

Sara Needleman
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EDUCATION

University of Southern Maine, Gorham, Maine

Leadership for Tomorrow's Schools Program, 2004-2006

Bank Street College, New York, New York

MS, Early Adolescent Education, 1996

Colgate University, Hamilton, New York

BS, Political Science, 1990

PROFESSIONAL POSITIONS

University of Southern Maine, Gorham, Maine, 2008-present

Extended Teacher Education Program (ETEP) / Teachers for Elementary and Middle Schools (TEAMS)

Cohort Coordinator and Instructor

- Coordinate full-time field placements for 15-20 interns, supervise interns in their field placements
- Design and teach technology-rich, research-driven courses encouraging best current practice for inquiry-based learning:
 - EDU 646 and EDU 647, Proficiency-Based Planning and Assessment I and II
 - EDU 613 and EDU 644, Supervised Internship
 - EDU 652, Curriculum Design
 - EDU 651, Instructional Strategies for Secondary Students
 - EDU 541 and EDU 542, Seminar in Teaching, Learning and Assessment I and II
 - EDU 527, Understanding and Teaching Diverse Learners
 - EDU 502, Secondary English Methods
 - EDU 390, Portfolio Development
- Coordinated 24 hour field placements for 60-70 students in EDU 121, 221 and 321

JumpRope Mastery-Based Technologies, 2012-present

Teaching and Learning Consultant

- Design and deliver K-12 professional development on mastery-based grading
- Contribute monthly to company blog

Gorham Middle School, Gorham, Maine, 1999-2008

8th grade teacher, physical science and English Language Arts

- Created and implemented all aspects of a student-centered, exploration-based, differentiated classroom emphasizing student-led inquiry, careful reading, structured writing, public speaking, interdisciplinary work and skill acquisition on three- and two-person teaching teams
- Piloted Standards Based Practice and Reporting system, integrated student portfolios and student-led conferences
- Embedded technology throughout curriculum

Reiche Elementary School, Portland, Maine, 2001

Teacher, Gifted and Talented

- Designed and led small group pull out program for identified students across entire school

Noble Junior High School, Berwick, Maine, 1997-1999

7th grade teacher, social studies and English Language Arts

- Designed and taught project- and literature-based classes grounded in interdisciplinary work and student presentations on a two-person teaching team

Dwight-Englewood School, Englewood, New Jersey, 1995-1997

8th grade teacher, Earth-Space Science

- Taught lab-based Earth Space Science class, including an honors section on a four- person teaching team

COCURRICULAR POSITIONS

University of Southern Maine, Gorham, Maine

Core Curriculum Committee, 2015-present

Represent SEHD in all discussions and actions brought to the Core Curriculum Committee

Teacher Education Partnership Outreach Representative for Gorham and Windham-Raymond, 2015-present

Represent ETEP faculty in discussions designed to revisit and revitalize school-based partnerships

Teacher Education Partnership Outreach Representative for Urban Cohort, 2014-2015

Represent ETEP faculty in discussions designed to revisit and revitalize school-based partnerships

School of Education and Human Development Partnership Outreach Ad-Hoc Committee, 2014

Participated in discussions to examine and document SEHD's presence and roles in the greater Portland community

School-Based Partnerships, 2008-present

Create and nurture partnerships with schools in Westbrook, Portland, South Portland, Windham, Scarborough, Gorham, Cumberland, and Falmouth through email, phone and face to face conversations with administrators and faculty; organize and conduct on-site mentor teacher training and support

Admissions and Retention Committee, 2011-2014

Collaborate with colleagues across the School of Education and Human Development for increased and sustained student enrollment

Gorham Middle School, Gorham, Maine

Standards Based Reporting Committee, 2006-2008

Collaborated with district committee to develop district approach to SBR and to select best strategies and tools for use

Summer District Standards Based Reporting Workshop, 2007

Led eight middle school colleagues through a three-day workshop dedicated to exploring standards based practice, establishing building- wide standards and creating tools to be used during 2007-2008 school year

Summer District Curriculum Work, 2006 and 2003

Collaborated with colleagues to deepen ELA curriculum, science curriculum and interdisciplinary curricula

Science department chairperson, 2005-2008

Coordinated writing of grade-level units, common vocabulary and common assessments, established on-

going relationship with building reading strategists to deliver model lessons in science classrooms, set all meeting agendas, facilitated all meetings, acted as liaison between teachers and administration

Lead teacher, Standards Based Reporting district pilot program, 2006- 2008

Attended all district meetings, presented to full faculty on methods for SBR, acted as liaison between pilot teachers and administration

Mentor, new teacher support program, 2006-2008 (2 teachers) and 2000- 2001

Observed, conferenced with and advised teachers in their first two years of teaching

Team leaders process observer, 2005-2006

Reported out to building team leaders regarding various aspects of their productivity and participation during Team Leaders meetings

Team leader, 1999-2001

Managed team business, attended Team Leaders meetings, acted as liaison between teaching team and administration, assisted in creating and facilitating staff events including faculty meetings

Visioning Committee, 1999-2000

Worked with superintendent and select others to write district's Commitment to Learning statement

Noble Junior High School, Berwick, Maine

Team leader, 1997-1999

Managed team business, attended Team Leaders meetings, acted as liaison between teaching team and administration, assisted in creating and facilitating staff events including faculty meetings

Dwight-Englewood School, Englewood, New Jersey

Assistant coach, 8th grade field hockey team, 1995-1997

Assistant coach, middle school cross-country team, 1995-1997

EXTRACURRICULAR POSITIONS

Designer, "Supporting New Teachers" Course Proposal, 2008

A course designed to support first and second year teachers as they move from internship to employment

Mentor for ETEP interns, Gorham Middle School, 2008, 2006, 2005, 2003, 2001

Supervised and advised interns on all aspects of classroom curriculum and management

Participant, "Teachers as Leaders" task force, Sebago Educational Alliance

Collaborated with colleagues from southern Maine defining best practice for teacher leaders

Subject for Teaching Profile, Southern Maine Partnership, "Differentiation for Independent Learning"

Video Accompaniment, 2003

My science classroom was used as a case study for differentiating student-generated lab investigations

Co-creator Content Area Frameworks, Southern Maine Partnership, 2001-2002

Collaborated with teachers from southern Maine to clarify Maine Learning Results, facilitate best practice in classrooms and inform second draft of Learning Results

Participant, CFG trainings, Rockcraft Lodge, summer 2001, 2000

Participated in CFG coaches training and extended coaches training

Coach for Critical Friends Group, Gorham Middle School, 2000-2003

Created and facilitated two CFGs intent on building a bridge between 6th grade teachers and 7th and 8th grade teachers prior to transitioning to new building, examined practice through careful use of protocols

PRESENTATIONS

Doing it Well: A Successful Transgender Teen's Journey: Presentation: Welcoming and Safe Schools Conference, 2016: Created and delivered presentation to encourage collaboration between schools and families

Supporting Transgender Students: Conversation with District Social Workers: Portland, 2015: Led conversation with Social Workers seeking ideas for supporting transgender students

Supporting Transgender Students: Conversation with Crisis Team: Middle School of the Kennebunks, 2015: Led conversation with Crisis Team seeking ideas for supporting transgender students

Supporting Transgender Students: Presentation to Support Faculty and Administration: Middle School of the Kennebunks, 2015: Designed and delivered presentation to administration and faculty seeking ideas for supporting transgender students

Symposium Coordinator: Symposium on Proficiency-Based Learning: Windham High School, 2015

Defining Mastery: Symposium on Proficiency-Based Learning: South Portland High School, 2014: Designed and led workshop on using taxonomies of understanding to define academic proficiency

Proficiency-Based Assessment: South Portland School District Professional Development, South Portland High School, 2014: Co-presented workshop on fundamentals of proficiency-based practice

The Role of the Mentor Teacher, 2010: Developed and delivered presentation to administration and faculty in potential USM-partner schools

Self- and Peer-Assessment and Portfolios, USM, EDU 627: Classroom Assessment and Research Development, 2007, 2008: Developed and facilitated a class devoted to self- and peer- assessment and student- generated portfolios for middle school teachers

Engaging Students with a Living Wax Museum, USM, EDU 652: Curriculum Design and Evaluation, 2007: Led a class on designing and delivering a "Living Wax Museum" appropriate for a variety of grade levels

Differentiation in the Middle School Classroom, Southern Maine Partnership co-presenter, 2003: Co-presented to full group on importance of differentiation and led smaller round table discussions through my own differentiated poetry project

Making Sense of State Standards, Washington, D.C., Coalition of Essential Schools Fall Forum: co-presenter, 2002: Co-presented to two separate groups on process of refining and clarifying state standards

Building Student Portfolios and Better Classroom Assessment, Biddeford Middle School, Biddeford, Maine, 2002: Led two day workshop on designing effective classroom assessments and building meaningful student-generated portfolios

Exploring Rigorous Writing, Maine Principals Association, Portland, Maine, sole presenter, 2000: Delivered presentation for coaching students on thesis essay writing

The Advantages to a Two-Person Teaching Team, MAMLE, Sugarloaf, Maine, co-presenter, 1998: Co-presented to large group on the advantages for students, families and teachers of a two-person teaching team

PUBLICATIONS

- Needleman, Sara (2016). Building a Better Standards Bank. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/building-a-better-standards-bank/>
- Needleman, Sara (2016). College Admissions, Proficiency and JumpRope. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/college-admissions-proficiency-and-jumprope/>
- Needleman, Sara (2016). One Maine School District's Shift to Proficiency, Part Two. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/one-maine-school-districts-shift-to-proficiency-part-two/>
- Needleman, Sara (2016). One Maine School District's Shift to Proficiency, Part One. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/one-maine-school-districts-shift-to-proficiency-part-one/>
- Needleman, Sara (2016). Beyond Outside the Box. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/beyond-outside-the-box-a-different-look-at-proficiency-based-diplomas/>
- Needleman, Sara (2016). Proficiency for All? In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/proficiency-for-all/>
- Needleman, Sara (2016). Proficiency-Based Transcripts: What Do High School Counselors Have to Say? In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/proficiency-based-transcripts-what-do-hs-guidance-counselors-have-to-say/>
- Needleman, Sara (2016). Navigating the College Application Process with your Standards-Based Transcript. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/navigating-the-college-application-process-with-your-standards-based-transcript/>
- Needleman, Sara (2015). Things That Sparkle. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/things-that-sparkle/>
- Needleman, Sara (2015). Standards-based Learning Symposium in Vermont, Part Two. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/standards-based-learning-symposium-in-vermont-part-two/>
- Needleman, Sara (2015). Standards-based Learning Symposium in Vermont, Part One. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/standards-based-learning-symposium-in-vermont-part-one/>
- Needleman, Sara (2015). Interview With Cari Medd, Principal of Poland Regional High School. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/interview-with-cari-medd-principal-of-poland-regional-high-school/>
- Needleman, Sara (2015). Communicating Mastery. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/communicating-mastery/>
- Needleman, Sara (2015). It's an EdCamp Summer:EdCamp in OOB. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/its-an-edcamp-summer-edcampoob/>
- Needleman, Sara (2015). Mapping Assessments. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/mapping-assessments/>
- Needleman, Sara (2015). The Second Maine Proficiency-Based Symposium. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/the-second-maine-proficiency-based-symposium/>

- Needleman, Sara (2015). Unpacking Standards. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/unpacking-standards/>
- Needleman, Sara (2015). More Big Ideas and Essential Questions. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/more-big-ideas-and-essential-questions/>
- Needleman, Sara (2015). EdCamp in Western Maine! In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/edcamp-in-western-maine/>
- Needleman, Sara (2015). Encouraging Formative Assessment. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/encouraging-formative-assessment/>
- Needleman, Sara (2014). How Do We Define “Exceeds”? In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/how-do-we-define-exceeds/>
- Needleman, Sara (2014). Defining Mastery. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/defining-mastery/>
- Needleman, Sara (2014). Preparing the Soil for Planting Change. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/preparing-the-soil-for-planting-change/>
- Needleman, Sara (2014). Sharing Standards-Based Changes with the Community. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/sharing-standards-based-changes-with-the-community/>
- Needleman, Sara (2014). The Student Perspective: Why is Proficiency-Based Grading a Good Thing? In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/the-student-perspective-why-is-proficiency-based-grading-a-good-thing/>
- Needleman, Sara (2014). Learning From Our Users: A Case Study of Capital City Public Charter School (CCPCS). In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/learning-from-our-jumprope-users-a-case-study-of-capital-city-public-charter-school-ccpcs/>
- Needleman, Sara (2014). Getting into College with a Proficiency-Based Transcript. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/getting-into-college-with-a-proficiency-based-transcript/>
- Needleman, Sara (2014). Our Day of Learning in South Portland. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/our-day-of-learning-in-south-portland/>
- Needleman, Sara (2014). The Intersection Between Proficiency-Based and Traditional Transcripts. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/the-intersection-between-proficiency-based-and-traditional-transcripts/>
- Needleman, Sara (2014). Leading in one JumpRope School. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/leading-in-one-jumprope-school/>
- Needleman, Sara (2014). The Long Road to the Long Term Target. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/the-long-road-to-the-long-term-target/>
- Needleman, Sara (2014). Exploring Practice. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/exploring-practice/><https://www.jumpro.pe/blog/leading-in-one-jumprope-school/>
- Needleman, Sara (2014). Mastery-Based Research. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/mastery-based-research/>

Needleman, Sara (2013). Getting to Know All About You. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/getting-to-know-all-about-you/>

Needleman, Sara (2013). What Are We Doing Today? In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/what-are-we-doing-today/>

Needleman, Sara (2013). Field Notes on Backwards Design. In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/field-notes-on-backwards-design/>

Needleman, Sara (2013). Why Should a Parent Be Excited About Standards-Based Grading? In *JumpRope Blog*. Retrieved from <https://www.jumpro.pe/blog/why-should-a-parent-be-excited-about-standards-based-grading/>

Standards-Based Unit Design (representative sample)

Needleman, Sara (2013). First Grade Reading Unit. In *JumpRope Demo Account (Tackling Trouble)*. Retrieved from <http://screencast.com/t/OFf8sHPtfx><http://screencast.com/t/OFf8sHPtfx>

Needleman, Sara (2013). First Grade Reading Unit Standards and Assessments. In *JumpRope Demo Account (Tackling Trouble)*. Retrieved from <http://screencast.com/t/jLYB7YX70W>

Needleman, Sara (June, 2013). First Grade Reading Unit Class Mastery Report. In *JumpRope Demo Account (Tackling Trouble)*. Retrieved from <http://screencast.com/t/X5qCX0r3DBsw>

Needleman, Sara (2013). First Grade Reading Unit Student Mastery Report. In *JumpRope Demo Account (Tackling Trouble)*. Retrieved from <http://screencast.com/t/MfPDjAUy>

COMMUNITY SERVICE

PLC Facilitator, ETEP Cohort, 2011

Organized and led monthly Professional Learning Community meetings with former interns

Math Classroom Volunteer, Many Rivers Program, Hall School, Portland, Maine, 2008-present

Assist with mathematics instruction in first, second, third, fourth and fifth grade classrooms

Volunteer Coordinator, Many Rivers Program, Hall School, Portland, Maine, 2009-2010

Coordinate volunteer opportunities and duties for approximately 100 families across five classrooms

Classroom Parent, Many Rivers Program, Hall School, Portland, Maine, 2008-2009

Organized volunteer opportunities for families of classroom students

Host Family, Visiting teacher from Thailand, October, 2007 - February, 2008

Shared our home and family life, provided access to greater Portland community

Parent Action Group, de Colores dual language Immersion program, Portland, 2005-2008

Collaborated with local parent community, researched possibilities for language immersion programs, shared findings with school board and central office and launched the actual program in a community school

Member, Board of Directors, Chief's memorial Campership Fund, 1989-2002

Raised money for disadvantaged children to attend summer camp