USM Undergraduate Teacher Education Candidacy Process

USM undergraduates completing the candidacy process in spring 2016 for the K-8 and 7-12 teacher certification pathways will complete their student teaching, seminar and methods courses during the 2016 – 2017 academic year. The Candidacy process includes candidacy materials as listed below and a 30-minute interview which will take place in April.

The candidacy materials are submitted in a free Tk20 student account. The due date for a complete Tk20 portfolio for candidacy is Monday, March 28.

Basic Candidacy Requirements:

- Have declared a certification pathway as a concentration in MaineStreet (e.g. English K-8 or History 7-12, etc.)
- Have created a free student account in Tk20 https://usmmaine.tk20.com
- Have completed or be currently enrolled in: HRD 200, EDU 305, EDU 310, SED 335, and SED 420
- Have a C or better in major coursework and content area coursework
- Have a B or better in education coursework
- Passed the Praxis Core skills exam
- Completed the Technology Survey in Tk20 (ISTE-T)
- Have a cumulative GPA of 3.0 (or better)
- Have completed the state Criminal History Record Check (CHRC), which includes fingerprinting and background check

Undergraduate Teacher Certification Pathway Candidacy Application in Tk20:

- Students declare a major
- Students declare a certification area
- Current Transcript, showing grades through Fall 2015 and course registration for Spring 2016
- Students enter Praxis I or Core Praxis scores
- Students upload CHRC results report from the state of Maine
- Students upload current resume
- Students download three letters of recommendation- using the downloadable forms in the Candidacy Application:
  - One from a field experience host teacher
  - One from a professor in your major
  - One from an education professor
• Students upload a brief essay (300-500 words) that responds to the following prompt:
  o Read the National Education Association Code of Ethics:
    - [http://www.nea.org/home/30442.htm](http://www.nea.org/home/30442.htm)
  o Explain which provisions of Principle I (commitment to the student) and Principle II (commitment to the profession) are most important to you as a prospective member of the education profession.

• Catalog of Teaching Experiences (1 to 2 pages)
  o Provide an annotated list of at least three field experiences in schools, agencies, and community programs influential in your decision to enter the teaching profession and contributed to your development as a learner and prospective teacher. Each entry in the Catalog of Teaching Experiences should:
    - Describe the setting, people and action in the experiences working with children and/or adolescents
    - Reflect critically on what you learned about working with school-age learners- this is your thinking about what you learned as a prospective teacher from the experience.

• Students take Technology ISTE-T survey

Candidates who submit a complete application and meet the Basic Candidacy Requirements above will be invited for an interview. The interviews will be scheduled in April.

Successful candidacy application 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 taking 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 attached descriptions of InTASC Standards)

Post-Acceptance:

• Pay TK20 Account fee
• Complete the Preparedness Survey
• Upload Praxis II scores
• Complete Teacher Certification Internship Application
Maine Teaching Standards

Candidates must be deemed Internship-Ready on all of the following standards. This means that they demonstrate through scores, uploaded evidence, recommendations, and the interview that their understanding and skill in the following areas is at least emerging and that they have a high probability of success in internship.

- **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 #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.