

1

looking for in teacher candidates

growth mind set

-flexibility, reflective, passion, problem solving.

learner first mindset – learner being the center

ability to understand that there’s more than one way to teaching and learning

understand different perspectives (stories)

“cultural responsiveness” – what looks like in different areas of the state

systemically change how we define diversity  
→ what do we want someone coming into prep program bringing or what do we want them to leave with when it comes to “diversity”  
-SES, social cues

“outside of their field” learners

shows that they can be adaptable

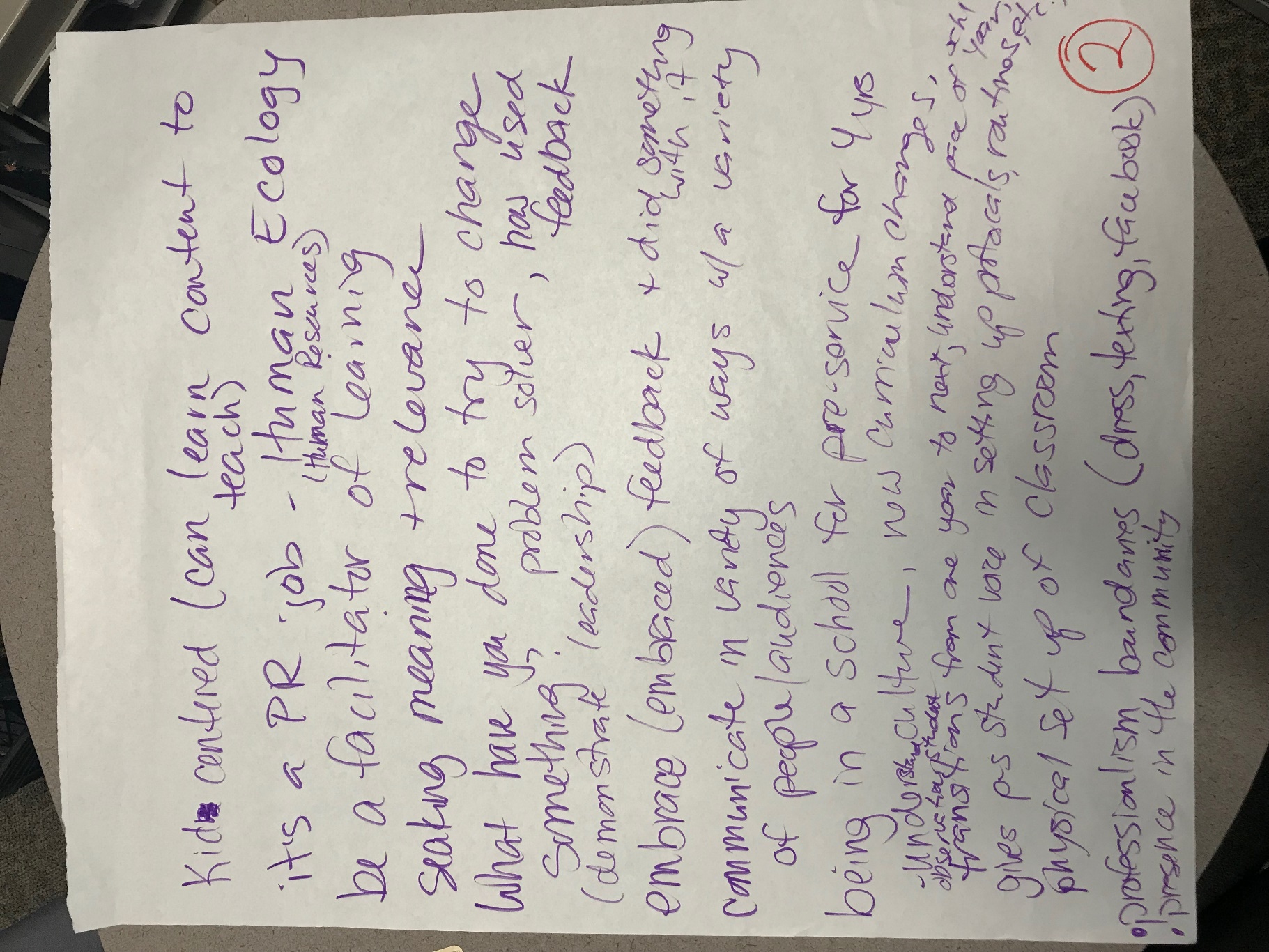
compassion - be able to build resiliency

life-long learner

-experiences have framed who they are

-generate natural inquisitive mind

-able to collaborate



2

kid centered (can learn content to teach)

it’s a pr job – Human Ecology (Human Resources)

be a facilitator of learning

seeking meaning + relevance

what have you done to try to change something? Problem solver, has used feedback (demonstrate leadership)

embrace (embraced) feedback + did something with it

communicate in a variety of ways with a variety of people/audiences

being in a school for pre-service for 4 years

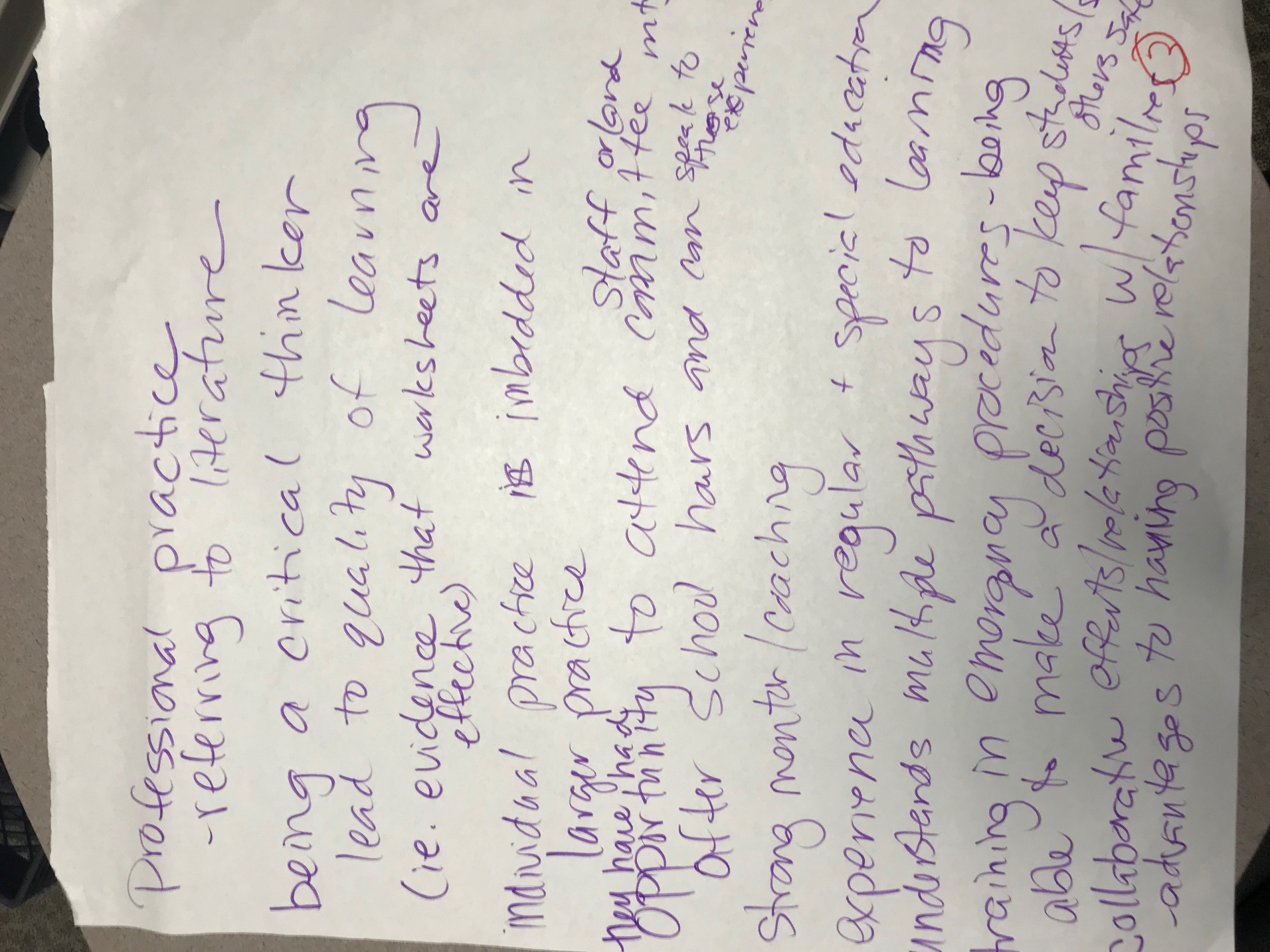
understand culture, new curriculum changes, observes student

transitions from one year to next, understand pace of school year

gives p-s student voice in setting up protocols, routines, physical set up of classroom, etc.

professionalism boundaries (dress, texting, facebook)

presence in the community



3

professional practice  
-referring to literature

being a critical thinker

lead to quality of learning (ie. evidence that worksheets are effective)

individual practice is imbedded in larger practice

they have had opportunity to attend staff or/and committee meetings after school hours and can speak to those experiences

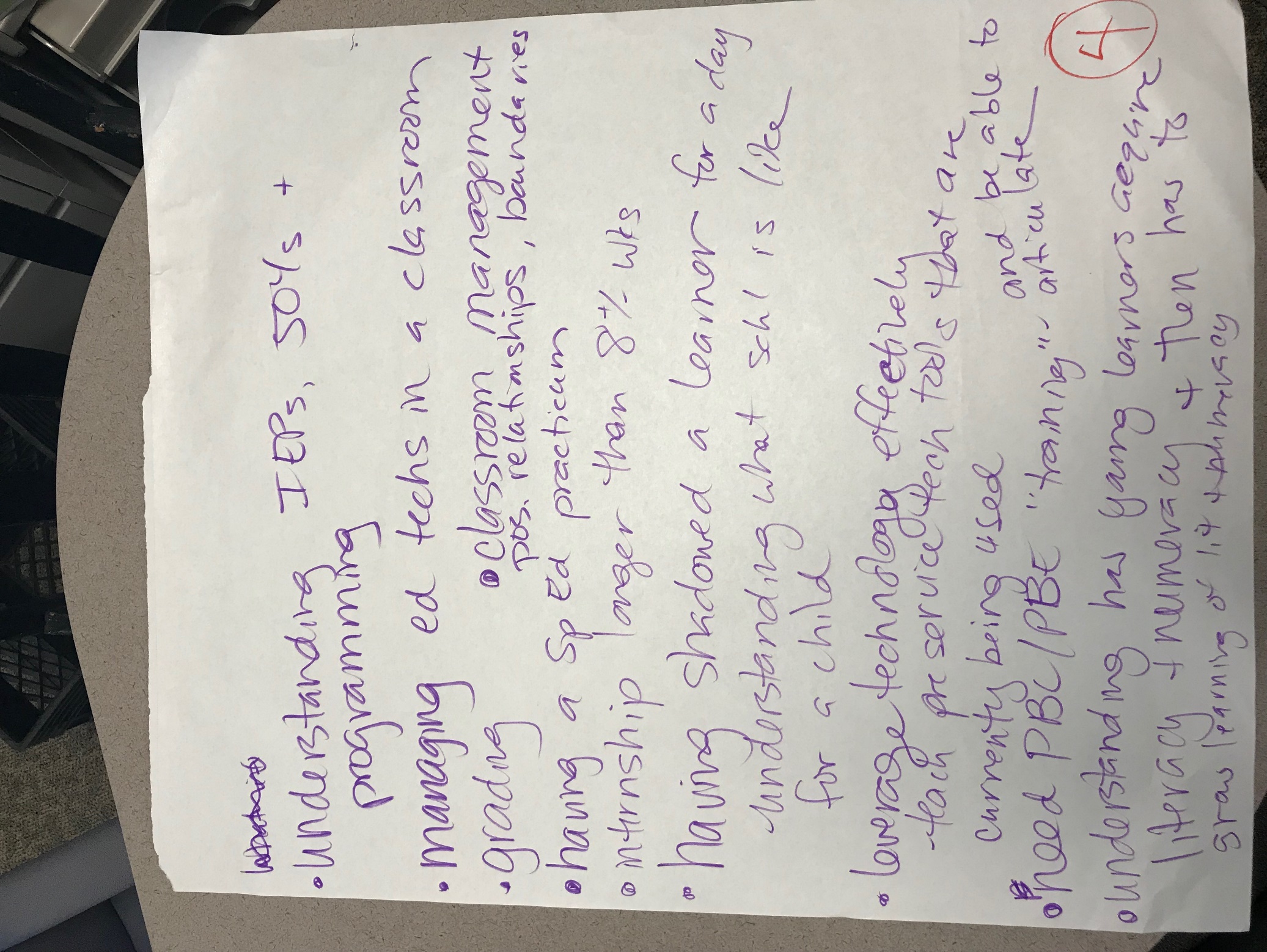
strong mentor/coaching

experience in regular + special education

understand multiple pathways to learning

training in emergency procedures – being able to make a decision to keep student/self/others safe

collaborative efforts/relationships with families  
-advantages to having positive relationships



4

understanding IEPs, 504s + programming

managing ed techs in a classroom

grading

classroom management, positive relationships, boundaries

having a special ed practicum

internship longer than 8+/- weeks

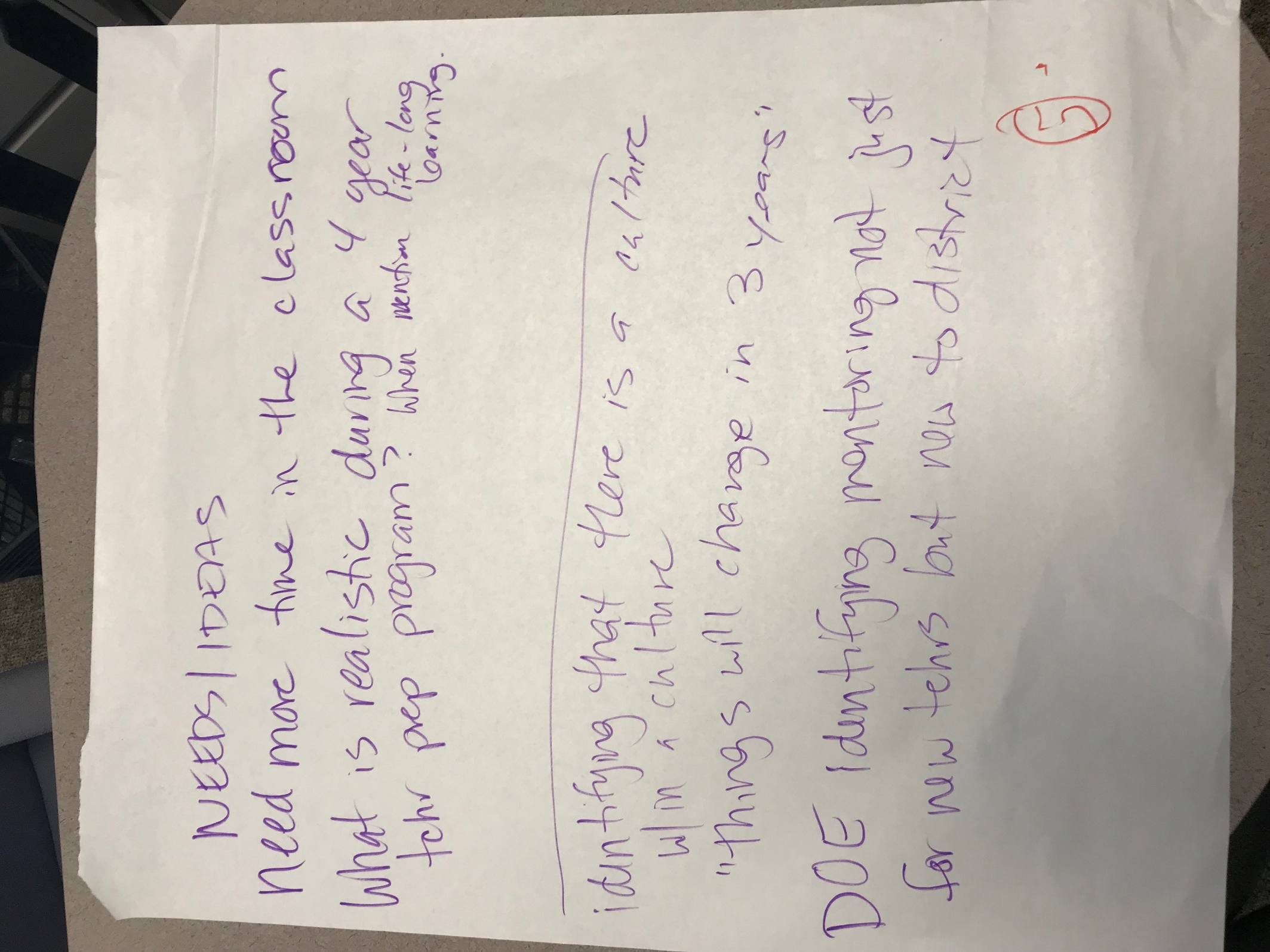
having shadowed a learner for a day

understanding what school is like for a child

leverage technology effectively  
-teach pre-service tech tools that are currently being used

need PBC/PBE “training” – and be able to articulate

understanding how young learners require literacy + numeracy + then has to grow learning of lit + numeracy



5

NEEDS/IDEAS

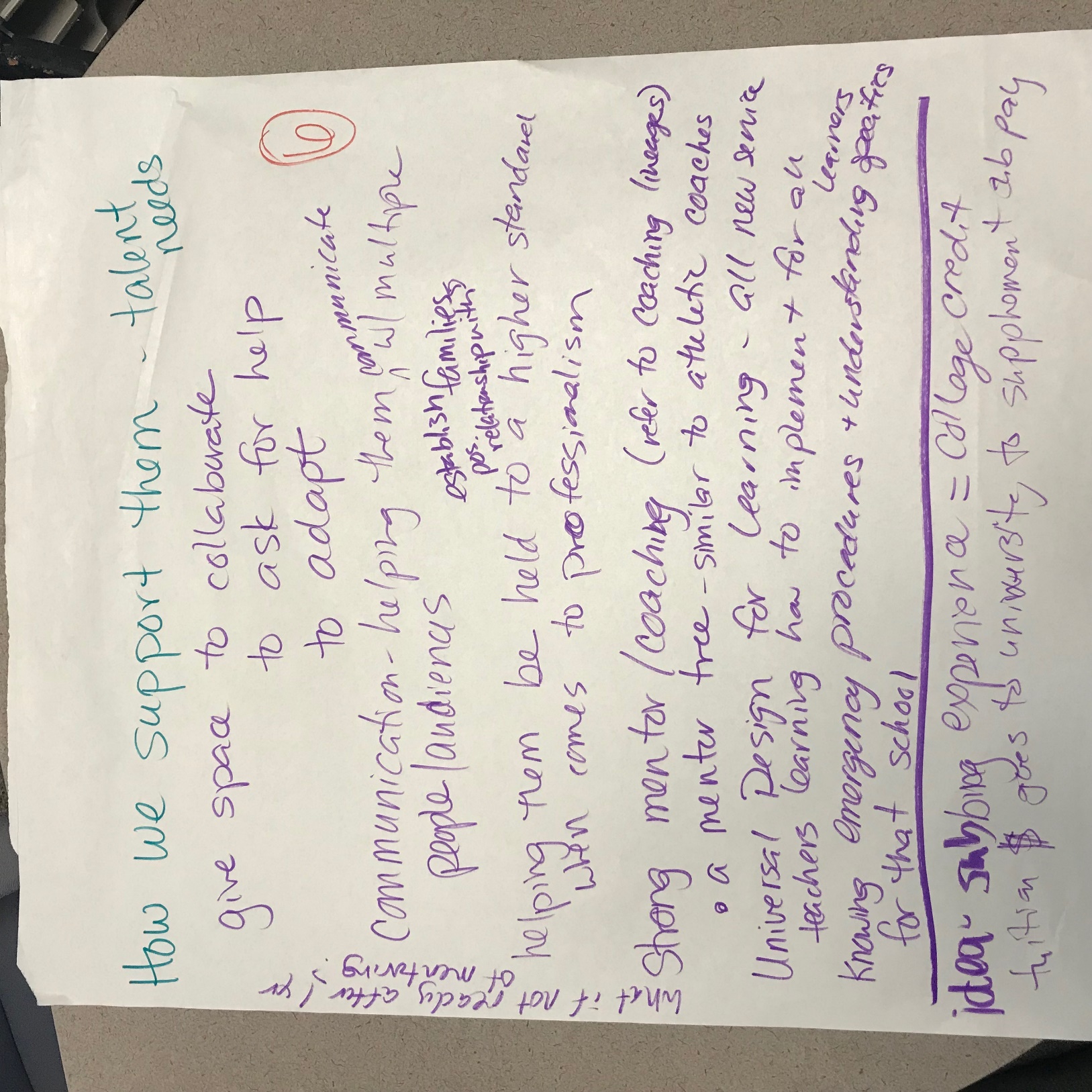
Need more time in the classroom

What is realistic during a 4 year teacher prep program? When mention life-long learning

Identifying that there is a culture with in a culture

“things will change in in 3 years”

DOE identifying mentoring not just for new teachers but new to district



6

How we support them – talent needs

What if not ready after 1 year of mentoring?

give space to collaborate

give space to ask for help

give space to adapt

communication – helping them communicate with multiple people/audiences

establish positive relationships with families

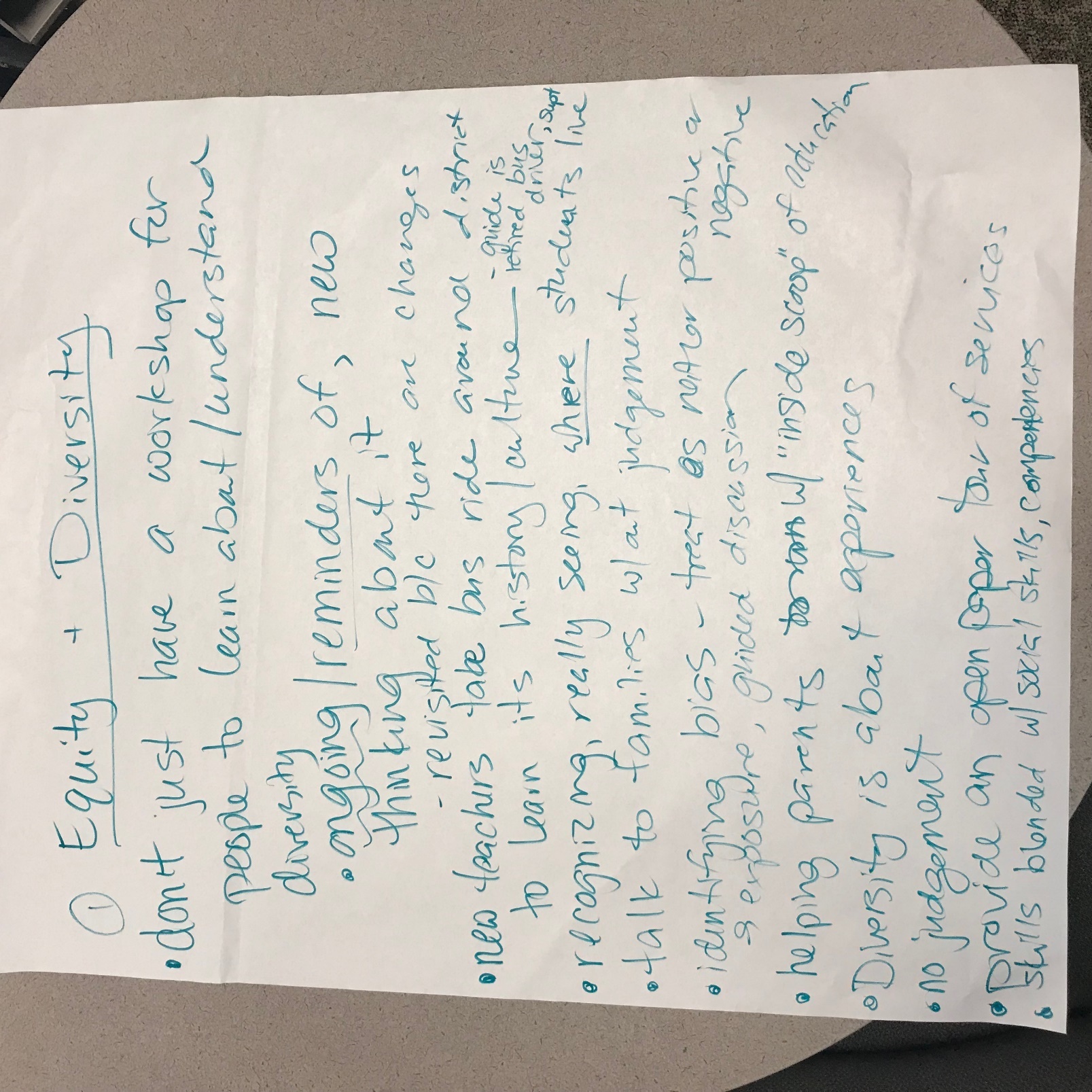
helping them be held to a high standard when it comes to professionalism

strong mentor/coaching (refer to coaching lineages)   
-a mentor tree – similar to athlete coaches

Universal Design for learning – all new service teachers learning to implement + for all learners

knowing emergency procedures + understanding specifics for that school

idea – subbing experience = college credit  
tuition $ goes to university to supplement sub pay



Page 1 Equity + Diversity   
don’t just have a workshop for people learn about/understand diversity  
-ongoing/reminders of, new thinking about it  
 - revisited because there are changes

new teachers take bus ride around district to learn its history/culture – guide is retired bus driver, supt

recognizing, really seeing where students live

talk to families without judgement

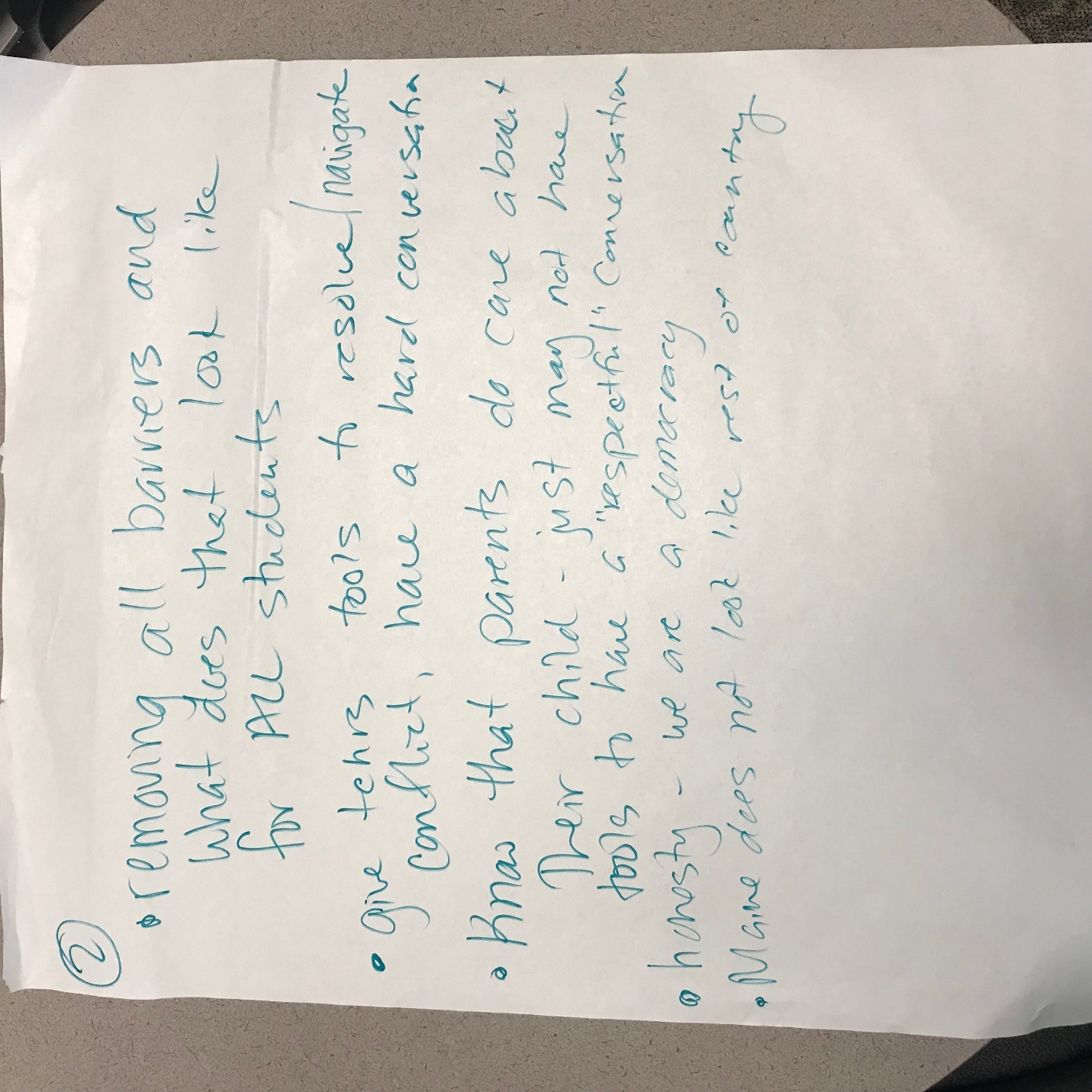
identifying bias – treat as neither positive or negative  
- exposure, guided discussion

helping parents with “inside scoop” of education

diversity is about experiences

no judgement

provide and open paper tour of services

skills blended with social skill, competencies

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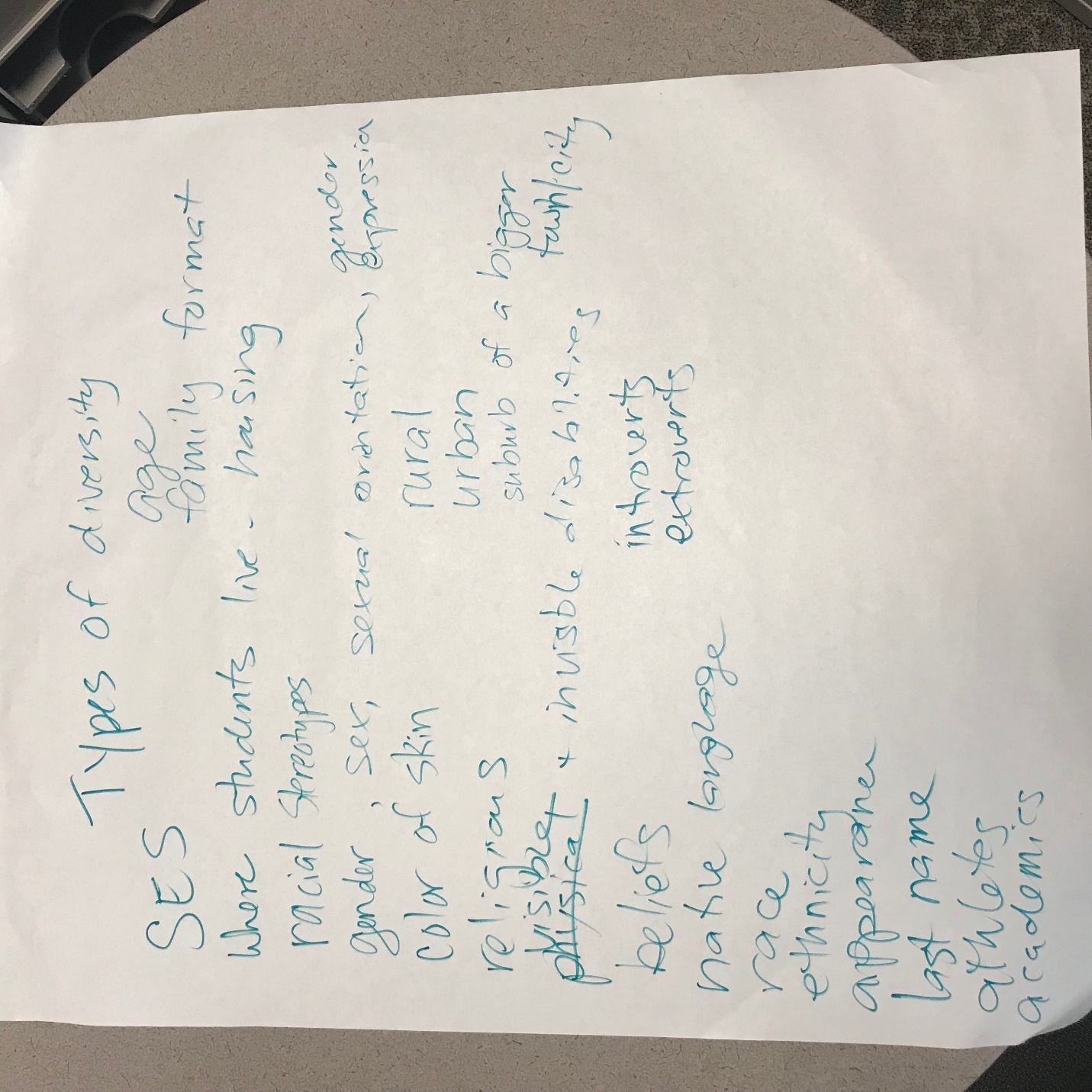
removing all barriers and what does that look like for all students

give teachers tool to resolve/navigate conflict, have a hard conversation

Know that parents do care about their child – just may not have tools to have a “respectful” conversation

honesty – we are a democracy

Maine does not look like rest of country



Types of diversity

SES

Where students live – housing

Racial stereotypes

gender, sex, sexual orientation, gender expression

color of skin

religious

visible + invisible disabilities

beliefs

native language

race

ethnicity

appearance

last name

athletes

academics

age

family format

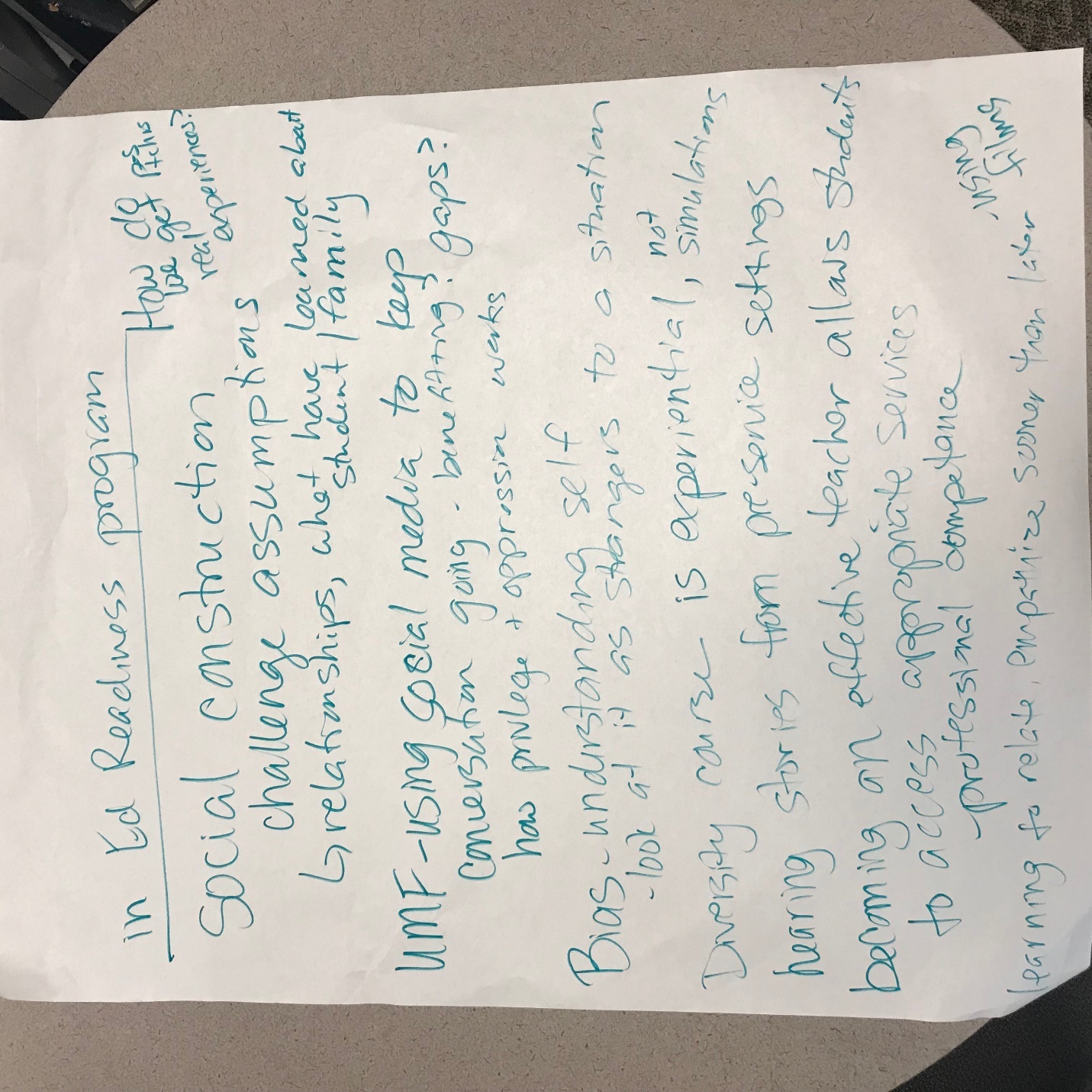
rural

urban

suburb of a bigger town/city

introverts

extroverts



In Ed Readiness program

How do we get positive teachers real experiences?

Social construction  
- challenge assumptions, relationships, what have learned about student/family

UMF-using social media to keep conversation going – benefiting? gaps? how privilege + oppression works

Bias – understanding self  
-look at is as strangers to a situation

Diversity course is experiential, not simulation

Hearing stories from pre-service settings

Becoming an effective teach allows student to access appropriate services

Professional competence

Learning to relate, empathize sooner than later  
-using films