruction to fit the existing classroom conditions.

Cooperating School Responsibilities

The school's responsibility is to provide a setting where the Thomas students are able to observe and participate in children's learning while developing and refining their teaching skills. Responsibilities of mentor teachers include providing planning and feedback and midterm- and final-assessment information.

Thomas College Responsibilities

A Thomas College staff member will be assigned to oversee student interns in cooperating schools. The responsibilities of that individual include working with the field-experience students and student teachers assigned to the school district. This individual will make regular visits to cooperating schools and will be accessible to the staff.

This liaison will also

- Conduct regular seminars with students throughout the internship.
- Evaluate student progress in coursework, internships, and portfolio preparation.
- Work out any issues or problems among school personnel and interns.
- Supervise the field experiences and student-teaching internships.

Teaching Portfolio

As a key component of the Thomas educational philosophy and its emphasis on reflective practice, teaching portfolios document one's evolution as a lifelong learner. Portfolios are dynamic collections. They grow and change over time. They serve to inform one's personal and professional growth and demonstrate how teachers and prospective teachers strive to meet the standards of the profession. The portfolio should include the following components:

Organization

The table of contents lists the major sections of the portfolio. In addition, the portfolio includes a title page or a cover page for each major heading, as well as for each artifact. Some major headings might include

- Purpose
- Credentials
- Personal philosophy on teaching and learning
- Performance-based standards and selected artifacts

As students build their portfolios, they will organize and reorganize the page sequence many times. So, while much of the organizational structure will remain the same, specific page numbers may change; page numbers should be added to the final draft.

Purpose

When students construct a portfolio, they will need to determine and state its purpose. The purpose statement could introduce the organizational structure and any major themes around which the portfolio is constructed. While a primary purpose of this portfolio is to show competency in meeting Maine's Standards for Initial Certification of Teachers, it should also form the basis for a job portfolio.

Credentials

This section provides information about the individual and includes

- A resume

Praxis results

- Transcripts
- Field experience and student teaching document artifacts
- Letters of recommendation
- Journals and reflective writings associated with student teaching
- CPR & First Aid
- Proof of fingerprints
- A list of great ideas accumulated during these activities

Students are encouraged to demonstrate their technology competence by displaying some artifacts in electronic form.

Philosophy Statements

A teaching-philosophy statement acts much like political candidates' campaign platforms. Politicians construct them to capture the attention of voters and put forth their message. The planks in a teaching-philosophy statement could include beliefs about learning, the aim of education, and classroom-climate and management ideas. The philosophy statement should leave the reader with a mental picture of how the aspiring teacher conceptualizes his or her role as teacher and students' roles as learners.

Maine's Standards for Initial Certification of Teachers

This section should include a copy of each standard with a description of how an accompanying artifact, document, lesson plan, or reflective piece demonstrates competency in that standard. Artifacts may include

- Bulletin boards
- Lesson plans
- Unit plans
- Sample assessments
- Student work
- Workshops & conferences attended
- In-service trainings attended
- Photographs
- Handouts
- Extra-curricular activities
- Artwork
- Technology products
- Letters to parents
- Special events
- Letters of reference
- PR articles or photos
- Awards

Students must reflect on how the artifact applies to the initial teacher standard.

Refer to pages 22-27

Designing the Portfolio

Portfolios have become increasingly important as a means of documenting teacher effectiveness. Teaching is a complex process and skill that requires a complex method for accurately measuring its effectiveness. A teaching portfolio allows for this kind of complexity. Accepting the logic of a teaching portfolio, however, is often easier than planning to prepare one. For this reason, ED128 is intended to help aspiring teachers get started. As they work through these materials and the portfolio development process, students should remember that the teaching portfolio is just that – an ongoing process.

Getting Started

Planning

Before starting to assemble the portfolio, students need to reflect about its purpose and audience:

- What is the main purpose in creating this portfolio?
- Who are the primary readers?
- What types of evidence of teaching effectiveness will be most convincing to these readers?

Shaping and Organizing

The next step is deciding how and in what order to present the data gathered from students, colleagues, and personal experiences. Again, this requires reflection about the audience and the type of evidence they will find convincing. Students can ask

- Have I selected, organized, and presented the data in a way that brings the most compelling evidence into focus for my readers?
- Does each piece of evidence serve a purpose, supporting a claim I have made about my teaching?

Assessing and Refining the Draft

Finally, having developed a draft, students need to reconsider their analysis of the audience and purpose and decide whether the document achieves its purpose. Students can ask

- Does the portfolio give the reader a sense of who I am as a teacher?
- What is the most striking claim it makes about my teaching?
- Will the evidence presented for this claim be convincing for this audience?

- Are all of the claims and evidence offered for teaching effectiveness relevant?

Portfolio Design Options

- Creative covers
- Multiple options on one page
- Electronic portfolios
- Creative page layouts
- Graphic organizers
- Photographs
- Art work
- Quotes or stories

Students should

- Collect artifacts and store them in a three-ring binder or a large box and maintain electronic versions when appropriate.
- Put irregularly shaped artifacts in plastic sleeves.
- Set up computer files to make changes to mission or belief statements.
- Recognize that portfolios are representative, not comprehensive.
- Include a rationale or reflection for each entry.
- Choose an organization strategy around performance-based standards or other appropriate framework.
- Consider using a variety of graphics, graphic organizers, and concept maps to illustrate competencies.
- Review the portfolio-artifact collection regularly.
- Purchase a disposable camera and take pictures to include in your portfolio.
- Save letters of commendation and feedback from parents and students.
- Share the contents of the portfolio with peers and mentors, and interaction that will enrich the product.

Beyond the Internship: Toward Certification and Teaching Opportunities

Copies of the Praxis I and Praxis II results will be sent directly to the Maine State Department of Education (DOE), student and Thomas College. A copy should also be kept in your portfolio. Students must successfully complete both Praxis exams prior to enrolling in ED445 and ED448.

Certification Procedures

Anyone interested in certification to teach in Maine must apply to the DOE in Augusta. Students will receive information about how to apply for state certification during the Senior Seminar. Additional copies are available in the Career Services office. Students are responsible for sending the completed form, a copy of a final transcript, copies of Praxis results with a certified check or money order for \$100 to the Treasurer - State of Maine at the Division of Certification, State House Station #23, Augusta, ME 04333-0023. The DOE also requires proof of fingerprinting. To expedite matters you should hand deliver the package to the MDOE.

For complete information on certification procedures, students are encouraged to consult the State of Maine Department of Education website. [<http://www.state.me.us.education/>]

The Career Services office offers a variety of services to students, and the education faculty recommend that students contact the office as early as their first year at Thomas to discuss job opportunities.

Appendix I

Maine's Standards for Initial Certification of Teachers

- 1. Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students.**
 - Uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understandings.
 - Evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
 - Engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
 - Models the use of the tools of each discipline and creates opportunities for students to practice their use.
 - Incorporates knowledge of students' experiences in the planning, execution, and evaluation of learning experiences.

- 2. Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines.**
 - Creates learning experiences in which students are required to construct knowledge and test hypotheses using the methods of inquiry and standards of evidence of multiple disciplines.
 - Encourages students to recognize and respect the interdependence of all knowledge and ideas by combining and integrating knowledge of different disciplines.
 - Pursues and acquires material and human resources in various disciplines for classroom use.

3. Demonstrates a knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, and social development.

- Discerns individual and student and group differences (e.g., intellectual, cultural, social).
- Supports individual student's physical, social, emotional, cognitive, and moral development.
- Observes how her or his students learn and thus ascertains their different learning styles.
- Identifies when and how to access appropriate services or resources to meet learners' needs.
- Identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.
- Makes appropriate provisions and adaptations for individual students who have particular learning differences or needs.
- Seeks to understand and make connections to students' experiences and backgrounds in planning and implementing curriculum.
- Demonstrates understanding of and sensitivity to issues of diversity and equity during the design and assessment of instruction.

4. Plans instruction based upon knowledge of subject matter, students, and curriculum goals.

- Plans for learning opportunities that recognize and address variation in developmental level, learning styles, performance modes, and individual needs.
- Develops daily, weekly, and long range lesson plans that are linked to student needs and performance and adapts them to ensure and capitalize on student progress and motivation.
- Demonstrates originality in lesson development within the parameters of the existing school curriculum.
- Articulates lesson goals and provides educationally and ethically defensible rationales for those goals.
- Plans collaboratively with colleagues on curriculum goals and frameworks both for the classroom and for schools.

5. Understands and uses a variety of instructional strategies and appropriate technologies.

- Chooses effective teaching strategies and materials to meet different learning goals and student needs.
- Uses multiple teaching and learning strategies to engage students in active learning opportunities and to help students take responsibility for their own learning.
- Monitors and adjusts strategies in response to learner feedback.
- Varies her or his role in the instructional process depending on the content, purposes, and student needs.
- Develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and providing diverse perspectives to encourage critical thinking.
- Employs a wide range of questioning and discussion techniques which elicit responses at a variety of affective and cognitive levels.
- Uses educational technology to broaden student knowledge about technology as well as deliver instruction.
- Encourages all students to use technology and provides access to that technology.
- Provides students with strategies for evaluating the content encountered via technology (i.e., Internet, listservs)

6. Creates and maintains a classroom environment which supports and encourages learning.

- Creates a comfortable, well-organized physical environment.
- Establishes a classroom climate of openness, mutual respect, support, and inquiry.
- Works with students to manage their own behaviors and assume responsibility for their own learning.
- Uses principles of effective classroom organization.
- Uses a variety of strategies to increase students' desire and opportunity to learn.
- Creates an environment in which students work both cooperatively and independently.

7. Demonstrates the ability to support students' learning and well-being by engaging students, home, school, colleagues, and community.

- Advocates for students while respecting their privacy and rights to confidentiality.
- Identifies strategies to link school, home, and community to enhance student performance and well-being.
- Describes ways to proactively develop partnerships with parents and guardians in support of students' learning and well-being.
- Recognizes when it is appropriate to consult with other school professionals concerning a student's learning or health.
- Describes ways to work with community agencies to foster student growth.
- Works with other school personnel, representatives of community agencies, and representatives of other professional and education organizations with the goal of supporting student learning and well-being.

8. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.

- Describes the purposes of assessment.
- Uses a variety of formal and informal strategies to assess student outcomes.
- Matches assessment strategies and instruments to Learning Results and program objectives.
- Uses concepts of reliability, validity, and generalizability to design and improve high quality assessments.
- Employs a variety of assessment techniques to collect knowledge of learners, student learning progress, and program effectiveness.
- Uses assessments and evaluation to modify teaching and learning strategies and for diagnostic purposes.
- Communicates responsibly and knowledgeably to students, parents, communities, and agencies about student achievement and program outcomes.
- Involves learners in self-assessment and goal setting for learning.

- Documents learning using a variety of methods such as portfolios, school records, and other long term indices of the multiple abilities of students.

9. Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.

- Maintains confidentiality concerning all dealings with students, parents, teachers, and school personnel.
- Adheres to a code of ethics that demonstrates an understanding of the laws that govern students' rights and teacher responsibilities.
- Knows what situations make one vulnerable to liability actions, is aware of professional liability insurance, and follows appropriate school and district procedures to avoid liability.
- Complies with school policies related to health and safety issues, such as administration of medication and reporting concerns of physical and sexual abuse.
- Adheres to affirmative action policies pertaining to school and classroom settings, interacts with all students in an equitable manner, and does not discriminate against students on the basis of gender, race, ethnicity, religion, or socioeconomic status.
- Understands how beliefs, values, traditions and requirements of various religious groups interact with school life (e.g., dietary restrictions, fasting, mandatory observance or nonobservance of holidays, activities which are forbidden, expectations regarding gender relations, issues of deference); takes religious diversity into account when planning and implementing lessons and activities.
- Understands the meaning of sexual harassment and how it impacts students and staff, assists students in understanding the meaning of sexual harassment, how to avoid harassing others, and what to do if one feels harassed.
- Treats others with respect and honors the dignity of all people.
- Documents incidents which may have legal or ethical implications.
- Takes appropriate steps to obtain and maintain professional certification/licensure.
- Recognizes and demonstrates appropriate use of language in the classroom (i.e., avoids profanity, name-calling, racial slurs, etc.)

10. Demonstrates a strong professional ethic and a desire to contribute to the education profession.

- Is an active, contributing member of work teams and committees.
- Participates in staff development opportunities and training sessions and applies information and strategies gained as a result of those experiences to one's own teaching.
- Utilizes information gained from reading professional journals.
- Applies information gathered during attendance at professional conferences.
- Develops associations with organizations dedicated to learning.
- Reflects upon and strengthens one's own teaching by evaluating (alone and with colleagues) lessons taught and making appropriate improvements.
- Stays abreast of and employs new teaching strategies and technologies.
- Develops and implements a personal development plan to enhance one's own professional growth.
- Maintains a professional demeanor and recognizes the teacher's role as a model for students.
- Works with colleagues to achieve school and district goals and to address problems in the school.

Appendix II Portfolio Artifacts

Courses	Standards				
	I	II	III	IV	V
	Demonstrates knowledge of the central concepts, tools of inquiry, and structures of discipline(s) s/he teaches and creates learning experiences that make these aspects of subject matter meaningful to students.	Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines	Demonstrates a knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, and social development	Plans instruction based upon knowledge of subject matter, students, and curriculum goals.	Understands and uses a variety of instructional strategies and appropriate technologies.
CS115				X	X
ED128					
ED129					
ED315			X	X	X
ED316	X	X			X
ED317	X	X			X
ED320					
ED124	X	X		X	X
ED122	X				
ED325	X	X			X
ED326	X	X			X
ED215					
ED232	X				X
ED338	X		X	X	X
ED245/ ED423			X	X	X
ED322	X		X	X	X
ED445	X	X	X	X	X
ED448	X	X	X	X	X
EH221					
HG/PS					
LIB					
MS205					
PY111					
PY336					
SC					

Courses	Standards				
	VI	VII	VIII	IX	X
	Creates and maintains a classroom environment which promotes learning	Demonstrates the ability to support students' learning and well-being by engaging students, home, school, colleagues, and community	Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.	Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher	Demonstrates a strong professional ethic and a desire to contribute to the education profession.
CS115					
ED128				X	X
ED129		X		X	X
ED315	X				
ED316	X		X		
ED317	X		X		
ED320					
ED224			X		
ED222				X	X
ED325	X		X		
ED326	X		X		
ED215					
ED232		X	X	X	
ED338	X	X	X	X	X
ED245/ ED423			X		
ED322	X	X	X	X	X
ED445	X	X	X	X	X
ED448	X	X	X	X	X
EH221					
HG/PS					
LIB					
MS205					
PY111					
PY336					
SC					

Appendix III

State of Maine Learning Results Guiding Principles

Each Maine student must leave school as:

A Clear and Effective Communicator

- Uses oral, written, visual, artistic, and technological modes of expression;
- Reads, listens to and interprets messages from multiple sources; and
- Uses English and at least one other language.

A Self-Directed and Life-Long Learner

- Creates career and education plans that reflect personal goals, interests and skills, and available resources;
- Demonstrates the capacity to undertake independent study; and
- Finds and uses information from libraries, electronic data bases, and other resources.

A Creative and Practical Problem Solver

- Observes situations objectively to clearly and accurately define problems;
- Frames questions and designs data collection and analysis strategies from all disciplines to answer those questions;
- Identifies patterns, trends, and relationships that apply to solutions to problems; and
- Generates a variety of solutions, builds a case for the best response, and critically evaluates its effectiveness of this response.

A Responsible and Involved Citizen

- Recognizes the power of personal participation to affect the community and demonstrates participation skills;
- Understands the importance of accepting responsibility for personal decisions and actions;
- Knows the means of achieving personal and community health and well-being; and
- Recognizes and understands the diverse nature of society.

A Collaborative and Quality Worker

- Knows the structure and functions of the labor market;
- Assesses individual interests, aptitudes, skills, and values in relation to demands of the workplace; and
- Demonstrates reliability, flexibility, and concern for quality.

An Integrated and Informed Thinker

- Applies knowledge and skills in and across English language arts, visual and performing arts, foreign languages, health and physical education, mathematics, science, social studies, and career preparation; and
- Comprehends relationships among different modes of thought and methods associated with the traditional disciplines.

Appendix IV

Possible Field Experience Activities

Orientation to the School

- Meet the principal and other administrative staff.
- Get a copy of the school handbook and become familiar with the school's policies.
- Tour the school building and facilities.
- Meet the guidance staff, become familiar with the school's system of permanent records.
- Meet the school's guidance staff and specialists and become familiar with the testing and referral systems of the school.
- Get to know members of the faculty.
- Become familiar with important characteristics of the community and student body.
- Shadow a student for a day.

Classroom Routines

- Take attendance.
- Become familiar with accident and injury procedures. Obtain, issue, and store equipment and books.

Out of Classroom Activities

- Attend parents' night, open house, PTA, or similar program.
- Chaperone school dance, athletic program, or other co-curricular activity.
- Monitor study hall, lunchroom, playground, hallway, bus, or similar areas.
- Become familiar with central-office functions.

Preparation for Teaching

- Observe the cooperating teacher.
- Observe other teachers in the same department or grade level.
- Become familiar with texts used in the school.
- Become familiar with the school's curriculum

Appendix V

EDUCATION STUDENT TEACHING APPLICATION

All **FALL applications** are due in by March 15 and all **SPRING applications** are due in by October 15 to the Education Office, 223A preceding the semester for student teaching.

This semester involves a minimum of 14 weeks of full-day student teaching and one week for portfolio development. Students will commute from their residences to student teaching locations in partner schools.

NAME _____ SSN _____

Local Address _____

Phone _____ E-mail _____

When are you planning to Student Teach? Fall _____ Spring _____

What is your *preferred* teaching level?

K-3 _____ 4 & 5 _____ middle school _____

What is your preferred grade level? _____

What is your second preferred grade level? _____

Do you want *two* seven-week placements at different grade levels, or *one* fourteen-week placement?

Two placements _____ One placement _____

I have passed the Praxis I and the Praxis II and my scores are on record in the registrar's office.

Have you had a degree audit within the last six months? Yes _____ When? _____

If not, please make an appointment with your advisor and resubmit this application when you have done so.

Notification

Notification of your student teaching assignment will be made by the Education Department's student teacher supervisor. You and the supervisor will then set up an appointment with your cooperating teacher(s) prior to the close of school in December or June. You will report to your school and be on their calendar and not the Thomas College calendar.

By submitting this form you agree to the following:

I understand that I must meet all of the requirements for student teaching prior to receiving my placement. If I am unable to student teach, I will notify my advisor and my student teaching supervisor immediately. I **WILL NOT ASSUME** group living responsibilities, work positions, travel plans, or participate in curricular or extra curricular activities including competitive athletics that will interfere with student teaching. I have read and understand all of the requirements for Teacher Education as stated in the Education Handbook.

Student Signature

Date

Advisor Endorsement of your Application

Advisor Signature

Date

Appendix VI

Additional Resources

Suggested Reading About Portfolios

- Bullock, A. & Hawk, P. (2001). *Developing a teaching portfolio: A guide for preservice and practicing teachers*. Upper Saddle River, NJ: Prentice Hall
- Burke, K. (1997). *Designing professional portfolios for change*. Arlington Heights, IL: SkyLight Training and Publishing.
- Campbell, D. & Others (1997). *How to develop a professional portfolio*. Boston: Allyn and Bacon.
- Constantino, P.M. & De Lorenzo, M.N. (1998). *Developing a professional teaching portfolio: A guide for educators*. College Park, Maryland: University of Maryland.
- Hartnell-Young, E. & Morriss, M. (1999). *Digital professional portfolios for change*. Arlington Heights, IL: SkyLight Training and Publishing.
- Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Associate for Supervision and Curriculum and Development.

Useful Links

International Society for Technology in Education: www.iste.org

Maine Association for Middle Education: <http://www.maleonline>

Maine Center for Assistive Technology: <http://www.mainecite.org/>

Maine Education Association: <http://www.maine.nea.org/>

Maine State Department of Education: <http://www.state.me.us/education/>

Maine's Secretary of State Kids Page:

<http://www.state.me.us/sos/kids/government/government.htm>

National Education Association: <http://www.nea.org/>

Thomas College: www.thomas.edu

Resources for Lesson Planning

CyberGuides-k-3 <http://www.sdcoe.k12.ca.us/score/cyk3>.

Filamentality: <http://www.kn.att.com/wired/filamentality>

Internet Content for the Classroom: <http://www.marcopolo-education.org/index.aspx>

Kathy Schrock, Guide for Educators:

<http://school.discovery.com/schrockguide/>

National Teacher Training Institute, PBS: <http://www.thirteen.org/edonline/ntti/>

ThinkQuest: <http://www.thinkquest.org>

WebQuests: <http://edweb.sdsu.edu/webquest/webquest.html>