State of Maine
Advisory Committee on Results-based Initial Certification of Teachers

Final Report
to the State Board of Education and the Commissioner of Education

September, 1997

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Purpose

Teachers play a critical role in education reform strategies intended to ensure that all students achieve high standards of learning. In an effort to support teacher development for student learning, educators, policymakers, and community members are collaboratively creating a results-based model of initial teacher certification based on what teachers should know and be able to do to support student learning results.

Many states, including Maine, have created a new vision for education for the 21st century. This vision is based on creating student-centered schools in which individual students' needs shape the learning environment and the nature and pace of instruction. The Learning Results Standards for all students articulate goals and guidelines for student achievement to realize Maine's vision. The Learning Results require teachers to work differently in their schools. Future teachers will be required, for example, to develop and integrate curriculum and work in an increasingly collaborative environment. Since the role and tasks of the teacher will be different, the preparation and assessment of beginning teachers must also be different.

The Maine State Board of Education and the Commissioner of Education, through the efforts of an advisory committee, worked together to create a results-based model for initial teacher certification in Maine. This committee engaged teachers, administrators, and teacher educators in the development of high and rigorous standards for beginning teachers and a process for holding teachers accountable to those standards. This report contains descriptions of the ten standards that resulted from this dynamic process and recommendations for changes in the initial teacher certification process.

The Advisory Committee's Charge

In 1994, the 116th Maine legislature passed an act which made the State Board of Education responsible for setting goals for education in Maine. The State Board of Education established a committee to develop learning goals for K-12 Maine students. The learning goals, Learning Results, were put into law in the spring of 1997. The State Board of Education and the Commissioner of Education recognized that if K-12 students were to achieve the learning results outlined in the new legislation, new teachers would also need to be prepared differently. In 1993, the State Board of Education funded three pilot sites to develop models for performance-based assessment of teachers. The pilot projects were partnerships between three institutions of higher education and several school districts. In fall, 1995, the State Board of Education funded five more pilot sites as well as the Results Based Advisory Committee for Initial Teacher Certification. In December, the State Board of Education and the Commissioner of Education appointed the advisory committee to develop a results-based process for the initial certification of Maine teachers. The advisory committee's charge was to:

> 1. Develop a set of generic standards for results-based initial teacher certification which address what a beginning teacher needs to know and be able to do. The standards will be drawn from the work of the Maine pilot sites and the compilation of those standards by

the Results-Based Initial Teacher Certification Executive Committee. National standards will also be consulted.

2. Recommend ways in which institutions which prepare teachers can be expected to address content standards from learned societies and from the work of the Task Force on Learning Results.

3. Develop recommended criteria for performance-based assessment of teacher candidates for initial certification.

4. Recommend changes in the process for program approval and standards, based on any recommended changes in certification.

5. Recommend ways to address certification of out-of-state teachers and candidates who have not completed an approved program.

Guiding Principles

Four types of principles guided the creation of the initial teacher certification process. These principles include beliefs about characteristics of good teachers, current and future roles of teachers, the nature of results-based certification standards, and performance assessment of candidates for initial teacher certification.

1. Guiding Principles Regarding the Characteristics of Teachers:

a. The teacher is a clear and effective communicator who initiates, receives, interprets, and responds to verbal and nonverbal messages from students, colleagues, and other constituents.

b. The teacher is a self-directed and lifelong learner who evaluates, adapts to, and implements change as a professional educator.

c. The teacher is a creative and practical problem solver who applies concepts, principles, and skills from all disciplines to address students' school, and educational problems.

d. The teacher is a responsible citizen who models for students active participation in the political, social, and economic life of the school and community.

e. The teacher is a collaborative professional who demonstrates skills and behaviors necessary for student success.

2. Principles Regarding the Role of the Teacher:

a. Becoming a teacher is a developmental process. While the proposed standards are for beginning teachers, the standards may also serve as a guide for and contribute to the development of practicing professional educators. A specific level of accomplishment should be exhibited before a beginning teacher enters the classroom as a professional educator.

b. Teaching is a profession which requires knowledge, skills, preparation, and continuing education and development.

c. Teaching is a profession based upon the belief that all students can learn; the teacher's responsibility is to ensure that learning occurs and to help each child achieve success.

3. Principles Regarding the Nature of Results-Based Certification Standards

The results-based initial teacher certification standards should be:

a. based on the actual tasks of teaching;
b. inclusive of teacher practices that support the achievement of the Learning Results by all students;
c. assessable;
d. readable and understandable; free of educational jargon; clear and succinct; non-repetitive;
e. achievable through teacher education programs;
f. sufficient and necessary for performance as a teacher;
g. acceptable to the profession;
h. free from bias;
i. based on established research on teaching and learning.

4. Principles Regarding the Characteristics of Assessment

The results-based assessment for initial teacher certification should be:

a. performance based;
b. conducted over time;
c. multifaceted and multidimensional;
d. based on the professional judgment of multiple assessors;
e. a valid measure of results based teacher standards;
f. a reliable measure of teacher performance;
g. informative to the individual being assessed;
h. administratively feasible;
i. publicly credible;
j. professionally acceptable;
k. legally defensible;
l. economically affordable.

Recommendations

In developing its recommendations, the Advisory Committee considered the work of the Learning Results Task Force, the Maine Common Core of Learning, the National Board of Professional Teaching Standards, the Interstate New Teacher Assessment and Support Consortium, and the National Commission on Teaching and America's Future as well as the work of the eight pilot sites.

1. Replace current course requirements for initial teacher certification with performance standards.

The committee recommends adoption of the ten standards contained in this report (Appendix A). The standards have been reviewed by teachers, principals, superintendents and teacher educators. The standards are supported by current educational research. They are supportive of the Learning Results and the Maine Common Core of Learning. The standards are also compatible with standards developed by the New State Teacher Assessment and Support Consortium (INTASC) and the National Board of Professional Teaching Standards (NBPTS). Results-based certification means that teacher candidates will be judged on the basis of their performance on the standards rather than solely on the number or type of courses they have taken. Candidates must demonstrate their ability to meet the standards through performance based assessment.

Legislation needed: To eliminate specified course requirements for initial certification and instead to adopt standards as a basis for certification.

2. Prior to assuming a position as a teacher of record or paid professional teacher, every individual must demonstrate an agreed upon level of competency on each of the ten standards.

This recommendation is an effort to ensure that every public school teacher working with Maine

In order to help students achieve the Learning Results, the beginning teacher ...

I. 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.

II. Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines.

III. 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.

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

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

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

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

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

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

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

students is qualified to teach. Teacher candidates will not necessarily need to complete a teacher preparation program. All teachers, however, whether they complete a teacher preparation program or not, will need to meet the same level of achievement on the standards for initial teacher certification.

Action required: The standards have been developed. Research is needed, however, to determine the acceptable level of performance for each standard. A study should be commissioned which would look at the performance of student teachers, first year teachers, and experienced teachers to determine how high to set the level of attainment for each standard.

3. A baccalaureate degree from a regionally accredited institution is required for initial teacher certification in Maine.

4. Candidates for initial teacher certification will need to pass a qualifying examination, one component of which includes evaluation of reading, writing and mathematics skills .

Action needed: The committee has reviewed the Pre-Professional Skills Test (PPST) and Praxis I published by the Educational Testing Service. While the committee believes one of these tests may be appropriate, the committee is not prepared to recommend a specific test at this time. The Educational Testing Service (ETS) and the National Council for the Accreditation of Teacher Education are collaborating to develop new tests which will be more compatible with recent education reforms and the standards being developed by educational and disciplinary organizations. In addition, INTASC is also developing instruments. The committee believes that a decision on which qualifying examination to require should be made at a later date when the new instruments are available for review. The committee suggests that the State Department of Education create a task force within the next two years to determine the most appropriate qualifying examination for Maine. The committee does, however, believe that the test selected should be nationally standardized and easily accessible for Maine residents. Norms for passing the new test will need to be set. Rules should be consistent with the requirements of the Americans with Disabilities Act.

Legislation needed: Replace the current qualifying examination criteria with that of requiring the passing of a basic skills test prior to initial certification.

5. Candidates for initial teacher certification will need to pass a qualifying examination, a second component of which is a content knowledge or subject matter test in the area(s) in which they will teach.

The rationale for this recommendation is that it assures that all teachers have obtained the required level of performance in subject matter knowledge regardless of their major in college, the courses they took, or the institution they attended. The recommendation eliminates the requirement for specific courses in the teaching area but does require demonstrated knowledge in that area.

Action needed: The committee is recommending a nationally standardized test for subject matter competency. For the reasons stated in recommendation three, the committee is not recommending a specific subject matter test at this time. Rather, the committee recommends that the State Department of Education establish a committee of representatives from disciplinary organizations in areas of certification. This committee should be charged to review recently developed tests and performance assessments from Educational Testing Service (ETS), National Education Systems, Inc. (NES), and INTASC as well as other organizations. The committee should come forward with a recommended

nationally standardized test/assessment from one organization. The test/assessment should be aligned with standards from the learned societies/disciplinary organizations where those standards exist. A study will need to be done to establish minimal acceptable scores for Maine. A time line for implementation in each area will need to be developed. Until the test/assessment is adopted, current course requirements in the discipline should remain in place for content areas. Rules should be consistent with the requirements of the Americans with Disabilities Act.

Legislation needed: To require that all candidates for initial teacher certification pass a content area test/assessment in the area(s) in which they will teach.

6. All candidates must pass a state-designated performance assessment in order to obtain initial teacher certification.

The committee recognizes that competence in basic skills and knowledge of the subject area are essential for effective teaching. Subject matter knowledge, however, is not sufficient. In order to ensure student success in the K-12 classroom, teachers must be knowledgeable about teaching strategies, characteristics of the learner, content methodology, assessment, and motivation. These skills and knowledge areas must also be assessed and are best assessed by performance measures. To support recommendation six, the following is also recommended:

> a) All candidates, whether from an approved program or not, must pass the same state-designated performance assessment.

> b) The performance assessment must meet the criteria for assessment as outlined in the guiding principles for assessment.

> c) Each candidate must be assessed by a team of trained assessors, at least one of whom does not know the candidate.

> e) Candidates who are not enrolled in a teacher preparation institution must pay the costs of the performance assessment.

> f) Candidates not enrolled in an approved teacher preparation program must participate in preprofessional experiences which are sufficient to demonstrate competence on the state designated performance assessment.

Action needed: A draft performance assessment is included in Appendix B. The performance assessment will need to be piloted with a group of student teachers and first year teachers. Levels of achievement will need to be set.

Legislation needed: To require that all candidates for initial teacher certification successfully complete the performance assessment before entering the classroom as teachers of record.

7. That a second level performance assessment be conducted in the second year of the provisional certification period.

> a) That an adaptation of the INTASC performance assessments currently in the

development stage be considered as the second level assessment.

b) That current teacher support teams be strengthened and made equitable in all school districts in order to help support teams be trained to conduct the second level performance assessments.

c) That a team of assessors, at least one of whom does not know the candidate, conduct the second level assessment.

d) Candidates and supervisors would have the option of mutually agreeing to extend the provisional period by one additional year and complete the performance assessment during the third year of the induction period.

The committee recognizes that continued development of the beginning teacher occurs during the first two years of teaching. The initial performance assessment can only determine in a limited way the potential for successful continued development. Since new standards and expectations for K-12 students demand a higher level of knowledge and performance for teachers, the committee feels that teachers need a minimum of two years of professional support and opportunities to practice teaching in a school with students before final recommendations for certification are made. The second level assessment can occur within the context of the school when the candidate has the opportunity to engage in the full range of professional responsibilities.

Teacher support teams, especially during an induction period, have been found to contribute to future teaching success and to retention of teachers in the profession. Previously, local support teams were present in school districts and they were assisted financially by the state. The existence of resourced support teams in all districts can help to realize the intentions of this initial certification process and the realization of a second level assessment.

Action needed: A committee will need to examine the INTASC assessments when they are ready and determine if they are suitable for Maine. If they are, norms will need to be established for successful achievement on the second level assessment. If not, the committee will need to consider and recommend other alternatives.

Legislation needed: A committee to re-establish funding and support for the creation of support teams in all districts to assist in the implementation of the induction and second level of assessment as outlined above.

Legislation needed: To require a second level assessment of all beginning teachers as outlined above.

8. That a committee be charged to study the feasibility of a professional standards board, determine whether such a board would facilitate the process of performance-based assessment for initial teacher certification, and if so, recommend how the board should be established, membership, who should appoint members, terms of membership, responsibilities of the board, oversight of the board, budget implications for the board, and governing policies of the board.

a) That membership of the study committee consist of the following:

- Commissioner of Education or designee;
- State Board of Education - one representative;
- K-12 teachers - four representatives by the Maine Education Association;
- Superintendent - one representative appointed by the Maine School Superintendent's Association;
- Principals - two representatives appointed by the Maine Principal's Association;
- Teacher Educators - two representatives, one from a public institution, one from a private institution;
- Education and Cultural Affairs Committee, Maine State Legislature - one representative;
- Maine State Department of Education, Certification Officer - ex officio;
- Local school board member.

b) That someone who is not a member of any of the above stakeholder groups be appointed to chair the committee. Suggestions might include a chief executive officer of a Maine business or agency such as the Maine Chamber and Business Alliance or a knowledgeable member of the general public.

c) That each member of the committee be reimbursed for all real and actual expenses incurred by committee service.

d) That a group facilitator be employed to assist the committee in its deliberations and professional staff from the Commissioner's Office be assigned to carry out the actions of the committee.

The committee recognizes that if a results-based certification process is to be implemented, it will require additional resources. Standards will need to be periodically reviewed. Teachers and others will need to be trained to do performance-based assessment. An organization or agency needs to set the level of achievement on the standards required for certification. Many states have established professional standards boards to handle these responsibilities and the National Commission on the Future of Teaching has recommended such boards as a key component of a state's comprehensive plan to strengthen standards for teaching. While most members of the committee support establishing a standards board, the committee recognizes that not all members nor other stakeholders in the certification process agree on the need for a professional standards board, the type board that would be best for Maine, or the membership of such a board. The committee does agree, however, that a more complete study of the issues is needed and therefore, the committee makes the above recommendation. In order to begin the study, the committee has included in this report (Appendix C) a report of existing professional standards boards for teachers.

Action needed: The Commissioner of Education should appoint the committee as recommended above and establish a budget to support the committee.

9. That the state require program approval for all institutions which prepare teachers. The current program approval process requires revision in order to align with the new standards (Appendix D).

a) That the state not require NCATE accreditation for all teacher education institutions but that the state standards for program approval reflect national professional standards such

as NCATE.

b) That the state continue its partnership with NCATE for those institutions which seek NCATE accreditation.

c) That the program approval process include an evaluation of institutional implementation of the state-designated performance assessment.

Legislation needed: Revise current program approval laws and rules.

10. That teachers from out-of-state who have been certified or licensed through a performance-based process be granted a provisional Maine teaching certificate in their licensed area. All other teachers holding out-of-state certificates will need to complete the state-designated assessment process. They may be granted conditional certification for up to two years while they complete the process.

Action needed: The State Department of Education should review the standards and performance assessments of other states and when comparable to Maine's, grant reciprocity.

11. That superintendents have the authority to hire non-certified persons as long term substitutes under the following conditions:

a) that candidates have a baccalaureate degree

b) that the superintendent present evidence that a thorough and far reaching search was made, including where the position was advertised, the number of applicants, why the applicants were not viable, and why the search did not result in the hiring of a certified teacher.

c) that the superintendent submit a plan to the Commissioner of Education which indicates who will supervise the teacher, frequency of supervisory visits, time line for feedback and assessment, who has been appointed as a paid mentor to the teacher, and a plan for frequent and periodic review of the work products (lesson plans, student work) of the teacher.

d) that if the individual hired fails to successfully complete the state-designated performance assessment within the first school year of employment, the person is ineligible for continued employment until those assessments are successfully met.

The committee recognizes that every classroom must have a teacher and that sometimes a school district is unable to fill a position with a credentialed teacher. The proposed plan suggests a way in which non-certified teachers can be hired in emergencies as a long term substitute teacher but it also places a special and higher responsibility on the district for supervision and professional development opportunities.

Action needed: The Certification Officer and/or Commissioner of Education should develop criteria for employment plans as outlined above.

Appendix A
Standards for Results Based Assessment for the Initial Certification of Teachers

Structure of the standards:

As a structure for Results-Based Initial Certification of Teachers, this report contains 10 standards which provide broad categories of the knowledge and skills that beginning teachers should possess. Each standard also contains several Performance Indicators that provide examples of the specific knowledge and skills a beginning teacher should possess in order to meet each standard.

The standards will be the yardstick against which teacher performance is measured, while the indicators are provided to help the reader and teacher candidate understand the types of behaviors that lead to achieving mastery of each standard.

While the standards are presented separately for purposes of clarity, the reader should note that the standards are meant to be viewed holistically. Viewed collectively, the standards represent a complex picture of sound teaching.

Relationship to Learning Results:

The initial teacher certification standards are closely connected to Learning Results. The certification standards are necessary ingredients to make the Learning Results come alive and reach fulfillment in classrooms across the state.

In order to help students achieve the Learning Results, the beginning teacher ...

I.   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.

Narrative

Subject matter knowledge is the foundation of effective teaching. Since this knowledge is not static but instead is complex and continually evolving, the effective teacher keeps abreast of the new ideas and understandings in his or her discipline. A commitment to professional discourse with other professionals about subject matter knowledge and students' learning of the discipline is apparent in the teacher's daily activities. Materials and practices which reflect the teacher's enthusiasm for learning are evident in the classroom. To demonstrate the relevance of the content being taught, the teacher models an appreciation of diverse ways of learning and continually makes connections of subject matter with the everyday life of students and their families. Because students live in and interact with a society that values interdisciplinary knowledge and skills, the teacher maintains knowledge of multiple disciplines.

Examples of Performance Indicators

The beginning teacher...

   •   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.

Knowledge Base

The importance of teacher content knowledge appears frequently in the literature (Porter & Brophy, 1988; Shulman, 1986). Indeed, most models of teaching contain components related to the importance of teacher content knowledge (McNergney & Herbert, 1995; Nuthall & Snook, 1973). Several researchers and theorists differentiate among the various types of knowledge that effective teachers should possess, including knowledge of the central concepts, tools of inquiry, and structures of the discipline/s being taught (Anderson, 1989; de Jong & Ferguson-Hessler, 1996; Grossman, Wilson, & Shulman, 1989; Renzulli, 1988). This content knowledge is needed to plan and facilitate learning experiences that allow

students to construct knowledge based on their prior experiences (Brophy, 1992; Reynolds, 1992). These constructivist experiences are characterized by authentic learning tasks that take place within the student's environment, which allows each student to use and practice with the tools that are used in specific disciplines to construct knowledge (de Jong & Ferguson-Hessler, 1996; Newmann & Wehlage, 1993; Pintrich, Marx, & Boyle, 1994; Schack, 1993; Stepien & Gallagher, 1993).

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In order to help students achieve the Learning Results, the beginning teacher ...

II.   Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines.

Narrative

Real world experiences rarely call for the knowledge and tools of a single discipline. Instead, the knowledge and tools of multiple disciplines are usually needed. The effective teacher understands the value of teaching students to approach learning from a multidisciplinary perspective and models this practice in the classroom. The teacher creates a rich classroom learning environment by combining knowledge of different disciplines and knowledge of students' range of abilities, developmental characteristics, and prior experiences. Acquisition of reference material and consultation with subject matter specialists are frequent activities of the teacher and students. Classroom materials and activities reflect students' explorations of subject matter from perspectives representative of different disciplines.

Examples of Performance Indicators

The beginning teacher...

- 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.

Knowledge Base

Enriching the curriculum through the integration of content across disciplines is widely supported in the educational literature (Casagrande & Croddy, 1985; Fagan, 1987; Jacobs, 1989; Tchudi, 1994). However,

skillful application of interdisciplinary content is necessary to ensure the creation of enriching educational experiences (Alleman & Brophy, 1993; Brophy & Alleman, 1991). By requiring students to solve problems and construct knowledge using information and tools of inquiry from various disciplines, teachers enhance students' appreciation both for the learning process and the constructed knowledge (Williams & Reynolds, 1993). The use of learning activities in which multiple disciplinary perspectives are presented to students also ensures that students have ample opportunities to create an understanding of the content (Spiro, Feltovich, Jacobson, & Coulson, 1992).

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In order to help students achieve the Learning Results, the beginning teacher ...

III. **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.**

Narrative

The effective teacher believes that all children can learn and that a teacher's role is to help all students achieve success. In order to capitalize on the varied talents, interests, and perspectives of each student, teachers must create learning communities where individual differences are valued. Critical to putting this ideal into effect, the teacher employs instructional strategies based upon an understanding of how students construct knowledge and acquire skills. The teacher also supports students' physical, social, emotional, cognitive, and moral development when making instructional decisions. Support of social development includes the fostering of students' civic, ethical, and personal responsibility. Such consideration for the many aspects of student development encompasses expected developmental progression, ranges of individual variation within each type of development, and the interrelationship among various developmental processes. Furthermore, the effective teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate an appreciation for each student's experiences, cultures, and community resources into instruction.

Examples of Performance Indicators

The beginning teacher...

- 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.

Knowledge Base

Cognitive psychologists and learning theorists suggest that learning does not occur in a vacuum: Children learn while interacting with their family, peers, physical environment, and competent adults (Bruner, 1973; Piaget, 1959; Vygotsky, 1978) and within the context of experiences created by these interactions. Therefore, teachers promote learning most effectively when the diverse characteristics and experiences of students are considered during planning, instruction, and assessment.

The research literature contains numerous investigations of the impact of student diversity on learning. Recommendations regarding the ways in which student diversity may be addressed include broadening current conceptions of intelligence and cognitive ability (Gardner, 1983, 1993; Sternberg, 1985), appreciation of students' varied learning and assessment styles (Sternberg, 1994), considering certain students' special learning, social, and physical needs (Farnham-Diggory, 1992; Stainback & Stainback, 1992; York & Reynolds, 1996), addressing the impact of giftedness and creativity (Sternberg & Davidson, 1986), maintaining an awareness of the role of moral development and the importance of an ethic of caring (Kohlberg, 1984; Noddings, 1992), addressing the impact of gender upon student development (Brown & Gilligan, 1992; Sadker & Sadker 1995), and being sensitive to the cultural experiences of children from poor and minority backgrounds (Bruner, 1973; Delpit, 1995; Sleeter & McLaren 1995). In all cases, teachers need to collaborate with colleagues, students' families, and support personnel to plan curricular adaptations and social experiences for all children (Stainback, Stainback, & Moravec, 1992). An appreciation for student diversity should be balanced with the need to encourage all children to develop skills to understand, critique, and negotiate within society (Delpit, 1995).

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In order to help students achieve the Learning Results, the beginning teacher ...

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

Narrative

Student achievement and development are facilitated when learning experiences involve knowledge that is applied to students' experiences. As a result, the teacher constructs an effective learning environment by planning activities, lessons, and units while considering knowledge of learning theory, principles of effective instruction, subject matter, student diversity, and student development. The planning process involves integrating curriculum goals and students' experiences through consideration of student development, student characteristics and interests, school and community resources, and the classroom context. The effective teacher engages in short and long term planning yet believes that plans must allow for adjustment and revision based on student needs and changing classroom circumstances.

The teacher values collegial planning and is actively involved in developing curriculum for classrooms and schools. The teacher values opportunities for such collegial work because s/he understands that student learning is enhanced by thoughtful, well articulated, and collaborative efforts to establish curriculum goals and frameworks. Whether planning individually or as part of a team, the teacher creates learning experiences that achieve curricular and student goals, relate to her or his students, and follow principles of effective instruction.

Examples of Performance Indicators

The beginning teacher...

- 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.

Knowledge Base

Learning is an incredibly complex process, with intellectual, emotional, social, instructional, and

environmental factors all influencing each student's construction of knowledge. Since teaching is an equally complex task, planning that takes into account each of these factors is the foundation of effective instruction (Sardo-Brown, 1988; Tyler, 1949). While organization of content is a major focus of educational planning, it also serves to reduce teacher anxiety, promote teacher reflection, and ensure that curriculum achieves specific goals and objectives (Brophy & Good, 1986; Eggen & Kauchak, 1997). Students learn most effectively when they are actively and academically engaged for a majority of classtime (Brophy, 1983; Evertson, 1989; Gettinger, 1989; Walberg, Niemiec, & Frederick, 1994). Students also benefit from activities which promote the application of knowledge and skills to real-life situations (Gallagher, Stepien, & Rosenthal, 1992; Lave & Wenger, 1991). Long- and short-term planning facilitate the teacher's ability to maximize time available for learning and show students the ways in which the curriculum is applicable to their lives. Additionally, the teacher should have an understanding of how student diversity impacts learning and should adjust plans accordingly in order to capitalize on this diversity (Eggen & Kauchak, 1997; Swisher & Deyhle, 1989).

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In order to help students achieve the Learning Results, the beginning teacher ...

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

Narrative

Individual students each have their own strengths, weaknesses, and preferences. The effective teacher values and develops students' individual differences through an accent on critical thinking, independent problem solving, and performance capabilities. To fulfill these goals, teachers use multiple teaching and learning strategies to engage students in learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.

The teacher enhances learning by engaging students through the use of an array of materials and resources, such as texts, primary documents, reference books, and video and audio resources. Learning is extended beyond the classroom by facilitating student access to libraries, community resources, and local experts. Computer technology is increasingly important for all aspects of information access and processing. The teacher knows how to utilize this technology, find creative ways to ensure that students understand its potential, evaluate content, and maintain knowledge about the ways that technology stimulates and supports student learning.

Examples of Performance Indicators

The beginning teacher...

- 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 to 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)

Knowledge Base

Even within a single classroom, student talent, skills, and learning preferences vary widely (Csikszentmihalyi, Rathunde, & Whelan, 1993; Gardner, 1993; Sternberg, 1985, 1994). This diversity makes effective instruction difficult to achieve through reliance on a single instructional strategy or technique (Brophy & Good, 1986; Joyce, Weil, & Showers, 1992). For example, while a few authors (e.g., Johnson & Johnson, 1985) recommend the extensive use of cooperative learning in the classroom, research suggests that cooperative learning is a strategy that benefits students when used in specific ways and under certain conditions (Holloway, 1992; Robinson, 1991). In general, characteristics of effective and varied instructional strategies include provisions for social interaction (Resnick & Klopfer, 1989; Rogoff, 1990), differentiated curriculum (Tomlinson, 1995), requiring students to use higher order thinking skills (Perkins, 1987; Pogrow, 1990) especially while confronting real-world problems or tasks (Brown, Collins, & Duguid, 1989; Dewey, 1938; Renzulli, 1994; Stepien & Gallagher, 1993), adjusting learning activities as teachers assess the background knowledge and experience of students (Kornhaber & Gardner, 1993; Wolf, Bixby, Glenn, & Gardner, 1991), and establishing learning communities where teachers and students value learning and engage in learning activities together (Englert, Tarrant, & Mariage, 1992).

Integration of technology into the classroom serves several purposes with respect to student learning (Chickering & Ehrmann, 1996; Kulik & Kulik, 1991; Mehlinger, 1996; Ryan, 1991). First, use of the computers and the Internet facilitates student communication with peers and outside experts. Second, learning is facilitated when the teacher uses technology to assist students in the construction of knowledge (Krajcik & Layman, 1992), especially as the teacher strives to meet students' individual needs (Gallagher, 1994). Third, by providing students with opportunities to develop technological proficiency, the teacher allows students to begin the accumulation of a vital life skill (Bangert-Drowns, 1993; Krajcik & Layman, 1992). These positive effects can be realized when teachers are aware of and comfortable around computers and other technology, provide access to technology by integrating it into their teaching and student learning, locate and evaluate software and resources, and promote positive attitudes toward constructive technology use (Ellis, 1992; Zammitt, 1992).

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In order to help students achieve the Learning Results, the beginning teacher ...

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

Narrative

The learning process requires a safe and supportive environment that is conducive to learning. In a learner-centered classroom, the teacher and students establish mutual expectations, procedures, and routines designed to create a safe, equitable, and organized learning environment. A variety of classroom organization and management strategies are used to encourage students to comply with procedures and attain high standards.

Since a positive classroom environment involves both individual responsibility and group collaboration, the effective teacher creates a caring classroom climate that fosters openness, mutual respect among learners, and constructive learning opportunities. The teacher facilitates students' self-control and promotes intrinsic motivation for learning through an understanding of child development and application of principles of preventive behavior management. Role-modeling respect for all students, personal safety, self-responsibility, and a desire to learn are pervasive strategies in the teacher's plan for a learning environment. The teacher recognizes that learning communities extend beyond the classroom into the larger world of the school, the home, the community, the university, and the world.

Examples of Performance Indicators

The beginning teacher...

- 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.

Knowledge Base

While short- and long-term planning helps to create positive learning environments, the teacher must actively maintain the environment in order to influence student achievement positively (Doyle, 1986; Evertson, 1989; Sergiovanni, 1994; Wang, Haertel, & Walberg, 1993). Characteristics of positive learning environments include readily established expectations, routines, and rules; acknowledgment and feedback regarding student progress; constructive communication between the teacher and students and among students; student accountability; and individual attention outside of normal classtimes (Anderson, 1989; Evertson, 1989; Jones, 1996). In order to improve students' self-efficacy, intrinsic motivation, and educational aspirations, teachers should design and facilitate activities that capitalize on student interests, allow students to regulate their own learning, provide a high level of challenge, enthusiastically involve students in the curriculum, and minimize competitive social comparisons (Ames, 1989; Anderson, 1989; Plucker & McIntire, 1996; Schunk, 1996; Zimmerman, 1989; Zimmerman & Martinez-Pons, 1990). Of course, problems arise during the best planned and maintained lessons, and the effective teacher adapts instruction to address these unexpected issues (Evertson, 1989).

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In order to help students achieve the Learning Results, the beginning teacher ...

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

Narrative

Factors outside of the classroom influence student learning. The effective teacher communicates with individuals in students' schools, homes, and communities to enhance student performance and well-being. Students' privacy and confidentiality are assured. The teacher establishes respectful and productive relationships with parents and guardians in support of students' learning and well-being. A teacher is concerned about all aspects of a child's functioning and well-being, and -- noting signs of difficulty -- consults with other school professionals when appropriate. In some cases, the teacher works as part of a team that includes community agencies to foster student growth. With the goal of maintaining a productive learning environment, the teacher is collegial and assumes a consultative role in relationships with other school personnel, representatives of community agencies, and representatives of other professional and education organizations.

Examples of Performance Indicators

The beginning teacher...

- 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.

Knowledge Base

The context within which teachers and students interact is a vital aspect of intellectual, creative, and affective development (Amabile, 1983; Dornbusch, Glasgow, & Lin, 1996; Florio-Ruane, 1989; Greene, 1989; Weiner, 1994). This context includes the impact of the family and community upon the student (Caplan, Choy, & Whitmore, 1992; Jones Young & Edwards, 1996). By interacting with individuals in the student's home and community, the teacher gathers information about the student's experiences and talents that would be difficult to obtain solely through classroom observation (Swap, 1993). This information is vital if the teacher is to solve inevitable problems related to student learning, including drugs and alcohol, poverty, cross-cultural differences, lack of parental involvement, violence, and student health (Arvizu, 1996; Corrigan & Udas, 1996; Jones Young & Edwards, 1996). Interactions with colleagues both in the school district and at the university level provide the teacher with additional resources for facilitating learning and instituting change (Darling-Hammond, 1994; Dollase, 1996; Levine, 1992).

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In order to help students achieve the Learning Results, the beginning teacher ...

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

Narrative

Because students learn and develop in different ways, the effective teacher uses varied assessment techniques to enhance his or her knowledge of learners, to assess student progress toward local, state, and national standards, and to measure program effectiveness. These techniques include both formal assessments, such as standardized tests, portfolios, performance tasks, and unit tests, and informal assessments, such as unstructured teacher observations and teacher-student interactions. The teacher involves learners in self-assessment activities and goal setting for learning. Collecting information through observation and analyses of students' work, the teacher also assesses her or his own instructional effectiveness and modifies the classroom environment accordingly. The teacher responsibly and knowledgeably communicates assessment information with students, parents, and appropriate agencies.

Examples of Performance Indicators

The beginning teacher...

- 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.

Knowledge Base

Teachers use assessment in the classroom to monitor student progress and identify student strengths and areas for improvement. Assessments can be formal or informal, traditional or alternative, criterion-referenced or norm-referenced. Teachers who understand the differences between the assessment types and can apply the correct type of assessment in a given situation can plan and modify instruction to meet student needs effectively (Popham, 1990).

Alternative assessment techniques are believed to have several advantages over the use of standardized tests, including a greater emphasis upon higher-order thinking skills than standardized tests (Darling-Hammond, 1994), less gender- and culture-biased assessment (García, 1994; García & Pearson, 1994; Patton, 1992), measurement of knowledge and skills not measured or measured poorly by standardized tests (Kornhaber & Gardner, 1993; Nickerson, 1989; Sugrue, 1995), and an improved match between assessments and many students' thinking/assessment styles (Sternberg, 1994). However, alternative assessments are also associated with disadvantages, such as increased costs in terms of money, staff training, and other logistical areas (Darling-Hammond, 1994; Miller & Legg, 1993; Picus, 1994; Stiggins, 1991). Psychometricians frequently caution educators about the technical quality of alternative assessments (Burger & Burger, 1994; Dunbar, Koretz, & Hoover, 1991; Herman & Winters, 1994; Linn, 1994; Messick, 1994). For example, the performance on one task may not readily generalize to performance on another (Linn & Burton, 1994; Shavelson, Baxter, & Gao, 1993), and gender differences on alternative assessments -- in contrast to conventional wisdom about this type of assessment -- are not uncommon (e.g., Nebelsick-Gullet, 1995; Volkoff & Hocevar, 1995). In addition, standardized tests remain important gatekeepers for students as they progress through the educational system (Plucker, 1997).

For these reasons, the effective teacher uses both alternative and traditional techniques for evaluating student progress. With knowledge of the strengths and weaknesses of assessment approaches when used in specific situations, for specific purposes, and with students with specific strengths and disabilities, the

teacher is able to develop assessment and evaluation strategies that inform both student progress and the teacher's instructional efforts.

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In order to help students achieve the Learning Results, the beginning teacher ...

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

Narrative

Teachers are a significant adult presence in the lives of their students. The effective teacher serves as a role model by meeting the ethical and legal responsibilities of the profession and by following laws and guidelines concerning student rights. The teacher creates an environment of mutual respect and moral behavior for students, parents, and colleagues by modeling cultural sensitivity and ethical behavior through proper language usage, confidentiality, limitation of risk, and adherence to school and classroom policies and rules of behavior. The teacher is committed to the elimination of discrimination and harassment with respect to student gender, race, ethnicity, religion, or socioeconomic status.

Examples of Performance Indicators

The beginning 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.)

Knowledge Base

The educator operates within an environment that is increasingly governed by local, state, and federal legislation (Earley & Schneider, 1996; McCarthy, 1989). Legal issues involve censorship, freedom of speech, terms of employment, liability, assessment, and discipline (McCarthy, 1989; Roth, 1996). In addition to the guidelines imposed by education law, the teacher's actions are guided by rules and

expectations for ethical and moral conduct (Strom, 1989). Adherence to education law and standards for ethical conduct is a necessary but not sufficient condition for teaching effectiveness, as is the ability to solve appropriately the ethical and moral dilemmas frequently encountered within our schools (Strike, 1990, 1996). By effectively dealing with legal and ethical issues, the teacher models this behavior for students, parents, colleagues, and the community.

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In order to help students achieve the Learning Results, the beginning teacher ...

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

Narrative

As society changes, an individual's knowledge of the world must grow to account for that change and its implications for the future. Therefore, the professional educator has a responsibility to maintain currency in the standards and practices of the field. The effective teacher recognizes that learning is a life-long process and values on-going professional growth. The teacher uses a variety of on-going assessment techniques -- such as keeping a reflective journal and seeking constructive criticism from peers -- to evaluate and improve her or his teaching.

The effective teacher engages in professional development opportunities and participates in professional organizations in order to refine his or her philosophy of education and maintain a fresh perspective when solving problems related to teaching and learning. As a reflective practitioner, the teacher develops and implements an individualized action plan to enhance professional growth and prepare for continued licensure. Such reflective and collaborative activities strengthen learning opportunities and activities for the entire educational community in which the teacher serves.

Examples of Performance Indicators

The beginning teacher...

- 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.

Knowledge Base

Teacher education is a process that continues after the teacher obtains her or his first teaching position. Professional development of the teacher is receiving increased attention at every educational and political level. While a variety of approaches are used to foster professional development of teachers (Bolin & Falk, 1987; Sprinthall, Reiman, & Thies-Sprinthall, 1996), perhaps the most frequently mentioned component involves teacher reflection. Rather than remaining a passive participant in teaching and student learning, the teacher should actively and enthusiastically reflect upon the effectiveness of her or his teaching (Langrall, Thornton, Jones, & Malone, 1996; Pultorak, 1996; Ross, 1988; Schön, 1987).

Professional development may involve additional coursework, staff development opportunities, participation in professional development schools, peer observation, journaling, mentoring, and action research (Book, 1996; Henson, 1996; Reiman & Thies-Sprinthall, 1993; Sprinthall, Reiman, & Thies-Sprinthall, 1996).

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Art Foundations -- High School -- 80 minutes

(This description is from an observation by the Art Education professor, Trudy Wilson.)

The setting for this description is an art classroom in an urban high school in southern Maine. At the beginning of class, "Janice," an Extended Teacher Education Program (ETEP) in Art Education intern from the University of Southern Maine, hands out a media literacy "pop quiz" consisting of a magazine advertisement and a blank sheet of paper to pairs of students as they settle in at their tables. She directs their attention to questions written on the board. "Before you get started on your masks, work with your partner to answer these questions. They relate to the lesson on advertising. Put the finished papers here on my desk." This quiz is a test of knowledge gained in a previous media literacy lesson (Learning Results Performance Indicators in English and Visual Arts) that focused on how art elements and principles are used in surrealistic images to help create persuasive characteristics of certain advertising. (Standard VIII)

When students finish the quiz, they get their masks and begin where they left off the previous day. Students are either still constructing the mask or are coating it with gesso (white base coat) in preparation for painting. Janice goes from table to table answering questions and discussing suggestions about their work. She occasionally uses a sample mask she has made to illustrate a point about construction procedures. (The sample she uses is incomplete. There are several completed student-made masks hanging on the walls as examples for this lesson. Also, there are prints of masks from several cultures on display.) (Standard III)

As Janice moves around the room, she is aware of student activity in the rest of the room. When talking becomes loud and unrelated to the lesson at one table, she moves to the table and asks "How are things going? to get those students back on task. (Standard VI)

As a few students complete the gesso coating, Janice asks for everyone's attention to look at a display illustrating the collage lesson which comes next and which she introduced in an earlier class. The display consists of several of Georgia O'Keeffe's prints of large flowers and an example of enlarging using a grid. She reviews the steps for creating the collage and explains that they will be enlarging a portion of it using a viewfinder with a grid for the process. As students finish the gesso coat, they get magazines from a storage box and begin finding images for their collages. (Standard V)

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

- matches assessment strategies and instruments to Learning Results and program objectives.

III. 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.

- supports individual student's physical, social, emotional, cognitive, and moral development.

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

* works with students to manage their own behaviors and assume responsibility for their own learning.

V. Understands and uses a variety of instructional strategies and appropriate technology.

* chooses effective teaching strategies and materials to meet different learning goals and student needs.

Primary School -- 80 minutes

(This description is from an observation by the University Coordinator, Charlotte Fullam.)

An art room in a large primary school in southern Maine is the setting for the following narrative, written to demonstrate performance indicators for **Standard III**, which states:

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.

The regular art teacher is an exceptional mentor who offers assistance when needed, but she remains respectful of the student teacher's need to learn from here own experience. The school has block scheduling which allows for eight minutes of uninterrupted learning.

"Mia", a BFA in Art Education student teacher from the University of Southern Maine, greets twenty-two third students as they seat themselves on carpet mats in a semi-circle. Mia's eyes sparkle as she tells them that they are going to take a trip "to South Africa. . . very far away from here." She holds up a globe and shows where Maine is and where Sough Africa is. Mia asks, "How do you suppose you could get there from here?" There are many possibilities offered, and all possibilities are considered.

"Today we are going to talk about a group of people named the Ndebeles (pronounced knead-a-belly). The children respond with smiles as Mia holds up Maya Angelou's My Painted House, and begins to read. Every child is attentive, including one little boy who is pretending not to attend to the reading. I watch him peeking at the pictures out of the corner of his eye. Mia finishes reading and asks questions for clarification. She can tell that they are not sure about the meaning of symmetry, the first lesson objective. Anticipating some confusion, Mia has prepared a variety of visuals which emphasize symmetry. She has also prepared a table with a wide array of colorful cut paper shapes. She asks students to come up to the table, one group at a time, to get "one large piece and two of these" (she demonstrates by holding the cut samples for all to see). When everyone has made their selections she asks students to show their understanding of symmetry by assisting her in a demonstration of arranging a symmetrical design with the cut paper. This is a cooperative effort which they will glue onto the large sheet of paper. She and the mentor teacher go from table to table to make sure everyone understands the objective and is successful. Students don't try to copy Mia's examples because her emphasis has been on the process, not the product.

Once the students have proven their understanding of the first objective, Mia leads them in assisting her in her demonstration of the second lesson objective, creating Ndebele-inspired houses from cut paper with an emphasis on symmetry. The environment feels safe and the students are learning from one another and through their own problem solving. One student with a learning difference is highly motivated, working fast to keep up with her thoughts; an aide is there to calmly reassure here when she becomes overly excited. Respect for one another is modeled throughout the art room. The children work at long tables, some helping one another, others working independently. The lesson will continue the following day when the "Ndebele" designs are added to the symmetrical houses they have constructed with the cut paper.

Standards I, II, III, IV, V, and VI are all in evidence in this narrative. Mia's assessment at the completion of the project was based on the objectives and completion of the project.

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The following narrative helps to demonstrate Standard VI, "Creates and maintains a classroom environment which supports and encourages learning." The student teacher is referred to as Mrs. B. Mrs. B. is a student teacher that I had the pleasure of working with this semester.

During this lesson Mrs. B. demonstrated, through observed behaviors, all elements of Standard VI. She established a classroom climate of openness, mutual respect, support, and inquiry. She effectively worked with students to help them manage their own behaviors and work cooperatively, and she used a variety of strategies to increase students' desire to learn, and consequently, meet with success. A strong organizational structure was apparent throughout the lesson. She was able to manage time and space effectively, and her students were productive. This was a safe and organized learning environment.

NARRATIVE

THE EDIBLE EARTH

As soon as I entered Mrs. B.'s classroom, I knew that I was in for a treat! Her 23 third graders were just finishing their snacks, and there was a buzz in the air. "We're doing something fun in Science today!' on of them said. Another child commented, "Mrs. B. always does fun things with us." As I began to settle myself at a third grade desk, I hear easygoing conversations between Mrs. B. and many children. As she chatted informally with them, she had a genuine look of interest on her face, and was an active participant in their conversations. I also observed that the children's desks were arranged in groups of four, and that the groupings were heterogeneous.

"All right, boys and girls, snack time is over. Remember that I told you that we were going to do another fun activity in Science today. So, I need to see how quickly and quietly you can get back to your seats and show me that you are ready to begin. 5. . .4. . .3. . .2. . .1" This transition was smooth and uneventful.

As Mrs. B. began her introduction on the Earth's crust, here voice was clear and her actions were animated. She solicited reminders about appropriate student behavior and reinforced her own student expectations. During the introductory brainstorming session on the earth's crust, she called on a variety of students and always dignified their responses with a smile and a positive comment. ("I like the way you are thinking! . . .or. . . "Wonderful answers!" . . .or. . ."I love that!" Looking about the room, it was evident to me that here children were interested in the conversation that was going on. During this part of the lesson they discussed three layers of the earth (sandstone, limestone, and conglomerate) and where they would be located in the Earth's layers. A variety of visuals were used and children were invited to the board to clarify their responses. Ample time was allotted for review of prior learnings and the introduction of the new material.

Then, the real fun began! Mrs. B. informed them that they were about to make their own models of the Earth's crust. No, not with clay, but with peanut butter, jelly, and bread! Excited?! Absolutely! For a brief moment there was a lot of excited talking about the gooey adventure ahead of them. Mrs. B. quickly got them calm with, "Oh, boys and girls we can't get started until we are all quiet. . . Thanks Sam, Joan, and Lucy for waiting so nicely." Glancing about the room, I see bright, little faces, eager to get their fingers in all that gooey "Earth's crust" mixture.

As Mrs. B. started to explain how this was all going to work, she began passing the materials to the children. She was very relaxed in her ability to simultaneously review what they had just learned, apply this to the activity, and organize the ingredients for each group of students. She had meaningful conversation and predicting going on at this time. All of the children were focused on what they were doing.

After the materials were in place, Mrs. B. modeled the next phase of the lesson. She carefully chose her words, making sure that all students understood each step. "Take your limestone (jelly) and CAREFULLY spread it on the sandstone (bread). Great! Now take the conglomerate (peanut butter) and spread it on the other bit of sandstone. Fantastic!" As she modeled the activity, there was a definite buzz of involved children at work. As the children worked, ample wait time was practiced and every child experienced success. The lesson continued with Mrs. B. modeling and explaining mountain formations. "Now, watch me! Squish! There's a mountain! Now, very carefully, make your mountain just like I did . . . Great! I love it!!. . . Now, cut your mountain in the middle, like this. . . See the layers of the Earth?" Discussion followed, allowing for individual reactions and thoughts to what they had just done. As Mrs. B. neared the end of her lesson she asked some critical questions to bring closure to the activity.

Examples

Standard I - Demonstrates a knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) she or he teaches.

Student teacher, J.N., taught science, specifically five microganisms, to a heterogeneous grade 5/6. She included in her instruction guidelines; "scientific" journaling, (emphasis on precision, accuracy of drawing and writing), how to share materials in a manner that respects both the things themselves and the people using them, and several opportunities to work with five self-selected and interested first grade partners. J.N. developed an equitable and innovative rubric including clear guidelines for group work, clearly defined outcomes for the two and one-half hour laboratory which used microscopes, slides, live one celled organisms, and an electron microscope that J.N. had obtained from her own home school district through a successful co-authored grant application. Using a previously developed learning style profile of the class, J.N. made sure that every student had an opportunity to succeed based on lesson objectives that she developed from a wide variety of assessed student strengths.

Standard II - Demonstrates the ability to integrate other disciplines, their concepts, tools of inquiry, and structures of other disciplines with the discipline she or he teaches.

Student teacher, G.H. taught social studies to an eighth grade class, developed in concert with his mentor teacher, a unit on immigration. G.H. asked students to design and illustrate family shields which he then put up on the walls in the eighth areas of the countries from which the students were traveling to the U.S. Students researched their countries of origin, presented oral reports on their reasons for leaving, wove together fact and fiction into powerful stories of courage and pride in who they were. G.H. feels that eighth graders, particularly, grow from imagining themselves to be what they may not yet be in reality; for example, one day students were creating their visas. A boy barely 5'2", described himself as a 6'4" 229 lb. Russian from the Ukraine. G.H. also has begun an inventory of what motivates these students and which of the multiple intelligences (proposed and described by Howard Gardner and his team) best fits their emerging intellectual and social strengths. Linked to those multiple intelligences inventories G.H. has produced a list of choice opportunities for each student to use in developing and presenting knowledge of their "native" culture.

In addition, immigrant/students kept a journal of the events of their journey. In the journal they answered teacher-generated questions about conditions of passage, problems and dilemmas encountered, and joys and sorrows witnessed and lived through.

Standard III - Demonstrates a knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, personal, and social development.

Student teacher, A.K., in developing a unit on Space for grade 5, personalized assignments in order to truly integrate non-readers (2) into the unit of study. The learning/research/performance student groups that have the non-reading students as group members read aloud any daily materials they were asked to study and called on the advanced "adaptive" oral expressivity of their non-reading fellow students in reporting out from the small group to the large group. A.K., in addition, incorporated art projects, (cartooning as a

way of "writing" reports), and audio-taping as a way of reacting to what had been heard and learned. Other students had access to these alternative ways of producing and assessing knowledge.

Standard IV - Plans instruction based upon knowledge of subject matter, students, and curriculum goals.

C.C., a student teacher in grade one, used real potatoes to accomplish the following objectives:

1. Each potato is different from every other potato just as each person is unique. Students examined their potatoes, discussed the differences, drew their potatoes, and finally weighed and measured their potatoes. The principle of diversity prevailed and was discussed as an interesting and exciting subtext for this science/math lesson.

2. The entire class graphed their potatoes, demonstrating differences in weights and measurements.

3. Students graphed their own hair color, and eye color (something they now know they share in common with potatoes).

4. Students within small groups worked from clearly defined and described roles: (materials person, recorder, and reporter). In addition, each student did every activity.

5. Students named their potatoes. One student said, "I'm calling my potato Joseph 'cause he's got a lumpy head like my brother." First graders personalized instruction. C.C. encouraged and applauded this.

Standard VIII - Demonstrates the ability to engage home, community, school and colleagues to support students' learning and well-being.

K.B., a student teacher in grade three, placed the following notice in the school's daily announcements: "Attention teachers presently doing any units that deal with marine life. I have live horseshoe crabs, hermit crabs, sea scallops, sea cucumbers, sand dollars, green sea urchins, barnacles, sea starts, periwinkles, whelks and whelk eggs. I'll have them available until Friday. Materials on Marine Life of the Gulf of Maine are also available." Five teachers took advantage of her offers.

Standard X - Engages, as a reflective practitioner, in collaborative activities, and actively seeks out opportunities to grow professionally.

Student teacher, N.B., placed in speech and language clinical practice, wrote the following journal entry. It illustrates her often expressed core belief that learning occurs when we least expect it and all the time.

"This morning on the way here, I heard the most amazing story on public radio. . . Apparently, this case is the first of its kind in many ways. In England in 1980 a boy was born with the left hemisphere of his brain completely atrophied due to a rare disease (I forget the name.) Shortly after birth, he began having seizures, so he was put on anti-convulsant meds to control them. This rendered the child unable to speak even nonsensical utterances. Eventually, the doctors

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decided to try removing the left hemisphere, since it was believed to be the cause of the seizures. They removed it, the seizures ceased, and he was consequently removed from his meds (all at age 9.) Within one month from discontinuing his seizure meds, this 9-year-old child began to speak. He went through the normal developmental sequence (which usually takes from 1 ½ to 2 ½ years from 1st word to fluency) in only 9 months and is now a "normal" child from a speech-language perspective. This is the first known case in which any usable language has been able to be developed beyond the "window period" of learning in the first few (essential) years of life. What an exciting story to hear on my way to my placement as a student teacher of speech pathology. How inspiring! How amazing to think of the effect that this knowledge could have on children with severe disabilities! Wow!"

Comparison to Recommended Teaching Standards

As mentioned above, a necessary characteristic of each standard was that it be consistent with standards for K-12 education. In an effort to ensure that this was the case, the standards were compared to teacher certification standards recommended by INTASC and AACTE/NCATE, the National Association of State Directors of Teacher Education and Certification (NASDEC), and the National Board for Professional Teaching Standards (NBPTS). All of these groups are leaders in the education of teachers. The following matrices show the correspondence of the Maine standards with those of the national professional organizations.

Standards for Results Based Assessment for the Initial Certification of Teachers

INTASC Standards	Maine Standards									
The Teacher ...	1	2	3	4	5	6	7	8	9	10
... understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	●	●								
... understands how children learn and develop, and can provide opportunities that support their intellectual, social, and personal development.			●							
... understands how students differ in their approaches to learning and creates instruction opportunities that are adapted to diverse learners.				●		●				
... understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.					●	●				
... uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.						●				
... uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.						●				
... plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	●	●		●						
... understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.								●		
... is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.									●	●
... fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.							●			

NASDEC Standards	Maine Standards									
The Beginning Teacher ...	1	2	3	4	5	6	7	8	9	10
... translates and aligns classroom expectations, climate, and instructional practices with children's stages of readiness and developmental characteristics.				●		●				
... considers, accommodates, and integrates the intellectual, physical, social, emotional, linguistic, and psychological characteristics of students.			●							
... analyzes and organizes into daily, weekly, monthly, and yearly teaching units developmentally appropriate, culturally sensitive, basic and higher order, challenging, and integrated subject matter.	●	●							●	
... elicits through effective teaching strategies, materials, and/or equipmwnt the learning levels expected of students by the local school district in developmentally appropriate, culturally sensitive, basic and higher order, challenging, and integrated subject matter.					●				●	
... develops assessments and interprets, applies, and reports the results of classroom, district, state, and national assessments that measure readiness for school and the implementation of the school curriculum and its standards of performance for the teaching assignment.								●		
... identifies, interprets, generates, and measures student readiness for school, group and individual developmental data, school improvement solutions, and progress.								●		
... plans and contributes in providing social and emotional support to parents, exchanging information with them, improving and promoting parent-adolescent interactions, and fostering family involvement in students' education at home, in school, and in future learning and emloyment.							●			
... correlates, integrates, and applies computer-supported learning, production, and management systems in classroom teaching.					●					
... recognizes needs and refers students and their families to available in-school and community support service agencies.							●			
... plans, schedules, and manages roles, objectives, phases, and milestones of teaching assignments in the public schools.				●					●	●
... organizes, operates, and continually improves a youth service program within the school or outside with local agencies, businesses, and community organizations.							●			
... translates and aligns classroom expectations, climate, and instructional practices with workplace competencies, skills, and personal qualities.				●						

Standards for Results Based Assessment for the Initial Certification of Teachers

NBPTS Standards	Maine Standards									
Teachers ...	1	2	3	4	5	6	7	8	9	10
... are committed to students and their learning.			●						●	
• recognize individual differences in their students and adjust their practice accordingly;			•							
• have an understanding of how students develop and learn;			•							
• treat students equitably;								•		
• teachers' mission extends beyond the cognitive capacity of their students.				•						
... know the subjects they teach and how to teach those subjects to students.	●	●		●						
• appreciate how knowledge in their subject is created, organized, and linked to other disciplines;	•	•								
• command specialized knowledge of how to convey a subject to students;	•			•						
• generate multiple paths to knowledge.	•	•		•						
... are responsible for managing and monitoring students' learning.				●	●	●		●		
• call on multiple methods to meet their goals;					•					
• orchestrate learning in group settings;						•				
• place a premium on student engagement;						•				
• teachers regularly assess student progress;								•		
• are mindful of their principal objectives.				•				•		
... think systematically about their practice and learn from experience.										●
• are continually making difficult choices that test their judgement;										•
• seek the advice of others and draw on education research and scholarship to improve their practice.										•
... are members of learning communities.							●			●
• contribute to school effectiveness by collaborating with other professionals;							•			•
• work collaboratively with parents;							•			
• take advantage of community resources.							•			

Appendix B
Portfolio Assessment Guide for Results Based Assessment for the Initial
Certification of Teachers

What is portfolio assessment?

Maine is adopting results-based assessment to certify beginning teachers. Results-based assessment means that what the teacher candidate knows and is able to do is the criteria for certification rather than the completion of courses. The teacher candidate must provide evidence that she or he has the ability to apply pedagogical knowledge and skills in real classroom settings. A teaching portfolio is evidence that a candidate meets Maine Standards for Beginning Teachers (see Appendix A). A portfolio is developed over a period of time working within a school context. It is a living history of a teacher's professional development and through various types of entries, the portfolio illustrates the teacher's evolving philosophy of education and continued professional development.

This portfolio guide includes descriptions of portfolio entries which must be included and specifications for how the entries should be presented. It is important in preparing your portfolio that you include evidence of your best work. Since one of the beginning teacher standards addresses the ability to use the reflective process to enhance future performance, your portfolio entries should provide evidence of your ability to reflect upon your practice as a teacher and thoughtfully analyze the teaching episode.

What will go into a portfolio?

A portfolio is a collection of artifacts and commentaries of teacher and student work that is designed to provide a portrait of your teaching. For the purposes of this work, we have defined teaching as both actions in the classroom and the reasoning behind those actions. You are asked to provide several kinds of documentation to illustrate these different aspects of teaching:

- a resume,

- samples of instructional materials (e.g., resources, assignments, and assessments),

- copies of student work,

- a videotape of a teaching episode,

- written commentaries on the teaching and student learning represented in the portfolio,

- letters of support and evaluation from supervisors.

The assessment framework

The Maine Standards for Beginning Teachers are pedagogical standards which articulate what a beginning K-12 teacher should know and be able to do prior to assuming a first teaching position. The standards were carefully developed to define the essential skills, understandings, and knowledge which a beginning teacher must possess in order to be successful in the classroom. The assessment framework consists of four parts: an assessment of basic skills using a standardized test; an assessment of subject matter knowledge using a standardized test; a performance assessment involving the development of a teaching portfolio which occurs prior to assuming a first professional teaching position; and a second level performance assessment which occurs after two years of teaching. The pedagogical standards are the

basis for the tasks included in this portfolio guide. While the standards define teaching behaviors rather specifically, the teaching tasks are holistic and designed to demonstrate the standards in an integrative fashion in authentic teaching situations. Before submitting your portfolio, you will need to take the required tests for basic skills as well as the required test in the subject area in which you will teach. In addition, some of the performance standards require that you document your ability to meet the standards by letters of support and evaluation from your supervisor. You also need to prepare a ten minute video tape to include in your portfolio.

To help you prepare for the development of your teaching portfolio, you should refer to Maine Standards for Beginning Teachers.

Note: It is important to understand that the abilities addressed in the standards are abilities teachers continue to develop throughout their careers. The second level performance assessment is more comprehensive than the assessment outlined in this portfolio guide and is designed to determine your ability to integrate pedagogy and content.

Who will evaluate my portfolio?

There are two paths to evaluation of your portfolio. If you are enrolled in a teacher preparation program through a state approved institution of higher education, your student teacher supervisor, cooperating teacher from the school district where you student taught, and a state teacher assessor will review your portfolio. You will present your portfolio to this team of assessors and review it with them.

If you are not enrolled in a teacher preparation program through a state approved institution of higher education, your portfolio with be reviewed by three people. The team will consist of one state teacher assessor, one person from the school where you developed your portfolio, and either another state teacher assessor, someone else from the school district where you developed your portfolio, or a member of the Professional Standards Board should Maine establish one. You will present your portfolio to the team and discuss it with them.

You will have approximately 30 minutes to present your portfolio. In making your presentation you can assume that the assessment committee has read your portfolio (You will need to supply them with copies of the portfolio at least three weeks before your presentation date). Your presentation should focus on how you used your knowledge about students, pedagogy, learning, and subject matter to make teaching decisions. Once you have completed your presentation, the committee will ask you questions. The questions may pursue your teaching philosophy and how it is aligned with your practice, a particular teaching episode you addressed in the portfolio or presentation, how you analyzed student work, why you made the decisions you made in your teaching, further elaboration on outcomes not sufficiently addressed in the portfolio or presentation, and your specific goals for your own professional development.

What feedback will I receive?

The assessment team will provide you feedback during the discussion of your portfolio presentation. The feedback will be based on how effectively you meet the Maine Standards for Beginning Teachers. About three weeks after your presentation, you will receive written comments on your portfolio and presentation. The comments will address strengths in your ability to meet the standards and areas where the examining committee feels you need to focus your professional development. The committee will recommend to the State Certification Officer or the Professional Standards Board, should one be established in Maine, either approval for or denial of initial teacher certification. If you are approved for teacher certification, you are eligible for a probationary two year teaching appointment in any Maine public school. If you are denied certification, you may prepare another portfolio and sit for another performance assessment in one year.

Portfolio Assessment Guide for Results Based Assessment for the Initial
Certification of Teachers

Portfolio Entries

Introduction: The context in which you do your teaching is important. Your teaching will vary depending upon the age of your students, their demographic backgrounds, the materials available to you for teaching, and the expectations of your principal or school district. As you develop your commentaries on student work and your reflections on your teaching, you should weave into the narrative indications that you are aware of the context in which you teach and the ways in which your teaching will change depending on the context. You should address the number of students in your school and classroom, the economic background of your school and its community, the special needs of your students, the curriculum materials available to you, and other environmental factors which influence the decisions you make about teaching as appropriate to the teaching context. For example, if your school district is relatively poor and you have few curriculum materials available to you, you should discuss the ways in which you design your teaching based on available resources. Or if your class size is large, you may wish to discuss how class size influences the teaching strategies you choose. Since good teaching is based on research about a number of these variables, you should document how your knowledge of current educational research influences your teaching decisions.

Standard Ten suggests that effective teachers engage in a process of reflection about how to improve their teaching and seek ways to continually inform themselves about current educational research and best teaching practices. As you write your commentaries, you should weave in ways in which your practice is based on current research and ways in which your reflections about your teaching practice lead to improved teaching.

In all of your portfolio entries, you should protect the confidentiality of the students by deleting their names from their work and referring to students by a number or letter in your discussions. When you include student work you need to request permission of the student and parent. You will also be including a video tape of your teaching. You need to secure a parental release for all students included in the taped lesson. A sample release form is included. You should check with the principal of the school to see if the school has a policy on videotaping and a release form as you must always operate within the confines of district policy.

I. A Lesson: In this entry you will provide an in-depth analysis of one hour of teaching a single lesson. Part of this entry should be the lesson plan which includes specific objectives and a long range goal based on Maine's Learning Results, learning materials used, teaching strategies, assignments and assessment strategies. After having taught the lesson, your narrative commentary, should integrate your ideas and observations in response to the questions listed below. You need not respond to every question in detail but rather should synthesize the salient points into a format that is no more than five double spaced pages.

a. How you used a central concept of the discipline in the teaching plan, instructional strategies and/or technology you chose to illustrate the central concepts. Why the particular strategies were chosen and why they were successful. What you learned about how you defined the central concept and the way in which you broke it down into smaller parts for teaching. How you understood the concept better as a result of teaching it. How you better understood the relationship between the concept and the pedagogical methods you chose. What changes you would make if you were to reteach the lesson and why. (standards 1, 4, 5, 10)

b. Describe the ways in which you designed the lesson to meet the individual and diverse learning needs of two different students in your classroom. Pick students who are significantly different on one or more factors such as ability or economic background. Describe what you learned about the students and what

future lessons you would plan. (standards 3 and 6)

c. Include work samples of the students described in section b and indicate the ways in which the work was evaluated. What evidence did you use to determine whether or not students had learned the concept you were teaching and met the objectives of your lesson plan? What on-going feed back did you receive during the lesson to indicate that students were learning? In what other ways might you informally or formally assess student learning in future lessons? (standard 8)

d. Describe how you created and managed a classroom which encouraged learning, active inquiry, collaboration and supportive interaction among students. How did the way in which you taught this lesson relate to your philosophy of education? In what ways have your ideas about education changed as a result of teaching this lesson and your reflection upon it? (standard 6).

II. A Video Tape of a Lesson: Invite someone in to video tape the lesson you analyzed in the first portfolio entry. While you will tape the full one hour lesson, you should select a ten minute segment of the lesson which demonstrates how you have met one or more of the Maine Standards for Beginning Teachers. (Remember that you must receive a parental release for each student who appears in the video tape.) Your commentary on the video tape, which should be no more than three double spaced pages, should include the following:

a.. A description of the ways in which you created and maintained a positive classroom environment which supports student learning (Standard 6).
Describe what happened before and after the segment you chose. Your commentary should assist the viewer in understanding the complete context of the lesson. Describe what is happening during the ten minute segment.

b. What did you learn about your own teaching behaviors from viewing the video tape? Which behaviors will you change and which behaviors will you maintain and strengthen?

c. How can you use video-taping to enhance and support your professional growth?

III. A Unit Plan: Develop a teaching unit of approximately ten lessons based on Maine's Learning Results which includes a primary discipline and at least one other discipline in a significant way that shows some integration of the two disciplines. The purpose of this portfolio entry is for you to demonstrate your knowledge of interdisciplinary teaching and the way in which you can integrate more than one goal, lesson and discipline into a teaching unit. You may use a grid to document your ten lessons or you may use another lesson plan outline. In your narrative description of the unit, include your comments and/or reflections in the areas listed below. As in your lesson plan portfolio entry, your response should be a limited to five double spaced pages which synthesize the important points of the lesson plan.

a. Describe how you integrated the concepts of the disciplines you chose in the teaching plan and the instructional strategies and/or technology you chose to illustrate the concepts. Describe why the particular strategies were chosen and why they were the best choice. Describe how developing an interdisciplinary unit may have changed your ideas about the discipline and how you could extend the unit to other disciplines. (standards 1, 4, 5)

b. Describe the ways in which you designed the lesson to meet learning needs of a range of students. How could you enhance the unit to meet individual needs of students? (standards 3 and 6)

c. Include in your unit plan the assignments and assessment strategies you would use. Describe how they support your learning goals for students and why you chose these particular assignments and assessment strategies. How are the assignments and assessment strategies related to current educational research? (standard 8)

d. Describe how you gathered information in preparing your unit plan. What were the sources you used. How could the unit be linked to students' homes and the community? (standard 7)

IV: Resume/Professional Growth: In this entry you should include your professional resume and a professional growth plan. The resume should include the following:

a. your educational experiences

b. significant volunteer or other experiences which have contributed to your growth as a teacher with commentary illustrating the contribution.

c. significant professional activities which you have sought out on your own and how they contributed to your development

d. awards and honors you have received

Your professional growth plan should briefly describe why you decided to become a teacher and the steps you have taken to prepare for the profession. As a beginning professional it is important that you recognize that while all the standards are important, you cannot focus on all of them simultaneously. Select no more than three standards, one of which must be standard nine, and discuss what you have done to meet the standard and what steps you will take in the future to enhance your development in these areas.

V: Letters of Support and Professional Evaluations: Request your supervisor, cooperating teacher, principal and or a teaching colleague to write a letter of support indicating how you have demonstrated your ability to meet the Maine Standards for Beginning Teachers. It is important that at least one of the letters of support address how you have met standards nine and ten. Make sure that you provide a copy of the standards to each person who will be contributing to your portfolio so they can be familiar with the standards prior to writing a letter or observation.

Appendix C
Autonomous Professional Standards Boards

Appendix C
Autonomous Professional Standards Boards

Introduction

The Center for Research and Evaluation was commissioned to investigate:
(1) the degree of autonomy possessed by individual professional standards boards and (2) the advantages and disadvantages of different board models. This report presents the Research findings.

Keyword and subject searches of the ERIC database resulted in 177 unduplicated titles. The reference lists of these documents produced several additional titles. Finally, a specialist on the subject of professional standards boards (PSBs) was interviewed.

The vast majority of documents dealt only peripherally with professional standards boards; the few in which PSBs figured centrally were descriptive or persuasive rather than evaluative. No documents were located that compared and contrasted individual boards in terms of their effectiveness.

Board Autonomy

Professional standards boards or commissions have existed in some form since the 1920s (Jordan, 1988), but they have largely been advisory: Final decisions remained in the hands of state boards of education or departments of education. The National Education Association began to promote autonomous PSBs in the 1960s, and during the 1970s three states (California, Minnesota, and Oregon) established them. The main rationales given for autonomous boards are: 1) to raise standards by giving practitioners full legal authority over the licensure of teachers; (2) to more carefully monitor licensure by making it the central activity of a regulatory body; and (3) to bring the teaching profession into conformity with the licensing practices common to other professions.

At present, there are 13 autonomous professional standards boards. All of them set standards for licensure, but only 9 out of the 13 boards have full authority to implement their decisions: California, Georgia, Hawaii, Indiana, Iowa, Minnesota, North Dakota, Oregon, and Wyoming. In 1995, an autonomous board was established by statute in West Virginia, but opposition from the state board of education and the state superintendent of instruction has prevented its implementation; a knowledgeable source speculates that, under these conditions, and independent board is unlikely to emerge. An additional board (Kentucky's) will become independent within one year.

State boards of education in Nevada and Texas have veto power over the initiatives developed by PSBs in their states. However, it appears that these state boards have never exercised this power.

The literature indicates that autonomy is a key issue in the formation of a professional standards board (Jordan, 1988; NASBE, 1994; National Commission on Teaching & America's Future, 1996; National Education Association, 1997; Scannell, 1989; Suarez et al., 1994). Opponents to autonomous boards argue that there is no clear relationship between autonomy and the ability to set high standards (NASBE, 1994). In a recent policy brief, however, Suarez (1994) observed that PSBs were more often in conflict with the state department of education when the PSB was advisory rather than regulatory. PSB members might find (as did those on an advisory commission in North Carolina) that their work was "not addressed adequately by the state, leaving them with little power and influence in matters for which the Commission was created" (Suarez, 1994, p. 2).

Appendix C
Autonomous Professional Standards Boards

Board Models: Advantages and Disadvantages

The National Education Association (1997) published a comprehensive description of board characteristics, updating a 1995 version produced by the Connecticut Education Association (NCATE created fact sheets on characteristics in 1995 also). These reports are not designed to evaluate the effectiveness of particular characteristics.

Although the literature does not contain any systematic evaluations of effectiveness, it does convey (along with interview results) that two boards may be especially effective: Minnesota's Board of Teaching and Oregon's Teacher Standards and Practices Commission. Established in 1973, they are also two of the three oldest PSBs. A third board receiving favorable recognition is Indiana's Professional Standards Board, established in 1992.

At least three factors appear to make these boards noteworthy: size, teacher involvement, and collaboration with other education associations. The average number of members on PSBs today is 13: Indiana has 19 members, Minnesota has 11, and Oregon 18. In a report written for higher education, Scannell et al. (1989) recommended large boards to insure that a wide range of educators were represented.

Scannell also recommended that teachers form a majority on the board. All 13 boards are composed largely of educators, from teachers and administrators to state superintendents and members of higher education. The NEA's composite of board characteristics (1997, p. 59-60) shows that 12 boards have no representation from business, the private sector, or state boards of education; six boards have no representation from local school boards (including Minnesota) or from the general public (including Indiana).

On five boards, including Minnesota's, the majority of members are teachers; on Oregon's and Indiana's board, nearly half of all members are teachers. One source familiar with all of the PSBs has concluded that the effectiveness of Minnesota's and Oregon's board is in large part because of the high involvement of K-12 teachers, as well as to the participation in policy making of higher education and subject-matter organizations. Finally, PSBs in these states appear to establish close ties to all elements of the profession, successfully coordinate efforts, and actively collaborate with state and national organizations.

Conclusion

Given that only three PSBs have existed for more than 10 years, it is not surprising that evaluative data are scanty and anecdotal. In any case, they do not provide much of a foundation upon which to base an immediate choice. There are signs that two boards (Oregon's and Minnesota's) are probably worth further investigation: both boards are well established, their longevity alone suggesting wide support for their activities; and both boards have been singled out for praise by an objective, knowledgeable observer. Interviews with the full range of stakeholders in these states could supply insight into the logic of each board's organization as well as into the reasons behind their successes and failures, all from the vantage point of
considerable experience and apparent effectiveness. In addition, a very differently organized board could be similarly investigated for the sake of contrast.

Appendix C
Autonomous Professional Standards Boards

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Appendix D

**A Comparison of Maine's Proposed Results Based Teacher Certification
Standards with Maine's Standards for the Review and Approval of
Educational Personnel Preparation Programs and the Standards for the
Accreditation of Professional Education Units of the National Council for
Accreditation of Teacher Education**

Prepared by Lucy Stroble, Judy Malcolm, and Harry Osgood
for the Committee on Results Based Initial Teacher Certification

July, 1997

A Comparison of Maine's Proposed Results Based Teacher Certification Standards with Maine's Standards for the Review and Approval of Educational Personnel Preparation Programs and the Standards for the Accreditation of Professional Education Units of the National Council for Accreditation of Teacher Education

Prepared by Lucy Stroble, Judy Malcolm, and Harry Osgood
for the Committee on Results Based Initial Teacher Certification

July, 1997

The purpose of this report is to present to the Maine State Board of Education a comparison of two sets of standards now being used to evaluate teacher education programs in Maine with a proposed set of teacher certification standards. Presently, Maine institutions of higher education that desire program approval must comply with standards set forth in Chapter 114 Policy, Procedures, and Standards for the Review and Approval of Educational Personnel Preparation Programs. Institutions also have the option of seeking accreditation by demonstrating compliance with standards from the National Council for Accreditation of Teacher Education (NCATE) in conjunction with state approval. A third set of standards that would supplant state standards is being proposed by the Committee on Results Based Initial Teacher Certification.

This document endeavors to compare the three sets of standards in a concise and visual presentation to facilitate an understanding of the complex systems of evaluating educational programs and candidates for the teaching profession. An overview of the organizational structure of each of the sets of standards is provided first, followed by a summary of the differences and similarities of the three systems. Charts comparing the standards are attached, first using the proposed teacher standards as organizers and then the "old" standards, presently in use. While the first chart uses number coding for conciseness, the second chart contains the full text of each standard for the convenience of the reader.

ORGANIZATIONAL STRUCTURE OF EACH SET OF STANDARDS

I.   NCATE uses four categories of standards: Design of Professional Education; Candidates in Professional Education; Professional Education Faculty; and the Unit for Professional Education. There are 20 standards and 69 indicators within these four categories:

Category I. Design of Professional Education

    A. Conceptual Frameworks (3 criteria for compliance)
    B. General Studies (2 criteria for compliance)
    C. Content Studies (2 criteria for compliance)
    D. Professional and Pedagogical Studies (2 criteria for compliance)
    E. Integrative Studies (2 criteria for compliance)
    F. Advanced Professional Studies (3 criteria for compliance)
    G. Quality of Instruction (4 criteria for compliance)
    H. Quality of Field Experiences (3 criteria for compliance)
    I. Professional Community (3 criteria for compliance)

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A Comparison of Maine's Proposed Results Based Teacher Certification Standards with Maine's
Standards for the Review and Approval of Educational Personnel ...

Category II. Candidates in Professional Education

    A. Qualifications (3 criteria for compliance)
    B. Composition (4 criteria for compliance)
    C. Monitoring and Assessing Progress (6 criteria for compliance)
    D. Ensuring Competence (2criteria for compliance)

Category III. Professional Education Faculty

    A. Qualifications (4 criteria for compliance)
    B. Composition (4 criteria for compliance)
    C. Professional Assignments (2 criteria for compliance)
    D. Professional Development (4 criteria for compliance)

Category IV. The Unit for Professional Education

    A. Governance and Accountability (7 criteria for compliance)
    B. Resources for Teaching and Scholarship (6 criteria for compliance)
    C. Resources for Operations (3 criteria for compliance)

I.   Maine presently uses eight standards: Program Justification; Organization and Administration; Curriculum; Practicum and Clinical Experiences; Faculty; Resources and Facilities; Students; and Innovative Practices. There are 72 criteria for compliance:

Standard I.   Program Justification (6 criteria for compliance)
Standard II.   Organization and Administration (8 criteria for compliance)
Standard III.   Curriculum (24 criteria for compliance)
Standard IV.   Practicum and Clinical Experiences (9 criteria for compliance)
Standard V.   Faculty (8 criteria for compliance)
Standard VI.   Resources and Facilities (4 criteria for compliance)
Standard VII.   Students (10 criteria for compliance)
Standard VIII.   Innovative Practices (3 criteria for compliance)

II.   There are ten standards with 66 performance indicators proposed for Maine Results Based Initial Teacher Certification in the future. In brief, the standards are as follows:

    1. Content knowledge (5 performance indicators)
    2. Integrative knowledge (6 performance indicators)
    3. Knowledge of diverse learners (5 performance indicators)
    4. Instructional planning (5 performance indicators, 2 accompanying indicators)
    5. Pedagogical skills (7 performance indicators)
    6. Creation of a learning environment (5 performance indicators)
    7. Use of assessment strategies (8 performance indicators)
    8. Community/parental support for student's learning (7 performance indicators)
    9. Ethical and legal issues (9 performance indicators)
    10. Reflective practice and professional growth (9 performance indicators)

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A Comparison of Maine's Proposed Results Based Teacher Certification Standards with Maine's Standards for the Review and Approval of Educational Personnel ...

Input vs. results-based model

Presently, approval of teacher education programs in Maine is based on compliance with standards contained in Chapter 114 of Maine Educational Law – Policy, Procedures and Standards for the Review and Approval of Educational Personnel Preparation Programs, using a so-called input approach. With the input model, it is assumed that if educational programs, faculty, students, and facilities and resources meet certain standards, the product — teacher certification candidates — will also be of an acceptable quality. Outcomes are stated in programmatic, rather than individual terms. For example, the present Maine Standard 3.3(a4) requires that "The curriculum for educators shall include essential knowledge bases, established and current research findings, and effective professional practices." In contrast, proposed teacher standard #1 requires that the student "demonstrates a knowledge of the central concepts, tools of inquiry and structures of the discipline(s) she or he teaches" thus putting the burden of proof on the student and the burden of developing that competency on the teacher education program. The proposed standards increase the potential for producing strong teacher certification candidates while allowing flexibility among Maine's teacher preparation programs in designing a variety of curricula, field experiences, and assessment procedures.

Present State Policies require that opportunities are provided for study and experience, that a process exists. Proposed Maine results based teacher standards outline student outcomes with a number of performance indicators to lend specificity. NCATE standards combine the input model (governance, resources, and quality of faculty and instruction) with a performance-based approach (use of portfolios and other performance indicators to assess students' progress and preparedness for certification is indicated).

Despite differences based on outcomes and inputs, all three sets of standards address content and best practices based on current research. A common thread of comparability can be seen throughout the documents.

Assessment

Present Maine Policies are not explicit as to how students will be assessed, when assessments should take place or the criteria to be used. They do, however, emphasize uniformity of applying criteria and documentation of exceptions to assessment measures. NCATE standards emphasize comprehensiveness of candidate assessment, use of multiple data sources, and authentic, performance-based assessment. Examples of data that might be used to assess initial outcomes are specified in NCATE but not in Maine Policies. Proposed standards are most comparable to Standard 3.3: Curriculum and Standard 3.4: Practicum and Clinical Experiences of the present Maine Policies and Categories I and II of the NCATE Standards.

Proposed teacher standards, while not specifying how a candidate will be assessed, focus on performance and demonstration of skills. Examples of assessment data sources will be provided with the proposed standards. Equity is assumed in NCATE and proposed Maine standards.

Diversity

Present Maine Policies contain a standard under Students 3.7 (e) that disallows discrimination based on race, color, national origin, irrelevant physical conditions, or gender. NCATE requires a proactive plan to recruit a diverse student body and a culturally diverse faculty. The proposed teacher

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standards, being results based, do not address the issue of discrimination or diversity. However, it may be assumed that if an institution is to develop teacher candidates who are able to discern social and cultural differences in individuals and groups and who understand learning styles with regard to diversity and equity, the program will provide a rich cultural experience. This can be achieved through a diverse student body and faculty and/or through classroom and field experiences that expose students to other cultures and societies.

Graduation requirements

NCATE and Maine Policies require that clear information about institutional policies and requirements for completing education programs are published and readily available to candidates. Both also require an established and published set of criteria, outcomes, policies, and procedures for progressing in the program and graduating. These requirements are implicit in the proposed standards.

Infrastructure, Resources, and Governance

NCATE and present Maine Policies address other issues such as faculty load, quality of instruction, professional development of faculty, governance, and accountability, resources for teaching and scholarship, and resources for operating the unit. Proposed teacher standards do not address the infrastructure of the professional education unit but rather focus on the demonstration of skills and dispositions in an authentic setting. Again, the institution has the autonomy to provide opportunity for the teacher candidates to acquire those skills and dispositions through a variety of interesting and meaningful experiences.

CHART 1. COMPARISON OF MAINE'S PROPOSED RESULTS BASED CERTIFICATION STANDARDS WITH SELECTED PROGRAM APPROVAL POLICIES AND NCATE STANDARDS

Maine Results Based Teacher Standards (Proposed)	Maine Policy for Preparation of Educational Personnel	NCATE Standards
1. Demonstrates a knowledge of the central concepts, tools of inquiry and structures of the discipline(s) she or he teaches.	3.3 A4, D1, D2	Standard I.C.1 – content studies
2. Demonstrates the ability to integrate other disciplines, their concepts, tools of inquiry and structures of other disciplines with the discipline she or he teaches.	3.3 A4, B1, B3	I.B General studies I.E Integrative studies
3. Demonstrates a knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, personal and social development.	3.3 C4, C5 3.4 D	I.D.2 – Pedagogical studies
4. Plans instruction based upon knowledge of subject matter, students and curriculum goals.	3.3 C3, C9, D1 3.4 B, C	II.C.4 – Creating meaningful learning experiences
5. Understands and uses a variety of instructional strategies and appropriate technology.	3.3 C11, C12 3.4 B	I.D.2 – educational technology
6. Creates a classroom environment which encourages learning, active inquiry, collaboration and supportive interaction among students.	3.3 C10	I.H.1 – Creation of a meaningful learning experience for all students
7. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.	3.3 C5 3.4 B	I.D.2 – Using formal and informal assessment strategies
8. Demonstrates the ability to engage home, community, school and colleagues to support students' learning and well-being.	3.3 C7	I.D.2 – Collaboration with parents and community
9. Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.	3.3 C2, C8	I.D.1. – Law, ethics, and teaching as a profession
10. Engages, as a reflective practitioner, in collaborative activities and actively seeks out opportunities to grow professionally.	3.3 C6 addresses professional growth	I.D.1 – Professional studies I.D.2 – Pedagogical studies I.G.2, I.H.2 – Reflective practice

CHART 2. COMPARISON OF MAINE'S PROGRAM APPROVAL POLICIES WITH PROPOSED TEACHER STANDARDS AND NCATE STANDARDS

Maine Policy for Preparation of Educational Personnel	Maine Results Based Teacher Standards (Proposed)	NCATE Standards
3.1 Standard One: <u>Program Justification</u> An approved program for the preparation of educational personnel shall have a statement of program justification which clearly articulates the following:		
(a) The goals of the program are congruent with the institution's mission and philosophy. This shall be evident in the printed materials utilized by the institution to describe its programs.		The unit is clearly identified, operates as a professional community, and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs.
(b) The goals and objectives of the program represent the input of faculty, students, graduates, school personnel, and other education professionals.		The unit collaborates with higher education faculty, school personnel and other members of the professional community to design, deliver, and renew effective programs for the preparation of school personnel, and to improve the quality of education in schools.
(c) The organizational pattern of the institution facilitates articulation of the professional educator preparation program's goals and objectives with appropriate instructional departments.		IV.A.1 All professional education programs are organized, unified, and coordinated to ensure the fulfillment of the unit's mission.
(d) The institution presents documentation of the need for its professional educator preparation program(s) consistent with available data bases as prepared by the Department of Education.		
(e) The institution provides evidence of continuing availability and commitment of fiscal, human, and other resources adequate to conduct professional educator preparation program(s).		IV.A.3 The unit is of sufficient size to assure the consistent delivery and quality of each program offered.
(f) The institution shall provide a statement of approval of the program(s) by the institution's governing body.		STANDARD IV.A The unit is clearly identified, operates as a professional community, and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs.

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3.2 Standard Two: Organizational and administration The institution has an administration and policy development structure that provides the capability to undertake the coordination, planning, and evaluation of the professional educator programs(s). The organization and administration of the institution shall reflect the following:		STANDARD IV.A The unit is clearly identified, operates as a professional community, and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs.
(a) A board of trustees or similarly designated body which is responsible for the policies and administration of the institution. The governing body shall be responsible for providing adequate facilities and sound leadership so that the institution can offer a quality professional educator preparation program(s).		STANDARD IV.A The unit is clearly identified, operates as a professional community, and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs.
(b) The administrative structure shall contain an appropriate division, school, college, or department which shall be assigned the responsibility for the professional educator program(s).		IV.A.1 All professional education programs are organized, unified, and coordinated to ensure the fulfillment of the unit's mission.
(c) The institution shall publish information for administration and faculty which outlines administrative policies including the functions of the governing board, the administration and the faculty with specific reference to the professional educator preparation program(s).		
(d) Written policies shall be available which address salary schedules, rank, promotion, tenure, leaves, fringe benefits, professional development for institution personnel and service in professional organizations.		IV.A.2 The unit has responsibility and authority in such areas as higher education faculty selection, tenure, promotion, and retention decisions; recruitment of candidates; curriculum decisions; and the allocation of resources for unit activities.
(e) The institution shall operate with a published budget and undergo regular audits by an outside agency. Allocations for professional educator preparation programs are specified and, in relation to other programs, are equitable and adequate to carry out program mission, goals and objectives.		IV.C.1 Budget trends over the past five years and future planning indicate adequate support for the programs offered in professional education. IV.C.2 Resources are allocated to programs in a manner that allows each one to meet its expected outcomes.

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(f) A process shall be in place for the continuous evaluation of the curricular elements of the professional educator preparation program(s) as well as the teaching effectiveness of the program's faculty and the progress of the students enrolled. The evaluation component shall include a set of follow-up procedures to assess the effectiveness of the professional educator preparation program(s).		I.A.3. The unit engages in regular and systematic evaluations (including, but not limited to, information obtained through student assessment, and collection of data from students, recent graduates, and other members of the professional community) and uses these results to foster student achievement through the modification and improvement of the conceptual framework(s) and programs. III.D.3 Higher education faculty are regularly evaluated in terms of their contributions to teaching, scholarship, and service; these evaluations are used in determining salary, promotion, and tenure. III.D.4 Evaluations are used systematically to improve teaching, scholarship, and service of the higher education faculty within the unit.
g) The institution shall provide for the development and maintenance of appropriate linkages of the professional educator preparation program(s) with other similar programs, schools, organizations, and agencies outside of the institution.		I.I.3 Collaborative relationships, programs, and projects are developed with P-12 schools, their faculties, and appropriate others to develop and refine knowledge bases, to conduct research, and to improve the quality of education.
(h) The institution shall create and regularly monitor a long-range improvement plan that is congruent with program evaluation findings.		I.I.3 Collaborative relationships, programs, and projects are developed with P-12 schools, their faculties, and appropriate others to develop and refine knowledge bases, to conduct research, and to improve the quality of education. IV.A.5 A long-range planning process has been developed and is regularly monitored to ensure the ongoing vitality of the unit and its programs, as well as the future capacity of its physical facilities.

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3.3 Standard Three: Curriculum The professional unit ensures that education students have an integrated curriculum that is offered by the professional education faculty and faculty in the liberal arts and other general studies. The curriculum should include complementary components in general education, professional education, and specialty studies which reflect the following:		The unit has high quality professional education programs that are derived from a conceptual framework(s) that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.
A. Curriculum Design – A curriculum for each component shall be available which outlines clearly stated philosophy with accompanying goals and objectives as well as defined sequential course offerings.		I.A.1. The conceptual framework(s) is written, well articulated, and shared among professional education faculty, candidates, and other members of the professional community.
(1) A rationale for the planning, development, and evaluation of the curricular components shall be evident;		I.A.1. The conceptual framework(s) is written, well articulated, and shared among professional education faculty, candidates, and other members of the professional community.
(2) The process for curriculum development, evaluation, and revision shall include advice from a broad spectrum of the public education enterprise;		I.C.2 The guidelines and standards of specialty organizations are used in developing programs in each content area. I.I.3 Collaborative relationships, programs, and projects are developed with P-12 schools, their faculties, and appropriate others to develop and refine knowledge bases, to conduct research, and to improve the quality of education.
(3) A clearly stated process shall exist for the systematic evaluation of the program, which includes an analysis of students currently enrolled and of program graduates to determine whether the professional educator preparation program is accomplishing its objectives;		I.A.3. The unit engages in regular and systematic evaluations (including, but not limited to, information obtained through student assessment, and collection of data from students, recent graduates, and other members of the professional community) and uses these results to foster student achievement through the modification and improvement of the conceptual framework(s) and programs. I.G.4 Instruction is continuously evaluated and the results are used to improve teaching within the unit.

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(4) The curriculum for educators shall include essential knowledge bases, established and current research findings, and effective professional practices;	#1 Demonstrates a knowledge of the central concepts, tools of inquiry and structures of the discipline(s) she or he teaches. #2 Demonstrates the ability to integrate other disciplines, their concepts, tools of inquiry and structures of other disciplines with the discipline she or he teaches.	I.A.1. The conceptual framework(s) is written, well articulated, and shared among professional education faculty, candidates, and other members of the professional community.
(5) The curriculum for educators shall contain clearly stated goals and objectives which reflect an integrated system of elements and reflect coherence between courses, experiences, purposes, and outcomes;		I.A.1. The conceptual framework(s) is written, well articulated, and shared among professional education faculty, candidates, and other members of the professional community. I.A.2. Coherence exists between the conceptual framework(s) and student outcomes, courses, field experiences, instruction, and evaluation. I.E The unit ensures that teacher candidates can integrate general, content, and professional and pedagogical knowledge to create meaningful learning experiences for all students.
(6) The curriculum for educators shall be in compliance with Chapter 115 Part II Certificates and Endorsements, and meet the specified distribution of semester hours in the areas of specialty studies and professional education.		I.H.3 Student teaching and internship experiences are sufficiently extensive and intensive for candidates to demonstrate competence in the professional roles for which they are preparing. (A minimum of 10 weeks of full-time student teaching, or its equivalent, is expected.)

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(b) General Education Curriculum		
(1) The general education curriculum (GEC) shall require study to develop competence in the liberal arts which encompasses the humanities, fine arts, mathematics, physical, life and behavioral sciences, plus the scientific, creative, and aesthetic processes and the application of critical and analytic approaches to knowledge;	#2 . Demonstrates the ability to integrate other disciplines, their concepts, tools of inquiry and structures of other disciplines with the discipline she or he teaches. (indirectly)	I.B.1. The general studies include the arts, communications, history, literature, mathematics, philosophy, sciences, and the social sciences.
(2) The GEC shall facilitate the understanding and appreciation of world cultures;		I.B.2 The general studies incorporate multicultural and global perspectives.
(3) A process must exist for the overall coordination of the interdependent curriculum components in general education, professional education, and specialty studies.	#2 . Demonstrates the ability to integrate other disciplines, their concepts, tools of inquiry and structures of other disciplines with the discipline she or he teaches. (indirectly)	I.A.2. Coherence exists between the conceptual framework(s) and student outcomes, courses, field experiences, instruction, and evaluation.
(c) Professional Education Curriculum		
(1) The professional education curriculum (PEC) must be in compliance with the Professional Education Requirements identified in Chapter 115 Part II Certificates and Endorsements;		I.H.3 Student teaching and internship experiences are sufficiently extensive and intensive for candidates to demonstrate competence in the professional roles for which they are preparing. (A minimum of 10 weeks of full-time student teaching, or its equivalent, is expected.)
(2) The PEC should be designed, and systematically evaluated to ensure that education students will be prepared to perform effectively in their specific education roles.	#9 Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.	I.D.1 Candidates complete a well-planned sequence of courses and/or experiences in professional studies in which they acquire and learn to apply knowledge...
(3) The PEC shall include study and experiences related to effective curriculum design and program evaluation.	#4 Plans instruction based upon knowledge of subject matter, students and curriculum goals.	I.D.2...planning and management of instruction based on knowledge of the content area, the community, and curriculum goals;
(4) The PEC shall provide study and experiences that help education students understand and apply appropriate strategies to promote equal opportunities for all students and to provide education services to students who are culturally, ethnically, and socioeconomically diverse.	#3 Demonstrates a knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support	I.D.2 Candidates complete a well-planned sequence of courses and/or experiences in pedagogical studies ... studies that help develop understanding and

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	their intellectual, personal and social development.	use of...different student approaches to learning for creating instructional opportunities adapted to learners from diverse cultural backgrounds...
(5) The PEC shall include the study of techniques for diagnosing the capabilities of the learner and for designing instructional programs for all pupils in the least restrictive environment		I.D.2 Candidates complete a well-planned sequence of courses and/or experiences in Pedagogical studies that help develop understanding and use of...different student approaches to learning for creating instructional opportunities adapted to learners ...with exceptionalities.
(6) The PEC shall provide study and experiences that qualify education students to analyze a variety of teaching styles and assess their own personal instructional effectiveness and professional growth needs;	#10 Engages, as a reflective practitioner, in collaborative activities and actively seeks out opportunities to grow professionally.	I.D.2 Candidates complete a well-planned sequence of courses and/or experiences in Pedagogical studies that help develop understanding and use of... the opportunity for candidates to reflect on their teaching and its effects on student growth and learning; I.H.2 Field experiences encourage reflection by candidates and include feedback from higher education faculty, school faculty, and peers.
(7) The PEC shall provide study and experiences that promote the development of professional collaboration, working with parents and community in enhancing children's education, effective participation in groups seeking change, and skills in initiating changes in self and schools;	#8 Demonstrates the ability to engage home, community, school and colleagues to support students' learning and well-being.	I.D.2 Candidates complete a well-planned sequence of courses and/or experiences in Pedagogical studies that help develop understanding and use of...collaboration with school colleagues, parents, and agencies in the larger community for supporting students' learning and well-being and effective interactions with parents for supporting students' learning and well-being.
(8) The PEC shall provide study of the rights and responsibilities of teachers, administrators, educational specialists, students, and parents/guardians consistent with ethical standards;	#9 Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.	I.D.1 Candidates complete a well-planned sequence of courses and/or experiences in professional studies in which they acquire and learn to apply knowledge about...the impact of professional ethics; and the responsibilities, structure, and activities of the profession.

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(9) The PEC shall provide study and experiences that support the development of skills and attitudes that promote self-esteem, confidence, and aspiration in all pupils;	#4 Plans instruction based upon knowledge of subject matter, students and curriculum goals.	I.D.2 Candidates complete a well-planned sequence of courses and/or experiences in Pedagogical studies that help develop understanding and use of... individual and group motivation for encouraging positive social interaction, active engagement in learning, and self-motivation;
(10) The PEC shall include study of research and experiences that aid understanding of the teacher-learner process;	#6 Creates a classroom environment which encourages learning, active inquiry, collaboration and supportive interaction among students.	I.D.2 Candidates complete a well-planned sequence of courses and/or experiences in Pedagogical studies that help develop understanding and use of... research- and experience-based principles of effective practice for encouraging the intellectual, social, and personal development of students;
(11) The PEC shall include study and experiences that promote effective use of instructional technologies;	#5 Understands and uses a variety of instructional strategies and appropriate technology.	I.D.2 Candidates complete a well-planned sequence of courses and/or experiences in Pedagogical studies that help develop understanding and use of... educational technology, including the use of computer and other technologies in instruction, assessment, and professional productivity.
(12) The PEC shall include courses and experiences that ensure the development of knowledge of different learning styles, teaching styles, and instructional strategies and technologies.	#5 Understands and uses a variety of instructional strategies and appropriate technology.	I.D.2 Candidates complete a well-planned sequence of courses and/or experiences in Pedagogical studies that help develop understanding and use of different student approaches to learning for creating in-structional opportunities adapted to learners from diverse cultural backgrounds and with exceptionalities; (and) variety of instructional strategies for developing critical thinking, problem solving, and performance skills;
(d) Specialized Studies Curriculum		I.C The unit ensures that teacher candidates attain academic competence in the content that they plan to teach.

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(1) The specialized studies curriculum (SSC) shall be designed and systematically evaluated to ensure that education students will attain a high degree of knowledge and understanding in the subject area/s they plan to teach;	#4 Plans instruction based upon knowledge of subject matter, students and curriculum goals.	I.C.1 Candidates complete a sequence of courses and/or experiences to develop an understanding of the structure, skills, core concepts, ideas, values, facts, methods of inquiry, and uses of technology for the content they plan to teach.
(2) The SSC shall include a well-planned sequence of coursework designed to provide students with an opportunity to achieve a high level of understanding in the construct, skill areas, concepts, ideas, values, facts, and methods of inquiry in the respective fields of specialization.	#1 Demonstrates a knowledge of the central concepts, tools of inquiry and structures of the discipline(s) she or he teaches.	I.C.1 Candidates complete a sequence of courses and/or experiences to develop an understanding of the structure, skills, core concepts, ideas, values, facts, methods of inquiry, and uses of technology for the content they plan to teach.
3.4 Standard Four: Practicum and Clinical Experiences (PCE) The institution ensures that the practicum and clinical experiences in the professional education curriculum are designed to prepare students to work effectively in specific education roles.		
(a) PCEs should be systemically selected to provide opportunities for students to observe, plan, and practice in a variety of settings that are linked appropriately to the professional roles for which students are being prepared.		I.H.1 The unit selects field experiences, including student teaching and internships, to provide candidates with opportunities to...study and practice in a variety of communities, with students of different ages and with culturally diverse and exceptional populations.
(b) PCEs should provide students with the skills that allow them to diagnose and solve problems that involve the application of the principles and theories of learning related to the educational positions in which they are intending to work.	#1 Demonstrates a knowledge of the central concepts, tools of inquiry and structures of the discipline(s) she or he teaches. #4 Plans instruction based upon knowledge of subject matter, students and curriculum goals. #5 Understands and uses a variety of instructional strategies and appropriate technology. #7 Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.	I.H.1 The unit selects field experiences, including student teaching and internships, to provide candidates with opportunities to... relate principles and theories from the conceptual framework(s) to actual practice in classrooms and schools;

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(c) PCEs should provide students with professional supervision and feedback which focuses upon the characteristics of the learner, teaching methodology, and curriculum planning. A special emphasis should be placed on the inter-connectedness of the above mentioned areas.	#4 Plans instruction based upon knowledge of subject matter, students and curriculum goals.	I.E.1 Candidates learn to integrate their content, professional, and pedagogical knowledge and skills to create learning experiences that make the central concepts, tools of inquiry, and structures of the content area meaningful for all students.
(d) Students should participate in practicum and/or clinical experiences with culturally diverse and exceptional populations wherever appropriate.	#3 Demonstrates a knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, personal and social development.	I.H.1 The unit selects field experiences, including student teaching and internships, to provide candidates with opportunities to...study and practice in a variety of communities, with students of different ages and with culturally diverse and exceptional populations.
(e) PCEs should be based upon an individualized plan designed to meet the needs of the student educator.		I.H.1 The unit selects field experiences, including student teaching and internships, to provide candidates with opportunities to...create meaningful learning experiences for all students...
(f) Students must have continuous feedback opportunities with college-based and field-based supervisors. The most desirous situation would result in a three member team meeting weekly to case-manage the students clinical experience.		I.H.2 Field experiences encourage reflection by candidates and include feedback from higher education faculty, school faculty, and peers.
(g)Sites should be carefully selected for all field experiences, including cooperating schools and other professional internship locations, so that students are provided experiences consistent with the goals of unit's programs.		I.H.1 The unit selects field experiences, including student teaching and internships, to provide candidates with opportunities to: relate principles and theories from the conceptual framework(s) to actual practice in classrooms and schools...
(h) Training is provided for individuals who serve in the capacity of supervising educator.		III.D.2 Higher education and school faculty and others who may contribute to professional education programs are regularly involved in professional development activities.

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(i) The institution shall make arrangements with school administrative units which include published, mutually agreed upon provisions for compensation, supervision and problem resolution.		I.I.2 The unit develops agreements with schools and cooperating professionals to ensure that: student teaching, internships, and other field experiences are collaboratively designed and implemented... I.I.3 Collaborative relationships, programs, and projects are developed with P-12 schools, their faculties, and appropriate others to develop and refine knowledge bases, to conduct research, and to improve the quality of education.
3.5 Standard Five: Faculty -- The institution ensures that faculty in professional education are qualified to perform their assignments. Faculty in the professional education unit are those persons who are directly supervised by the professional education unit.		I.G Teaching in the unit is consistent with the conceptual framework(s), reflects knowledge derived from research and sound professional practice, and is of high quality. III.A The unit ensures that the professional education faculty are teacher scholars who are qualified for their assignments and are actively engaged in the professional community. III.B The unit recruits, hires, and retains a diverse higher education faculty.
(a) All faculty members shall possess credentials and backgrounds appropriate to their roles in the professional educator preparation program(s).		III.A.1 Professional education faculty have completed formal advanced study and have demonstrated competence through scholarly activities in each field of specialization that they teach.
(b) Faculty members shall have regular involvement while the professional field of practice to ensure that their instruction and research remains current and relevant.		III.A.3 Higher education faculty are actively involved with the professional world of practice in P-12 schools, and are engaged in dialogue about the design and delivery of instructional programs.
(c) The institution shall provide evidence that its policies of selection, retention, and promotion of academic personnel reflect equitable and effective affirmative action procedures.		IV.A.2 The unit has responsibility and authority in such areas as higher education faculty selection, tenure, promotion, and retention decisions; recruitment of candidates; curriculum decisions; and the allocation of resources for unit activities.

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(d) The faculty shall model a variety of instructional techniques such as class discussion, lectures, small group work, individualized instruction, laboratory work, effective utilization of instructional materials, use of media and technology, and other innovative practices such as the models of teaching.		I.G.1 Higher education faculty use a variety of instructional strategies that reflect an understanding of different models and approaches to learning.
(e) The faculty workload should accommodate faculty involvement in teaching, scholarship, and services including curriculum development and support of professional education development in the field of practice such as outreach, in-service, and other assignments with school administrative unit personnel.		III.C.2 Faculty teaching loads, including overloads and off-campus teaching, are mutually agreed upon and limited to allow faculty to engage effectively in teaching scholarship, and service.
(f) Faculty members shall utilize evaluations to improve instruction and have access to adequate resources for their professional development including resources to support research, curriculum study, and program development.		III.D.4 Evaluations are used systematically to improve teaching, scholarship, and service of the higher education faculty within the unit.
3.6 Standard Six: Resources and Facilities The institution shall provide and maintain physical facilities, instructional materials and supplies, and other resources conducive to operating professional educator preparation program(s).		IV.B The unit has adequate resources to support teaching and scholarship by faculty and candidates. IV. The unit has sufficient facilities, equipment, and budgetary resources to fulfill its mission and offer quality programs.
(a) The physical plant shall offer safe, adequate space for students and faculty. This shall include classrooms, faculty offices, clinical facilities, library, audio-visual and computer facilities, auditorium, laboratories, studies, practice rooms and other instructional resources sufficient in number, design, condition, and handicap accessibility to support the curricular objectives dependent on their use. These areas shall be available for utilization by students and faculty with regularity and appropriate hours.		IV.C.3 Facilities and equipment are functional and well-maintained. They support computing, educational communications, and educational and instructional technology at least at the level of other units in the institution.
(b) The library-media center shall contain holdings which reflect adequate scope, breadth and currency to support the curriculum of the professional educator preparation program(s). The materials and media shall include professional journals plus other up-to-date materials and equipment including new developments in electronic hard and software. The library shall consider recommendations from a wide range of professional organizations in selecting the materials and media.		IV.B.4 Library resources provide adequate scope, breadth, currency, and multiple perspectives; they are systematically reviewed to make acquisition decisions. IV.B.5 Media, software, and materials collections are identifiable, relevant, accessible, and systematically reviewed to make acquisition decisions.

		IV.B.6 There are sufficient library and technical staff to support the library, instructional materials collection, and media/computer support services.
(c) Curriculum materials shall reflect currency and appropriateness to school systems, the programs offered, and the age-grade levels of the professional educator preparation program(s).		IV.B.4 Library resources provide adequate scope, breadth, currency, and multiple perspectives; they are systematically reviewed to make acquisition decisions.
(d) Adequate personnel resources shall be equitably provided to staff the professional educator preparation program(s).		IV.A.3 The unit is of sufficient size to assure the consistent delivery and quality of each program offered.
3.7 Standard Seven: <u>Students</u> The institution shall have policies and practices designed to ensure that only quality students are admitted, retained, graduated, and recommended for certification upon successful completion of the professional preparation program. The institution shall ensure that the following criteria are met:		II.A The unit recruits, admits, and retains candidates who demonstrate potential for professional success in schools.
(a) The institution shall have well-defined and published policies and procedures for monitoring the progress of education students form admission through completion of their professional education programs.	In policies accompanying standards	II.C.1 The progress of candidates at different stages of programs is monitored through authentic performance-based assessments using systematic procedures and timelines. II.D.1 The unit establishes and publishes a set of criteria/outcomes for exit from each professional education program.
(b) The students who are admitted to the professional educator preparation program(s) must meet academic and personal standards. Any special provisions for admitting students to the program who do not meet or maintain the academic and personal standards, must be described. The institution shall also document the program's system and guidelines for monitoring the progress of students admitted under special provisions.	In policies accompanying standards	II.A.1 A comprehensive system is used to assess the qualifications of candidates seeking admission.
(c) All forms of special tests or other forms of assessment utilized for applicants to the professional educator preparation program(s), must be documented by the institution.		
(d) The institution shall describe its efforts to encourage enrollment, retention, and graduation of students from groups historically underrepresented in professional educator preparation program(s). This shall include exceptional and culturally distinctive students.		II.B.1 The unit has and implements an explicit plan with adequate resources to recruit, admit, and retain a diverse student body. II.B.2 The unit's efforts and success in meeting goals for recruiting candidates from

		culturally diverse backgrounds are evaluated annually, and appropriate steps are taken to strengthen its plan for the future. II.B.3 The student body is culturally diverse. II.B.4 The student body includes males and females from two or more of the following groups: White, not Hispanic, Black, no Hispanic, Hispanic, Asian or Pacific Islander, Native American; or Other.
(e) The institution shall demonstrate that it has not established and does not follow policies or procedures that intentionally or unintentionally discriminate on the basis of race, color, national origin or other irrelevant physical conditions. A co-educational institution shall demonstrate that it has not established and will not establish policies or procedures that intentionally discriminate on the basis of gender.		II.B The unit recruits, admits, and retains a diverse student body.
(f) The institution shall have a well defined plan and procedures for the evaluation of its graduates which are used in upgrading programs and improving practices pertaining to admission, retention, and completion of the professional educator program.		I.A.3. The unit engages in regular and systematic evaluations (including, but not limited to, information obtained through student assessment, and collection of data from students, recent graduates, and other members of the professional community) and uses these results to foster student achievement through the modification and improvement of the conceptual framework(s) and programs.
(g) The institution shall maintain effective student personnel services which include advisement, counseling, records, and placement. These services shall be described in college publications and be accessible to students tin the professional educator preparation programs.		II.C.6 Through publications and faculty advising, candidates are provided clear information about institutional policies and requirements needed for completing their professional education programs, the availability of social and psychological counseling services, and job opportunities.
(h) Current supply and demand pertaining to the filed of education shall be utilized by the institution in the advisement of students in the professional educator preparation program(s).		II.C.6 Through publications and faculty advising, candidates are provided clear information about institutional policies and requirements needed for completing their professional education programs, the availability of social and psychological counseling services, and job opportunities.

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(i) The institution shall maintain permanent cumulative records for each student enrolled. The student records shall include a transcript which includes a record of such credentials as course titles, grades, and credits.		II.C.2 Assessment of a candidate's progress is based on multiple data sources that include grade point average (GPA), observations, the use of various instructional strategies and technologies, faculty recommendations, demonstrated competence in academic and professional work (e.g. portfolios, performance assessments, and research and concept papers), and recommendations from the appropriate professionals in schools.
(j) The institution shall provide evidence of clearly established channels for students to participate in program development and evaluation.		
3.8 Standard Eight: **Innovative Practices** The institution shall work cooperatively with school administrative unit personnel in establishing technical assistance services for the implementation of innovative instructional practices. These field experiences shall reflect the following:		I.I.3 Collaborative relationships, programs, and projects are developed with P-12 schools, their faculties, and appropriate others to develop and refine knowledge bases, to conduct research, and to improve the quality of education. III.A.3 Higher education faculty are actively involved with the professional world of practice in P-12 schools, and are engaged in dialogue about the design and delivery of instructional programs.
(a) Planned technical assistance in provided by the institution through local collaboratives which focuses on curriculum, instruction, and staff development.		I.I.3 Collaborative relationships, programs, and projects are developed with P-12 schools, their faculties, and appropriate others to develop and refine knowledge bases, to conduct research, and to improve the quality of education.
(b) Comprehensive field-based programs are promoted in which the institution assists local units with the implementation of innovative school improvement and development strategies.		I.I.3 Collaborative relationships, programs, and projects are developed with P-12 schools, their faculties, and appropriate others to develop and refine knowledge bases, to conduct research, and to improve the quality of education.

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(c) The institution in collaboration with local school administrative units conducts field-based research regularly. The focus of this activity is to promote effective practices in the classroom, building and district.		I.I.3 Collaborative relationships, programs, and projects are developed with P-12 schools, their faculties, and appropriate others to develop and refine knowledge bases, to conduct research, and to improve the quality of education.