

Undergraduate Teacher Education

Student Handbook:
Policies, Guidelines, and Resources
2020-2021



**UNDERGRADUATE TEACHER EDUCATION STUDENT HANDBOOK:
POLICIES, GUIDELINES, AND RESOURCES 2020-2021**

University of Southern Maine

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University of Southern Maine Mission Statement:

The University of Southern Maine, northern New England's outstanding public, regional, comprehensive university, is dedicated to providing students with a high-quality, accessible, affordable education. Through its undergraduate, graduate, and professional programs, USM faculty members educate future leaders in the liberal arts and sciences, engineering and technology, health and social services, education, business, law, and public service. Distinguished for their teaching, research, scholarly publication, and creative activity, the faculty are committed to fostering a spirit of critical inquiry and civic participation. USM embraces academic freedom for students, faculty, and staff, and advocates diversity in all aspects of its campus life and academic work. It supports sustainable development, environmental stewardship, and community involvement. As a center for discovery, scholarship, and creativity, USM provides resources for the state, the nation, and the world.

This Mission Statement was passed by the USM Faculty Senate on October 3, 2008, and approved by the University of Maine System Board of Trustees on November 15, 2010.

School of Education and Human Development Mission Statement

We seek to foster respectful and collaborative learning communities, well-informed decision-making, valid reasoning, and a concern for equity and social justice in the field of education and human development.

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INTRODUCTION

This *Undergraduate Teacher Education Student Handbook* is a contract that will guide and assist students wishing to pursue teacher preparation at the University of Southern Maine for teacher certification granted by the State of Maine Department of Education.

This handbook is supplemental to the Undergraduate Course Catalog available at <http://usm.maine.edu/majors-minors-programs>. The State of Maine modifies teacher education program requirements in Maine on a regular basis. We have included the latest requirements for teacher certification in Maine, but, please be aware that additional changes to certification requirements can be made by the State of Maine during the academic year. Because of this, the University of Southern Maine reserves the right to make changes in programs, policies, and/or procedures in order to maintain the highest quality programs as well as compliance with state mandates.

Please consult your education advisor if you have questions about these policies and requirements. Please meet with your education advisor each semester to ensure you have the latest information.

Policies and requirements in this handbook and related policies in the University of Southern Maine Undergraduate Catalog are effective for 2020-2021.

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PROGRAM OVERVIEW

The undergraduate teacher education program at USM is designed to prepare elementary, middle and high school teachers who are knowledgeable of the content they will teach and who have the skills to apply that knowledge to teaching. At USM, undergraduates select an elementary (K-8), secondary (7-12 English, 7-12 Mathematics, 7-12 Social Studies, 7-12 Physical Science, or 7-12 Life Science), or K-12 (art, music, French, or Spanish) teacher education, and based upon this selection, they pursue a major designed to give prospective teachers the content knowledge they need as teachers. While pursuing their major, students take a series of teacher education courses that fulfill their University Core Curriculum requirements. These courses introduce students to various aspects of teaching and learning and give them hands on experiences in community agencies and schools where they can connect what they are learning to the real world. The program culminates in a yearlong internship experience during which students complete their professional teacher preparation courses and student teaching in urban or suburban elementary, middle or high schools located in southern Maine partner school districts.

PROGRAM HIGHLIGHTS

Accredited and State-Approved

- ◆ The teacher education programs under the School of Education and Human Development are state-approved, and;
- ◆ Nationally accredited through CAEP (Council for Accreditation of Educator Preparation).

Extensive Classroom Experience

- ◆ Students are in PreK-12 school classrooms early and often throughout their program, beginning as early as their first year.
- ◆ All students complete a year-long internship.
- ◆ Classroom placements are located in partner schools in urban and suburban school districts in southern Maine.

Supportive Group Learning

- ◆ Faculty strive to create a community of learners.
- ◆ Students complete their internship as a cohort located within a partner school district.
- ◆ Intensive advising occurs with faculty, professional advisors and mentor teachers.
- ◆ Lifelong friendships and professional support networks are developed.

Superior Content Preparation

- ◆ Students major in a content area with extensive preparation in the content areas of elementary, middle, and high school where they intend to teach.
- ◆ Students complete more courses in the content areas they will teach than education majors at other Universities.
- ◆ Students graduate with a bachelor's degree in their major and are able to pursue other career options outside of teaching.

TEACHER EDUCATION PROGRAM REQUIREMENTS

An undergraduate student at the University of Southern Maine (USM) pursuing teaching at the elementary, middle or high school level will have an academic career that consists of three parts: the USM Core Curriculum, a content major, and professional teacher preparation. Through these three areas, students pursuing teaching will complete all content and pedagogy requirements for teacher certification in Maine. Overlap in these three areas is allowed and encouraged given the additional requirements of fitting teacher preparation with core and major requirements within the minimum 120 credits for a bachelor's degree.

USM CORE CURRICULUM REQUIREMENTS

The Core Curriculum is a set of common general education requirements for undergraduate students. Students interested in teaching have the opportunity to explore the foundations of education, teaching, and learning through the Core Curriculum. The Core Curriculum requirements are as follows:

Entry Year Experience (EYE): *EYE 108 Culture, Identity and Education* provides first year students interested in teaching to explore the field of education. It is recommended that students needing to fulfill the EYE requirement take EYE 108. (Transfer students may not be required to take EYE).

College Writing (CW): College Writing introduces students to practices and conventions of expository academic writing.

Quantitative Reasoning (QR): Students in quantitative reasoning courses will acquire introductory mathematical concepts and skills that are necessary for everyday life and to successfully complete their chosen field of study.

Creative Expression (CE): Creative Expression courses engage students in learning the value of creative process, using it for developing talents and interests in the arts, and learning a set of skills that will enable them to engage in creative thinking in non-arts aspects of their lives.

Cultural Interpretation (CI): Cultural Interpretation courses engage students in the close analysis and interpretation of cultural representations to learn how people make sense of themselves and their world. Students critically evaluate and develop arguments about cultural representations or the contexts that produce them or give them meaning.

Science Exploration (SE): In a Science Exploration course, content should serve as a vehicle to illustrate how experiment, observation and critical evaluation drive scientific understanding and progress.

Socio-Cultural Analysis (SCA): Socio-cultural Analysis courses engage students in examination of socio-cultural systems and phenomena over time and across cultures. *HRD 200 Multicultural Human Development* is required for students pursuing teacher certification and also fulfills this core requirement.

Ethical Inquiry, Social Responsibility and Citizenship (EISRC): These courses focus on a theme that engages students in critical reflection on their responsibilities for informed decision making and action in their public and private roles. *EDU 310 What is the Purpose of Schooling in a Democracy* or

SED 300 Ethics and Youth with Exceptionalities are recommended for students pursuing teacher certification and also fulfills this core requirement.

Diversity (DIV): Courses that satisfy the diversity requirement engage students in critical examination of and self-reflection on issues of difference and diversity. *EDU 305 Foundations of Cultural and Linguistic Diversity* and *SED 335 Students with Exceptionalities in General Education* are required for students pursuing teacher certification and also fulfills this core requirement.

International (INT): Courses that satisfy the international requirement help students become world-minded learners who are knowledgeable about and have a comparative understanding of international social, political, economic or cultural issues in context. *EDU 310 What is the Purpose of Schooling in a Democracy* is recommended for students pursuing teacher certification and also fulfills this core requirement.

Engaged Learning (EL): Engaged learning experiences allow students to bring theory to practice by applying their knowledge, skills, and abilities in contexts beyond the traditional classroom, through sustained and focused application, reflection, and collaboration. Engaged learning courses generally involve time commitments off-campus or in other non-classroom settings. Variable credit and pass/fail options allowed. Engaged Learning courses may carry more than one Core designation and satisfy more than one Core requirement. All education courses requiring a field-experience will meet the EL core requirement.

Advanced Electives: Advanced electives provide students with opportunities to explore an issue, theme or topic from a variety of perspectives. The advanced electives encourage students to integrate their learning by juxtaposing competing and complementary ways of framing complex issues and problems at a more advanced level. *EDU 305 Foundations of Cultural and Linguistic Diversity*, *SED 335 Students with Exceptionalities in General Education*, and *EDU 222 Foundations of Language and Literacy Development* are all required courses pursuing teacher certification and also fulfills this core requirement.

Major Capstone/Senior Seminar: The capstone experience engages students with a significant theme, issue, topic, or problem. The capstone requires the development of a substantial oral, written, creative or applied final project that integrates disciplinary learning with general education and the perspectives of other disciplines.

For more information about USM Core Curriculum Requirements, please visit <https://usm.maine.edu/core/usm-core-curriculum>.

Students are required to maintain an overall GPA of 3.0. All core coursework needs to be completed with a "C" or better. All education coursework needs to be completed with a "B-" or better.

CRIMINAL HISTORY AND RECORD CHECK (CHRC)

Anyone who works with children in a school setting is required by law to be fingerprinted through a process approved by the Maine Department of Education (MDOE) and have a Criminal History Records Check (CHRC) approval based on the fingerprint results. USM assures that clearance has been provided for each teacher education student placed in a K-12 setting.

All teacher education students are required to be fingerprinted prior to enrolling in a course with an accompanying field experience placement. From your fingerprinting, state and federal record checks will be conducted. The results will be forwarded to the MDOE to be used for the issuance or denial of approval.

Students are strongly encouraged to be fingerprinted and complete the process prior to starting EDU 100: Exploring Teaching as a Profession. For students who have not been fingerprinted prior to the start of EDU 100, they will need to do so during this course. This is the one and only exception. Please note that proof of CHRC will be required in order for a grade to be assigned for EDU 100. In addition, CHRC approval will serve as pre-requisite requirement for all other education courses with a field placement (EDU 222, EDU 305, EDU 310, and SED 335). For CHRC process instructions, please visit <https://usm.maine.edu/educator-preparation/fingerprinting-process>.

MAJOR REQUIREMENTS

One of the many strengths of USM teacher preparation is the opportunity for students to focus on a content area with a full degree in a chosen major. Students select majors that align with subjects that are taught in classrooms (such as English, Math, Science, and History). This design assures that students who are going to be teachers graduate from USM with strong content preparation. The ideal vision is for students to develop mastery of a content area so they will bring their passion and fascination of a subject to the students in their classrooms. The undergraduate majors at USM that currently associate with teacher certification areas are:

Teacher Certification Areas	USM Major
Elementary and Middle School Education (K-8)	English Geography-Anthropology History Liberal Studies-Humanities Self-Designed Major in STEM (science and math)
Secondary Education (7-12)	Biology Chemistry English Environmental Science Geography-Anthropology History Mathematics Physics
Elementary, Middle, and Secondary (K-12)	Art * Music * French Spanish

*There are separate handbooks for Art and Music Education students. Please connect with your Faculty Advisor for copies of the handbook.

More information about each major and its requirements can be found by visiting:

<http://usm.maine.edu/majors-minors-programs>

Students are required to maintain an overall GPA of 3.0. All major coursework needs to be completed with a "C" or better. All education coursework needs to be completed with a "B-" or better.

PROFESSIONAL TEACHER PREPARATION

Professional preparation is integrated with the Core Curriculum and the major. As noted, students may take education courses to fulfill Core Curriculum requirements, including Entry Year Experience (EYE 108); Sociocultural Analysis (HRD/SBS 200); Ethical Inquiry, Social Responsibility and Citizenship (EDU 310 or SED 300); Diversity (EDU 305); International (EDU 310); and the Advanced Electives.

Students studying to become teachers at USM are provided with field experiences beginning in their first year of study. Nearly every education course includes a field experience where students have the opportunity to observe and apply what they are learning in real educational settings. This provides students with extensive classroom experience leading up to their internship/student teaching. Students are responsible for transportation to field experiences.

The culmination of undergraduate teacher education at USM is a yearlong theory-into-practice internship during which students take pedagogical content methods courses while in schools applying what they are learning. Professional coursework is devoted to learning to teach subject matter to a wide range of learners, to designing curriculum and assessments that aligns with adoption of the Common Core and Maine Learning Standards, and to fostering positive classroom environments. The professional internship experience supports the coursework and provides students with the opportunity to fully immerse themselves in learning to teach.

Students who complete USM undergraduate teacher education are recommended for their State of Maine teaching certificate and will graduate with a bachelor's in a discipline. USM is committed to having its students graduate well prepared for their first year of teaching with a solid academic and pedagogical foundation, both of which serve them in the classroom and in future life endeavors.

Pre-Internship Course Requirements (15 credits)

All students pursuing teacher certification need to complete the following courses in order to be considered to participate in their Professional Year (i.e. student teaching/internship and methods courses).

- EDU 100 Exploring Teaching as a Profession - (prerequisite: CHRC approval). 3 cr.
- HRD 200 Multicultural Human Development - (prerequisite: 30 credits completed; must have completed College Writing and EYE course) counts towards Sociocultural Analysis (SCA) core requirement. 3 cr.
- EDU 305 Foundations of Cultural and Linguistic Diversity - (prerequisite: HRD 200, CHRC approval) counts towards Diversity (DIV) and Advanced Electives core requirements. 3 cr.
- EDU 222 Foundations of Language and Literacy Development - (prerequisite: HRD 200, must have completed College Writing and EYE course, CHRC approval). 3 cr.
- SED 335 Students with Exceptionalities in General Education - (Prerequisite: 54 credits or program permission, CHRC approval) counts towards Diversity (DIV) and Advanced Electives core requirements. 3 cr.

Early Field Experiences

Most pre-internship courses include field placements. These early field experiences offer students a range of hands-on experiences in community agencies and schools where they can connect what they are learning to the real world. Field experiences are unique to each course and hours cannot be combined.

- EDU 100 *Exploring Teaching as a Profession* - required
 - Required field placement hours: 12 (90 minutes per week)
 - Field Placement Outcomes / Activities:
 - Explore the multiple roles of teachers and the dimensions of teaching
 - Explain how teachers respond to and support diverse learners
 - Describe the elements of school organization and school culture
 - Reflect upon the challenges, demands, joys, and rewards of teaching
- EDU 305 *Foundations of Cultural and Linguistic Diversity* - required
 - Required field placement hours: 12
 - Field Placement Outcomes / Activities:
 - Look at cultural and linguistic diversity from a variety of angles
 - Other assignments include: Create a multicultural auto ethnography, create a reflective teacher-scholar's journal, write a statement of teaching philosophy specifically as it applies to English language learners and other diverse students.
- EDU 222 *Foundations of Language and Literacy Development* - required
 - Required field placement hours: 24
 - Field Placement Outcomes / Activities:
 - Complete literacy classroom observations
 - Co-plan and implement a literacy lesson
 - Interview a teacher about literacy instruction and assessment
- SED 335 *Students with Exceptionalities in General Education* - required
 - Required field placement hours: 6-8
 - Field Placement Outcomes / Activities:
 - Through observation, instructional support, and interview of a special and a general education teacher, students will:
 - Describe the application of inclusion and the perspectives of special and general educators regarding inclusion
 - Describe classroom/student dynamics in an inclusive classroom
 - Identify new or changed thinking regarding inclusion
- EDU 310 *What is the Purpose of Schooling in a Democracy* - recommended
 - Required field placement hours: 12
 - Field Placement Outcomes / Activities:
 - Work closely at the field site with at least one student, ideally from a culture or background different from the USM student
 - Gather informal information on the student's background and experiences and draw connections between the field experience and the course themes (democracy, civic engagement, etc.)

Elementary Education (K-8) Content Area Course Requirements

Students pursuing teacher certification in elementary education are required to have at least 6 credits in each of the main content areas; English, Math, Science, and Social Studies. Students are required to complete the following courses to meet content area requirements. If you are or plan to major in any of the content areas below, you will then need to ensure you are taking the proper courses in each of the other content areas (which may fall outside of core and/or major coursework) to complete the elementary education content area requirements.

ENGLISH - elementary education students need at least 6 credits in English coursework. Generally, students take:

- ENG 100 College Writing (3 cr.) to meet the College Writing (CW) core requirement and;
- ENG 140 Reading Literature (3 cr.) or ENG 145 Topics in Literature (3 cr.) to meet the Cultural Interpretation (CI) core requirement.

MATH - elementary education students are required to take the following math courses:

- Quantitative Reasoning core requirement (3-4 cr.);
- MAT 131 Number Systems for Elementary Teachers (3 cr.) and;
- MAT 231 Algebra for Elementary Teachers (3 cr.) or MAT 232 Geometry for Elementary Teachers (3 cr.)

SCIENCE - elementary education students are required to take two science courses with a lab. Students are required to take the following:

- Any lecture/lab course approved by your academic or faculty advisor to meet Science Exploration (SE) core requirement (4 cr.) - LIN 185/186 is not an approved science content course for certification;
- Any other science and lab combination approved by your academic or faculty advisor (4 cr.) - LIN 185/186 is not an approved science content course for certification.

SOCIAL STUDIES - elementary education students need at least 6 credits in History coursework. 3 credits in US History and 3 credits in World History., Students are required to take:

- HTY 101 Western Civilization I (3 cr.) or HTY 102 Western Civilization II (3 cr.)
- HTY 131 US History to 1877 (3 cr.) or HTY 132 US History since 1877 (3 cr.)

Internship Year Course Requirements (21-33 credits)

The professional internship is a full year experience that fulfills the state's student teaching requirement and provides education teacher candidates the opportunity to apply what they are learning in their teacher education courses. Enrollment in the methods courses requires concurrent enrollment in student teaching. The first semester internship is every morning five days a week for 20 hours a week in a partner school district, and the second semester internship is a full time, five days per week, experience in a partner school. Students take the internship courses concurrently. Required courses are as follows:

Elementary Education (K-8) - 33 credits

- SED 420: Multi-Tiered Systems of Educational Support (3 cr.)
- EDU 442: Seminar in Teaching and Assessment (3 cr.)
- EDU 452: Teaching Science K-8 (3 cr.)
- MME 400: Elementary Mathematics Methods (3 cr.)
- EDU 451: Teaching Social Studies K-8 (3 cr.)
- EDU 465 Teaching Reading K-8 for All Students Including those with Diverse Abilities and Backgrounds (3 cr.)
- EDU 466: Introduction to Writing Process for All Students Including those with Diverse Abilities and Backgrounds (3 cr.)
- EDU 445: Professional Internship (9 cr. total--3 credits first semester and 6 credits second semester)

Secondary Education (7-12) - 21 credits

- SED 420: Multi-Tiered Systems of Educational Support (3 cr.)
- EDU 445: Seminar in Teaching and Assessment (3 cr.)
- Content Area Methods Course-one of the following (3 cr.)
 - EDU 401 Secondary Science Methods
 - EDU 402 Secondary English Methods
 - EDU 403 Foreign Language Methods
 - EDU 404 Secondary Social Studies Methods
 - MME 434 Secondary Mathematics Methods
- EDU 445: Professional Internship (9 cr total--3 credits first semester and 6 credits second semester)
- EDU 414 Improving Teaching in Content Areas Through Literacy for All Students Including Those with Diverse Abilities and Backgrounds (3 cr.)

Students are required to maintain an overall GPA of 3.0. All professional teacher preparation coursework needs to be completed with a "B-" or better.

ACADEMIC ACTIONS

This is the academic actions process for students who do not meet the minimum requirements of the program. General academic requirements to remain in good standing in the program are:

- A grade of C or better in all University core, major, and content coursework.
- A grade of B- or better in all required professional education coursework.
- An overall GPA of 3.0 or better.

Student with fewer than 60 credits

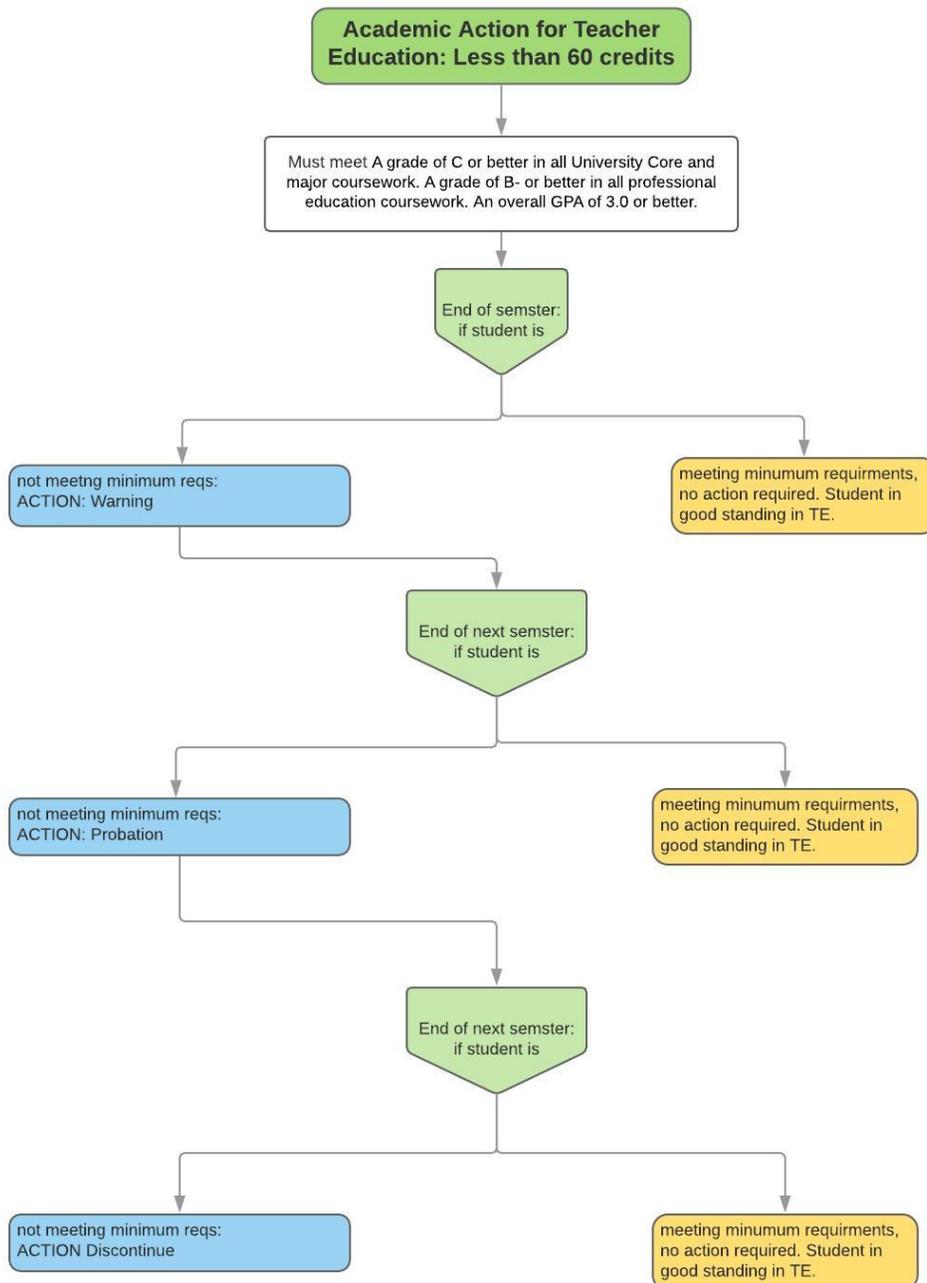
Summary: first action warning; second action probation; third action discontinuation

1. At the end of fall and spring semesters (summer is not included in academic actions) students who have fallen below a 3.0 GPA, or who have not met the grade requirements above of B- or C will be identified.
2. Students will receive a written **warning** letter. A copy will be placed in the student's MaineStreet message center and cc'd to the student's faculty advisor and professional advisor and placed in the student's MaineStreet advising notes.
3. The student will meet with their faculty advisor outside of the regular registration advising appointment to discuss progress and concerns.
4. At the end of the following semester students will be identified who have fallen below the minimum requirements.
5. For students who are currently on a warning they will:
 - a. Automatically be released from the warning as long as they are meeting the minimum requirements. The warning letter will have an end date of warning; or
 - b. For students who have not yet met the minimum requirements they will be put on **probation** from the program.
6. For those students on a warning who have not met the requirements they will receive a letter explaining that they are on probation. A copy will be placed in the student's MaineStreet message center and cc'd to the student's faculty advisor and professional advisor and the Teacher Education Department Chair.
7. At the end of the following semester students will be identified who have fallen below the minimum requirements.
8. For students who are currently on probation they will:
 - a. Automatically be released from probation as long as they are meeting the minimum requirements. The probation letter will have an end date of probation; or
 - b. For students who have not yet met the minimum requirements they will be **discontinued** from the program.
9. For those students on probation who have not met the requirements they will receive a letter explaining that they are discontinued from the program. This letter will state the date they are discontinued and explain they can remain with their major but are dropped from the teacher education program. This letter will be in their MaineStreet message center, and cc'd to their faculty advisor, professional advisor, major advisor (if different from faculty advisor), and Teacher Education Department Chair. A copy will go in the student's MaineStreet advising notes.
10. For discontinued students, a declaration form needs to be completed and signed by the student and then submitted to the School of Education and Human Development.

<https://usm.maine.edu/sites/default/files/teacher-education/TE-Pathway-Declaration-Form.pdf>

11. Once a discontinued student meets at least the minimum requirements or higher and wants to declare he or she will be allowed to add the teacher education program. A declaration form will need to be completed and signed and then submitted to the School of Education and Human Development. <https://usm.maine.edu/sites/default/files/teacher-education/TE-Pathway-Declaration-Form.pdf>

ACADEMIC ACTION PROCESS: LESS 60 CRS

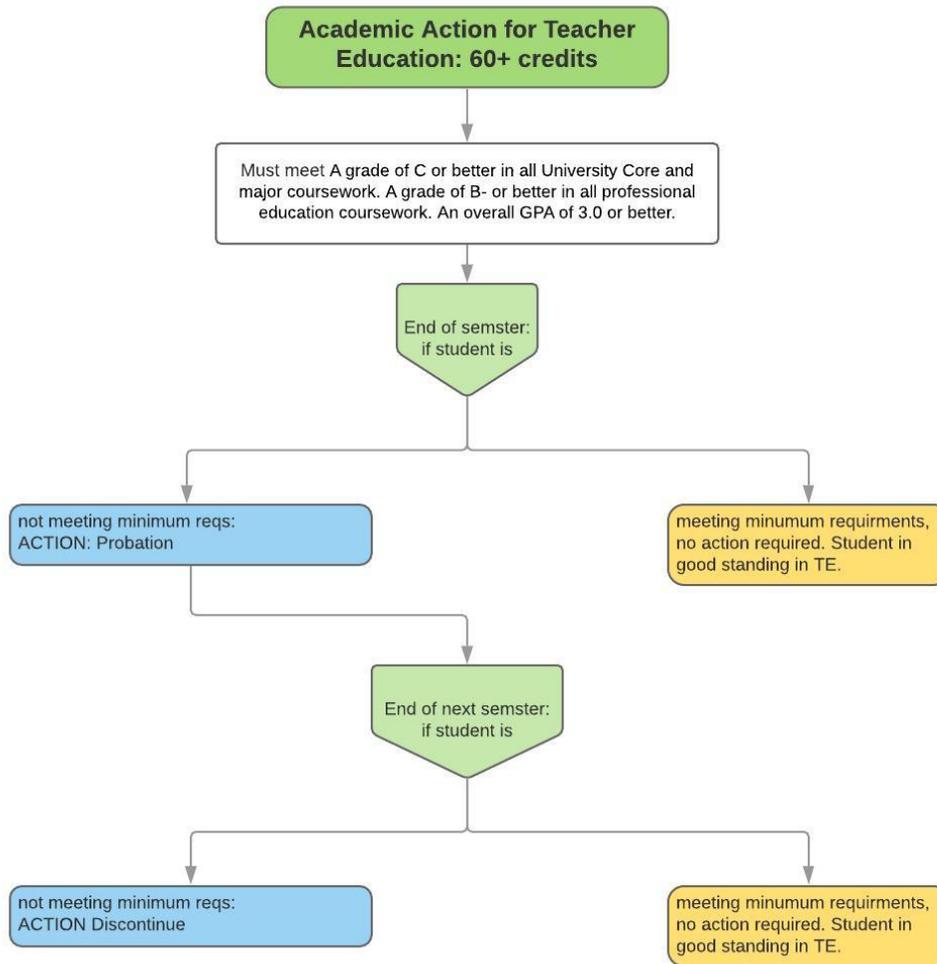


Students with more than 60 credits

Summary: first action probation; second action discontinuation

1. At the end of fall and spring semesters (summer is not included in academic actions) students who have fallen below a 3.0 GPA or a grade of B- in education courses or a C in major, content, or Core courses will be identified.
2. Students will receive a written **probation** letter. A copy will be placed in the student's MaineStreet message center and cc'd to the student's faculty advisor and professional advisor and placed in the student's MaineStreet advising notes.
3. The student will meet with their faculty advisor outside of the regular registration advising appointment to discuss progress and concerns.
4. At the end of the following semester students will be identified who have fallen below the minimum requirements.
5. For students who are currently on probation they will:
 - a. Automatically be released from probation as long as they are meeting the minimum requirements. The probation letter will have an end date of probation; or
 - b. For students who have not yet met the minimum requirements they will be **discontinued** from the program as long as the course(s) they needed to improve were offered and they were able to take the course.
6. For those students on probation who have not met the requirements they will receive a letter explaining that they are discontinued from the program. This letter will state the date they are discontinued and explain they can remain with their major but are dropped from the teacher education program. This letter will be in their MaineStreet message center, and cc'd to their faculty advisor, professional advisor, major advisor (if different from faculty advisor), and Teacher Education Department Chair. A copy will go in the student's MaineStreet advising notes.
7. For discontinued students, a declaration form needs to be completed and signed by the student and then submitted to the School of Education and Human Development. <https://usm.maine.edu/sites/default/files/teacher-education/TE-Pathway-Declaration-Form.pdf>
8. Once a discontinued student meets at least the minimum requirements or higher and wants to declare he or she will be allowed to add the teacher education program. A declaration form will need to be completed and signed and then submitted to the School of Education and Human Development. <https://usm.maine.edu/sites/default/files/teacher-education/TE-Pathway-Declaration-Form.pdf>

ACADEMIC ACTION PROCESS: 60+ CRS



TEACHING STANDARDS

The task of preparing teachers to meet the needs of all learners in the 21st century is complex and demanding. Teacher education faculty at USM are dedicated to instilling a commitment to equitable and engaging learning in its students and supporting students to be teachers who:

- Continually examine beliefs and practices and act upon findings to improve teaching and learning
- Provide a variety of accessible learning experiences that attend fairly to learners' strengths, needs, and interests
- Establish and communicate clear, challenging, and attainable standards for all learners
- Support and refine teaching and learning through sharing diverse perspectives and understandings
- Integrate teaching knowledge and disciplinary knowledge to foster and support professional expertise
- Use multiple sources of information, including performance-based assessments, to make valid inferences about student learning and informed instructional decisions
- Provide feedback and adjust teaching based on growing understandings about learners and learning
- Create, study, critique, and apply research related to teaching, learning, and schooling.

Students must meet Maine Department of Education and InTASC Model Core Teaching Standards. Undergraduate teacher education at USM uses a rubric that aligns to these standards to assess students for program completion and certification recommendation.

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

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

Standard #11: ISTE Technology Standards for Teachers

Effective teachers model and apply the [International Society for Technology in Education standards](#) for students as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.

CANDIDACY REVIEW PROCESS

USM undergraduates wishing to begin their student teaching must create their Candidacy application by December 1 and complete the application by January 31 of the academic year of student teaching (e.g. January 31, 2021 for August 2021 start of student teaching). There are no exceptions to these deadlines. If you miss the deadlines, you will have to wait to apply the following year. The Candidacy process includes meeting the basic requirements listed below, completing a Candidacy Application and a 30-minute interview with faculty to assure readiness for internship.

Candidacy Applications are completed and submitted via a free Tk20 student account. See page 22 for more information about Tk20. Complete Candidacy Applications are due January 31, 2021 and need to be started by December 1, 2020. For more information about this review and to download forms, please visit <https://usm.maine.edu/educator-preparation/undergraduate-teacher-education-policies>.

Basic Candidacy Requirements:

- Declare a major and certification area in MaineStreet (e.g. English K-8 or History 7-12, etc.)
- Complete EDU 100, HRD 200, EDU 222, EDU 305, and SED 335 by Fall 2021.
- Complete university core requirements, and have no more than 6 outstanding credits for major requirements.
- Earn all "Cs" or better in major coursework and content area coursework
- Earn all "B-s" or better in education coursework
- Have a cumulative GPA of 3.0 (or better)
- Receive the following minimum required scores on the Praxis Core exam: Reading: 156; Writing: 162; Math: 150; Comprehensive/Total: 468
- Completed the state Criminal History Record Check (CHRC), which includes fingerprinting and background check prior to submitting Candidacy application:
<https://usm.maine.edu/educator-preparation/fingerprinting-process>

Undergraduate Teacher Education Program Candidacy Application in Tk20:

1. Create your Candidacy Application via TK20 by December 1.
 - Please provide the following information to CREATE your application:
 - Declare your major and your proposed certification area (note: you may complete the components of the Candidacy application at any time before January 31, but you must CREATE the application by December 1)
2. Complete your Candidacy Application via TK20 by January 31.
 - Please provide the following information and materials to complete your application:
 - Enter all passing Praxis Core scores
 - Upload current resume that includes all of your field experiences and other work with children
 - Download two letters of recommendation from the application for the following people to complete and return to Colleen Pleau (see application for more information)
 1. A faculty member in your major

2. Someone who can speak to your work with children (e.g. field experience host teacher, employer, etc.)
 - Upload a brief essay (300-500 words) that responds to this year's prompt
 - Upload a brief reflection (300-500 words) on one event from an experience with children in a professional capacity (e.g. field experience, work, and volunteering). How did that event inform your thinking about how people learn?
 - In addition to the above materials submitted by you, we will also review your USM transcripts and any survey responses of your early field experience host teachers
- If you miss the December 1 and January 31 deadline, you will not be eligible for internship in 2021-2022.

Candidates who submit a complete application and meet the Basic Candidacy Requirements above will be invited for an interview. The interviews will be scheduled early late February/early March 2021.

Successful candidacy applications will be judged on the following criteria:

- Completed the Basic Candidacy Requirements.
- Convey the capacity to observe and interact with children and youth and understand them as learners.
- Convey commitment to receiving feedback and showing initiative in self-improvement as a teacher.
- Convey the capacity to work as a team member, sometimes in a lead role and sometimes in a supporting role.
- Convey an accurate understanding of content knowledge and a commitment to bringing that understanding to bear on teaching to, and assessing for, content knowledge.
- Convey a commitment to uphold standards of ethical educational practice.

These criteria are based on Maine State Teaching Standards 1, 2, 3, 4, 9, and 10 (see page 12).

Post-Acceptance:

- Purchase a TK20 account - \$103
- Complete a Tk20 Entry Application

PRAXIS CORE AND PRAXIS II

Praxis Core tests measure academic skills in reading, writing, and mathematics of candidates entering teacher preparation programs. These tests were designed to provide comprehensive assessments that measure skills and content knowledge.

The Praxis Core test is used for colleges and universities to evaluate individuals for entry into teacher education programs.

These assessments are generally taken early in your college career. Many states (including Maine) require Praxis Core scores as part of their teacher licensing process.

Why It Is Necessary

- Admission requirement to the professional internship year for undergraduate teacher education programs.
- Requirement for recommendation for initial teacher certification through the Maine Department of Education.

How To Register

Test dates and registration is available online through Education Testing Services (ETS) at: <http://www.ets.org/praxis/register>

Include both USM (R3691) and MDOE (R7368) as score recipients

Find test centers in your area <https://www.ets.org/praxis/about/subject>

Praxis Core Test Fees:

Reading - \$90.00

Writing - \$90.00

Math - \$90.00

Tests may be scheduled for one section at a time, taken at different times/dates for \$90.00 each. You may also schedule tests to be taken on the same day (5 hour block) for a combined test fee of \$150.00.

Scores Needed To Pass:

Reading test (test code 5712) - 156

Writing test (test code 5722) - 162

Mathematics test (test code 5732) - 150

Composite Score - 468*

Combined test - includes Reading, Writing, and Mathematics (test code 5751)

*Maine applicants for initial teacher certification must obtain a composite score of 468 on the three sections of the Praxis Core exam, with no single score on any section being more than three (3) points lower than the required score.

How to Prepare:

Praxis Core test preparation materials are available:

Reading - <http://www.ets.org/praxis/prepare/materials/5712>

Writing - <http://www.ets.org/praxis/prepare/materials/5722>

Mathematics - <http://www.ets.org/praxis/prepare/materials/5732>

Praxis II

Praxis II measures subject-specific content knowledge, as well as general and subject-specific teaching skills, that are requisite for beginning teachers. Praxis II will be taken prior to graduation for undergraduate teacher education students. It is a requirement for recommendation for initial teacher certification through the Maine Department of Education.

Praxis II Test Fees:

Praxis II content tests range in cost from \$120.00 to \$160.00 each.

*****Include both USM (R3691) and MDOE (R7368) as score recipients*****

TK20

What is Tk20?

Tk20 is a comprehensive online data management and reporting system that allows students to be active participants in multiple areas of their college experience including course assignments and field-experience. Students use Tk20 to provide evidence they have mastered state and professional standards for their profession.

All undergraduate and graduate students who matriculate into a Educator Preparation program at USM and are accepted as a candidate for their internship year are required to subscribe to Tk20. The one-time subscription fee of \$103 must be made by each student after they have passed their candidacy process and before the first semester of their internship year. The subscription cost covers some of the expenses related to the administration and assessment of the Tk20 program.

Students needing help with their Tk20 account should contact Colleen Pleau, Tk20 Administrator.
Email: colleen.pleau@maine.edu Phone: (207)780-5772

How to Complete a Candidacy Application via a Free TK20 Account (you need to do this for the candidacy process):

1. Log onto Tk20 at <https://usmmaine.tk20.com>
2. Click the word "**Admissions**" button at the bottom of the page
3. Click "**Click here to create your account**"
4. Enter your name, email address, choose a password, enter and answer a secret question of your choice, & type the captcha word given
5. Click **Submit**
6. You will be told that you have successfully created your account & given a username.
7. Click "**Log back in**"
8. Enter your username and password, then click "**Log Into Your Account**"
9. Click the green "**Create New Application**" tab
10. Select **Undergraduate Teacher Education Candidacy Application** from the drop down menu, then click **Next**
11. The Candidacy Application does not need to be completed all at once. To continue working on it at a later time, click **Save** at the bottom of the page. When complete, click **Submit** at the bottom of the page.

STUDENT TEACHING INTERNSHIP/PROFESSIONAL YEAR

Each student participates in an internship year to complete their teacher education program. This happens during the students' final year of their program. The internship year consists of two semesters of student teaching, methods courses pertaining to their certification area, and an associated seminar. There is a separate handbook *Teacher Education Internship Handbook* outlining the requirements of the internship or professional year. Please contact Linda Evans, Field Experiences, Internships and Certification Director, linda.evans@maine.edu, 207-780-5564 for more information.

Undergraduate education students may take some 500 level courses during their internship year and may take these courses with graduate students working towards the same goal of teacher certification. 500 level courses are designed and intended for undergraduate students with senior standing and graduate students.

CERTIFICATION

Program Completers will submit their materials to obtain Initial Teacher Certification through the Maine Department of Education's (MDOE) online Maine Educator Information System (MEIS). Step-by-step information regarding recommendation for certification can be found on USM's Office of Educator Preparation (OEP) website: <https://usm.maine.edu/educator-preparation/certification>.

Please consult the OEP website at the start of the process and be sure to follow each and every outlined step to obtain initial teacher certification.

For more information please contact:

Linda Evans, Certification Director
Office of Educator Preparation, USM
8C Bailey Hall, Gorham, Maine 04038
207-780-5564
linda.evans@maine.edu

FREQUENTLY ASKED QUESTIONS

How long are Praxis scores valid?

Praxis scores are valid for a period of 9 years, 11 months.

How long are Fingerprints valid?

Fingerprints are valid for a period of 5 years. A 5-year approval card is issued (when you have had your fingerprints taken, paid the \$55.00 fee and mailed your application and \$15.00 to the MDOE): <https://usm.maine.edu/educator-preparation/fingerprinting-process>

If fingerprints were taken and a card was not issued (approval or Ed Tech) then the prints (per the FBI) are only good for a period of two years. In this instance, you will need a re-check with the \$24 fee. Please check beforehand if you are unsure.

Do I need to take the Principles of Teaching & Learning (PLT) to become certified?

Since you will be completing a state approved and nationally accredited (CAEP) educator preparation program, YOU DO NOT NEED to take the PLT. If the MDOE requests this after their evaluation, it is because the MDOE has not been notified of the completion of the approved program and the comment did not appear on the official transcript that was mailed.

Can a secondary intern get certified in one area and teach in another subject by taking the Praxis II in that content area?

A 7-12 intern who would like to teach in another/different content area would need to meet the full requirements of that endorsement, including the methods course, Praxis II and 24 content credits.

How long does it take my Recommendation for Certification to be processed through the Office of Educator Preparation, the Registrar and the MDOE?

Once you have completed your recommendation for certification application, the Certification Director will recommend students to the Registrar and the MDOE on a weekly basis (usually Friday). This is an especially busy time of year for the Registrar's Office, so please allow 3-weeks for processing time.

How will I know if the comment has been added to my USM transcript?

You can verify this by checking your unofficial transcript on MaineStreet once you know that all of your final grades have been posted for the semester. The comment will be found in the upper left hand corner of your unofficial transcript.

How do I check the status of my application with the MDOE?

Check the status of a pending application at: <https://www.maine.gov/doe/cert/status>

How do I apply for Out-of-State Teacher Certification?

Maine does not have reciprocity or an interstate compact with any state. Consult the State Department of Education website from which you seek a teaching certificate to learn more about any additional certification requirements or specific application procedures. Please check with the state you wish to get certified, you will need to meet their requirements.

TEACHER EDUCATION COURSE DESCRIPTIONS

Pre-Internship Required Coursework

(required by all students regardless of certification area)

EDU 100 Exploring Teaching as a Profession

An introduction to the study of education and teaching, this course provides opportunities for students to examine and evaluate their interest in and aptitude for a career in teaching. The structure of the course combines faculty-directed seminars with coordinated field-based experiences in school settings. In addition to examining and reflecting upon their field-based classroom experiences in their seminar sessions, students will examine the following topics: current initiatives and issues in education and teaching, the diverse needs of students, the multiple roles of teachers, the professional and ethical expectations of teachers, school curriculum, culture and organization, and teacher certification programs and professional development options. Part of the course will be field based school experiences. Prerequisite: CHRC approval. Cr 3.

HRD 200 Multicultural Human Development

This course introduces developmental theory and research that encompasses the entire lifespan. Emphasis will be on prenatal development through adolescence, with an overview of adult development. A multi-disciplinary and multicultural view of human development will be taken by examining theories from a socio-cultural context and in consideration of change as well as stability throughout the life cycle. The interaction of hereditary, environmental, and socio-cultural factors will be considered in studying physical, cognitive, and psychosocial development. Prerequisite: Completed 30 credits; must have completed College Writing and an EYE course. Cr 3.

EDU 222 Foundations of Language and Literacy Development

This course is designed to examine theories and processes related to language and literacy development, and the implications of these theories and processes for curriculum and instruction, grades preK-12. The course includes a 24-hour school-based field experience. Prerequisite: HRD 200, matriculated in a teacher education pathway, and CHRC approval, or department permission. Cr 3.

EDU 305 Foundations of Cultural and Linguistic Diversity

This course supports students in exploring and critically analyzing topics, themes, and issues related to cultural and linguistic diversity and helps them build a strong theoretical and practical foundation for becoming successful multicultural educators. 12 hours of fieldwork will be required. Prerequisites: HRD 200: Multicultural Human Development, CHRC approval. Cr 3.

SED 335 Students with Exceptionalities in General Education

The primary goal of this course is to construct an understanding and knowledge of the range of exceptionalities, including students with disabilities and/or those identified as gifted and talented. The course is based on the following premises: a) students with disabilities are guaranteed an appropriate education that includes engagement with typically developing peers and is based on the general education curriculum to the greatest extent possible; and b) students who are gifted and talented should be educated appropriately based on their academic and artistic abilities. Topics include characteristics of areas of exceptionality; planning and strategies for differentiating instruction and universal design; assistive technology; state and federal laws regarding students who are exceptional; working with families; Response to Intervention (RtI); and collaboration between all

school personnel. This course includes a 6-8 hour field placement. Prerequisite: 54 credits or program permission and CHRC approval. Cr 3.

Professional Year Required Coursework (course requirements are specific to certification area)

EDU 401: Secondary Science Methods for All Students Including Those of Diverse Abilities and Backgrounds

The course has an interactive laboratory/discussion field-based approach, modeling and focusing on the teaching and learning aspects of science in the high school and middle school. The course emphasizes content, process, and methodology and will help interns develop knowledge of how to teach (pedagogy) and, more specifically, knowledge of how to teach science (pedagogical content knowledge). Students will learn strategies for planning and providing core academic and behavioral experiences to all learners. Pre-requisites: Open to matriculated undergraduate students in a USM teacher education pathway and concurrently placed in a student-teaching internship or by Teacher Education permission. Cr 3.

EDU 402 Secondary English Methods

This course focuses on ways to organize and teach English Language Arts classes at the middle and high school levels based upon current research in literacy and national and state standards in English Language Arts. Students will examine various strategies involved in designing and managing a student-centered English Language Arts class. They will explore and apply different theories for teaching English and create classroom activities to develop and expand upon students' capacities to read, write and speak effectively. Students will learn to see the necessary and important connections between reading and writing. Prerequisites: Open to matriculated interns in the Undergraduate Teacher Education program and interns in the ETEP program or by program permission.

EDU 404: Secondary Social Studies Methods for All Students Including Those of Diverse Abilities and Backgrounds

This course focuses on ways to organize and teach social studies courses at the middle school and high school levels. Students will examine various theories for teaching social studies, current research and national/state standards in order to link theory and practice and create a vision of social studies that promotes student-centered pedagogy, interdisciplinary thinking, issues of diversity, and relevance to students' lives. Prerequisite: Open to matriculated undergraduate students in a USM teacher education pathway and concurrently placed in a student-teaching internship. Cr 3.

EDU 414 Improving Teaching in the Content Areas through Literacy for All Students Including Those with Diverse Abilities and Backgrounds

This content area literacy course focuses on helping students develop strategies for strategic, independent learning. All students, including those with diverse abilities and culturally diverse backgrounds, will come to understand that learning is an active, constructive process. Therefore, teachers of all subjects and grade levels will demonstrate knowledge and application of sound reading and writing strategies to enhance learning in the classroom. These strategies will create readiness for learning, use reading and writing to promote content understanding, and provide a means for assessing what has been learned. Major emphasis is given to comprehension instruction,

vocabulary acquisition, and metacognition. Prerequisites: Matriculated into a teacher education pathway or department permission. Cr 3.

EDU 442 Seminar in Teaching, Learning and Assessment

The primary purpose of Seminar II is to sustain a learning community where members of the cohort are supported in their internship through the assessment system. This course is based on helping the participants develop their personal philosophy of teaching and professional portfolio. Participants perfect their craft through ongoing discourse, reflection, and inquiry. Specific topics include instruction, lesson and unit planning, classroom management, assessment, diversity, technology, and professionalism. Prerequisite: open to students matriculated in the undergraduate teacher education pathways. Co-requisite: EDU 445. Cr 3.

EDU 445 Student Teaching in General Education

This course is a two semester supervised student teaching experience in applying knowledge and skills to the practice of teaching. A student teacher is assigned to a mentor teacher and classroom at an elementary, middle, or high school. The student teacher is under the direct supervision of a mentor teacher and a university supervisor. Semester One is a part-time classroom placement completed in conjunction with teaching methods courses. Semester Two is a full -time classroom placement. Prerequisites Undergraduate teacher certification pathway matriculation and eligible for student teaching, or permission of program. Cr 1-6.

EDU 451 Elementary Social Studies Methods for All Students Including Those of Diverse Abilities and Backgrounds

This course focuses on ways to organize and teach social studies courses at the elementary level. Students will examine various theories for teaching social studies, current research and national/state standards in order to link theory and practice and create a vision of social studies that promotes student-centered pedagogy, interdisciplinary thinking, issues of diversity, and relevance to students' lives. Prerequisite: Open to matriculated undergraduate students in a USM teacher education pathway and concurrently placed in a student-teaching internship. Cr 3.

EDU 452: Teaching Elementary Science to All Students Including Those of Diverse Abilities and Backgrounds

This course has an interactive laboratory and field-based approach that models the teaching and learning of science at the elementary and middle school levels. The course emphasizes content, process, and methodology. Students will learn how to implement multiple strategies to support scientific understanding of systems in the natural and designed world. Prerequisite: Open to matriculated students in an undergraduate USM teacher certification pathway or by Teacher Education Department permission. Cr 3.

EDU 465 Teaching Reading for All Students in Grades K-8, Including Those with Diverse Abilities and Backgrounds

In this course, students will learn to use evidence-based instruction to teach reading in grades K-6. Students will examine theories and current research on reading development and process in order to effectively instruct and assess all readers, including students with special needs and from culturally and linguistically diverse backgrounds. Students will learn how to implement multiple strategies to support reading development and promote children's proficiency in state standards. Additionally, digital literacies, reading across the curriculum, and ways to engage and motivate readers will be

emphasized. Prerequisites: Admission to candidacy [must be concurrently enrolled in EDU 445 (internship)], or LLC Department approval. Cr 3.

EDU 466 Teaching Writing for All Students Including Those with Diverse Abilities and Backgrounds

In this course, students will learn to use evidence-based instruction to teach writing for all students. Students will examine theories and current research on writing development and process in order to effectively instruct and assess all writers, including students with special needs and from culturally and linguistically diverse backgrounds. Students will learn how to implement multiple writing strategies across various genres to support writing development and promote children's proficiency in state standards. Additionally, students will explore the use of technology and participate in writing sessions to develop as writers and teachers of writing. Prerequisites: Admission to candidacy [must be concurrently enrolled in EDU 445 (internship)], or LLC Department approval. Cr 3.

MME 400 Elementary Mathematics Methods

This course is designed for those preparing to be elementary and middle school mathematics teachers and provides experiences to develop and apply mathematical content and pedagogical knowledge and skills. The primary focus of this course is on how to create positive learning communities that support all students in developing a deep understanding of mathematical concepts and procedures. Major areas of focus include: creating problem-based learning experiences; creating effective, supportive learning environments; the appropriate and effective use of models and tools for promoting understanding of mathematical ideas, including the use of technology and manipulatives; understanding learning progressions of important mathematical ideas; promoting the National Council of Teachers' Process Standards; supporting students' understanding of the Common Core Standards and Practices; assessing and building on students' mathematical understandings; creating adaptive learning materials to differentiate instruction for individuals and groups of learners. Prerequisite: permission of instructor. Cr 3.

MME 434 Secondary Mathematics Methods

This course focuses on research-based, best practices in teaching mathematics in grades 7-12. It is designed for those preparing to be middle school and secondary mathematics teachers and provides experiences to develop and apply mathematical content and pedagogical knowledge and skills. A primary focus of this course is on how to create positive learning communities that support all students in developing a deep understanding of mathematical concepts and procedures. Major areas of emphasis include: creating problem-based learning experiences; implementing high-level mathematical tasks; creating effective, supportive learning environments; the appropriate and effective use of models and tools for promoting understanding of mathematical ideas, including the use of technology; promoting the National Council of Teachers' Process Standards; supporting students' understanding of the Common Core Standards and Practices; assessing and building on students' mathematical understandings. Prerequisite: permission of instructor. Cr 3.

SED 420 Multi-Tiered Systems Support (MTSS) in Education

This course introduces participants to the concepts of multi-tiered systems of academic and behavior support, from the school-wide to the classroom perspective, including students with suspected or identified disabilities. Participants will develop an understanding of the defining characteristics of MTSS at Tiers 1 and 2: prevention-based, focus on student performance, data-based decision making and problem solving, continuous progress monitoring, and using a continuum of evidence-based interventions. Students will develop classroom strategies for establishing a productive learning

environment including establishing and teaching expectations, structuring the classroom, creating a system to acknowledge behavior and to address minor problem behavior. The course includes an applied project as part of a 24-hour school-based field experience. Prerequisite: SED 335 and be in teacher education program, or by program permission. Cr 3.

STUDENT RESPONSIBILITIES

As a student, you are your own best advocate. Here is a list of responsibilities that you as a student of USM undergraduate teacher education should follow to ensure the best possible outcome of your academic, personal, and professional goals.

- Be sure you have declared teacher education as your concentration in MaineStreet. If you have not done so, please contact your advisor or visit <https://usm.maine.edu/sites/default/files/registration-services/TE%20Pathway%20Declaration%20Form.pdf>.
- Please read this student handbook in its entirety. If you have any questions, please contact Christen Eaton, Academic Advisor for Education, 119 Bailey Hall, USM Gorham, 207-228-8315 or christen.eaton@maine.edu or Adam Schmitt, Faculty Program Coordinator, 505 Bailey Hall, USM Gorham, 207-780-5362 or adam.schmitt@maine.edu.
- Familiarize yourself with academic policies in the USM Undergraduate Course Catalog <http://usm.maine.edu/majors-minors-programs>. Make sure you choose the catalog year of which you declared your major.
- Read all emails sent to your USM email account.
- Know who your advisor is. If you don't know, or want to change your advisor, JUST ASK!
- Make sure you meet with your teacher education advisor or address teacher education each semester with your assigned advisor to ensure you are completing certification requirements.
- Check to make sure you've met course prerequisites before registering for classes.
- Do not hesitate to ask questions - take the initiative.
- Know USM deadlines and dates (i.e., add/drop periods, registration dates, etc.).
- Ask instructors and advisors for help when you need it.

In the end, you make all decisions. Only you know your long and short-term goals and how they are evolving. Seek out others for help in deciding what courses are important in reaching these goals, but don't forget your own responsibilities to the process.

STUDENT RESOURCES & CONTACTS

Academic Integrity

It is expected that all students follow USM's Student Academic Integrity Policy which can be found here: <https://usm.maine.edu/community-standards-mediation/academic-integrity>

Communication

E-MAIL (gmail.maine.edu) is the standard of communication at USM. Many items of communication will only take place via email, so please activate and frequently check your email!

My Campus Portal

The MyUSM campus portal site is your single sign-on point of entry to MaineStreet, Blackboard, BrightSpace, student email (GMail) and more. Logging into My USM means you're automatically logged into multiple systems:

- Blackboard

- BrightSpace
- Gmail (@maine.edu mail)
- Google Calendar
- Google Drive
- MaineStreet
- Study Room Reservations (Open Room)
- Tutoring Support (AskOnline)

USM Faculty Directory: usm.maine.edu/faculty

USM Staff Directory: usm.maine.edu/staff

USM Academic Calendar: usm.maine.edu/reg/academiccalendar

Storm Cancellations

The decision to close the University is generally made between 5 and 6 am and is communicated to local radio and television stations by 6:30 am. University closings are also announced via the USM Storm Line (207) 780-4800 - Portland/Gorham campus. The LAC campus storm line number is (207) 753-6595. Announcements specifically naming USM's Lewiston campus or USM's Lewiston-Auburn College and/or Portland-Gorham campuses will be broadcast on local radio stations and television channels as well as via text alert if you have subscribed.

- The decision to cancel evening classes (after 4 p.m.) is made by 2 p.m. that day.
- Individual faculty members have the prerogative to cancel their own course that day.
- Should students find the weather conditions severe in their area and be unsure about traveling to their classes or student teaching site, they should call their instructor prior to leaving home.
- USM Alert is the emergency warning system of the University. You can receive text and/or email messages about cancellations by signing up for this service. To sign up please visit usm.maine.edu/usmalert

University Resources

Visit the Student Resources Website usm.maine.edu/students for information about how to access new student services, academic resources, dining and housing information, financial information, student life information, and other resources for USM students.

Disability Accommodations

If you need course accommodations because of a disability or injury, please make an appointment with the Disability Services Center, usm.maine.edu/dsc (207) 780-4706 as soon as possible. Accommodations are requested on a semester-by-semester basis to reflect the specific nature of the course and the changing needs of the student. A student who wishes to be considered for reasonable accommodations must follow the procedure posted on the DSC website.

Library

The libraries on the Portland and Gorham campuses and at Lewiston-Auburn College have extensive holdings. Hours are posted at the library. Library personnel are available for assistance, questions,

and an orientation to resources and their use. For more information please visit:

library.usm.maine.edu.

Registration Services

Registration services has a number of forms that are currently in use. Some examples of forms are add/drop slips, change of program, declaration of minor/concentration, transcript request, semester leave form, name/address change, prior approval form, etc. To access these forms please visit:

usm.maine.edu/registration-services/1forms.

Textbooks

Required textbooks for each course are listed on the USM University Store website:

usm.maine.edu/university-store.

USM Health and Counseling Services

These services are available to all USM students. Health Services are available in Gorham. Counseling Services are available in Gorham, Portland, and Lewiston, usm.maine.edu/uhrs/counseling-services.

Transportation

Since there are courses within the teacher education concentration that require field experiences and students must be able to commute to schools for their student teaching experience, students must be prepared to provide their own transportation to suburban as well as urban areas.

GRADUATE AND PROFESSIONAL PROGRAMS

The [Accelerated Pathway](#) to the Masters of Education in Teaching and Learning (MSEd. - ETEP) is available to students who are able to graduate with their bachelor's degree and 120 credit hours prior to completing their professional preparation internship courses. This allows students to apply 6 of their undergraduate course credits to their master's degree and complete the teacher certification courses at the graduate level.

USM's School of Education and Human Development offers degrees, programs, and professional development in the fields of education and human development at the undergraduate and graduate levels. For more information about their programs please visit: usm.maine.edu/sehd.

If you are interested in knowing more about any of their programs please contact:

Mike Katz, Advisor for Graduate Education Programs

119 Bailey Hall, Gorham Campus

michael.katz@maine.edu

(207) 780-5968

**STUDENT ACKNOWLEDGEMENT OF RECEIPT OF UNDERGRADUATE TEACHER
EDUCATION STUDENT HANDBOOK
2020-2021**

By signing below, I acknowledge that I have received a copy of the **Undergraduate Teacher Education Student Handbook**.

I understand that it is my responsibility to read and become familiar with all of the policies and procedures within the Student Handbook. I understand that if I have questions about the program, I will first consult the Student Handbook. If I cannot find an answer there, I will consult with my professional or faculty advisor.

I will read and thoroughly familiarize myself with the **Undergraduate Teacher Education Student Handbook** so that I will not miss out on important information and timelines.

Student's Signature

Date

Student's Name (please print)

This handbook is available on the Office of Educator Preparation website:
usm.maine.edu/educator-preparation

If this handbook is not for the current academic year, please visit usm.maine.edu/educator-preparation to download the latest version.

Please submit this signed form to Christen Eaton, christen.eaton@maine.edu or 119 Bailey Hall, USM Gorham Campus.