



The University of Maine at Farmington Comprehensive Report for State Standard 2.1

Presented in preparation for the NCATE/State Accreditation
Visit on October 3 – 5, 2010

Reports for the following programs:
Early Childhood Education B-5 (081)
Early Childhood Education K-3 (029)
Early Childhood Special Education (282)
Elementary Education (020)
School Health Education K-12 (520)
Secondary Education ~ English 7-12 (100)
Secondary Education ~ Life Sciences 7-12 (395)
Secondary Education ~ Mathematics 7-12 (300)
Secondary Education ~ Physical Sciences 7-12 (350)
Secondary Education ~ Social Studies 7-12 (200)
Special Education K-8 (282)
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The University of Maine at Farmington
Report for State Standard 2.1
Please Click here for our Conceptual Framework Document

The University of Maine at Farmington Teacher Education Unit's mission states that:
The University of Maine at Farmington prepares caring teachers, competent educators and confident professionals, grounded in the arts and sciences, who will become the educational leaders of the 21st century.

Our guiding principles and beliefs are further articulated as follows:

Our candidates will become the educational leaders of the 21st century who are caring teachers, competent educators and confident professionals. These guiding principles and beliefs reflect the ideals we hold for ourselves, our candidates, and the students and communities with whom they will work.

Caring Teachers

- *Build respectful relationships*
- *Create communities of learners*
- *Support and encourage successful learning for all students*
- *Honor and respond to differences*
- *Utilize knowledge of human development*

Competent Educators

- *Design, plan, implement and evaluate instruction*
- *Use best practices for instruction and assessment*
- *Know content and strategies for integration*
- *Communicate clearly and effectively*
- *Solve problems creatively and constructively*
- *Use the tools of a changing world*

Confident Professionals

- *Collaborate effectively with families, communities, and colleagues*
- *Practice reflective, self-directed, life-long learning*
- *Demonstrate a commitment to ethical and legal responsibilities*
- *Contribute to and lead in diverse societies*

Our Mission Statement and Guiding Principles and Beliefs, aligned with the Maine Standards for Initial Teacher Certification, are our Conceptual Framework. These three elements, the Mission, Guiding Principles of C3TEP, and the Maine Standards, are the foundation upon which all of our programs and their respective assessments have been built.

Introduction

Candidates in teacher preparation programs at the University of Maine at Farmington are provided the tools they need to work effectively with children and their families. Each program is guided by the Maine Standards for Initial Teacher Certification, the Maine Learning Results or the Maine Early Childhood Learning Guidelines, and the appropriate professional standards. These standards are aligned with our conceptual framework and provide the foundation of our assessment system, ensuring that our candidates graduate as Caring Teachers, Competent Educators and Confident Professionals. ([Appendix I](#))

The curriculum of each teacher preparation program at the University of Maine at Farmington is embedded in a liberal arts education and includes a general education component. Each program provides candidates with extensive opportunity to combine theory and practice through coursework and fieldwork. The practical experiences include early-program practica, student teaching or an internship and shorter-term course projects in classrooms and other instructional settings. Candidates learn to plan instruction, monitor learning through assessment, and make adjustments to ensure meaningful learning for all students. All candidates utilize campus resources, such as the Kalikow Curriculum Materials Center that houses children's literature, curriculum resources and assistive technology.

In addition to outcomes-based assessment, programs at the University of Maine at Farmington also recognize the importance of a cohesive program that is designed to provide candidates with the opportunity to learn and demonstrate the essential knowledge, skills and dispositions that are characteristic of a successful educator. In order to complete a teacher preparation program, candidates must complete degree requirements that include 40 general education credits and professional course requirements. ([Appendix II](#)) Candidates in teacher preparation programs complete requirements far beyond the basic expectations for the endorsement they are seeking. ([Appendix III](#))

Within the context of each course, candidates are evaluated based on the knowledge, skills and dispositions associated with the Maine Standards for Initial Teacher Certification and the professional standards of their discipline. ([Appendix IV](#)) Candidates are expected to demonstrate learning through completion of key assessments and successful progress through transition points in the program. ([Appendix V](#) and [Appendix IV](#)) In addition to meeting these program benchmarks, candidates are exposed to a variety of instructional and assessment strategies, including the use of technology, and expected to demonstrate competency with those strategies in both academic and field settings. ([Appendix VII](#)) Throughout each program, students are also expected to develop the ability to meet the needs of all learners. Faculty have identified where issues related to student, school and community diversity are addressed to help all candidates become successful in working with all students, families and colleagues. ([Appendix VIII](#))

The ultimate goal of each program is to prepare candidates to help all students learn. Faculty has designed programs that provide the proper scaffolding, support and challenge for each candidate. Our programs ensure that graduates are Caring Teachers, Competent Educators and Confident Professional who are ready to be educational leaders in the 21st Century.

Programs in Early Childhood ~ State of Maine 081 and State of Maine 029 Endorsements Introduction

The Early Childhood Birth-5 degree program builds upon a knowledge base in child development, curriculum, and work with families. Throughout their programs, candidates continually connect theory and practice through multiple field experiences in a variety of early education settings. The Early Childhood K-3 degree program is built upon the same knowledge base and provides multiple field experiences in early education and public K-3 settings. Candidates utilize campus resources such as the Sweatt-Winter Early Care and Education Center's full- and part-day programs, UMF Infant-Toddler playgroups, and the Kalikow Curriculum Materials Center. Additional placement sites include public schools across Maine and the new Public Pre-K program, a partnership program staffed by, and located at, UMF that is also supported by the local school district, Child Development Services, and Head Start. The program is based upon the National Association for the Education of Young Children's Personnel Standards for Teacher Preparation and is designed to prepare graduates for work with young children from birth to age eight and their families. Majors completing the program are eligible for jobs in a variety of settings, including child care, Head Start, pre-kindergarten, community and recreational programs or K-3 classrooms.

Content Knowledge

Candidates in the Early Childhood Education Programs (B-5 and K-3) are provided with the tools they need to work effectively with children and their families. The programs are guided by the Maine Early Childhood Learning Guidelines and the Maine Learning Results respectively. In addition, they are based upon the National Association for the Education of Young Children's (NAEYC) personnel standards for teacher preparation. Candidates in the Birth-5 and K-3 programs demonstrate the knowledge, skills, and dispositions necessary to meet the needs of all learners through their success in the academic program and their performance on key assessments. Data from key assessments related to content knowledge demonstrate that 100% of candidate in the B-5 and K-3 program pass [Praxis II](#). Candidates must, and do, achieve a grade of C- or better in their professional courses and an overall 2.5 GPA in order to graduate.

Pedagogical Content Knowledge and Professional and Pedagogical Knowledge and Skills

Candidates completing their practicum experiences are well prepared in the creation of learning activities and plans and are able to transfer that knowledge into hands-on experiences with students. Evaluation of evidence from [practicum](#) courses indicates that students are effective planners and are able to link to the Early Childhood Learning Guidelines. Candidates thoughtfully reflect after an activity and can make individualized learning plan modifications for students.

Within curriculum courses, [evidence](#) indicates that candidates need support in writing, although they are able to effectively integrate curriculum topics throughout their learning plans. Across all levels of coursework, faculty assist students with writing skills through re-writes, peer and instructor review, referral to the campus writing center, and use of online library resources for professional paper preparation. Candidates are expected to practice those skills in unit and activity plans that are assessed within the context of curriculum-related courses.

State Standard 2.1 programs in Early Childhood
(State of Maine 081 Endorsement and State of Maine 029 Endorsement)
University of Maine at Farmington

Candidates in Early Childhood Education are required to have experience working with children from birth through age five or grade 3 depending upon their program. They are expected to demonstrate skills in assessment through work across the curriculum, with a particular emphasis on observational skills. Formal and informal observation techniques are used by candidates, and with candidates, throughout the program and are considered to be an integral element of the preparation program. Elements of [effective planning](#) and assessment of learning are included in key assessments, and candidates, at the sophomore level, demonstrate developing success in these areas.

Overall, [candidates feel adequately prepared](#) in meeting Maine Standards 1, 3, 4, 5, 6, 9 and 10. The fact that students feel relatively confident in their knowledge about the diverse ways in which students learn is due, in part, to the focus on accommodations in all lesson plans. Over the past year there has been an increase in the number of students placed by Child Development Services in the pre-K program, thereby increasing students' opportunities to work in an inclusive setting. Various options for a more complete assessment of success in meeting Maine Standard 3 are currently being developed in response to discussions at the [May 2009 faculty meeting](#).

During Internship and Student Teaching, candidates are expected to demonstrate success related to the Maine Standards for Initial Teacher Certification and the NAEYC standards. In spring 2009, the revised NAEYC standards were utilized for the ECH 490 portfolios and these new standards will be introduced in all field based settings and assignments beginning in spring 2010. To date, [evidence](#) indicates that our candidates' self-report feeling well-prepared, with the greatest area of concern related to Maine Standard 8. ECH 293, Intermediate Practicum, now includes candidate training in the use of specific assessment tools used with preschoolers in gathering information for the children's portfolios. Students in ECH 490 utilize an assessment tool for individual or group planning as a part of internship requirements. On [Student Teaching evaluations](#), mentor teachers and field supervisors note a high level of success in achieving the standards. However, Maine Standard 8 is identified as one where candidates have room for continued growth. Early Childhood [graduates](#) indicate that they feel well prepared to meet the challenges of the classroom although a limited number of graduates indicate they would have liked additional work in the area of technology. Recent curriculum revisions have been made to strengthen candidates' skills in the use and integration of technology. Candidates in the program are expected to utilize technology to communicate, make presentations, and prepare for classes. They are also given the opportunity to evaluate web site content and the appropriateness of technology for use with young learners.

In reviewing the data during the [May 2009 Teacher Education Unit](#) meeting, faculty noted a need to address the language of the Maine Standards more in courses and to fully identify the tools of inquiry. Faculty note that candidates are introduced to the concept of integration and tools of inquiry in introductory courses, but additional overt application in areas such as use of research, curriculum development, and observation and assessment of children would strengthen candidate skills in these areas.

Candidates in the B-5 program complete several practical placements and an internship in a B-5 setting. They also prepare a NAEYC Standards-based portfolio and portfolio presentation.

Practicum and Internship supervisor evaluations are an important component of candidate success and are shared with candidates during their placements. During Internship, a comprehensive evaluation process of the candidate occurs. The tools to evaluate this experience have been revised to more closely monitor performance and report out relative to both NAEYC and Maine standards.

K-3 candidates complete several practical placements as well as student teaching in a K-3 setting. Mentor teacher and supervisor evaluations are an important component of candidate success and are shared with candidates during each of their field placements. During student teaching, candidates are evaluated using the Student Teaching tools which are tied to our conceptual framework and the Maine Standards. Candidates are evaluated on their work and their articulation of the Maine Learning Results. They also complete a portfolio and a portfolio presentation.

Professional Dispositions

Professional dispositions, especially the belief that all students can learn, are assessed through a key assessment, the Equity Reflection, linked to Maine Standard 3, as well as a diversity key assessment. Faculty evaluate pre-, mid-, and post-instructional data and candidate performance demonstrates a growth in this element of professional practice. In May 2009, faculty discussed the need to have additional documentation for NAEYC Standard 4 and its goal to link children's language and culture to early childhood programs, as well as NAEYC Standard 2: Building Family and Community Relationships. The program is committed to ensuring that candidates consider the needs of all learners through the inclusion of adaptations in activity plans and rubrics that consider those adaptations as part of the evaluation process. Further, readings in all courses include significant components addressing diversity. In ECH 232, candidates complete a self-assessment on their understanding of English Language Learners. Students in ECH 150 complete a Personal Diversity Statement that is a key assessment. In ECH 192, candidates are expected to do a self-evaluation of dispositions. This establishes a clear understanding of the dispositional elements that are embedded in the Conceptual Framework and are assessed across the curriculum. In ECH 250, candidates create an activity plan that includes planning for children and families from different cultures and languages. Finally, candidates are expected to craft their own philosophy statement during ECH 490: Internship. At the beginning of Internship Placements, students in ECH 490 also prepare a Contextual Factors Essay that describes the students' understanding of the multiple influences on development and cultural context for the specific group of children with whom they will work during the semester. Students are expected to utilize this information to help them in their curriculum planning as well as interactions with children and families. Candidates who complete ECH 460: Student Teaching, also complete a Contextual Factors assignment and are expected to utilize the information learned as an element of all their planning during the student teaching semester.

Faculty in Early Childhood Education have a strong commitment to the importance of professional dispositions that is demonstrated through action and scholarship. Faculty in ECH developed specific strategies to introduce candidates to the expectations related to professional characteristics and personal attributes through use of a self-evaluation in introductory courses. They also identified specific places where issues related to diversity are addressed and ensure that there is a framework for building knowledge that runs through the program. Their

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commitment ensures candidates enter their student teaching or internship semester and complete their program well prepared with the knowledge, skills and dispositions necessary to be highly qualified early childhood educators who are caring teachers, competent educators and confident professionals.

Programs in Early Childhood Special Education ~ State of Maine 282 Endorsement

Introduction

The Early Childhood Special Education program at the University of Maine at Farmington is based upon the Council for Exceptional Children/Division of Early Childhood standards for preparation of personnel who work with children with disabilities and their families. Majors completing the program are eligible for positions in a variety of settings serving children with special needs including: early intervention settings such as home visiting programs, parent-child playgroups, Early Head Start, child care, Head Start, pre-kindergarten, community preschools and recreational programs or, with the added 029 certification, in K-3 classroom settings. The Early Childhood Special Education (ECSE) degree program builds upon a knowledge base in child development, curriculum, and work with families. Throughout their programs, candidates continually connect theory and practice through multiple field experiences in a variety of early education settings. The ECSE K-3 degree option combines best practices in child development and early learning models with experiences in public school and early care and education settings. Candidates utilize campus resources such as the Sweatt-Winter Early Care and Education Center's full- and part-day programs, UMF Infant-Toddler playgroups, and the Kalikow Curriculum Materials Center. Additional placement sites include public schools across Maine and the new Public Pre-K program, a partnership program staffed by, and located at, UMF that is also supported by the local school district, Child Development Services, and Head Start. Students in the K-3 option are also placed in school settings at the appropriate grade level for a mid-program placement and during Student Teaching. All candidates, both in the Birth-5 program and in the K – 3 program, work continuously with the Early Childhood (DEC) Division of the Council for Exceptional Children guidelines, *Maine Early Childhood Learning Guidelines, Supporting Maine's Infants & Toddlers: Guidelines for Learning & Development*, and the Maine Standards for Initial Teacher Certification. Candidates are assessed based on the achievement of competence in the CEC/DEC standards, the Maine Standards for Initial Teacher Certification, and in their progress towards developing into Caring Teachers, Competent Educators and Confident Professionals.

Content Knowledge

Candidates in the Early Childhood Special Education Birth-5 and K-3 option demonstrate the knowledge, skills and dispositions necessary to meet the needs of all learners as demonstrated through their success in the academic program offered at the University of Maine at Farmington and their performance on key assessments within the program. They graduate from the program with a solid preparation in content appropriate to working with children with special needs and their families. Candidates in the B-5 program now take the [Praxis II exam](#) 0690 that is better suited to the content in their program. Despite the fact that candidates were initially required to take a Praxis II exam that focused on content related to teaching students with special needs in a K-12 setting, over 75% of the candidates taking the exam passed on their first attempt. With the implementation of the appropriate exam, candidate pass rate on the first attempt has increased to 100%. This change in test selection was driven by the work of UMF faculty in Early Childhood Special Education, in an effort to ensure that candidates who receive the State of Maine 282 Endorsement B-5 were evaluated based on the content related to meeting the needs of children with disabilities and their families in the early childhood years. Candidates in the K-3 option are required to take the Praxis II exams 0690 and 0021, and they have a 100% success

rate on these Praxis II exams. Candidates must, and do, achieve a C- or better in their professional courses and an overall 2.5 GPA in order to graduate.

Pedagogical Content Knowledge and Professional and Pedagogical Knowledge and Skills

Candidates completing their practicum experiences are well prepared in the creation of learning activities and plans and are able to transfer that knowledge into hands-on experiences with students. Examining the [data](#), it is clear that students are making progress toward meeting DEC professional standards for all beginning early childhood special educators through the CEC/DEC competencies work. [Key assessments](#) using activity plans and dispositions checklists at several points show candidates' developing professional expertise and suitability for the profession. The technology assessment illustrates candidates' [skills](#) in integrating and utilizing various technologies in professional activities, and the [Assessment Project](#) illustrates developing competencies in each of the sub-domains of the CEC/DEC standard on assessment. Assessment is a major activity for the ECSE professional and this key assessment is important in showing candidate knowledge and skills in this area.

Evaluations in ECS 479 provide information from experienced ECSE professionals in the field regarding candidates' abilities and developing competencies. Evaluation of evidence from practicum courses, ECH 192, ECH 293, and ECS 375 indicates that students are [effective planners](#) and are able to link to the Early Childhood Learning Guidelines or the Infant-Toddler Guidelines: Supporting Maine's Infants & Toddlers: Guidelines for Learning & Development. Candidates reflect after an activity and can make individualized learning plan modifications for students. In ECS 374, candidates produce a notebook of instructional strategies and also develop a project focused on evidence-based practices. These, along with a case study that involves developing cultural competencies as well as pedagogical content that is completed in ECS 307, are important preparation for Internship and/or Student Teaching.

During Internship and Student Teaching, candidates are expected to demonstrate competence related to the CEC/DEC standards which have been crosswalked with the Maine Standards for Initial Teacher Certification. [Candidates](#) self-report feeling well prepared, with some noting minimal preparation in areas related to Maine Standard 8. Candidates also note some concerns in the areas of working with communities. Program [graduates](#) indicate they feel well prepared to meet the challenges of the classroom. In the most recent survey of graduates, the areas noted as being the most important for improvement were evaluation of instruction, preparation for use of best practices in assessment, and content knowledge. These three areas have been the focus of curriculum revision. Faculty have also revised the curriculum to provide candidates with multiple opportunities to work with the CEC/DEC guidelines and learn about and use assessment procedures across the program. These revisions are reflected in the key assessments.

Candidates in the B-5 program complete several practical placements and an internship in a B-5 setting. [Assessment tools](#) used with candidates in B-5 clinical placements are designed to meet the needs of the candidates in their B-5 settings. Candidates who complete an Internship are evaluated by their supervising field faculty member and mentor teacher. The CEC/DEC standards are a key element of the candidate evaluation tool and tie professional coursework to the field.

K-3 candidates complete several practical placements as well as student teaching in a K-3 setting. Mentor teacher and [supervisor evaluations](#) are an important component of candidate success and are shared with candidates during each of their field placements. During student teaching, candidates are evaluated using the [Student Teaching tools](#) which are tied to our conceptual framework and the Maine Standards. Candidates are evaluated on their work and their articulation of the Maine Learning Results. They also complete a portfolio and a portfolio presentation.

Professional Dispositions

Professional dispositions, especially the belief that all students can learn, are assessed through an on-going and cyclical process where candidates consider their own attitudes toward creating communities of learners and supporting and encouraging successful learning for all students. These evaluations, “Thinking it Over” and “What’s My Attitude”, as well as the [philosophy papers](#) that candidates write, indicate that student are growing in their ability to identify appropriate behaviors relative to creating communities where all students can learn. Candidates in the K-3 program are also expected to consider the needs of all learners through inclusion of adaptations in activity plans and rubrics that consider those adaptations as part of the evaluation process. Further, readings in all courses include significant components addressing diversity and candidates complete a self-assessment on their understanding of English Language Learners in their ECH 232 course. One hundred percent of [candidates reporting](#) note that they believe they have superior preparation in the area of honoring differences. As these candidates enter their student teaching / internship semester or complete their program, they are well prepared with the knowledge, skills and dispositions necessary to be highly qualified early childhood special educators who are caring teachers, competent educators and confident professionals.

Program in Elementary Education ~ State of Maine 020 Endorsement

Introduction

Guided by the Maine Learning Results and the Maine Standards for Initial teacher Certification, candidates in the Elementary Education program are prepared to work successfully with elementary-age students and their families. The Elementary Education program builds upon a knowledge base in child development, curriculum, and work with families. Throughout their programs, candidates continually connect theory and practice through multiple field experiences in a variety of K-8 settings.

During the summer of 2009, faculty in Elementary Education met to re-examine the curriculum developed and implemented during the transition to the four credit system in 2006. In addition, the group developed strategies for further systematic review and revision of the Elementary Education program. This work was guided by a review of all available program and candidate data. Discussion and planning centered on many topics, with a focus on the following areas: increasing skills in differentiation with a specific focus on working with English Language Learners; RTI and working with children with special needs in the regular classroom; increasing skills and knowledge related to assessment; and technology for teaching and learning. An [action plan](#) was created and is being reviewed during the 2009 – 2010 academic year.

Content Knowledge

The curriculum in Elementary Education at the University of Maine at Farmington is embedded in a quality liberal arts program that includes a general education component and a 24-credit academic concentration. The program is designed to prepare pre-professionals to work with children from grades K-8 and their families. Candidates in the Elementary Education program demonstrate the knowledge, skills and dispositions necessary to meet the needs of all learners as shown through their success in the academic program and their performance on key assessments. Data from key assessments related to content knowledge demonstrate that about 95% of candidates in the K-8 program pass [Praxis II](#) on their first attempt. Because of program requirements, all students participating in Student Teaching pass Praxis II prior to beginning their student teaching semester. Candidates must achieve a C- or better in their professional courses and an overall 2.5 GPA to graduate. Candidates further demonstrate their content knowledge achievement through successfully achieving transition points and solid performance on the student teaching [assessment of content knowledge](#). Disaggregated results from [surveys](#) completed by principals indicate that most (93% - 98%) candidates meet or exceed the expectations of principals in elementary settings in the areas of content knowledge and integration of content.

Candidates in the [Elementary Education programs](#) also complete a rigorous General Education curriculum and a twenty-four credit concentration in language arts, mathematics, science, social sciences, Spanish, French, or visual and performing arts. These concentrations, designed with Arts and Sciences faculty, ensure that all Elementary Education candidates are knowledgeable in one content area. The General Education curriculum underscores the essential breadth of knowledge needed to be an elementary educator in the K-8 classroom.

Pedagogical Knowledge and Professional and Pedagogical Knowledge and Skills

Candidates completing their practicum experiences and content courses that are offered as a “block” are well prepared in the creation of learning activities and plans and are able to transfer that knowledge into hands-on experiences with students. A review of information from these courses shows that candidates grow in their skills relative to effective planning throughout the semester. Further, candidates improve in their written work as they move through the practicum experience. Although we do not capture the pre-assessment in our data collection system, the post-assessment shows appropriately developing skills. Faculty in the practicum block are exploring ways to review candidates as a team, a strategy proposed during the summer 2009 meetings on program improvement. Faculty in the block will meet to discuss candidate performance at mid-semester and develop a plan for needed remediation in the area of knowledge, skills, and dispositions. In curriculum courses some evidence has indicated that candidates need support in writing, although they are able to effectively integrate curriculum topics throughout their learning plans. Because of this, in 2008, program faculty piloted a course in writing to enhance and support candidate skills in this essential element of communication. Following this pilot, faculty agreed that a stand-alone course was not the best approach and integrated communication skills into courses across the curriculum. The most recent end-of-program survey data shows an increase in success in written and oral communication, which is a positive outcome.

Candidates in Elementary Education are expected to demonstrate skills in assessment, particularly as they relate to the Maine Learning Results, in their curriculum courses, practicum and student teaching experiences. Formal and informal observation techniques are taught and modeled throughout the Elementary Education program. Elements of effective planning and assessment of learning are included in key assessments, and candidates at the sophomore level demonstrate developing success in these areas. In EDU 202, candidates meet or exceed expectations in the areas of effective planning and the use of assessment. Elementary Education candidates are assessed relative to differentiated instruction in all methods courses, with a focus on developmentally appropriate instruction and support for specific students and their learning. In professional courses and during field placements, faculty work with candidates on lesson planning utilizing the UMF lesson plan format that highlights differentiated instruction, assessment and planning. This complements the new EDU 450 Teacher Work Sample: Contextual Factors assignment that requires candidates to collect data about the community context in which they are working and evaluate that context relative to student learning. Further, candidates in most curriculum courses are expected to include modifications and differentiation in lesson plans and the Teacher Work Sample is assessed with a rubric that includes elements related to planning for, and assessment of, student learning. During student teaching, Elementary Education candidates are particularly successful in developing and utilizing student assessment tools, reflecting on the choice for assessment and self assessing work as part of their unit planning.

In Elementary Education, candidates are expected to utilize technology to communicate, make presentations, and prepare for classes. For example, in EDU 202 and EDU 331, the lesson plan rubrics include an expectation for a typed, professional plan with no mechanical errors. Further, in EDU 433, candidates utilize multiple web-based resources to construct lesson plans. In some methods courses, candidates are given the opportunity to evaluate web site content and the

appropriateness of technology for use with young learners. In EDU 302, candidates are assessed using a rubric to look at [technology portfolios](#). Candidates are continually encouraged to develop their skills in the use and integration of technology to help all students learn. Examples of this are seen in the use of iMovies to meet assignment expectations, the incorporation of graphics in final assignments, the use of Wikis to collaborate on projects and share information, and the way that candidates guide students in the use of technology.

[Student teaching](#) assessments are a critical component of our key assessment system. Elementary Education candidates are assessed using these tools that include a rubric linked to the conceptual framework and [C3TEP](#), as well as a final checklist that is tied to the Maine Standards for Initial Teacher Certification. Candidate portfolios are assessed and performance on the [portfolio evaluation](#) demonstrates a solid understanding and achievement of Maine Standards for Initial Teacher Certification. All portfolios are reviewed by at least two supervisors to ensure that the evaluation is fair, accurate and unbiased and that the candidate receives appropriate feedback on the work submitted. University Supervisors use the final portfolio review, the C3TEP rubric, and the Professional Attributes Personal Attitudes rubric to inform their [final evaluation](#) of all candidates. As part of all field and clinical experiences, candidates are evaluated by mentor teacher and field faculty, and those evaluations are shared with candidate to encourage self-reflection.

After looking at the graduate and principal [survey](#) data, as well as candidate feedback collected about the programs after the completion of student teaching, the following is apparent to the faculty who work with Elementary Education candidates:

- ✓ Caring Teachers: Graduates report that they have adequate to superior preparation in all areas, with *responding to differences* and *utilizing knowledge of human development* as areas that are - relatively speaking - in need of some attention. According to principals, most graduates meet expectations. *Understanding human development* and *building relationships* are the areas in which a few working graduates do not meet their principals' expectations.
- ✓ Competent Educators: Many graduates feel prepared in most areas. However, there are some areas in which graduates feel little or minimally prepared. These areas include *evaluation, assessment, and using the tools of a changing world*. According to principals, a large majority of graduates meet expectations. Areas where development is needed include *evaluation, assessment, knowing which strategies to integrate to teach content, and communicating clearly and effectively*.
- ✓ Confident Professionals: Graduates report feeling well prepared in many areas, with less confidence in the area of communicating effectively with families and communities, and contributing and leading in diverse societies. According to principals, more than 95% of UMF graduates meet and exceed expectations.

The Elementary Education [Action Plan](#) addresses these specific areas of concern and identifies steps to pilot program modifications in these areas.

Professional Dispositions

Professional dispositions, especially the belief that all students can learn, are addressed specifically through an Equity Reflection piece that is completed, assessed and specifically linked to Maine Standard 3. Elementary Education candidates also take EDU 280: Diversity

Issues & Social Justice Education K-8, and complete a [key assessment](#) linked to diversity in that course. As reported by faculty, candidate performance on these assessments shows a growing understanding of diversity and its impact on professional practice. To further support this growth, in EDU 304 and EDU 332, candidates completed a semester long discussion using Blackboard related to the text *What If All the Kids are White*. Candidates are expected to consider the needs of all learners through the inclusion of adaptations in lesson plans, and the appropriateness of the adaptations are assessed by faculty. Candidates participate in conferences that are planned by faculty and hosted on campus. Recent conferences have addressed topics related to various elements of diversity including:

- 1) Children of the Dawn: Teaching about the Wabanaki in Maine – (2005)
- 2) Teaching about the Holocaust – (2006)
- 3) UMF Conference on Autism Spectrum Disorders – (2007),
- 4) Teaching in a Diverse World - (2008)
- 5) Teaching and Working in a Diverse World: The Impact of Poverty – (2009).

Engagement in professional development outside of the classroom, familiarity with the Standards for Initial Teacher Certification, and use of the Maine Learning Results in all curriculum assignments demonstrates a level of understanding of the professional dispositions that are expected of educators. Every element of the Elementary Education program supports the development of professional dispositions that are articulated initially in a [reflection statement](#) that is crafted in EDU 125. A refined philosophy statement is constructed at the conclusion of their program during student teaching. [Principals](#) also report that Elementary Education candidates possess the dispositions needed to be successful educators including the ability to:

- Build respectful relationships*
- Create communities of learners*
- Support and encourage successful learning for all students*
- Honor and respond to differences*
- Utilize knowledge of human development.*

With a strong foundation in the Maine Standards for Initial Teacher Certification and skills implementing the Maine Learning Results, candidates in Elementary Education enter their student teaching semester and complete their program well prepared with the knowledge, skills, and dispositions necessary to be highly qualified educators who are caring teachers, competent educators and confident professionals.

Program in K-12 School Health Education ~ State of Maine 520 Endorsement

Introduction

Candidates in the Community Health: School Health program complete a professional program leading to a K-12 certification in Health Education. Candidates are provided the tools they need to work with students and their families guided by the Maine Learning Results, the Maine Standards for Initial Teacher Certification, and the American Association of Health Education (AAHE) Standards undergirded by the National Certification of Health Education Competencies (NCHEC). Students are expected to meet the NCHEC responsibilities of an entry level health educator, and these guide the learning goals and outcomes in Community Health Education.

AAHE Standards:

Students will learn to:

- Assess individual and community needs.
- Plan effective health education programs.
- Implement health education programs.
- Evaluate the effectiveness of coordinated school health programs.
- Coordinate provision of health education programs and services.
- Act as a resource person in health education.
- Communicate health and health education needs, concerns, and resources.

NCHEC Standards:

Students will learn to:

- Assess individual and community needs for health education.
- Conduct evaluation and research related to health education.
- Communicate and advocate for health and health education.
- Implement health education strategies, interventions and programs.
- Serve as health education resource people.
- Plan health education strategies, interventions and programs.
- Administer health education strategies, interventions and programs.

The ultimate goal of the program is to ensure candidates are Caring Teachers, Competent Educators and Confident Professionals with the necessary knowledge, skills, and dispositions.

Completion of this program prepares candidates to teach health in K-12 classrooms in Maine and in approximately 30 other states. Classroom-based research, on-campus work opportunities, and service learning projects are led by faculty with a broad range of specialties including all of the health-related content areas required by law for instruction such as substance abuse prevention, personal health, nutrition, environmental health and human sexuality. Program requirements include a semester-long practicum and a semester of student teaching. The curriculum in the Community Health: School Health program at the University of Maine at Farmington is embedded in a quality liberal arts program that includes a general education component and professional courses.

The Community Health Education: School Health program builds upon a knowledge base in community health education and child and adolescent development. Throughout their program, candidates combine theory and practice through relevant coursework and experiences in

educational settings. Candidates in the Community Health Education: School Health program complete requirements far beyond the basic expectations for the Health Educator endorsement and are well prepared to meet the challenges of working with students in grades K-12 and their families.

Content Knowledge

Candidates in the Community Health Education: School Health program demonstrate the knowledge, skills and dispositions necessary to meet the needs of all learners as shown through their success in the academic program offered at the University of Maine at Farmington and their performance on key assessments within the program. Data from key assessments related to content knowledge suggest that candidates in Community Health Education: School Health pass the [Praxis II](#) on their first attempt on a regular basis. Candidates also demonstrate strong content knowledge through their achievement of transition points, maintenance of a solid GPA and through their [content knowledge evaluation](#) during student teaching. The School Health program is unique because candidates add it as a concentration to their Community Health Education degree program. Because of this, candidates may choose to take Praxis II but then decide not to pursue the teaching concentration. Looking at the data sometimes requires looking at the candidate level, which is possible through the TK20 system. In one instance, for example, the data reveal that the candidate who did not retake Praxis II chose this path because she had an opportunity outside of the public school setting and wanted to follow that path, choosing not to enroll in a student teaching semester. Otherwise, because of the program's requirements, all students participating in Student Teaching pass Praxis II prior to beginning their student teaching semester. Candidates must, and do, achieve a C- or better in their professional courses and an overall 2.5 GPA to graduate. Candidates in School Health typically teach at the middle or secondary level due to the predominance of self-contained health education settings at that level. On [surveys](#), candidates self report feeling exceptionally well prepared in the areas of content knowledge and content integration. While the number of candidates student teaching in the area of School Health in any semester may be small, the candidates are well prepared. Disaggregated results from [surveys completed by principals](#) indicate that candidates meet or exceed the expectations of principals in secondary and middle level settings in the areas of content knowledge and integration of content.

Pedagogical Content Knowledge and Pedagogical and Professional Knowledge and Skills

Candidates in School Health are provided with many opportunities to think critically, as well as work collaboratively, while they develop the knowledge and skills necessary to enter the teaching profession and succeed at teaching health education. Teaching and learning in the Community Health Education program extend beyond the classroom, and candidates are expected to:

- ✓ participate in political actions that support coordinated school health education and a comprehensive school health curriculum;
- ✓ shadow policy makers at state and local levels concerned with legislation affecting health education;
- ✓ analyze national, state and local data for evidence on which to develop health education priorities and programming;
- ✓ study a content area in depth and produce a meaningful professional presentation; and
- ✓ attend conferences to experience cutting edge programming and curricular ideas.

Candidates in this program also participate in a Secondary/Middle Education practicum block experience that integrates curriculum design, instructional media, classroom management, and field work. Candidates completing the practicum block are well prepared to create units using the *Understanding by Design Model* and are able to transfer the information into lesson plans that ensure that every student will be successful in the learning process. Candidates start the planning process by looking at the big picture. They demonstrate how to unpack the Maine Learning Results for their unit and map out the understandings, essential questions and skills students will know and be able to do using higher order thinking theories such as Blooms Taxonomy and Facets of Understandings. Candidates then plan assessments that will produce evidence of learning from their students. These assessments include both formative and summative assessment including authentic assessment. Finally, candidates design the learning experience by designing each component using the WHERETO's (What/Where/Why, Hook, Equip/Explore/Experience, Rethink/Revise/Refine/Rehearse, Evaluate, Tailor, Organize) which illustrate the "Seven Practices of Effective Learning". Candidates are expected to differentiate instruction and integrate technology in each of the lesson plan outlines, and growth from draft to final unit is [evidence of learning](#). At the practicum level, candidates also develop a deep understanding of teaching and learning that is demonstrated when they are formally observed in a classroom. Candidates plan an 80 minute lesson using the backward design model and teach the lesson to middle or high school students. The pre and post [data of the unit](#) illustrate that the majority of the pre-service teachers have met the benchmark. Each stage is assessed separately and each continues to build on the others. Students are provided with timely feedback from the professor after each stage. Data are posted in TK20 and reflected as the draft document. Students have the opportunity to review the feedback and work collaboratively with peers to rethink and revise their work. The pre-service teachers submit the final version of their work on TK20 for evaluation, and the final score is posted.

Candidates have multiple opportunities to demonstrate their pedagogical content knowledge and skills through teaching lessons to individuals and groups of students and creating content specific units. They create a lesson plan for each lesson and practice it with their peers who, along with the instructor, provide feedback. Candidates are also videotaped. They then review the tape and complete a self assessment. Evaluation of evidence shows that candidates grow in their skills relative to effective planning. However, the [data](#) indicate that candidates in School Health are less adept at unit planning, an area that merits some attention.

Candidates in Community Health Education: School Health are expected to have experience in working with adolescents in grades 7-12 and an understanding of the needs of students in K-6 health education settings. They are expected to demonstrate skills in assessment through work across the curriculum with a particular emphasis on assessment related to the Maine Learning Results in their methods courses, practicum and student teaching experiences. Formal and informal observation techniques are used by candidates and with candidates throughout their program. Assessment is a thread that runs through the Secondary/Middle Education curriculum and School Health concentrators benefit from this as they take several courses with Secondary/Middle candidates. The [key assessments](#) linked to effective planning include an element related to assessment of student learning and the use of overarching assessment tools in unit planning.

Candidates in Community Health Education: School Health have extensive opportunities to develop their technology skills in EDU 221. In this course, they research a Type II technology and teach the rest of the class about it; work with a partner to create a digital presentation; and create a technology supported presentation about a specific topic in classroom management. Candidates also use blogs, create wiki sites and complete a [WebQuest](#) that is used as a key assessment for integration of technology and learning. Further, candidates in School Health have multiple opportunities to evaluate the benefits and drawbacks of using technology as a tool with students in the context of working with elementary level students and the course [SHE 233](#).

[Student teaching](#) assessments are a critical component of our key assessment system. Community Health: School Education candidates are assessed using these tools that include a rubric linked to the conceptual framework and [C3TEP](#), as well as a final checklist that is tied to the Maine Standards for Initial Teacher Certification. During Student Teaching, candidates are expected to demonstrate success related to the Maine Standards for Initial Teacher Certification and the implementation of learning based on the Maine Learning Results. Candidates complete a [Teacher Work Sample](#) that supports this growth as well as their achievement in areas such as meeting the needs of all learners. Candidate portfolios are also assessed, and the [portfolio evaluation](#) demonstrates a solid understanding and achievement of Maine Standards for Initial Teacher Certification. All portfolios are reviewed by at least two supervisors to ensure that the evaluation is fair, accurate and unbiased and that the candidate receives appropriate feedback on the work submitted. University Supervisors use the final portfolio review, the mentor teacher and supervisor evaluations, the candidate self-evaluation, the C3TEP rubric, and the Professional Attributes Personal Attitudes rubric to inform the [final evaluation](#) of all candidates.

[Data](#) from student teaching evaluations indicates that candidates in the School Health program need support in developing skills to work with families as well as enhancing their assessment techniques. Candidate's [self-report](#) feeling well prepared, with the greatest area of concern related to strategies for working with families. In recognition of this, Secondary/Middle Education faculty are identifying strategies to enhance candidate understanding of ways to work with families in secondary settings, and School Health candidates will benefit from program revisions.

Professional Dispositions

Professional dispositions, especially the belief that all students can learn, are assessed specifically through the development of a professional philosophy statement and in the assessments completed during clinical experiences. Candidates are expected to address the needs of all learners through adaptations in lesson plans. The [Teacher Work Sample rubric](#), for example, specifically includes an item that looks at adaptations. Candidates are expected to craft their own philosophy statement during EDU 402 and expand on it as they complete their work in EDU 490: Student Teaching and Seminar in Community Health Education K - 12. Candidates completing student teaching respond that they are well prepared to address multiple learning styles and the needs of learners and [Survey data](#) from program graduates further indicates that their preparation in the area of helping all students learn was adequate or superior.

State Standard 2.1 programs in K-12 Health Education
(State of Maine 520 Endorsement)
University of Maine at Farmington

Faculty and candidates work together to build candidate knowledge, skills and dispositions throughout the professional program, culminating in work in EDU 402. School Health candidates also work closely with their peers in Community Health courses to build knowledge about valuable school and community partnerships in the area of health education. Candidates are expected to demonstrate the qualities of a Caring Teacher, Confident Educator and Competent Professional through the [C3TEP assessment](#) that looks at qualities related to professional dispositions. Candidates in School Health Education achieve strong levels of success in this assessment and are especially successful in creating supportive communities for all learners and honoring differences. As these candidates enter their student teaching semester or complete their program, they are well prepared with the knowledge, skills and dispositions necessary to be highly qualified secondary educators who are caring teachers, competent educators and confident professionals.

State Standard 2.1 Programs in Secondary / Middle Education

(State of Maine 100 Endorsement-English; State of Maine Endorsement 395-Life Sciences; State of Maine Endorsement 300-Mathematics; State of Maine Endorsement-350-Physical Sciences and State of Maine Endorsement 200-Social Studies)

University of Maine at Farmington

Programs in Secondary Education ~ State of Maine 100 (English); 395 (Life Sciences); 300 (Mathematics); 350 (Physical Sciences) and 200 (Social Studies) Endorsements

Introduction

The Secondary/Middle Education Program is designed to prepare pre-professionals to work with students from grades 7-12. The program leads to a Bachelor's Degree and recommendation for the appropriate discipline-related endorsement, including Maine Teacher Endorsement 100-English, Maine Teacher Endorsement 200-Social Studies, Maine Teacher Endorsement 300-Mathematics, Maine Teacher Endorsement 350-Physical Sciences or Maine Teacher Endorsement 395-Life Sciences. Candidates in the Secondary/Middle Education program may take additional coursework and the appropriate Praxis II exams to also achieve a Middle Level Endorsement through transcript analysis by the state of Maine. The Secondary/Middle Education program at the University of Maine at Farmington is based upon the Maine Standards for Initial Teacher Certification and uses the Maine Learning Results as a foundational element within all professional education courses with a focused emphasis during the sophomore practicum "block" and in content methods courses. Each academic program was designed in consultation with faculty in the appropriate Arts and Sciences discipline and is aligned with professional standards. Candidates complete between 40 and 48 credits in their academic area. Majors completing the program are eligible for positions in a variety of middle and high school settings and are Highly Qualified in Maine in their primary discipline.

Content Knowledge

Candidates in the Secondary/Middle Education program demonstrate the knowledge, skills and dispositions necessary to meet the needs of all learners as shown through their success in the academic program offered at the University of Maine at Farmington and their performance on key assessments within the program. Data from key assessments related to content knowledge suggest that candidates in Social Sciences have the greatest challenge passing [Praxis II](#) on their first attempt while candidates in the sciences, although few in number, pass Praxis II on their first attempt. Candidates in Mathematics and English have between a 90% and 100% pass rate on their first attempt. Because of the program's requirements, all students participating in Student Teaching pass Praxis II prior to beginning their student teaching semester. Candidates must, and do, achieve a C- or better in their professional courses and an overall 2.5 GPA to graduate. Candidates further demonstrate their [content knowledge](#) achievement through successfully meeting transition points and solid performance on the student teaching assessment of content knowledge. Disaggregated results from [surveys completed by principals](#) indicate that candidates meet or exceed the expectations of principals in secondary and middle level settings in the areas of content knowledge and integration of content.

Pedagogical Content Knowledge and Pedagogical and Professional Knowledge and Skills

In Secondary/Middle Education, candidates begin thinking about professionalism and helping all students learn in EDU 101 through activities including:

- A class debate over key principles of the influence of culture on teaching and learning related to ELL, bilingual education, cultural diversity, family influence, religion, and teacher/family partnerships.

State Standard 2.1 Programs in Secondary / Middle Education

(State of Maine 100 Endorsement-English; State of Maine Endorsement 395-Life Sciences; State of Maine Endorsement 300-Mathematics; State of Maine Endorsement-350-Physical Sciences and State of Maine Endorsement 200-Social Studies)

University of Maine at Farmington

- A presentation by a representative of the Student Education Association of Maine, followed by an assignment where students research professional organizations like SEAM that will support them in the teaching of their concentration (NCTM, NATE, etc.). This is followed by an in-class activity where candidates of the same concentration work collegially to compile all their findings to create a group resource of professional organizations.
- A research activity in which candidates find or create a lesson plan, school activity, or all-school event that positively addresses societal challenges that affect students (sexuality, violence, substance abuse, dropping out, health and fitness)
- “Building a school” from scratch, designing it to meet the needs of a specific community of their choice and answering the following questions: Who is the school for? What is the purpose of the school? How is that purpose carried out? Who insures that the purpose is carried out?

The group results on these projects are strong, with interesting presentations and rich follow-up discussions. EDU 101 is about exposing candidates to “what it takes” to be a teacher and these activities are not graded or assessed in any way except through class conversation and peer review.

Candidates in this program also participate in a Secondary/Middle Education practicum block experience that integrates curriculum design, instructional media, classroom management, and field work. Candidates completing the practicum block are well prepared to create units using the *Understanding by Design Model* and are able to transfer the information into lesson plans that ensure that every student will be successful in the learning process. Candidates start the planning process by looking at the big picture. They demonstrate how to unpack the Maine Learning Results for their unit and map out the understandings, essential questions and skills students will know and be able to do using higher order thinking theories such as Blooms Taxonomy and Facets of Understandings. Candidates then plan assessments that will produce evidence of learning from their students. These assessments include both formative and summative assessment including authentic assessment. Finally, candidates design the learning experience by designing each component using the WHERETO’s (What/Where/Why, Hook, Equip/Explore/Experience, Rethink/Revise/Refine/Rehearse, Evaluate, Tailor, Organize) which illustrate the “Seven Practices of Effective Learning”. Candidates are expected to differentiate instruction and integrate technology in each of the lesson plan outlines, and growth from draft to final unit is evidence of learning. At the practicum level, candidates also develop a deep understanding of teaching and learning that is demonstrated when they are formally observed in a classroom. Candidates plan an 80 minute lesson using the backward design model and teach the lesson to middle or high school students. The pre and post data of the unit illustrate that the majority of the pre-service teachers have met the benchmark. Each stage is assessed separately and each continues to build on the others. Students are provided with timely feedback from the professor after each stage. Data are posted in the pre-observation of TK20 and reflected as the draft document. Students have the opportunity to review the feedback and work collaboratively with peers to rethink and revise their work. The pre-service teachers submit the final version of their work on TK20 for evaluation, and the final score is posted.

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(State of Maine 100 Endorsement-English; State of Maine Endorsement 395-Life Sciences; State of Maine Endorsement 300-Mathematics; State of Maine Endorsement-350-Physical Sciences and State of Maine Endorsement 200-Social Studies)

University of Maine at Farmington

Candidates have multiple opportunities to demonstrate their pedagogical content knowledge and skills through teaching lessons to individuals and groups of students and creating content specific units. They create a lesson plan for each lesson and practice it with their peers who, along with the instructor, provide feedback. Candidates are also videotaped. They then review the tape and complete a self assessment. Evaluation of evidence from these courses shows that candidates grow in their skills relative to effective planning through the multiple experiences in both the practicum block and the subsequent discipline specific methods courses. (Please scroll to the bottom of this link for [data from methods courses](#))

Candidates in Secondary/Middle Education are expected to demonstrate an understanding of skills in assessment, particularly assessment related to the Maine Learning Results, in their methods courses, practicum and student teaching experiences. Formal and informal observation techniques are used by candidates, and with candidates, throughout their program. Secondary Education faculty recognized the need to place greater emphases on the areas of formal and informal assessment and strategies to work with families as they reviewed data in [October 2008](#). Assessment is now a thread that runs through the curriculum. The key assessments linked to [effective planning](#) include an element related to assessment of student learning and the use of overarching assessment tools in unit planning. In order to respond to candidates' comments and ensure that candidates can meet the needs of students and their families, the Department of Secondary/Middle Education continues to develop strategies to help candidates build skills in this area.

Candidates in Secondary/Middle Education have extensive opportunities to develop their technology skills in EDU 221. In this course they research a Type II technology and teach the rest of the class about it; work with a partner to create a digital presentation; and create a technology supported presentation about a specific topic in classroom management. Candidates also use blogs, create wiki sites and complete a [WebQuest](#) that is used as a key assessment for integration of technology and learning.

[Student teaching](#) assessments are a critical component of our key assessment system. Secondary/Middle Education candidates are assessed using these tools that include a rubric linked to the conceptual framework and [C3TEP](#), as well as a final checklist that is tied to the Maine Standards for Initial Teacher Certification. During Student Teaching, candidates are expected to demonstrate success related to the Maine Standards for Initial Teacher Certification and the implementation of learning based on the Maine Learning Results. Candidates complete a [Teacher Work Sample](#) that supports this growth as well as their achievement in areas such as meeting the needs of all learners. Candidate portfolios are also assessed, and the [portfolio evaluation](#) demonstrates a solid understanding and achievement of Maine Standards for Initial Teacher Certification. All portfolios are reviewed by at least two supervisors to ensure that the evaluation is fair, accurate and unbiased and that the candidate receives appropriate feedback on the work submitted. University Supervisors use the final portfolio review, the mentor teacher and supervisor evaluations, the candidate self-evaluation, the C3TEP rubric, and the Professional Attributes Personal Attitudes rubric to inform the [final evaluation](#) of all candidates.

State Standard 2.1 Programs in Secondary / Middle Education

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Professional Dispositions

Professional dispositions, especially the belief that all students can learn, are assessed specifically through the development of a professional philosophy statement and in the assessments completed during clinical experiences. Candidates are expected to address the needs of all learners through adaptations in lesson plans. The [Teacher Work Sample rubric](#), for example, specifically includes an item that looks at adaptations. Candidates completing student teaching respond that they are well prepared to address multiple learning styles and the needs of learners and [Survey data](#) from program graduates further indicates that their preparation in the area of helping all students learn was adequate or superior.

Faculty and candidates work together to build candidate knowledge, skills, and dispositions throughout the professional program, culminating in work in EDU 402 where the final assessment is a philosophy paper that builds and expands upon their initial attempt at the development of a [professional philosophy](#) in their first professional course. In EDU 402, each faculty member teaching the course chooses his/her own strategies to help candidates demonstrate competence. For example, one faculty member acts as the Superintendent and interviews each candidate for a teaching job. Candidates respond to specific questions that pertain to the professional and pedagogical knowledge and skills related to foundations of education; the ways children and adolescents develop and learn; professional ethics, laws, and policies; the use of research in teaching; the roles and responsibilities of the professional communities; and diversity of student populations, families and communities. Candidates are also expected to demonstrate the qualities of a Caring Teacher, Confident Educator and Competent Professional through the [C3TEP assessment](#) that looks at qualities related to professional dispositions. Candidates in Secondary/Middle Education achieve strong levels of success in this assessment and are especially successful in creating supportive communities for all learners and honoring differences. As these candidates enter their student teaching semester, or complete their program, they are well prepared with the knowledge, skills, and dispositions necessary to be highly qualified secondary educators who are caring teachers, competent educators and confident professionals.

Programs in Special Education K-8 and 7-12 ~ State of Maine 282 Endorsement

Introduction

The Special Education program at the University of Maine at Farmington is guided by the Maine Standards for Initial Teacher Certification, the Maine Learning Results and the Council for Exceptional Children. (Appendix I) The ultimate goal of the curriculum is to prepare candidates to help all students. Candidates are expected to demonstrate competency in the Maine Standards for Initial Teacher Certification throughout their academic program with a culminating assessment during their student teaching experience. Through completion of key assessments and successful progress through transition points, candidates demonstrate that they have the knowledge, skills and dispositions to help all students learn and are prepared to be the highest quality teacher of students with special needs at the K-8 or 7-12 level.

During the summer of 2008, the faculty in Special Education completed a strategic planning process. The curriculum was realigned to address specific areas that were identified by both students and faculty as needing attention, including technology and integration, working with families, and the expansion of opportunities for field experiences. Current data, including a focus group with students, suggest that the program revision has been extremely well received with candidates reporting a high level of satisfaction with their program, the faculty and the knowledge, skills and dispositions that they acquire. While students continue to be able to articulate areas where the program might be improved, their overarching evaluation of the changes made to the program are very positive.

Content Knowledge

Candidates in Special Education programs demonstrate the knowledge, skills and dispositions necessary to meet the needs of all learners as shown through their success in the academic program and performance on key program assessments. Data from key assessments related to content knowledge demonstrate that 100% of candidates in both the K-8 and 7-12 programs pass Praxis II on their first attempt, and all candidates participating in Student Teaching pass Praxis II. Candidates must, and do, achieve a C- or better in their professional courses and an overall 2.5 GPA to graduate. Candidates in the Special Education programs are able to succeed at this level and graduate from the program while completing a rigorous General Education curriculum and a twenty-four-credit concentration. These concentrations, designed with Arts and Sciences faculty, ensure that all Special Education candidates understand the requirements to achieve Highly Qualified status in a content area. Advising ensures that candidates make knowledgeable choices regarding their concentration. Candidates in 7-12 also have the option of taking 24 credits in a variety of arts and sciences, health and/or rehabilitation courses instead of completing a formal concentration. This option is more suitable for students with employment goals in life skills or consulting programs rather than in a position in a 7-12 classroom. The General Education curriculum underscores the essential breadth of knowledge needed to be a successful special educator in the K-8 or 7-12 classroom.

Beyond Praxis II scores, candidates in the Special Education programs rate their preparation in the area of content knowledge as adequate or superior and all felt prepared. The Spring 2009 Student Advisory Council for Special Education cited numerous strengths, with a special emphasis on the closeness of the learning community. Areas that were noted as needing improvement in 2008 provided information that supported the redesign of the Special Education

program, including strategies to integrate content, ways to better utilize knowledge of human development, assessment, and strategies to collaborate effectively with communities. The Advisory Council members noted that they already were able to discern differences in the program and were extremely positive about the redesign, especially as it related to the addition of a focused field placement in the sophomore year and the addition of SED 200: Foundations in K-12 Special Education.

Evidence shows that candidates perform successfully in their Portfolio Evaluation, demonstrating understanding and achievement of Maine's Standards for Initial Teacher Certification. All portfolios are reviewed by at least two supervisors to ensure that the evaluation is fair, accurate and unbiased and that the candidate receives appropriate feedback on the work submitted. In reviewing the results of the student teaching checklist that is completed by both a university supervisor and at least one mentor teacher, students continue to perform effectively relative to content knowledge during their student teaching placement. Candidates in the Special Education programs have recently shown an improvement in performance during student teaching that may also be reflective of the additional field experience opportunities and revised curriculum.

Pedagogical Knowledge and Professional and Pedagogical Knowledge and Skills

The recent retirement of several faculty and subsequent hiring of new faculty in Special Education provided an opportunity to review and redesign the field-based experiences for candidates in Special Education at both the K-8 and 7-12 level. Building on their commitment to provide candidates with multiple opportunities to demonstrate their pedagogical content knowledge and skills, faculty focused on the quality and continuity of field-based experiences to enhance content and pedagogical knowledge for candidates in Special Education. Discussion during the strategic planning process included the following: a review of data collected from candidates, information from mentor and university supervisors, information included in the Knowledge Base Forms, and the course sequence. Looking at the curriculum for K-8 and 7-12 horizontally and vertically – essentially a thorough review of the scope and sequence – faculty addressed gaps and new knowledge in the field to ensure that a model curriculum exists for all candidates. What has emerged is a robust sequence of experiences for all candidates in Special Education. The ultimate goal of both K-8 and 7-12 programs is to graduate candidates who have had multiple field experiences and a curriculum that is coherent, up-to-date, and focused.

All candidates in Special Education participate in two 2-credit introductory courses that offer them a window into the collaborative work of special education as it intersects with regular education. Early in their academic career, in SED 200, candidates develop a solid theoretical foundation through study of philosophical approaches, human development, characteristics of learners with diverse needs, special education law and policies, inclusive practices, assistive technology, and CEC Standards. In SED 201 they are introduced to evidence-based practice, making data-based decisions and problem solving strategies – such as RTI, Positive Behavioral Interventions and Supports, and Universal Interventions and Tiers - that are further reinforced throughout the academic program. Candidates also are introduced to IEP planning, an important area of pedagogical and professional knowledge for Special Educators.

All candidates in Special Education have a practicum placement in their sophomore or junior year. In K-8, this revised practicum experience was piloted at the 300 level and is now fully instituted as SED 209. All K-8 student teaching candidates, as of Spring 2009, had participated in this K-8 practicum and Student Teaching supervisors indicate that K-8 student teaching candidates are more fully prepared for the student teaching experience. In SED 209, practicum students are expected to utilize both the lesson plan that is used during the student teaching semester as well as create an expanded lesson plan that includes explicit instruction as part of lesson planning and lesson plans as part of unit planning. Because lesson planning and instruction in Special Education settings can be more scripted, and the teaching and learning segment is the most important part, the detail is greater than what might be expected in some lesson plans. The SED 209 practicum, therefore, introduces the skills that are needed by all teachers and then focuses on specific skills and strategies that are essential for the special education setting. These include classroom management, student motivation, instructional strategies, classroom processes, Individualized Education Planning, and work on case-*e*, the IEP software used in Maine, in the school setting. Initial anecdotal data collected from mentor teachers indicate that they support this learning opportunity at the sophomore level for K-8 special education candidates.

Candidates in the 7-12 Special Education program participate in up to 12 credits of practicum experience in a range of settings that mirror the types of settings in which graduates may find employment. SED 319, a four-credit course that candidates take three times, is offered every semester and is designed to mirror the function of a resource room, with candidates rotating through topics including classroom management, adolescent literacy, unit planning, and transition. For each segment of the course, candidates are required to complete a minimum of 40 hours in their placement. Candidates are expected to work with a variety of age and functioning levels in a range of settings including high school and middle school self-contained settings, inclusive programs, residential programs, adult and college level programs, and in consulting teacher roles. Over the course of the three semesters, all candidates are expected to participate in the IEP process, the RTI process, and teaching small groups of learners. In addition, they must complete a unit plan for four subjects, with 120 lesson plans that utilize a variety of lesson plan structures, including the structure that is used in Student Teaching at UMF. The goal of this experience is to ensure that candidates are familiar with multiple types of lesson planning strategies and can identify which strategies are personally most effective. This unit planning experience also includes procedural lesson plans (e.g. plans for going to the library, participating in fire drills, etc.) to ensure candidates are familiar with the essential range of planning in special education settings. Although SED 319 is a well conceived course, it is anticipated that the arrival of a new faculty member in the fall of 2009 will encourage additional reconfiguration of this course and the 7-12 curriculum as the strategic planning process continues in Special Education.

While pedagogical experiences in classroom settings are concentrated during the practicum placement, other curriculum based experiences that support pedagogical knowledge and professional and pedagogical knowledge and skills are integrated into specific courses and continue throughout the academic program. For example in SED 301: Literacy Methods and SED 307: Math Methods (K-8), candidates select a student within a K-8 setting who has an identified need or is being considered for identification. They complete a file review, interview the teacher, and establish the present level of performance. Candidates utilize appropriate

assessments, such as DIBELS, Dynamic Indicators of Basic Early Literacy Skills, and then work with students in the field to complete an assessment and create and implement a lesson plan. In Math Methods, candidates design a Curriculum Based Measurement Probe (CBM), using either the district curriculum or MLR, and then administer it to a student. The candidates then complete an error analysis and identify one skill to create a mastery measurement probe and then complete an error analysis and diagnostic interview. The candidates also are expected to display data with student samples and make recommendations for student remediation/education as part of this experience.

In both courses, candidates refer to their CBM work and create a unit plan for a single or small group of students (Direct Instruction) with a resource list including a timeline for implementation. The focus is on making the teaching and learning process very explicit, including technology integration, appropriate adaptations, and aligning all learning with the MLR.

Another essential component is content area literacy and technology. To ensure a thorough understanding of the elements of teaching content area literacy, candidates create a lesson plan in science or social studies with the intent of creating a way to support students in an inclusive classroom. All lessons are aligned with science or social studies standards as well as the A3 Standard (Informational Texts portion of MLR) in Literacy. Candidates select text that students are responsible for reading, identify three content literacy strategies (before, during, and after reading strategies), incorporate instructional technology, and link the IEP to present level performance and goals.

SED 306 – (Both K-8 and 7-12) All candidates complete a hands-on project with a student that includes a structured observation and is an example of a baseline functional behavioral assessment. Candidates complete a curriculum based measurement with student, administer a standardized norm-referenced test that may relate to eligibility and develop an assistive technology plan and case study. This web based assignment, SETT (Student Environment Task and Tools), is a framework for using assistive technology and develops a skill that is transferable into other technology settings.

SED 308 – (Both K-8 and 7-12) All candidates complete a series of case studies with a focus on classroom management, classroom design, environmental impact on student learning, scheduling, and case load. While the course initially focuses on universals such as standards, rules, procedures, transitions and creating a positive classroom and school-wide climate, the content also reviews material covered in earlier courses such as emotional and behavioral disabilities and functional behavioral assessments. Emphasis is placed on the use of current research and article reviews to support the development of case study plans to reinforce the importance of evidence-based planning and familiarity with current research in the field.

SED 404 – (Both K-8 and 7-12) Although this course may be revised with the arrival of a new faculty member, candidates currently complete a [family interview project](#). This project that is a key assessment in both programs, encourages candidates to look at the family and community structures that support students with special needs and is a key assessment in each program.

SED 450 – (Both K-8 and 7-12) Candidates become familiar with Special Education law through the regular use of the regulations in their research and also participate in a mock IEP meeting. Goals for this course include working with Maine’s regulatory documents (Note: the case-*e* software is an essential tool in public school settings in Maine, but currently the university does not have a license to utilize this software so candidates must rely upon their field placements in practicum and student teaching for this experience).

Finally, candidates in the 7-12 Special Education program are invited to participate in the Secondary/Middle Practicum Block. Candidates completing practicum block at the secondary/middle level are well prepared in creating units using the *Understanding Design Model* and are able to transfer the information into lesson plans. All candidates in Special Education demonstrate adequate skills in the areas of effective planning and classroom management and changes in the curriculum that have been implemented following strategic planning should improve candidate performance further in this area.

Professional Dispositions

Professional dispositions, especially the belief that all students can learn, are assessed specifically through the Professional Attributes and Personal Attitudes rubric. The rubric is completed twice during student teaching as a self-assessment and by both the mentor teacher and the university supervisor. During spring 2010, faculty in Special Education will review whether this tool could be used at another point during the program to ensure that candidates are clear about expectations in these areas. Candidates are also assessed using the C3TEP assessment, completed during student teaching, and through a Family Interview Project completed in SED 404. This assignment is completed and assessed specifically as it links to CEC Standards 9 and 10 that are crosswalked with the Maine Standards for Initial Teacher Certification. Candidates are expected to address the needs of all learners through adaptations in lesson plans. The Teacher Work Sample rubric, for example, specifically includes an item that looks at adaptations. Candidates perform at the Proficient or Distinguished Level on the C3TEP assessment. Survey data collected from principals and graduates indicate superior preparation in skills related to honoring and responding to differences, designing and implementing instruction and using best practices.

Candidates are expected to consider the needs of all learners through the inclusion of adaptations in lesson plans. Candidates participate in conferences that are planned by faculty and hosted on campus. Recent conferences have addressed topics related to various elements of diversity including:

- 1) Children of the Dawn: Teaching about the Wabanaki in Maine – (2005)
- 2) Teaching about the Holocaust – (2006)
- 3) UMF Conference on Autism Spectrum Disorders – (2007),
- 4) Teaching in a Diverse World - (2008)
- 5) Teaching and Working in a Diverse World: The Impact of Poverty – (2009).

Engagement in professional development outside of the classroom and familiarity with the Standards for Initial Teacher Certification and use of the Maine Learning Results in all curriculum assignments demonstrates a level of understanding of the professional dispositions

that are expected of educators. In the Special Education curriculum, emphasis is placed on the specific skills and dispositions for working with students and families with special needs, but every element of the Special Education program supports the development of professional dispositions that are articulated initially in introductory classes and reinforced in all curriculum courses. Candidates are also expected to demonstrate the qualities of a Caring Teacher, Confident Educator and Competent Professional through the [C3TEP assessment](#) that looks at qualities related to professional dispositions. Candidates in Special Education achieve strong levels of success in this assessment. As these candidates enter their student teaching semester, or complete their program, they are well prepared with the knowledge, skills, and dispositions necessary to be highly qualified special educators who are caring teachers, competent educators and confident professionals.

Appendix I – Professional Standards aligned with Maine Standards for Initial Teacher Certification

[Please click here for a link to the crosswalk](#) of Professional Standards with our Conceptual Framework, INTASC Standards and the Maine Standards for Initial Teacher Certification.

Early Childhood Education B-5 and K-3

All candidates in the Early Childhood Education Birth-5 degree program are expected to meet the Maine Standards for Initial Teachers Certification that has been aligned with the National Association for the Education of Young Children (NAEYC) standards. Students in the K – 3 program work continuously with both the Maine Standards for Initial Teacher Certification as well as the recently revised NAEYC standards.

	Maine Standard 1	Maine Standard 2	Maine Standard 3	Maine Standard 4	Maine Standard 5	Maine Standard 6	Maine Standard 7	Maine Standard 8	Maine Standard 9	Maine Standard 10
NAEYC STANDARD 1			X			X				
NAEYC STANDARD 2							X			
NAEYC STANDARD 3								X		
NAEYC STANDARD 4				X	X	X			X	X
NAEYC STANDARD 5	X	X	X							
NAEYC STANDARD 6									X	X

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Early Childhood Special Education

All candidates in the Early Childhood Special Education Birth-5 degree program and the K-3 program are expected to meet the Maine Standards for Initial Teachers Certification that has been aligned with the Division of Early Childhood (DEC) of the Council for Exceptional Children. Candidates in the K – 3 program also work with the National Association for the Education of Young Children (NAEYC) standards in their Early Childhood Education courses.

	Maine Standard 1	Maine Standard 2	Maine Standard 3	Maine Standard 4	Maine Standard 5	Maine Standard 6	Maine Standard 7	Maine Standard 8	Maine Standard 9	Maine Standard 10
CEC/DEC STANDARD 1	X			X						
CEC/DEC STANDARD 2							X			
CEC/DEC STANDARD 3		X	X			X				
CEC/DEC STANDARD 4							X			
CEC/DEC STANDARD 5				X			X			
CEC/DEC STANDARD 6				X	X					
CEC/DEC STANDARD 7										X
CEC/DEC STANDARD 8								X		
CEC/DEC STANDARD 9									X	
CEC/DEC STANDARD 10									X	

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Elementary Education

All candidates in the Elementary Education program are expected to meet the Maine Standards for Initial Teachers Certification. Basic work has been completed to align these with the Association for Childhood Education International (ACEI) standards, although candidates in the Elementary Education program work specifically with the Maine Standards for Initial Teacher Certification as well as the Maine Learning Results. Candidates in Elementary Education do not work with the ACEI standards, however, but focus on the Maine Standards for Initial Teacher Certification and the Maine Learning Results.

	Maine Standard 1	Maine Standard 2	Maine Standard 3	Maine Standard 4	Maine Standard 5	Maine Standard 6	Maine Standard 7	Maine Standard 8	Maine Standard 9	Maine Standard 10
ACEI STANDARD 1		1.0								
ACEI STANDARD 2	2.1 2.2 2.3 2.4 2.5 2.6 2.7									
ACEI STANDARD 3			3.2 3.4	3.1 3.4		3.3 3.4	3.5			
ACEI STANDARD 4								4.0		
ACEI STANDARD 5							5.2			5.1

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Community Health: School Health Concentration

All candidates in the Community Health Education: School Health program are expected to meet the Maine Standards for Initial Teacher Certification that have been aligned with the AAHPERD/AAHE professional standards and their work is guided by the National Certification of Health Education Competencies (NCHEC) responsibilities. Students are expected to meet the NCHEC responsibilities of an entry level health educator that guide the learning goals and outcomes in Community Health Education and also work continuously with the Maine Learning Results.

	Maine Standard 1	Maine Standard 2	Maine Standard 3	Maine Standard 4	Maine Standard 5	Maine Standard 6	Maine Standard 7	Maine Standard 8	Maine Standard 9	Maine Standard 10
AAHPERD/AAHE STANDARD 1	Element B		Element A	Element A				Element C		
AAHPERD/AAHE STANDARD 2		Element B		Elements C & D			Element A	Elements C & D		
AAHPERD/AAHE STANDARD 3			Element B	Element A	Element B	Elements C & D				
AAHPERD/AAHE STANDARD 4								Elements A, B, C & D		
AAHPERD/AAHE STANDARD 5	Element A	Element A & B					Element B & C		Element C	Element D
AAHPERD/AAHE STANDARD 6	Elements C & D				Element A		Element B		Element B	
AAHPERD/AAHE STANDARD 7	Element A & B				Element C		Element D			

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Secondary/Middle Education

All candidates in the Secondary/Middle Education program are expected to meet the Maine Standards for Initial Teachers Certification that has been aligned with the appropriate professional standards. Throughout the program candidates work continuously with both the Maine Standards for Initial Teacher Certification as well as the Maine Learning Results.

	Maine Standard 1	Maine Standard 2	Maine Standard 3	Maine Standard 4	Maine Standard 5	Maine Standard 6	Maine Standard 7	Maine Standard 8	Maine Standard 9	Maine Standard 10
NCSS	Thematic knowledge Disciplinary knowledge Pedagogical knowledge	Thematic knowledge Disciplinary knowledge Pedagogical knowledge	Planning & teaching Pedagogical knowledge	Planning & teaching Pedagogical knowledge	Planning & teaching Pedagogical knowledge	Planning & teaching	Planning & teaching	Effect on student learning	Planning & teaching	Planning & teaching
NCTE	Standard 1 Standard 3	Standard 1 Standard 3 Standard 4.1, 4.3, 4.8, 4.9	Standard 4.4	Standard 4	Standard 4.6	Standard 4.2, 4.7	Standard 4.5	Standard 4.10	Standard 2	Standard 2
NCTM	Standards 1–7 Standard 9–15	Standards 1-16	Standards 8 & 16	Standards 8 & 16	Standards 8 & 16	Standard 16	Standard 16	Standard 16	Standard 16	Standard 16
NSTA	Standard 1 Standard 2	Standard 3	Standard 5	Standard 5 Standard 6	Standard 6	Standard 5	Standard 7 Standard 9	Standard 8	Standard 7 Standard 9	Standard 10
INTASC	Principle 1 Principle 7	Principle 1 Principle 7	Principle 2	Principle 3 Principle 7	Principle 4 Principle 6	Principle 3 Principle 4 Principle 5	Principle 10	Principle 8	Principle 9	
C3TEP	Knows content and strategies for integration	Knows content and strategies for integration	Honor and respond to differences Contribute to and lead in diverse societies	Support and encourage successful learning for all students Utilize knowledge of human development Design, plan, implement and evaluate instruction	Use the tools of a changing world	Create communities of learners	Build respectful relationships Communicate clearly and effectively Collaborate effectively with families, communities and colleagues	Use best practices for instruction and assessment	Demonstrate a commitment to ethical and legal responsibilities	Solve problems creatively and constructively Practice reflective, self-directed, lifelong learning

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Special Education

All candidates in Special Education programs are expected to meet the Maine Standards for Initial Teacher Certification. These standards have also been aligned with CEC Standards, and throughout the program candidates work continuously with both the Maine Standards for Initial Teacher Certification as well as the Maine Learning Results.

	Maine Standard 1	Maine Standard 2	Maine Standard 3	Maine Standard 4	Maine Standard 5	Maine Standard 6	Maine Standard 7	Maine Standard 8	Maine Standard 9	Maine Standard 10
CEC Standard 1	X		X		X	X	X	X	X	
CEC Standard 2		X	X	X	X		X		X	
CEC Standard 3	X	X	X	X	X		X		X	
CEC Standard 4				X	X	X				
CEC Standard 5			X		X	X	X	X	X	X
CEC Standard 6			X	X	X	X				
CEC Standard 7	X	X	X	X	X		X	X		X
CEC Standard 8			X	X	X			X	X	
CEC Standard 9	X	X	X	X	X				X	X
CEC Standard 10			X	X			X	X		X

Appendix II – Required Professional Courses ~ [Click here for 2009-2010 Catalog](#)

Early Childhood Education Birth – 5 Program Required Professional Courses

ECH 150: Introduction and Observation in Early Childhood Education – 4 credits
ECH 192: Introductory Practicum and Seminar in Early Childhood Education – 4 credits
ECH 201: Language Development, Emergent Literacy, and Literature – 6 credits
ECH 293: Intermediate Practicum and Seminar in Early Childhood Education – 4 credits
ECH 250: Infants and Toddlers: Development and Care – 4 credits
ECH 256: Creative Arts and Technology for the Young Child – 4 credits
ECH 232: Social Science for the Young Child – 4 credits
ECH 336: Development of Mathematical Concepts in Young Children – 4 credits
ECH 384: Science Education for Young Children – 4 credits
ECH 450: Senior Seminar: Research in Early Childhood Education – 4 credits
ECH 490: Internship in Early Childhood Education – 4, 6 or 8 credits
PSY 225: Child and Adolescent Growth and Development – 4 credits
ECS 103: Introduction to Inclusive Early Education – 4 credits

Early Childhood Education K – 3 Program Required Professional Courses

ECH 150: Introduction and Observation in Early Childhood Education – 4 credits
ECH 192: Introductory Practicum and Seminar in Early Childhood Education – 4 credits *or*
ECH 293: Intermediate Practicum and Seminar in Early Childhood Education – 4 credits
EDU 202: Practicum and Seminar in K-8 Education – 4 credits
ECH 250: Infants and Toddlers: Development and Care – 4 credits
ECH 256: Creative Arts and Technology for the Young Child – 4 credits
ECH 232: Social Science for the Young Child – 4 credits
ECH 336: Development of Mathematical Concepts in Young Children – 4 credits
ECH 384: Science Education for Young Children – 4 credits
SED 360: Teaching Exceptional Students in the Regular Classroom – 4 credits
EDU 433: Reading, Language Arts and Children’s Literature for K-3 – 6 credits
ECH 450: Senior Seminar: Research in Early Childhood Education – 4 credits
ECH 460: Student Teaching and Seminar in Early Childhood Education K – 3 – 16 credits
PSY 225: Child and Adolescent Development – 4 credits
MAT 103: Mathematical Content for Elementary School Teachers I – 4 credits
MAT 104: Mathematical Content for Elementary School Teachers II – 4 credits
At least two of the following electives for 8 credits:
ECH 367: Administration of Early Childhood Programs – 4 credits
ECH 420: Planning Environments for Young Children – 4 credits
ECH 430: Theories of Learning and Curriculum Development – 4 credits
ECH 440: Children, Families and Communities – 4 credits
ECH 477: Special Topics in Early Childhood Education – 1 to 4 credits

Early Childhood Special Education B-5 Program Required Professional Courses

ECS 103: Introduction to Teaching Inclusive Early Childhood Special Education – 4 credits
ECH 150: Introduction and Observation in Early Childhood Education – 4 credits
ECS 207: Supporting Social/Emotional Development in Inclusive Settings - 4 credits
ECS 203: Supporting Children in Inclusive Settings – 4 credits
ECH 201: Language Development, Emergent Literacy, and Literature – 6 credits

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- ECS 304: Supporting the Development of Infants, Toddlers, and their Families in Natural Environments – 4 credits
- ECS 307: Addressing Developmental Differences of Young Children - 4 credits
- ECS 374: Linking Assessment with Program Planning, Intervention, and Monitoring Children's Progress – 4 credits
- SED 404: Collaboration among Diverse Families, Learners with Special Needs, and Professionals – 4 credits
- ECS 476: Assessment for Young Children At-risk for Disability – 4 credits
- ECS 479: Internship/Student Teaching in Early Childhood Special Education – 8 credits
- Two of the following to total 8 credits:
- ECH 192: Introductory Practicum – 4 credits
- ECH 293: Intermediate Seminar and Practicum in Early Childhood Education – 4 credits
- ECS 375: Advanced Practicum in Early Childhood Special Education – 4 credits
- EDU 202: Elementary Practicum and Seminar (recommended for K-3 candidates) – 4 credits
- Other requirements include:
- PSY 225: Child and Adolescent Development – 4 credits
- MAT 103M - Mathematical Content for Elementary School Teachers I – 4 credits
- MAT 120M - Introductory Statistics – 4 credits
- Ten credits of electives chosen from ECS, SED, ECH, or EDU courses

Early Childhood Special Education B-5 Program with K-3 Option Required Courses

- ECS 103: Introduction to Teaching Inclusive Early Childhood Special Education – 4 credits
- ECH 150: Introduction and Observation in Early Childhood Education – 4 credits
- ECS 203: Supporting Children in Inclusive Settings – 4 credits
- ECH 201: Language Development, Emergent Literacy, and Literature – 6 credits
- EDU 202: Practicum and Seminar in K-8 Education – 4 credits
- ECH 232: Social Science for the Young Child – 4 credits
- ECH 336: Development of Mathematical Concepts in Young Children – 4 credits
- ECH 304: Science Education for Young Children – 4 credits
- ECS 304: Supporting the Development of Infants, Toddlers, and their Families in Natural Environments – 4 credits
- ECS 374: Linking Assessment with Program Planning, Intervention, and Monitoring Children's Progress – 4 credits
- SED 360: Teaching Exceptional Students in the Regular Classroom – 4 credits
- EDU 433: Reading, Language Arts and Children's Literature for K-3 – 6 credits
- SED 404: Collaboration among Diverse Families, Learners with Special Needs, and Professionals – 4 credits
- ECS 476: Assessment for Young Children At-risk for Disability – 4 credits
- ECH 460: Student Teaching and Seminar in Early Childhood Education K – 3 – 16 credits
- PSY 225: Child and Adolescent Development – 4 credits
- MAT 103M: Mathematical Content for Elementary School Teachers I – 4 credits
- MAT 120M: Introductory Statistics – 4 credits
- One of the following three:
- ECH 192: Introductory Practicum – 4 credits
- ECH 293: Intermediate Seminar and Practicum in Early Childhood Education – 4 credits
- ECS 375: Advanced Practicum in Early Childhood Special Education – 4 credits
- One of the following two:
- ECS 207: Supporting Children in Inclusive Settings - 4 credits

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ECS 307: Addressing Developmental Differences of Young Children - 4 credits

Elementary Education Required Professional Courses

- EDU 125: Introduction to Theory & Practice in K-8 Education – 2 credits
- SED 125: Educating Exceptional Learners – 2 credits
- EDU 202: Education Practicum & Seminar in K-8 – 4 credits
- EDU 280: Diversity Issues & Social Justice Education K-8 – 2 credits
- EDU 302: Computers in K-8 Education – 4 credits
- EDU 388: Reading, Language Arts & Children's Literature in Grades 4-8 – 6 credits
- EDU 304: Science Education K-8 – 4 credits
- EDU 332: Social Science & Global Perspectives K-8 – 4 credits
- EDU 331: Mathematics Education K-8 – 4 credits
- SED 360: Teaching Children with Learning and Behavior Problems in the Regular Classroom – 4 credits
- EDU 433: Reading, Language Arts, & Children's Literature in Grades K-3 credits – 6 credits
- MAT 103M: Mathematical Content for Elementary School Teachers I – 4 credits
- MAT 104M: Mathematical Content for Elementary School Teachers II – 4 credits
- PSY 225S: Child and Adolescent Development – 4 credits
- One course in Arts Education chosen from the following:
 - EDU 370: Art in the Classroom K-8 – 2 credits
 - EDU 371: Music in the Classroom K-8 – 2 credits
 - EDU 374: Creative Dramatics in the Classroom K-8 – 2 credits
 - EDU 375: Movement in the Classroom K-8 – 2 credits
 - EDU 450: Student Teaching and Seminar in Elementary Education K-8 – 16 credits

All Elementary Education Candidates must also complete a 24 credit concentration selected from the following:

French, Language Arts, Mathematics, Science, Social Science, Spanish, or Visual and Performing Arts.

French

- FRE 101H Elementary French I or equivalent 4
- FRE 102H Elementary French II 4
- FRE 201H Intermediate French 4
- FRE 320 Teaching French 4
- Two of the following or equivalents taken abroad: 8
- FRE 202H Readings and Composition
- FRE 206H Oral Communication and Culture
- FRE 301 French Film
- FRE 304 Survey of French Literature I
- FRE 305 Survey of French Literature II
- FRE 306 Francophone Literature
- FRE 377 Special Topics

*All students are strongly encouraged to study abroad. Students who spend a semester in France or a Francophone country may apply up to 12 credits from their study abroad to the concentration.

Language Arts

- ENG 100 English Composition 4
- ENG 181 Literary Analysis & Interpretation 4
- Sixteen (16) credits of English electives 16

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*ENG 181, Literary Analysis & Interpretation, will count as a Humanities distribution course with an "H" designation for Elementary Education Language Arts concentrators ONLY.

Mathematics

MAT 103M Mathematical Content for Elementary School Teachers I	4
MAT 104M Mathematical Content for Elementary School Teachers II	4
MAT 120M Introduction to Statistics	4
MAT 141M Calculus I	4
MAT 313 Introduction to Abstraction	4
Four (4) credit Mathematics Elective numbered 132M or higher	4

Science

PHY 101N Descriptive Astronomy	4
PHY 112N Introductory Meteorology	4
One of the following:	4
BIO 110N Introductory Biology	
BIO 150N Human Anatomy and Physiology	
One of the following:	4
CHY 110N Elementary Chemistry	
CHY 141 General Chemistry	
One of the following:	4
GEY 101N Environmental Geo-science	
GEY 102N The Dynamic Earth	
GEY 103N The Earth System	
GEY 104N Oceans: Ancient and Modern	
An Environmental Science Course (selections will vary)	
One of the following:	4
PHY 110N Elementary Physics	
PHY 116 Physics for the Life Sciences	

Social Science

This concentration will consist of 24 credits in a minimum of two disciplines from those listed below. There are two options for the completion of this concentration.

Option 1: Emphasis Option

Choose one course from two of the following areas:	8
Anthropology	
Economics	
Geography	
History	
Political Science	

and an additional sixteen (16) credits in one of the following areas:

Anthropology	16
Geography, including the following:	
GEO 103S Peoples and Environments;	
or	
GEO 104S Global Transitions and	
GEO 205S Geography in Education	
History	
Political Science	

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Option 2: Multidisciplinary Option

Choose twenty-four (24) credits from two or more of the following areas:

24

- Anthropology
- Economics
- Geography
- History
- Political Science

Spanish

- SPA 101H Elementary Spanish I 4
- SPA 102H Elementary Spanish II 4
- SPA 201 Intermediate Spanish 4
- SPA 320 Teaching Spanish 4
- Two of the following or equivalents taken abroad: 8
- SPA 202H Readings and Composition
- SPA 206H Oral Communication and Culture
- SPA 301 Spanish Film
- SPA 304 Peninsular Literature
- SPA 305 Latin American Literature
- SPA 377 Special Topics

All students are strongly encouraged to study abroad. Students who spend a semester in Spain or Latin America may apply up to 12 credits from their study abroad to the concentration.

Visual and Performing Arts

There are two options for the completion of this concentration:

Option 1: Emphasis Option

Working with advisors*, students may design a Visual and Performing Arts (VAPA) concentration of 24 credits in one or more of the following disciplines:

- Art
- Music
- Theater

Option 2: Multidisciplinary Option

Working with advisors*, students may fulfill the requirements for this concentration by taking courses from several VAPA disciplines, including Dance, without a particular emphasis.

*The student will develop a concentration contract in conjunction with one faculty member from VAPA and the student's elementary education advisor.

Community Health: School Health Education Required Professional Courses

- HEA 120: Emergency Medical Response/Principles and Practices - 4 credits
- HEA 123: Introduction to Community Health - 4 credits
- HEA 144: Nutrition Care for Children – 2 credits
- HEA 210: Environmental Health - 4 credits
- HEA 231: Child and Adolescent Health – 2 credits
- HEA 241: Nutrition and Exercise - 4 credits
- HEA 262: Human Sexuality – 2 credits
- HEA 310: Principles of Disease Prevention and Health Promotion – 4 credits
- HEA 350: Principles of Epidemiology - 4 credits
- HEA 411: Health Education Planning - 4 credits

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SHE 330: Foundations of School Health - 4 credits
SHE 433: Curriculum and Methods in Health Education - 4 credits
EDU 221: Middle/Secondary Block: Curriculum, Instruction, Classroom Management, Instructional Media, and Practicum – 12 credits
EDU 402: History and Philosophy of Education - 4 credits
EDU 490: Student Teaching and Seminar in Middle/Secondary Education – 16 credits
SED 360: Teaching Children with Learning and Behavior Problems in the Regular Classroom **or**
SED 361: Teaching Students with Disabilities and At-Risk Conditions in the Secondary General Classroom

BIO 110N: Introductory Biology* - 4 credits
BIO 150N: Human Anatomy and Physiology - 4 credits
PSY 225S: Child and Adolescent Development - 4 credits
MAT 120M: Introductory Statistics* - 4 credits

**These courses must be taken but may fulfill general education requirements*

Secondary/Middle Education 7-12 Required Professional Courses

The Secondary/Middle Education certification program is guided by the Maine Learning Results and the Maine Standards for Initial Teacher Certification. In order to successfully complete the 128 credit degree program, candidates must complete a 40 credit general education requirement, a 40 - 48 credit

EDU 101: Introduction to Secondary/Middle Education – 2 credits
SED 101: Educating Exceptional Children at the Middle/Secondary Levels – 2 credits
EDU 221: Secondary/Middle Block: Curriculum, Instruction, Classroom Management, Instructional Media, and Practicum – 12 credits
EDU 301: Content Literacy in the Secondary/Middle School – 4 credits
EDU 330: Young Adult Literature – 4 credits
SED 361: Teaching Students with Disabilities and At-Risk Conditions in the Secondary General Classroom – 4 credits
EDU 402: History and Philosophy of Education – 4 credits
EDU 460: Student Teaching and Seminar in Secondary/Middle Education – 16 credits
PSY 225S: Child and Adolescent Development – 4 credits
Select one of the following based on area of study:
EDU 360: Secondary/ Middle Science Methods – 4 credits or
EDU 361: Secondary/Middle Mathematics Education – 4 credits or
EDU 362: Secondary/Middle Social Studies and Multicultural Education – 4 credits or
EDU 363: Teaching English in Secondary/Middle Schools – 4 credits

All Secondary Candidates must also complete an arts and sciences concentration in their discipline:

****English – All courses are 4 credits***

ENG 123: Grammar: A Linguistic Approach
ENG 181: Literary Analysis and Interpretation
ENG 230: Writing/Teaching of Writing
ENG 250H: Shakespeare
ENG 251H: British Texts and Contexts I **or**
ENG 252H: British Texts and Contexts II
ENG 272H: American Texts and Contexts

Two 300-level literature courses

One 400-level literature course

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One additional elective course in literature at any level

Total credits for the concentration:

40

****Biology – All courses are 4 credits***

BIO 150N: Human Anatomy and Physiology
BIO 160: Plant Biology: Organisms to Ecosystems
BIO 170: General Zoology
BIO 251: Cell Biology
BIO 252: Genetics
BIO 361: Ecology
BIO 363: Evolutionary Biology
CHY 141: General Chemistry I
CHY 142: General Chemistry II
SCI 360: Teaching Laboratory Sciences
MAT 120M: Introductory Statistics
One Biology elective:

Total credits for the concentration:

48

****Chemistry – All courses are 4 credits***

BIO 110N: Introductory Biology
CHY 141: General Chemistry I
CHY 142: General Chemistry II
CHY 241: Organic Chemistry I
CHY 242: Organic Chemistry II or
CHY374: Biochemistry
One Chemistry elective
PHY 101N: Descriptive Astronomy
PHY 112N: Introductory Meteorology
PHY 141: General Physics I
PHY 142: General Physics II
SCI 360: Teaching Laboratory Sciences
MAT 141M: Calculus I

Total credits for the concentration:

48

****Earth and Space Science – All courses are 4 credits***

BIO 110N: Introductory Biology
GEY 101N: Environmental Geoscience **or**
GEY 102N: The Dynamic Earth **or**
GEY103N: The Earth System **or**
GEY104N: Oceans: Ancient and Modern
GEY 201N: Earth History
GEY 202: Mineralogy
GEY 252: Introduction to Petrology
One Geology elective
PHY 101N: Descriptive Astronomy
PHY 112: Introductory Meteorology
PHY 141: General Physics I
CHY 141: General Chemistry I

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SCI 360: Teaching Laboratory Sciences

MAT 141M: Calculus I

Total credits for the concentration:

48

**Mathematics – All courses are 4 credits*

MAT 141M: Calculus I

MAT 142: Calculus II

MAT 151M: Foundations of Abstract Mathematics

MAT 220M: Data Analysis

MAT 241: Calculus III

MAT 251: Linear Algebra

MAT 304: College Geometry

MAT 320: History of Mathematics

MAT 352: Abstract Algebra

MAT 363: Mathematical Problem Solving

MAT 371: Mathematical Probability

Total credits for the concentration:

44

**Physics – All courses are 4 credits*

BIO 110N: Introductory Biology

PHY 101N: Descriptive Astronomy

PHY 112N: Introductory Meteorology

PHY 141: General Physics I

PHY 142: General Physics II

CHY 141: General Chemistry I

CHY 142: General Chemistry II

Two Physics, Chemistry or Geology electives

SCI 360 Teaching Laboratory Sciences

MAT 141M: Calculus I

MAT 142: Calculus II

Total credits for the concentration:

48

**Social Studies – All courses are 4 credits*

All Secondary/Middle Social Studies majors must take:

Sixteen credits in **four different** disciplines, courses with the following prefixes:

ANT, ECO, GEO, POS, PSY, and SOC. Upper level courses at the 200 level and above in anthropology, economics, geography, political science, psychology, and sociology, will also fulfill this requirement, as long as students take courses in four disciplines. Please note that the psychology course required of secondary education majors, PSY 225S, will count towards fulfilling this requirement. (Interdisciplinary social science courses, such as Honors courses, may fulfill this requirement if these particular interdisciplinary courses are accepted by the Secondary/Middle Education Department as meeting their program requirements.)

AND one of the following:

Social Studies Concentration with a History Emphasis:

Twenty-four credits in History. (Interdisciplinary history-oriented courses, such as Honors courses, may fulfill this requirement if the particular interdisciplinary courses are accepted by the Secondary/Middle Education Department as meeting their program requirements.)

Social Studies Concentration with a Geography Emphasis:

Twenty-four credits in Geography. (Interdisciplinary geography-oriented courses, such as Honors courses, may

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fulfill this requirement if the particular interdisciplinary courses are accepted by the Secondary/Middle Education Department as meeting their program requirements.)

Social Studies Concentration with a Political Science Emphasis:

Twenty-four credits in political science. (Interdisciplinary political science-oriented courses, such as Honors courses, may fulfill this requirement if the particular interdisciplinary courses are accepted by the Secondary/Middle Education Department as meeting their program requirements.)

Total credits for the concentration: 40

Special Education K-8 Required Professional Courses

SED 125 Introduction to educating students with diverse learning needs	2
EDU 125 Introduction to Theory and Practice in K-8 (SED 125/EDU 125 taken same semester)	2
SED 200 Foundation in K-12 Special Education	4
SED 201 Curriculum and Instructional Programming in Special Education	4
SED 209 Practicum in Special Education	4
SED 301 Language and Literacy Methods in Special Education	4
SED 306 Assessment in Special Education	4
SED 307 Mathematics and Content Area Methods in Special Education	4
SED 308 Classroom Management and Positive Behavior Supports	4
SED 404 Collaboration Among Diverse Families, Learners, and Professionals	4
SED 450 Special Education Regulations and Practice	4
SED 460 Student Teaching and Seminar in Special Education	16
PSY 225S Child and Adolescent Development	4
MAT 103M Mathematical Content for Elementary School Teachers	4

All Special Education K-8 Candidates must also complete a 24 credit concentration.

Candidates have three options for meeting their concentration requirement: 1) the recommended option of a focused concentration in language arts, mathematics, science, or social science; 2) a minor as defined below; or, 3) a multidisciplinary concentration.

1) Focused Concentration

In order to meet the highly qualified teacher standard under the No Child Left Behind Act, candidates are strongly encouraged to earn all 24 credits in one of the following concentrations:

****Language Arts***

ENG 100 English Composition	4
ENG 181 Literary Analysis & Interpretation	4
Sixteen (16) credits of English electives	16

****Mathematics***

MAT 103M Mathematical Content for Elementary School Teachers I	4
MAT 104M Mathematical Content for Elementary School Teachers II	4
MAT 120M Introduction to Statistics	4
MAT 141M Calculus I	4
MAT 313 Introduction to Abstraction	4
Four (4) credit Mathematics Elective numbered 132M or higher	4

****Science***

PHY 101N Descriptive Astronomy	4
PHY 112N Introductory Meteorology	4

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One of the following:	4
BIO 110N Introductory Biology	
BIO 150N Human Anatomy and Physiology	
One of the following:	4
CHY 110N Elementary Chemistry	
CHY 141 General Chemistry	
One of the following:	4
GEY 101N Environmental Geo-science	
GEY 102N The Dynamic Earth	
GEY 103N The Earth System	
GEY 104N Oceans: Ancient and Modern	
An Environmental Science Course (selections will vary)	
One of the following:	4
PHY 110N Elementary Physics	
PHY 116 Physics for the Life Sciences	

***Social Science**

This concentration will consist of 24 credits in a minimum of two disciplines from those listed below. There are two options for the completion of this concentration.

Option A: Emphasis Option

Choose one course from two of the following areas: 8

- Anthropology
- Economics
- Geography
- History
- Political Science

and an additional sixteen (16) credits in one of the following areas: 16

- Anthropology
- Geography, including the following:
 - GEO 103S Peoples and Environments; or
 - GEO 104S Global Transitions and
 - GEO 205S Geography in Education

- History
- Political Science

Option B: Multidisciplinary Option

Choose twenty-four (24) credits from two or more of the following areas: 24

- Anthropology
- Economics
- Geography
- History
- Political Science

2) Minor

Candidates may choose to meet the 24-credit requirement by completing a minor as defined in the catalog. If the minor comprises less than 24 credits, candidates should work with their advisor to determine which additional courses to take. These courses may come from the chosen minor or from the arts and sciences, health, or rehabilitation.

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3) Multidisciplinary Concentration

Candidates may choose to meet this requirement by completing 24 credits outside of education. Candidates should work with their advisor to determine which courses to take. These courses may come from the arts and sciences, health, or rehabilitation. These courses must include at least 8 credits at or above the 200-level, and an additional 8 credits at or above the 300-level.

Special Education 7-12 Required Professional Courses

EDU 101 Introduction to Middle/Secondary Education	2
SED 101 Introduction to Educating Exceptional Children	2
SED 200 Foundation in K-12 Special Education	4
SED201 Curriculum and Instructional Programming in Special Education	4
SED 306 Assessment in Special Education	4
SED 319 Educating Secondary Students with School –Related Disabilities	12
SED 404 Collaboration Among Diverse Families, Learners, and Professionals	4
SED 450 Special Education Regulations and Practice	4
SED Elective	4
SED 460 Student Teaching and Seminar in Special Education	16
2 courses in EDU or a related area (PSY, REH, SOC)	8
MAT 103M Mathematical Content for Elementary School Teachers	4

All Special Education 7-12 Candidates must also complete a 24 credit concentration.

These courses, if focused in one academic discipline such as English or mathematics, will allow the candidate to be designated as Highly Qualified according to the guidelines in the No Child Left Behind legislation. However, since candidates in the Special Education 7-12 may be seeking employment in a field related to teacher education, and not in a traditional classroom setting, the concentration is designed in consultation with the academic advisor to ensure that candidates are most fully prepared to achieve their personal goals. Candidates also have the opportunity to take the Secondary/Middle Block, which adds an additional mid-program field placement and ties curriculum planning, instruction, classroom management and instructional media to the field based experience.

Appendix III – Alignment of UMF’s Required Courses with State Requirements for Certification
Please click here for an electronic version of this document.

Early Childhood Education Birth – 5

These courses align with the certification requirements for the 081 certificate as noted:

State requirement	Course offered	# of credits	Required /Elective
<i>At least three semester hours of the following:</i>			
Early Childhood Special Education	ECS 103	4 credits	Required
Language development and early literacy	ECH 201	6 credits	Required
Children’s literature			
Numeracy for the young child	ECH 336	4 credits	Required
Science for the young child	ECH 384	4 credits	Required
Child development	PSY 225	4 credits	Required
Infant/toddler development	ECH 250	4 credits	Required
<i>At least six semester hours in at least two of the following:</i>			
Creative arts	ECH 256	4 credits	Required
Family studies	ECH 440	4 credits	Elective
Observation of the young child	ECH 150	4 credits	Required
Assessment of the young child	Woven through all courses in the major		
Social studies for the young child	ECH 232	4 credits	Required
Advanced child development	ECH 477*	4 credits	Elective
Early learning environments	ECH 420	4 credits	Elective
Additional early literacy			
<i>A minimum of three semester hours in each of the following:</i>			
Liberal arts English	General Education	8 credits	Required
Liberal arts mathematics	General Education	4 credits	Required
Liberal arts science	General Education	8 credits	Required
Liberal arts social studies	General Education	8 credits	Required

*This is a topics course – currently covering this content.

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Early Childhood Education K – 3

These courses align with the certification requirements for the 029 certificate as noted:

State requirement	Course offered	# of credits	Required /Elective
<i>At least three semester hours of the following:</i>			
Early Childhood Special Education	ECS 103	4 credits	Required
Early literacy and Children’s literature	ECH 433	6 credits	Required
Mathematics for the young child	ECH 336	4 credits	Required
Science for the young child	ECH 384	4 credits	Required
Social studies for the young child	ECH 232	4 credits	Required
Teaching Exceptional Students in the Regular Classroom	SED 360	4 credits	Required
<i>At least six semester hours in early childhood education:</i>			
Creative arts	ECH 256	4 credits	Required
Observation of the young child	ECH 150	4 credits	Required
As well as other selected ECH courses	ECH up to 8 credits required		
<i>One academic semester of full-time student teaching</i>			
Student Teaching	EDU 460	16 credits	Required
<i>A minimum of six semester hours in each of the following:</i>			
Liberal arts English	General Education	8 credits	Required
Liberal arts mathematics – MAT 103 & MAT 104	General Education	8 credits	Required
Liberal arts science	General Education	8 credits	Required
Liberal arts social studies	General Education	8 credits	Required

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Early Childhood Special Education B-5

The courses required for this academic program exceed the minimum state standards. Required courses align with the minimum certification requirements for the 282 certificate Birth-5 as noted:

State requirement	Course(s) offered* (See above)	# of credits	Required /Elective
Minimum of 24 semester hours in areas relevant to endorsement	Early Childhood Special Education	Between 64 and 68 credits	Required

Early Childhood Special Education B-5 with K-3 Option

The courses required for this academic program exceed the minimum state standards. Required courses align with the minimum certification requirements for the 282 and 029 certificate as noted:

State requirement	Course offered	# of credits	Required /Elective
<i>At least three semester hours of the following:</i>			
Early Childhood Special Education	Courses as noted above	32 credits	Required
Early Literacy and Children’s Literature	EDU 433	6 credits	Required
Mathematics for the Young Child	ECH 336	4 credits	Required
Science for the Young Child	ECH 384	4 credits	Required
Social studies for the Young Child	ECH 232	4 credits	Required
Teaching Exceptional Students in the Regular Classroom	SED 360	4 credits	Required
<i>At least six semester hours in early childhood education:</i>			
Observation of the Young Child	ECH 150	4 credits	Required
Other selected ECH/ECS courses	ECH 201	6 credits	Required
<i>One academic semester of full-time student teaching</i>			
Student Teaching	ECH 460	16 credits	Required
<i>A minimum of six semester hours in each of the following:</i>			
Liberal arts English	General Education	8 credits	Required
Liberal arts mathematics – MAT 103 & MAT 120	General Education	8 credits	Required
Liberal arts science	General Education	8 credits	Required
Liberal arts social studies	General Education	8 credits	Required

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Elementary Education K-8

These courses align with the certification requirements for the 020 certificate as noted:

State requirement	Course offered	# of credits	Required /Elective
<i>At least three semester hours of the following:</i>			
Elementary Reading	EDU 433	6 credits	Required
Children's literature, elementary language arts methods or the writing process	EDU 388	6 credits	Required
Elementary mathematics	EDU 331	4 credits	Required
Elementary science methods	EDU 304	4 credits	Required
Elementary social science methods	EDU 332	4 credits	Required
Teaching Exceptional Students in the Regular Classroom	SED 360	4 credits	Required
<i>One academic semester of full-time student teaching</i>			
Student Teaching	EDU 450	16 credits	Required
<i>A minimum of six semester hours in each of the following:</i>			
Liberal arts English – Must include one humanities course	General Education	8 credits	Required
Liberal arts mathematics – MAT 103 & MAT 104	General Education	8 credits	Required
Liberal arts science	General Education	8 credits	Required
Liberal arts social studies – selected from anthropology, geography, history, economics, or political science	General Education	8 credits	Required

Health Education K-12

These courses align with the certification requirements for the 520 certificate as noted:

State requirement	Courses Offered [See above]	# of credits	Required /Elective
<i>Minimum of 24 semester hours in areas relevant to endorsement</i>			
Teaching Exceptional Students in the Regular Classroom	SED 360 or SED 361	4 credits	Required
Content area methods course	SHE 433	4 credits	Required
<i>One academic semester of full-time student teaching</i>			
Student Teaching	EDU 490	16 credits	Required

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Secondary Education 7-12

These courses align with the certification requirements for the 020 certificate as noted in the following chart:

State requirement	Course(s) offered* [See Below]	# of credits	Required /Elective
Minimum of 24 semester hours in areas relevant to endorsement	English Biology Chemistry Earth & Space Science Mathematics Physics Social Studies	Between 40 and 48 credits – Please see required courses listed below	Required
Teaching Exceptional Students in the Regular Classroom	SED 361	4 credits	Required
Content area methods course	EDU 360 or EDU 361 or EDU 362 or EDU 363	4 credits	Required
<i>One academic semester of full-time student teaching</i>			
Student Teaching	EDU 460	16 credits	Required

Special Education K-8

Program courses align with the certification requirements for the 282 certificate as noted:

State requirement	Courses	# of credits	Required /Elective
Minimum of 24 semester hours in Special Education	See above	K-8 ~ 38 credits	Required
<i>One academic semester of full-time student teaching</i>			
Student Teaching	SED 460	16 credits	Required

Special Education 7-12

Program courses align with the certification requirements for the 282 certificate as noted:

State requirement	Courses	# of credits	Required /Elective
Minimum of 24 semester hours in Special Education	See above	7–12 ~ 38 credits	Required
<i>One academic semester of full-time student teaching</i>			
Student Teaching	SED 460	16 credits	Required

Appendix IV – Assessments linked to the Maine Standards for Initial Teacher Certification as identified by faculty on course ~ [Please Click here for Knowledge Base Forms](#)

Early Childhood Education Birth - 5 Program

This table illustrates where Maine Standards are assessed within the context of each required course in the Early Childhood Education B-5 Program. It indicates where candidates are expected to demonstrate learning through completion of assignments that are linked to specific standards.

- 0 – not assessed**
- 1 – Artifact would show emerging competency**
- 2 – Artifact would show basic competency**

Course	Maine Standard 1	Maine Standard 2	Maine Standard 3	Maine Standard 4	Maine Standard 5	Maine Standard 6	Maine Standard 7	Maine Standard 8	Maine Standard 9	Maine Standard 10
ECH 150	1	2	1	2	1	2	2	2	2	2
ECH 192	2	1	2	2	1	1	1	0	2	1
ECH 201	2	0	1	0	0	0	0	2	0	0
ECH 232	2	2	1	2	1	2	2	1	2	1
ECH 250	1	1	1	2	2	2	2	2	1	1
ECH 256	2	2	2	2	1	1	1	1	0	0
ECH 293	0	0	2	2	0	2	0	1	0	0
ECH 336	2	2	1	2	2	2	1	2	0	0
ECH 384	2	2	2	1	1	0	0	1	1	1
ECH 450	2	2	0	0	0	0	0	1	2	2
ECH 490	2	2	2	2	2	2	2	2	2	2
ECS 103	2	1	1	0	0	1	1	0	1	1
<i>Selected Courses from the following:</i>										
ECH 367	2	2	1	2	0	1	2	0	2	1
ECH 420	0	0	1	0	0	2	0	0	2	2
ECH 430	2	2	2	2	1	2	0	2	2	2
ECH 440	2	2	2	0	1	2	2	1	2	2

Early Childhood Education K – 3 Program

This table illustrates where Maine Standards are assessed within the context of each required course in the Early Childhood Education K-3 Program. It indicates where candidates are expected to demonstrate learning through completion of assignments that are linked to specific standards.

- 0 – not assessed**
- 1 – Artifact would show emerging competency**
- 2 – Artifact would show basic competency**

Course	Maine Standard 1	Maine Standard 2	Maine Standard 3	Maine Standard 4	Maine Standard 5	Maine Standard 6	Maine Standard 7	Maine Standard 8	Maine Standard 9	Maine Standard 10
ECH 150	1	2	1	2	1	2	2	2	2	2
ECH 192	2	1	2	2	1	1	1	0	2	1
ECH 293	0	0	2	2	0	2	0	1	0	0
EDU 202	0	0	0	2	2	2	0	0	2	0
ECH 232	2	2	1	2	1	2	2	1	2	1
ECH 250	1	1	1	2	2	2	2	2	1	1
ECH 256	2	2	2	2	1	1	1	1	0	0
ECH 336	2	2	1	2	2	2	1	2	0	0
ECH 384	2	2	2	1	1	0	0	1	1	1
EDU 433	2	2	1	2	2	1	0	2	0	0
ECH 450	2	2	0	0	0	0	0	1	2	2
ECH 460	2	2	2	2	2	2	2	2	2	2
SED 360	2	2	2	0	1	1	1	0	2	2
<i>Selected Courses from the following:</i>										
ECH 367	2	2	1	2	0	1	2	0	2	1
ECH 420	0	0	1	0	0	2	0	0	2	2
ECH 430	2	2	2	2	1	2	0	2	2	2
ECH 440	2	2	2	0	1	2	2	1	2	2

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Early Childhood Special Education B-5 Program

This table illustrates where Maine Standards are assessed within the context of each required course in the Early Childhood Special Education B-5 Program. It indicates where candidates are expected to demonstrate learning through completion of assignments that are linked to specific standards.

0 – not assessed

1 – Artifact would show emerging competency

2 – Artifact would show basic competency

Course	Maine Standard 1	Maine Standard 2	Maine Standard 3	Maine Standard 4	Maine Standard 5	Maine Standard 6	Maine Standard 7	Maine Standard 8	Maine Standard 9	Maine Standard 10
ECS 103	2	1	1	0	0	1	1	0	1	1
ECS 203	2	2	1	1	1	1	1	1	1	1
ECS 207	2	1	2	1	2	2	1	1	1	1
ECS 304	2	2	1	1	1	1	1	0	1	1
ECS 307	2	2	2	2	2	1	2	1	1	1
ECS 374	2	2	2	2	2	1	2	2	2	1
ECS 476	2	1	1	1	1	1	1	2	2	2
ECS 479	2	2	2	2	2	2	2	2	2	2
ECH 150	2	1	1	0	0	1	1	0	1	1
ECH 201	2	0	1	0	0	0	0	2	0	0
SED 404	0	0	2	0	1	0	2	0	2	1
<i>Select two of the following:</i>										
ECH 192	2	1	2	2	1	1	1	0	2	1
ECH 293	0	0	2	2	0	2	0	1	0	0
ECS 375	2	2	2	2	2	2	2	1	2	2

Early Childhood Special Education B-5 Program with K – 3 option

This table illustrates where Maine Standards are assessed within the context of each required course in the Early Childhood Special Education B-5 Program with K-3 option. It indicates where candidates are expected to demonstrate learning through completion of assignments that are linked to specific standards.

0 – not assessed

1 – Artifact would show emerging competency

2 – Artifact would show basic competency

Course	Maine Standard 1	Maine Standard 2	Maine Standard 3	Maine Standard 4	Maine Standard 5	Maine Standard 6	Maine Standard 7	Maine Standard 8	Maine Standard 9	Maine Standard 10
ECS 103	2	1	1	0	0	1	1	0	1	1
ECS 203	2	1	2	2	1	1	1	0	2	1
ECS 304	2	2	1	1	1	1	1	0	1	1
ECS 374	0	0	2	2	0	2	0	1	0	0
ECS 476	2	1	1	1	1	1	1	2	2	2
ECH 150	2	1	1	0	0	1	1	0	1	1
ECH 201	2	0	1	0	0	0	0	2	0	0
EDU 202	0	0	0	2	2	2	0	0	2	0
ECH 232	2	2	1	2	1	2	2	1	2	1
ECH 336	2	2	1	2	2	2	1	2	0	0
ECH 384	2	2	2	1	1	0	0	1	1	1
EDU 433	2	2	1	2	2	1	0	2	0	0
SED 360	2	2	2	0	1	1	1	0	2	2
SED 404	0	0	2	0	1	0	2	0	2	1
ECH 460	2	2	2	2	2	2	2	2	2	2
<i>Selected one from the following:</i>										
ECH 192	2	1	2	2	1	1	1	0	2	1
ECH 293	0	0	2	2	0	2	0	1	0	0
ECS 375	2	2	2	2	2	2	2	1	2	2
<i>Select one from the following</i>										
ECS 207	2	1	2	1	2	2	1	1	1	1
ECS 307	2	2	2	2	2	1	2	1	1	1

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Elementary Education K-8

This table illustrates where Maine Standards are assessed within the context of each required course in the Elementary Education Degree Programs. It indicates where candidates are expected to demonstrate learning through completion of assignments that are linked to specific standards.

0 – not assessed

1 – artifact would show emerging competency

2 – artifact would show basic competency

Course	Maine Standard 1	Maine Standard 2	Maine Standard 3	Maine Standard 4	Maine Standard 5	Maine Standard 6	Maine Standard 7	Maine Standard 8	Maine Standard 9	Maine Standard 10
EDU 125	0	0	1	0	0	1	0	0	1	2
SED 125	0	0	0	0	0	0	0	0	0	0
EDU 202	0	0	0	2	2	2	0	0	2	2
EDU 280	0	0	2	0	0	0	0	0	2	0
EDU 302	1	1	0	1	2	1	0	1	1	1
EDU 304	2	2	2	1	1	0	0	1	1	1
EDU 331	2	2	1	2	2	0	1	1	0	0
EDU 332	2	2	1	1	1	0	1	2	1	1
EDU 374	0	0	1	1	1	1	0	0	0	0
EDU 388	2	2	1	2	2	0	0	2	0	0
EDU 433	2	2	1	2	2	1	0	2	0	0
EDU 450	2	2	2	2	2	2	2	2	2	2
SED 360										
<i>Selected Course from the following:</i>										
EDU 370*	2	1	1	2	1	1	1	0	0	1
EDU 371*	2	2	0	2	1	1	0	0	2	2
EDU 374*	0	0	1	1	1	1	0	0	0	0
EDU 375*										

* Offered infrequently

Community Health: School Health K-12

This table illustrates where Maine Standards are assessed within the context of each required course in the Community Health: School Health K-12 Degree Program. It indicates where candidates are expected to demonstrate learning through completion of assignments that are linked to specific standards.

0 – not assessed

1 – artifact would show emerging competency

2 – artifact would show basic competency

Course	Maine Standard 1	Maine Standard 2	Maine Standard 3	Maine Standard 4	Maine Standard 5	Maine Standard 6	Maine Standard 7	Maine Standard 8	Maine Standard 9	Maine Standard 10
HEA 120	1	0	1	1	1	1	0	0	1	0
HEA 123	2	0	0	0	0	0	2	0	0	1
HEA 144	1	1	0	1	0	0	1	0	0	0
HEA 210	2	2	2	0	2	0	0	0	2	0
HEA 231	0	0	1	0	0	0	0	0	0	0
HEA 241	1	1	0	0	0	0	0	0	1	2
HEA 262	1	0	0	0	0	0	0	0	0	0
HEA 310	2	2	2	1	2	0	2	2	1	1
HEA 350	2	2	2	1	2	0	2	2	1	2
HEA 411	1	1	2	2	2	2	2	2	2	2
SHE 233	2	1	1	2	2	2	1	1	2	2
SHE 330	2	2	1	2	0	2	1	0	2	2
SHE 433	2	1	1	2	2	2	1	1	2	2
EDU 221	2	1	2	2	2	2	1	2	2	2
EDU 402	2	2	2	1	1	1	2	2	2	2
EDU 490	2	2	2	2	2	2	2	2	2	2
SED 360	2	2	2	0	1	1	1	0	2	2
SED 361	2	2	2	2	2	2	2	0	0	0

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Secondary Education 7-12

This table illustrates where Maine Standards are assessed within the context of each required course in the Secondary Education Degree Program. It indicates where candidates are expected to demonstrate learning through completion of assignments that are linked to specific standards.

0 – not assessed

1 – artifact would show emerging competency

2 – artifact would show basic competency

Course	Maine Standard 1	Maine Standard 2	Maine Standard 3	Maine Standard 4	Maine Standard 5	Maine Standard 6	Maine Standard 7	Maine Standard 8	Maine Standard 9	Maine Standard 10
EDU 101	0	0	0	0	0	1	0	0	0	1
SED 101	0	0	0	0	0	0	0	0	0	0
EDU 221	2	1	2	2	2	2	1	2	2	2
EDU 301	2	1	2	2	2	1	0	2	0	1
EDU 330	2	0	2	1	2	0	0	2	0	0
SED 361	2	2	2	2	2	2	2	0	0	0
EDU 402	2	2	2	1	1	1	2	2	2	2
EDU 460	2	2	2	2	2	2	2	2	2	2
<i>Selected Course from the following based on area of certification:</i>										
EDU 360	2	2	0	2	2	2	0	2	0	2
EDU 361	2	2	2	2	2	2	2	2	0	0
EDU 362	2	2	1	2	2	2	1	2	2	2
EDU 363	2	0	2	2	2	1	1	2	1	1

Special Education K-8 and 7-12

This table illustrates where Maine Standards are assessed within the context of each required course in the Special Education K-8 or 7-12 Degree Program. It indicates where candidates are expected to demonstrate learning through completion of assignments that are linked to specific standards.

0 – not assessed

1 – artifact would show emerging competency

2 – artifact would show basic competency

Course	Maine Standard 1	Maine Standard 2	Maine Standard 3	Maine Standard 4	Maine Standard 5	Maine Standard 6	Maine Standard 7	Maine Standard 8	Maine Standard 9	Maine Standard 10
K – 8 PROGRAM										
SED 125	1	1	1	1	1	1	1	1	1	1
SED 200	1	1	1	1	1	1	1	1	1	1
SED 201	1	0	2	1	1	1	0	1	0	0
SED 209	1	1	1	1	1	1	1	1	1	1
SED 301	2	2	2	2	2	0	0	2	0	0
SED 306	2	2	2	2	2	0	0	2	1	0
SED 307	1	1	2	2	2	0	0	2	0	2
SED 308	0	0	1	0	1	2	0	1	1	0
SED 404	0	0	2	0	1	0	2	0	2	1
SED 450	2	2	0	0	0	0	0	0	2	2
SED 460	2	2	2	2	2	2	2	2	2	2
7 – 12 PROGRAM:										
SED 101	1	1	1	1	1	1	1	1	1	1
SED 200	1	1	1	1	1	1	1	1	1	1
SED 201	1	0	2	1	1	1	0	1	0	0
SED 306	2	2	2	2	2	0	0	2	1	0
SED 319	2	2	2	2	2	2	2	2	2	2
SED 404	0	0	2	0	1	0	2	0	2	1
SED 450	2	2	0	0	0	0	0	0	2	2
SED 460	2	2	2	2	2	2	2	2	2	2

Appendix V – Transition Points ~ [Click here for transition point information.](#)

The key transition points for candidates seeking the Early Childhood Education Birth-5 degree are:

<i>Transition point:</i>	<i>Requirements:</i>	<i>Typically completed:</i>
Transition Point #1 Pre-professional	GPA of 2.0 or higher ECH 150 with C- or higher	By the end of the second semester
Transition Point #2 Professional Standing	GPA of 2.5 or higher Passed all three sections of Praxis I ENG 100 with C or higher ECH 192 with B- or higher ECH 293 with B- or higher	By the end of the fourth semester
Transition Point #3 Internship Eligibility	GPA of 2.5 or higher Completed at least 80% of coursework Completed all professional coursework with a C- or higher Passed Appropriate Praxis II	By the end of the seventh semester
Transition Point #4 Graduation	GPA of 2.5 or higher Completed all professional courses with C- or higher Completed 40 General Education credits and 128 total credits. (Attachment #2 - General Education requirements)	By the end of the eighth semester.

The key transition points for candidates seeking the Early Childhood Education K-3 degree are:

<i>Transition point:</i>	<i>Requirements:</i>	<i>Typically completed:</i>
Transition Point #1 Pre-professional	GPA of 2.0 or higher ECH 150 with C- or higher	By the end of the second semester
Transition Point #2 Professional Standing	GPA of 2.5 or higher Passed all three sections of Praxis I ENG 100 with C or higher EDU 202 with a P	By the end of the fourth semester
Transition Point #3 Student Teaching Eligibility	GPA of 2.5 or higher Completed at least 80% of coursework Completed all professional coursework with a C- or higher Passed Appropriate Praxis II	By the end of the seventh semester
Transition Point #4 Graduation	GPA of 2.5 or higher Completed all professional courses with C- or higher Completed 40 General Education credits (including required Math courses, English courses, Sciences courses and appropriate Social Science courses for state certification) and 128 total credits. (Attachment #2 - General Education requirements)	By the end of the eighth semester.

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The key transition points for candidates seeking the Early Childhood Special Education B-5 are:

<i>Transition point:</i>	<i>Requirements:</i>	<i>Typically completed:</i>
Transition Point #1 Pre-professional	University level expectation of 2.0 GPA	By the end of the second semester
Transition Point #2 Professional Standing	Passed all three sections of Praxis I GPA of 2.5 or higher ENG 100 with C or higher Successfully completed Educational Practicum or field experience with a B- or higher	By the end of the fourth semester
Transition Point #3 Internship Eligibility	GPA of 2.5 or higher Successfully completed all Educational Practicum experiences with a B- or higher Completed at least 80% of coursework Completed all professional coursework with a C- or higher Passed Appropriate Praxis II	By the end of the seventh semester
Transition Point #4 Graduation	GPA of 2.5 or higher Completed all professional courses with C- or higher Successfully completed Internship Completed 40 General Education credits and 128 total credits.	By the end of the eighth semester.

The key transition points for candidates seeking the Early Childhood Special Education B-5 with K-3 Option are:

<i>Transition point:</i>	<i>Requirements:</i>	<i>Typically completed:</i>
Transition Point #1 Pre-professional	University level expectation of 2.0 GPA	By the end of the second semester
Transition Point #2 Professional Standing	Passed all three sections of Praxis I GPA of 2.5 or higher ENG 100 with B- or higher Successfully completed Educational Practicum or field experience with a B- or higher	By the end of the fourth semester
Transition Point #3 Student Teaching Eligibility	GPA of 2.5 or higher Successfully completed all Educational Practicum experiences with a B- or higher Completed at least 80% of coursework Completed all professional coursework with a C- or higher Passed Appropriate Praxis II (two exams required)	By the end of the seventh semester
Transition Point #4 Graduation	GPA of 2.5 or higher Completed all professional courses with C- or higher Successfully completed Student Teaching Completed 40 General Education credits (including required Math courses, English courses, Sciences courses and appropriate Social Science courses for state certification) and 128 total credits.	By the end of the eighth semester.

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The key transition points for candidates seeking the Elementary Education K – 8 degree are:

<i>Transition point:</i>	<i>Requirements:</i>	<i>Typically completed:</i>
Transition Point #1 Pre-professional	Passed Praxis I C- or higher in EDU 125 GPA of 2.0 or higher (University requirement)	By the end of the second semester
Transition Point #2 Professional Standing	GPA of 2.5 or higher C or higher in English Composition Successfully completed EDU 202: Practicum	By the end of the fourth semester
Transition Point #3 Student Teaching Eligibility	GPA of 2.5 or higher Professional Standing in Education Passed Praxis II 66% of required courses completed with C- or better Completed all professional courses with C- or better	By the end of the seventh semester
Transition Point #4 Graduation	GPA of 2.5 or higher Completed 40 General Education credits Completed all professional courses with C- or higher Passed student teaching Completed 128 credits	By the end of the eighth semester.

The key transition points for candidates seeking the Community Health: School Health K-12 degree are:

<i>Transition point:</i>	<i>Requirements:</i>	<i>Typically completed:</i>
Transition Point #1 Pre-professional	Passed Praxis I C- or higher in HEA 123 GPA of 2.0 or higher	By the end of the second semester after declaring School Health concentration
Transition Point #2 Professional Standing	GPA of 2.5 or higher C or higher in English Composition Successfully completed EDU 221: Practicum	By the end of the fourth semester after declaring School Health Concentration
Transition Point #3 Student Teaching Eligibility	GPA of 2.5 or higher Professional Standing Passed Praxis II C- or higher in PSY 225 Completed 80% of required arts and sciences courses with a C- or higher Completed all professional education courses (Except EDU 402) with a C- or higher	By the end of the seventh semester after declaring School Health Concentration
Transition Point #4 Graduation	GPA of 2.5 or higher Successfully completed General Education requirements Completed all coursework Successfully completed Student Teaching Completed 128 Credits	By the end of the eighth semester after declaring School Health Concentration.

The key transition points for candidates seeking the Secondary 7-12 degree are:

<i>Transition point:</i>	<i>Requirements:</i>	<i>Typically completed:</i>
Transition Point #1 Pre-professional	Passed Praxis I C- or higher in EDU 101 and SED 125 GPA of 2.0 or higher	By the end of the second semester
Transition Point #2 Professional Standing	GPA of 2.5 or higher C or higher in English Composition Successfully completed EDU 221: Practicum	By the end of the fourth semester
Transition Point #3 Student Teaching Eligibility	GPA of 2.5 or higher Professional Standing Passed Praxis II C- or higher in PSY 225 Completed 80% of required arts and sciences courses with a C- or higher Completed all professional education courses (Except EDU 402) with a C- or higher	By the end of the seventh semester
Transition Point #4 Graduation	GPA of 2.5 or higher Successfully completed General Education requirements Completed all coursework Successfully completed Student Teaching Completed 128 Credits	By the end of the eighth semester.

The key transition points for candidates seeking the K-8 Special Education degree are:

<i>Transition point:</i>	<i>Requirements:</i>	<i>Typically completed:</i>
Transition Point #1 Pre-professional	Passed 2 of 3 Praxis I subtests C- or higher in EDU 125	By the end of the second semester
Transition Point #2 Professional Standing	GPA of 2.5 or higher Passed all parts of PRAXIS I C- or higher in English Composition Successfully completed SED209: Practicum	By the end of the fourth semester
Transition Point #3 Student Teaching Eligibility	GPA of 2.5 or higher Professional Standing in Education Passed Praxis II 80% of required courses completed with C- or better Completed all professional courses with C- or better	By the end of the seventh semester
Transition Point #4 Graduation	GPA of 2.5 or higher Completed 40 General Education credits Completed all professional courses with C- or higher Passed student teaching Completed 128 credits	By the end of the eighth semester.

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The key transition points for candidates seeking the 7-12 Special Education degree are:

<i>Transition point:</i>	<i>Requirements:</i>	<i>Typically completed:</i>
Transition Point #1 Pre-professional	Passed 2 out of 3 Praxis I subtests C- or higher in EDU 125 GPA of 2.0 or higher	By the end of the second semester
Transition Point #2 Professional Standing	Passed all parts of Praxis I exam GPA of 2.5 or higher C- or higher in English Composition	By the end of the fourth semester
Transition Point #3 Student Teaching Eligibility	GPA of 2.5 or higher Professional Standing in Education Passed Praxis II 80% of required courses completed with C- or better Completed all professional courses with C- or better	By the end of the seventh semester
Transition Point #4 Graduation	GPA of 2.5 or higher Completed 40 General Education credits Completed all professional courses with C- or higher Passed student teaching Completed 128 credits	By the end of the eighth semester.

Appendix VI – Key Assessments ~ [Click here for Key Assessment Data](#)

Early Childhood Education

<i>Areas Assessed</i>	<i>Key Assessment Point Birth - 5</i>	<i>Key Assessment Point K-3</i>
Content knowledge	PRAXIS II exam & GPA in content courses	PRAXIS II exam & GPA in content courses
Effective planning	ECH 192 & ECH 293 Practicum lesson plan & ECH 232 Unit plan	EDU 202 Lesson plan, ECH 192 or ECH 293 Activity Plan & EDU 433 Read aloud
P-12 learning	ECH 293 Activity Plan & ECH 336 Unit Plan	ECH 336 Unit Plan & ECH 460 Student Teaching
Practical application through teaching	ECH 490 Internship evaluations	ECH 460 C3TEP and Final Letter and Checklist
Achievement of Maine’s Standards & NAEYC standards	ECH 490 NAEYC Standards Portfolio	ECH 460 Portfolio and Student Teaching
Diversity/Belief all students can learn & fairness	ECH 250 Activity Plans ECH 384 Equity reflection ECH 150 Personal Diversity Statement	ECH 250 Activity Plans ECH 384 Equity reflection ECH 150 Personal Diversity Statement
Dispositions	ECH 192 NAEYC Standards Forms and ECH 490 Philosophy	SED 360 Resource Kit
Technology	ECH 256 Technology Report	ECH 256 Technology Report
Other - Research	ECH 450 Action research project	ECH 450 Action research project

Early Childhood Special Education

<i>Areas Assessed</i>	<i>Key Assessment Point Birth - 5</i>	<i>Key Assessment Point K-3</i>
Content knowledge	PRAXIS II exam & GPA in content courses	PRAXIS II exam & GPA in content courses
Effective planning	Activity Plans: ECS 203, ECS 207, ECS 304, ECS 307, ECS 374, ECS 375, ECS 479	Activity Plans: ECS 203, ECS 207, ECS 304, ECS 307, ECS 374, ECS 375
P-12 learning	ECS 103: Team Study ECS 479: Unit	ECS 103: Team Study ECH 460: Unit
Practical application through teaching	ECS 479: Internship evaluations	ECH 460: C3TEP and Final Letter and Checklist
Achievement of Maine’s Standards & NAEYC standards	CEC/DEC Competencies and Philosophy Paper	CEC/DEC Competencies and Philosophy Paper ECH 460: Portfolio and Student Teaching
Diversity/Belief all students can learn & fairness	Philosophy paper: ECS 103, ECS 479	Philosophy paper: ECS 103, ECS 479/ECH 460
Dispositions	Checklist: ECS 103, ECS 203	Checklist: ECS 103, ECS 203
Technology	ECS 374: Multimedia Project	ECS 374: Multimedia Project
Other - Assessment	ECS 476: Assessment project	ECS 476: Assessment project

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Elementary Education

<i>Areas Assessed</i>	<i>Key Assessment Point</i>
Content knowledge	PRAXIS II exam & GPA in content courses
Effective planning	EDU 202: Lesson Plan, EDU 331: Lesson Plan & EDU 433: Read Aloud
P-12 learning	EDU 450: Contextual Factors & EDU 450: Unit Plan
Practical application through teaching	EDU 450: C3TEP & Final Evaluation and Checklist
Achievement of Maine Standards for Initial Teacher Certification	EDU 450: Standards Portfolio
Diversity/Belief all students can learn & fairness	EDU 280: Reflections on reading & EDU 304: Equity reflection
Dispositions	EDU 125 Philosophy paper & EDU 360: Resource Tool Kit
Technology	EDU 302: Technology Portfolio
Other	Statement from faculty

Community Health Education: School Health

<i>Areas Assessed</i>	<i>Key Assessment Point</i>
Content knowledge	PRAXIS II exam & GPA in content courses
Effective planning	EDU 221: Unit Plan and SHE 433
P-12 learning	EDU 221: Lesson Plan, EDU 221: Unit Plan and EDU 490: Contextual Factors
Practical application through teaching	EDU 490: C3TEP & Final Evaluation and Checklist
Achievement of Maine's Standards & NAEYC standards	EDU 490: Standards Portfolio & Completion of Student Teaching
Diversity/Belief all students can learn & fairness	EDU 402: Philosophy Paper
Dispositions	SHE 330: Research Paper
Technology	EDU 221: WebQuest and EDU 221: Student Sample
Other	SED 361: Lesson Plan, EDU 301/360: Reading Strategies, SHE433: Peer Review Process

Secondary Education 7 – 12

<i>Areas Assessed</i>	<i>Key Assessment Point</i>
Content knowledge	PRAXIS II exam & GPA in content courses
Effective planning	EDU 221: Unit Plan
7-12 learning	EDU 221: Lesson Plan, EDU 221: Unit Plan and EDU 460: Contextual Factors
Practical application through teaching	EDU 460: C3TEP & Final Evaluation and Checklist
Achievement of Maine's Standards	EDU 460: Standards Portfolio & Completion of Student Teaching
Diversity/Belief all students can learn & fairness	EDU 402: Philosophy Paper
Dispositions	EDU 460: C3TEP Assessment
Technology	EDU 221: WebQuest and EDU 221: Student Sample
Other	SED 361: Lesson Plan, EDU 301/360: Reading Strategies, EDU 360/361/362/363/SHE433: Peer Review Process

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Special Education K-8

<i>Areas Assessed</i>	<i>Key Assessment Point</i>
Content knowledge	PRAXIS II exam & GPA in content courses
Effective planning	SED 201: ABA Project
P-12 learning	SED 301: IEP Lesson Plan
Practical application through teaching	SED 460: Final Checklist and Letter
Achievement of Maine's Standards & CEC standards	SED 460: Portfolio Evaluation
Diversity/Belief all students can learn & fairness	SED 404: Family Interview Project
Dispositions	SED 460: C3TEP
Technology	SED 306: Assistive Technology
Other	SED 200: Standards Self-Assessment

Special Education 7-12

<i>Areas Assessed</i>	<i>Key Assessment Point</i>
Content knowledge	PRAXIS II exam & GPA in content courses
Effective planning	SED 201: ABA Project
P-12 learning	SED 319: Unit Plan
Practical application through teaching	SED 460: Final Checklist and Letter
Achievement of Maine's Standards & CEC standards	SED 460: Portfolio Evaluation
Diversity/Belief all students can learn & fairness	SED 404: Family Interview Project
Dispositions	SED 460: C3TEP
Technology	SED 306: Assistive Technology
Other	SED 200: Standards Self-Assessment & SED 101: Philosophy Paper

Appendix VII – Instructional Strategies Candidates Are Expected to Demonstrate as Outlined on Knowledge Base Forms [Please click here for Knowledge Base Form Summaries](#)

Early Childhood Education Birth - 5

Strategies through which teacher education candidates are expected to demonstrate learning	ECS 103	ECH 150	ECH 192	ECH 201	ECH 232	ECH 250	ECH 256	ECH 293	ECH 336	ECH 384	ECH 367	ECH 420	ECH 430	ECH 440	ECH 450	ECH 490
Action project or service learning project	X	X		X	X		X			X	X	X			X	X
Class discussion	X	X	X	X	X	X	X		X	X		X		X	X	X
Critical writing, analysis or critique	X	X		X	X				X		X	X		X	X	X
Lesson plan/unit plan		X	X	X	X	X	X	X	X	X				X		X
Media or technology based project or presentation	X	X			X		X					X			X	
Oral presentation	X	X		X	X		X		X	X		X			X	X
Reciprocal Teaching					X							X				X
Reflective writing, journaling or self evaluation	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X
Supervised practice			X			X		X								X
Written or oral examination	X	X	X				X		X					X		
Other			X					X								

Early Childhood Education K-3

Strategies through which teacher education candidates are expected to demonstrate learning	SED 360	ECH 150	ECH 192	EDU 202	ECH 232	ECH 250	ECH 256	ECH 293	ECH 336	ECH 384	ECH 367	ECH 420	ECH 430	EDU 433	ECH 440	ECH 450	ECH 460
Action project or service learning project	X	X			X		X			X	X	X				X	X
Class discussion	X	X	X	X	X	X	X		X	X		X		X	X	X	X
Critical writing, analysis or critique	X	X		X	X				X		X	X		X		X	X
Lesson plan/unit plan		X	X	X	X	X	X	X	X	X				X	X		X
Media or technology based project or presentation		X			X		X					X		X		X	X
Oral presentation	X	X			X		X		X	X		X		X		X	X
Reciprocal Teaching	X				X							X					
Reflective writing, journaling or self evaluation	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
Supervised practice			X	X		X		X						X			X
Written or oral examination		X	X				X		X						X		
Other	X		X					X									

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Early Childhood Special Education Birth – 5 Program

Strategies through which teacher education candidates are expected to demonstrate learning	ECS 103	ECS 203	ECS 207	ECS 304	ECS 307	ECS 374	ECS 476	ECS 479	ECH 150	ECH 201	SED 404	ECH 192	ECH 293	ECS 375
Action project or service learning project	X	X	X						X	X	X			X
Class discussion	X	X	X	X	X	X	X		X	X	X	X		
Critical writing, analysis or critique	X	X	X	X	X	X	X		X	X	X			X
Lesson plan/unit plan								X	X	X		X	X	X
Media or technology based project or presentation			X		X				X		X			
	X													
Oral presentation	X	X	X	X	X	X			X	X	X			
Reciprocal Teaching					X									
Reflective writing, journaling or self evaluation	X	X	X	X	X	X		X	X	X	X	X	X	X
Supervised practice				X				X				X	X	X
Written or oral examination	X	X				X			X		X	X		
Other					X		X					X	X	

Early Childhood Special Education Birth – 5 Program with K-3 Option

Strategies through which teacher education candidates are expected to demonstrate learning	ECS 103	ECS 203	ECS 304	ECS 374	ECS 476	ECH 150	ECH 201	EDU 202	ECH 232	ECH 336	ECH 384	EDU 433	SED 360	SED 404	ECH 460	ECH 192	ECH 293	ECS 375	ECS 207	ECS 307
Action project or service learning project	X	X				X	X		X		X		X		X			X	X	
Class discussion	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X
Critical writing, analysis or critique		X	X	X	X	X	X	X	X	X		X	X		X			X	X	X
Lesson plan/unit plan	X					X	X	X	X	X	X	X			X		X	X	X	
Media or technology based project or presentation						X			X			X			X				X	X
Oral presentation	X	X	X	X		X	X		X	X	X		X	X	X				X	X
Reciprocal Teaching	X								X				X	X						X
Reflective writing, journaling or self evaluation	X	X	X	X		X	X	X	X	X	X		X		X		X	X	X	X
Supervised practice			X					X				X			X		X	X	X	
Written or oral examination	X	X		X		X				X				X		X				
Other					X								X			X	X			X

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Elementary Education K-8

Strategies through which teacher education candidates are expected to demonstrate learning	EDU 125	SED 125	EDU 202	EDU 280	EDU 302	EDU 304	EDU 331	EDU 332	EDU 370	EDU 374	EDU 388	EDU 433	SED 360	EDU 450
Action project or service learning project					X									
Class discussion	X	X	X	X	X	X	X		X	X	X	X	X	X
Critical writing, analysis or critique	X	X	X	X	X		X	X	X	X	X	X	X	X
Lesson plan/unit plan			X		X	X		X	X	X	X	X		X
Media or technology based project or presentation					X		X		X		X	X		X
Oral presentation	X	X			X	X		X	X	X	X	X	X	X
Reciprocal Teaching		X			X		X		X	X			X	
Reflective writing, journaling or self evaluation	X	X	X	X	X	X		X	X		X	X	X	X
Supervised practice			X		X		X		X	X	X	X		X
Written or oral examination														
Other													X	

Community Health: School Health K-12

Strategies through which teacher education candidates are expected to demonstrate learning	E D U 2 2 1	E D U 40 2	E D U 49 0	S E D 36 1	S E D 36 0	S H E 33 0	S H E 43 3	H E A 12 0	H E A 12 3	H E A 14 4	H E A 21 0	H E A 23 1	H E A 24 1	H E A 26 2	H E A 31 0	H E A 35 0	H E A 41 1
Action project or service learning project	X		X		X	X	X		X	X	X		X	X	X	X	X
Class discussion		X	X	X	X	X	X	X	X	X	X	X	X		X	X	
Critical writing, analysis or critique	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
Lesson plan/unit plan	X		X	X		X	X				X				X	X	X
Media or technology based project or presentation	X	X	X	X		X	X		X		X			X	X	X	X
Oral presentation	X	X	X		X	X	X		X		X	X		X	X	X	X
Reciprocal Teaching				X	X	X	X		X		X				X	X	X
Reflective writing, journaling or self evaluation	X		X	X	X	X	X		X				X		X	X	X
Supervised practice	X		X			X	X	X					X				X
Written or oral examination	X	X				X	X	X	X	X	X	X			X	X	X
Other				X	X												

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Secondary Education 7-12

Strategies through which teacher education candidates are expected to demonstrate learning	EDU 101	SED 101	EDU 221	EDU 301	EDU 330	SED 361	EDU 402	EDU 460	EDU 360	EDU 361	EDU 362	EDU 363
Action project or service learning project			X		X			X		X	X	
Class discussion	X	X		X	X	X	X	X	X	X	X	X
Critical writing, analysis or critique	X	X	X	X	X	X	X	X	X	X	X	
Lesson plan/unit plan			X		X	X		X	X	X	X	X
Media or technology based project or presentation	X	X	X		X	X	X	X	X	X		
Oral presentation	X	X	X		X		X	X	X	X	X	
Reciprocal Teaching		X	X			X			X		X	
Reflective writing, journaling or self evaluation	X	X	X	X	X	X	X	X	X	X	X	
Supervised practice			X					X	X	X		
Written or oral examination			X				X		X	X	X	
Other						X						

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Special Education: K-8

Strategies through which teacher education candidates are expected to demonstrate learning	SED 125	SED 200	SED 201	SED 209	SED 301	SED 306	SED 307	SED 308	SED 404	SED 450	SED 460
Action project or service learning project			X	X	X	X	X	X	X	X	X
Class discussion	X	X	X	X	X	X	X	X	X	X	X
Critical writing, analysis or critique	X	X	X	X	X	X	X	X	X	X	X
Lesson plan/unit plan			X	X	X		X				X
Media or technology based project or presentation		X				X	X	X			X
Oral presentation	X		X	X	X		X	X	X		X
Reciprocal Teaching	X	X	X		X	X	X	X	X	X	
Reflective writing, journaling or self evaluation	X	X	X	X	X	X	X	X	X	X	X
Supervised practice				X							X
Written or oral examination									X	X	
Other											

Special Education: 7-12

Strategies through which teacher education candidates are expected to demonstrate learning	SED 101	SED 200	SED 201	SED 306	SED 319	SED 404	SED 450	SED 460
Action project or service learning project			X	X	X	X	X	X
Class discussion	X	X	X	X	X	X	X	X
Critical writing, analysis or critique	X	X	X	X	X	X	X	X
Lesson plan/unit plan			X		X			X
Media or technology based project or presentation		X		X	X			X
Oral presentation	X		X		X	X		X
Reciprocal Teaching	X	X	X	X		X	X	
Reflective writing, journaling or self evaluation	X	X	X	X	X	X	X	X
Supervised practice					X			X
Written or oral examination					X	X	X	
Other*					X			

*SED 319 – Research paper

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Appendix VIII – Conceptual Framework and Diversity Proficiencies ~ [Click here for a link](#)

Candidate Proficiencies Identified on Knowledge Base Forms

CANDIDATE PROFICIENCIES	
A. Identify and design instruction appropriate to students' stages of development, learning styles, strengths, and needs	
B. Use teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes	
C. Makes appropriate provision (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.	
D. Can identify when and how to access appropriate services or resources to meet exceptional learning needs.	
E. Seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures.	
F. Brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.	
G. Creates a learning community in which individual differences are respected.	
<i>DIVERSITY - Candidate Proficiencies Aligned with Conceptual Framework</i>	
CONCEPTUAL FRAMEWORK ITEMS	DIVERSITY PROFICIENCIES
CARING TEACHERS	
Building respectful relationships	F. Brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms. G. Creates a learning community in which individual differences are respected.
Create communities of learners	G. Creates a learning community in which individual differences are respected.
Support and encourage successful learning for all students	C. Makes appropriate provision (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.
Honor and respond to differences	B. Use teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes C. Makes appropriate provision (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs. F. Brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
Utilize knowledge of human development	A. Identify and design instruction appropriate to students' stages of development, learning styles, strengths, and needs
COMPETENT EDUCATORS	
Design, plan, implement and evaluate instruction	A. Identify and design instruction appropriate to students' stages of development, learning styles, strengths, and needs F. Brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
Use best practices for instruction and assessment	A. Identify and design instruction appropriate to students' stages of development, learning styles, strengths, and needs
Know content and strategies for integration	F. Brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
Communicate clearly and effectively	F. Brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
Solve problems creatively and constructively	E. Seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures.
Use the tools of a changing world	C. Makes appropriate provision (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.
CONFIDENT PROFESSIONALS	
Collaborate effectively with families, communities, and colleagues	D. Can identify when and how to access appropriate services or resources to meet exceptional learning needs. E. Seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between

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	subject matter and community matters, making assignments that can be related to students' experiences and cultures.
Practice reflective, self-directed, life-long learning	E. Seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures.
Demonstrate a commitment to ethical and legal responsibilities	C. Makes appropriate provision (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs. D. Can identify when and how to access appropriate services or resources to meet exceptional learning needs.
Contribute to and lead in diverse societies	F. Brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.

Appendices

University of Maine at Farmington