



UNIVERSITY OF
SOUTHERN MAINE

University of Southern Maine
College of Education and
Human Development

TEACHERS FOR ELEMENTARY AND
MIDDLE SCHOOLS (TEAMS)
PROGRAM

2008-2009 Handbook

TEAMS Foundations

College of Education & Human Development (CEHD)

The University of Southern Maine has a long-standing tradition of preparing teachers, from our days as the Western Maine Normal School in the nineteenth century to the present.

The University's mission affirms "a historical and special commitment to elementary and secondary education through the preparation of teachers and educational leaders."

CEHD serves our region's educational institutions through the Southern Maine Partnership, and draw on our involvement with the National Network for Educational Renewal (NNER) to support partner sites for our teacher education interns.

The CEHD's Professional Development Center (PDC) provides active outreach and learning opportunities for hundreds of in-service teachers, administrators, and school-service providers each year.

Through these and other outlets, we maintain our status as a leading resource for K-12 education in southern Maine.

CEHD Mission

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 fields of education and human development.



*Dr. Betty Lou Whitford,
Dean and Professor, CEHD*

TED Core Practices

The Teacher Education Department (TED) seeks to instill commitment to equitable and engaging learning through the following core practices and equity framework. The following core practices form the conceptual foundation for TEAMS:

Inquiry: Continually examining beliefs and practices and acting upon findings to improve teaching and learning

Opportunity to learn: Providing a variety of accessible learning experiences that attend fairly to learners' strengths, needs, and interests

High Expectations: Establishing and communicating clear, challenging, and attainable standards for all learners

Scholarship: Creating, studying, critiquing, and applying research related to teaching, learning, schooling, and teacher education

Pedagogical Content Knowledge: Integrating teaching knowledge and disciplinary knowledge to foster and support professional expertise

Formative Assessment: Using multiple sources of information, including performance-based assessments, to make valid inferences about student learning and informed instructional decisions

Responsiveness: Providing feedback and adjusting teaching based on growing understandings about learners and learning

Collegiality: Supporting and refining teaching and learning through sharing diverse perspectives and understandings

TED Equity Framework

The TED faculty is committed to providing an equitable experience for our interns and enabling our interns to do the same for their students.

Equity means that

- All students are sufficiently supported, as needed, in their paths to success
- No student is denied educational opportunities based on assumptions about his or her race, cultural or ethnic heritage, gender, class, ability, or any other aspect of diversity
- Teachers develop a climate of mutual understanding, celebration, and positive response inclusive of all individuals and worldviews

In order to realize equity, we understand that

- Each person has cultural identities and intelligences that are multi-dimensional and dynamic
- Each person brings valuable learning strengths and experiences to the classroom and these, rather than perceived deficits, are the best source for further learning
- Motivation and academic success depend upon feeling safe and cared for, and having a sense of belonging
- Empathetic relationships with others provide a necessary foundation for healthy learning communities
- There are inequities and power differences in our society that are often mirrored in the norms and practices of our schools and classrooms

TED Principles

The TED faculty members seek to engage teacher-education students according to the following principles:

- Understanding ourselves as cultural beings so that we can understand others in the same way
- Knowing our students well, identifying and celebrating their identities, cultural backgrounds, intelligence strengths, preferred learning modalities, and aspirations
- Assessing students' knowledge, skills, and dispositions in order to be responsive to learners' needs and give formative feedback
- Providing challenging work for all students with levels of support as needed
- Fostering classroom environments where all students feel a sense of safety, caring, and belonging
- Contextualizing lessons and units using student interests and strengths and the experiences and skills they bring from home and community
- Applying the principles of universal design for learning and strategies for differentiated learning in our planning and instruction
- Modeling the behaviors that we expect of our students
- Inquiring into our own practices and reflecting upon equity implications for our students
- Examining and addressing the structures and codes of power in our schools and classrooms
- Advocating for the fair and equitable treatment of our students
- Collaborating with partner schools to focus attention on issues of equity

USM Teacher Certification Standards

The TEAMS curriculum and the evaluation and assessment of TEAMS interns are based on the following standards:

1. Diversity of child / adolescent development, learner needs, and equitable and culturally responsive practices. The teacher demonstrates knowledge of the diverse ways in which students develop and learn by providing learning opportunities that support students' intellectual, physical, emotional and social development.

2. Knowledge of subject matter and inquiry. The teacher understands the framework and standards of the subject matter she/he teaches. She/he uses the discipline's tools of inquiry, central concepts, and internal structure, and makes interdisciplinary connections to promote learners' inquiry.

3. Beliefs about teaching and learning. The teacher clearly communicates beliefs about teaching, learning, and the role of education in ensuring access and equity for all students.

4. Technology. The teacher understands the social, ethical and legal issues associated with the use of technology and tools of the discipline and uses technology and tools to support teaching practice and student learning.

5. Professionalism and collaboration. The teacher demonstrates professional ethical and legal behavior within school and community and works collaboratively with colleagues, parents, and community members to improve conditions of learning for all students and adults.

6. Positive classroom environment. The teacher creates a democratic learning environment that encourages positive social interaction, active engagement in learning, student responsibility, and self-motivation.

7. Instructional planning. The teacher constantly plans and evaluates instruction based on knowledge of the learner, subject matter, community, intended student standards and curriculum.

8. Instructional strategies. The teacher understands and uses a variety of appropriate instructional strategies and tools to promote learning and inquiry based on knowledge of the learner, subject matter, community, intended student standards and curriculum.

9. Assessment. The teacher understands and uses a variety of informal and formal assessment strategies to evaluate and support the development of the learner.

10. Professional development. The teacher is above all a learner who reflects on and evaluates choices and actions, and continually strives to improve practice.

TEAMS Thumbnail Sketch

The Teachers for Elementary and Middle Schools Program (TEAMS) provides all of the education courses and student teaching needed for certification in the state of Maine for elementary and middle level education (K-8). TEAMS also offers Special Education or Unified options for dual certification in general education and either special education or ELL (English Language Learners).



Bailey Hall on the Gorham Campus

TEAMS Program Overview

The TEAMS Program is an undergraduate teacher certification program which includes coursework in an academic major, leading to a degree in a liberal arts field and a professional program of elementary teacher certification (grades K-8). TEAMS immerses students in professional coursework and hands-on field experiences throughout their studies at USM.

The TEAMS Program has three distinct levels. The first, Pre-Professional Preparation commences upon admission to the TEAMS Program. TEAMS students must meet all of the requirements of USM's Core Curriculum. TEAMS students must also complete an academic major in one of the major areas offered at USM in order to develop depth of understanding in one of the liberal arts or science areas.

The second level, Candidacy Review, is for the TEAMS student to document growth in becoming a well educated, reflective individual with the prerequisite knowledge base for engaging in teaching methodology coursework and assuming teaching responsibilities in partner school sites. In order to be considered for Candidacy Review, students must have: 1) a minimum GPA of 2.75, 2) the required minimum courses complete having earned the required minimum course grades, 3) demonstrated evidence of the five candidacy standards, and 5) a completed application with necessary documentation including letters of support forms from TEAMS course instructors.

The third level, Internship, comes upon successful completion of Candidacy Review. Upon completion of Candidacy Review, the student becomes a Teacher Candidate in the program and may be admitted to the graduate level internship. Placement into an Internship setting at one of the designated Partner School sites is dependent upon a review of the TEAMS student's academic transcript, professional portfolio and portfolio presentation (focused on USM Teaching Standards), field experience evaluations, and the recommendation of TEAMS faculty.

K-8 General Elementary TEAMS Pathway

	FALL	SPRING
Year 1	EDU 200: Education in the U. S. (3 cr.) English 100C: College Writing (3 cr.) Mathematics Course (3 cr.) Core J: _____ (3 cr.) 3 credits in major: _____ 15 Credits	EDU 120: Language & Lit. Development (3 cr.) HRD 200J: Human Growth & Development (3 cr.) Core K: _____(4 cr.) Core E: _____ (3 cr.) 3 credits in major: _____ 16 Credits
Year 2	CPI 211i: Culture & Community (3 cr.) Core H: _____(3 cr.) Core D: _____ (3 cr.) 6 credits in major: _____ _____ 15 Credits	EDU 220: Middle School Community (3 cr.) Core F or G: _____ (3 cr.) Science Course with Lab (4 cr.) 6 credits in major: _____ _____ 16 Credits
Year 3	EDU 320: Applied Skills For Teaching and Learning (3 cr.) Science Course with Lab (4 cr.) Core F or G: _____ (3 cr.) 6 credits in major: _____ _____ 16 Credits	EDU 390: Portfolio Development (3 cr.) Mathematics Course (3cr.) 9 credits in major: _____ _____ _____ *Candidacy review 15 Credits
Year 4	SED 540: Exceptionality (3 cr.) 12 credits in major _____ _____ _____ _____ 15 Credits	EDU 541: Seminar in Teaching, Learning and Assessment I (3 cr.) EDU 505: Teaching Mathematics K-8 (3 cr.) EDU 565: Teaching Reading (3 cr.) EDU 566: Writing Process (3 cr.) EDU 552 Teaching Science (3 cr.) EDU 544 Applied Pedagogy (3 cr.) 18 Credits
BA Here		
Year 5	EDU 542: Seminar in Teaching, Learning and Assessment II (3 cr.) EDU 551 Teaching Social Studies (3 cr.) EDU 644: Professional Internship in Elementary Education (6 cr.) 12 credits	

13 additional credits following the completion of TEAMS are required to complete the MTL.

K-8 General Elementary and K-12 English as a Second Language TEAMS Unified Pathway

	FALL	SPRING
Year 1	EDU 200: Education in the U. S. (3 cr.) English 100C: College Writing (3 cr.) Mathematics Course (3 cr.) Core J: _____ (3 cr.) 3 credits in major: _____ <p style="text-align: right;">15 Credits</p>	EDU 120: Language & Lit. Development (3 cr.) HRD 200J: Human Growth & Development (3 cr.) Core K: _____ (4 cr.) Core E: _____ (3 cr.) 3 credits in major: _____ <p style="text-align: right;">16 Credits</p>
Year 2	CPI 211i: Culture & Community (3 cr.) Core H: _____ (3 cr.) Core D: _____ (3 cr.) 6 credits in major: _____ _____ <p style="text-align: right;">15 Credits</p>	EDU 220: Middle School Community (3 cr.) Core F or G: _____ (3 cr.) Science Course with Lab (4 cr.) 6 credits in major: _____ _____ <p style="text-align: right;">16 Credits</p>
Year 3	EDU 320: Applied Skills For Teaching and Learning (3 cr.) Science Course with Lab (4 cr.) Core F or G: _____ (3 cr.) 6 credits in major: _____ _____ <p style="text-align: right;">16 Credits</p>	EDU 390: Portfolio Development (3 cr.) Mathematics Course (3cr.) 9 credits in major: _____ _____ _____ *Candidacy review <p style="text-align: right;">15 Credits</p>
Summer	SED 527: Understanding and Teaching Diverse Learners (3 cr.) EDU 562 Cultural and Linguistic Diversity (3 cr.) EDU 559 Aspects of Multilingual Learners (3 cr.) <p style="text-align: right;">9 credits</p>	
Year 4	EDU 541: Seminar in Teaching, Learning and Assessment (3 cr.) EDU 505: Teaching Mathematics K-8 (3 cr.) EDU 565: Teaching Reading (3 cr.) 6 credits in major _____ _____ <p style="text-align: right;">15 Credits</p>	EDU 566: Writing Process (3 cr.) EDU 558 Content Based Curriculum for English Language Learners (3 cr.) EDU 644 Classroom Internship- General Elementary 6 credits in major _____ _____ <p style="text-align: right;">15 Credits</p>
BA Here		
Summer	EDU 600 Research Methods and Techniques (3 cr.) EDU 563 ELL Testing and Assessment (3 cr.) EDU 561 Aspects of English (3 cr.) <p style="text-align: right;">9 credits</p>	
Year 5	SED 543 Research and Equity in Educating Diverse Learners (1cr) EDU 607 Teacher Research in Literacy (2 cr) EDU 551 Teaching Social Studies (3 cr.) EDU 640 ESL Internship (3 cr.) <p style="text-align: right;">9 credits</p>	SED 543 Research and Equity in Educating Diverse Learners (2cr) EDU 607 Teacher Research in Literacy (2 cr) EDU 552 Teaching Science EDU 640 ESL Internship <p style="text-align: right;">9 credits</p>
M.S.Ed. HERE		

K-8 General Elementary and Special Education TEAMS Unified Pathway

	FALL	SPRING
Year 1	EDU 200: Education in the U. S. (3 cr.) English 100C: College Writing (3 cr.) Mathematics Course (3 cr.) Core J: _____ (3 cr.) 3 credits in major: _____ 15 Credits	EDU 120: Language & Lit. Development (3 cr.) HRD 200J: Human Growth & Development (3 cr.) Core K: _____(4 cr.) Core E: _____ (3 cr.) 3 credits in major: _____ 16 Credits
Year 2	CPI 211i: Culture & Community (3 cr.) Core H: _____(3 cr.) Core D: _____ (3 cr.) 6 credits in major: _____ _____ 15 Credits	EDU 220: Middle School Community (3 cr.) Core F or G: _____ (3 cr.) Science Course with Lab (4 cr.) 6 credits in major: _____ _____ 16 Credits
Year 3	EDU 320: Applied Skills For Teaching and Learning (3 cr.) Science Course with Lab (4 cr.) Core F or G: _____ (3 cr.) 6 credits in major: _____ _____ 16 Credits	EDU 390: Portfolio Development (3 cr.) Mathematics Course (3cr.) 9 credits in major: _____ _____ _____ *Candidacy review 15 Credits
Summer	SED 527: Understanding and Teaching Diverse Learners (3 cr.) EDU 562 Cultural and Linguistic Diversity (3 cr.) SED 615 Positive Behavioral Interventions and Supports (3 cr.) 9 credits	
Year 4	EDU 541: Seminar in Teaching, Learning and Assessment (3 cr.) EDU 505: Teaching Mathematics K-8 (3 cr.) EDU 565: Teaching Reading (3 cr.) 6 credits in major _____ _____ 15 Credits	EDU 566: Writing Process (3 cr.) SED 518 Instructional Strategies for Learners with Special Needs (3 cr.) EDU 644 Classroom Internship- General Elementary 6 credits in major _____ _____ 15 Credits
BA Here		
Summer	EDU 600 Research Methods and Techniques (3 cr.) SED 653 Special Education Assessment (3 cr.) SED 682 Special Education Law (3 cr.) 9 credits	
Year 5	SED 543 Research and Equity in Educating Diverse Learners (1cr.) SED 699 Directed Study (2 cr.) EDU 551 Teaching Social Studies (3 cr.) SED 688 Special Education Internship (3 cr.) 9 credits	SED 543 Research and Equity in Educating Diverse Learners (2cr.) SED 699 Directed Study (2 cr.) EDU 552 Teaching Science SED 688 Special Education Internship (3 cr.) 9 credits
M.S.Ed. HERE		

TEAMS Pre-Candidacy Coursework

The pre-candidacy phase of the TEAMS program is designed to acquaint TEAMS students with pre-professional experiences that will enable each learner to gain understandings of the complex job of teaching in elementary and middle schools, to demonstrate competence in the academic disciplines addressed in and technological devices employed in these schools, and to compare the requirements and rewards of the vocation to her or his own unique goals and attributes. The following is a description of the pre-candidacy TEAMS coursework:

Year 1, Semester 1: Foundations of Education

The emphasis in the TEAMS course this semester is on understanding the philosophical, historical, political and social foundations upon which public school education is built. Students take EDU 200: Education in the US, a foundational course attending to the historical, political, social, and philosophical perspectives of education. EDU 200 may include field-based activities that extend beyond the regular class meeting time. TEAMS students also focus on developing basic competencies in the liberal arts through courses addressing core requirements. Students should also explore a discipline by taking an introductory course in their academic major.

Year 1, Semester 2: Children's Development and Literacy

The emphasis this semester is on understanding children's development and literacy. TEAMS students are enrolled in HRD 200J: Human Growth and Development and EDU 120: Language & Literacy Development. EDU 120: Language & Literacy Development provides a means to assist students in learning about TEAMS program requirements and assessments. EDU 120 is conducted in a course and field-based format. This course requires 24 hours of field experience that supports TEAMS students' construction of understanding about human development as it applies to themselves and to the children with whom they work in partner schools. Working with children in partner schools to foster literacy development provides the backdrop for fieldwork this semester. Students continue their development of basic competencies by taking core curriculum and liberal arts coursework required for teacher certification. Students should also take a course in their major.

Year 2, Semester 1: Culture and Community

CPI 211I requires attendance at a weekly seminar in addition to 24 hours of field experience. Students are required to complete 24 hours of community service component. These experiences enable students to go into the field to explore various educational settings and educational issues with regard to culture and community surrounding the school's area. The third semester marks a greater concentration on the academic major. Students are advised to take two courses in their major. In addition, students continue to complete their Core Curriculum requirements and continue to take courses in mathematics, science, and/or social studies.

Year 2, Semester 2: Middle School Community

The EDU 220 seminar and field experience extends the focus from previous terms on culture and community into the context of the middle school. In support of this function, TEAMS students are assigned to a classroom in a middle school for 24 hours in order to gain classroom experience working with middle school students. The fieldwork combines participant observation with classroom teacher responsibilities. The weekly seminar provides an opportunity for students to learn more about the middle level learner through guest speakers and discussions. This semester continues with coursework in one's academic major with two more courses. In addition, students continue completing core curriculum courses and mathematics, science and social studies courses as required by TEAMS.

Year 3, Semester 1: Applied Skills for Teaching and Learning

EDU 320: Applied Skills for Teaching and Learning examines theories of learning and their application to teaching and learning practices. This course includes a 24 hour field experience that includes participant observation as well as opportunities for developing and teaching learning activities. Students continue with two more courses in their academic major, their core curriculum courses and mathematics, science and social studies courses.

Selecting an Academic Major

A strength of the TEAMS program is the opportunity for students to focus on a content area and earn a degree in a chosen liberal arts major. TEAMS students may select any liberal arts major of interest to them. Majors in disciplines such as English, math, science, and history reflect the subjects that are taught in K-8 classrooms and provide future teachers with a wealth of content knowledge. Other majors, such as psychology, sociology, or linguistics provide an advanced understanding of children and learning. Both approaches to choosing a major are valid. The most important factor in choosing a major field of study is to select an area that is of interest. The ideal vision is for TEAMS students to develop mastery of a content area so that they will bring their passion and fascination of a subject to the children in their classrooms. All majors in the College of Arts & Sciences (CAS) are appropriate preparation for teachers. However, not all CAS majors are easily accommodated within the structure of the TEAMS program. Because of the seminars, fieldwork, and other TEAMS requirements, the CAS majors that fit best are those with 45 or less credits. Majors with more than 45 credits are difficult to complete with TEAMS in 4 1/2 - 5 years unless students are willing to pursue summer work.

Majors that can be completed with TEAMS in 4 1/2 years:

Communication	Geosciences (B.A.)
Criminology	Classical Studies
Mathematics	French Studies
Philosophy	German Studies
Political Science	Hispanic Studies
Psychology	Russian Studies
Sociology	Women's Studies

Majors that can be completed with TEAMS in 5 years:

(*may require one summer session of coursework)

Arts	Linguistics
Economics	Media studies
English	Social science*
Geography-Anthropology*	Environmental Science & Policy
History*	International studies
Chemistry	Physics

TEAMS Candidacy Review

TEAMS Candidacy Review, in some ways, is both a formative and summative culminating confirmation process which represents a judgment about a prospective candidate's progress in the program. The review is designed to assure TEAMS students and other constituents that the knowledge and dispositions deemed prerequisite to professional coursework have been adequately demonstrated by each candidate. It is also meant to be a positive and constructive learning experience during which the students get the opportunity to synthesize and present what they have learned from their pre-professional experiences and to demonstrate that they are making adequate progress toward meeting the first five USM Teacher Certification Standards.

The purpose of Candidacy is to document that the candidate has made adequate progress toward becoming a well educated, reflective individual with the prerequisite knowledge base and the learner-centered dispositions for engaging in professional coursework and internship.

Process of Candidacy Review

During the Candidacy Review semester TEAMS students enroll in EDU 390: Portfolio Development. As a part of that course, students review artifacts of their learning during the first three years of the program. Through careful reflection on and organization of these documents, students create a portfolio that demonstrates progress in meeting the first five USM Teacher Certification Standards.

The Candidacy Review consists of a review of the TEAMS candidate's academic performance, development of a portfolio that demonstrates satisfactory progress toward meeting the first five USM Teacher Certification Standards, successful completion of Praxis I, and a final formal review presentation in front of a Candidacy Review Panel. The Candidacy Review panel will be comprised of TEAMS program faculty, Department of Teacher Education faculty and partner school faculty. The procedure for Candidacy Review is as follows:

- Each individual on the Candidacy Review Panel evaluates the candidate's portfolio and accompanying documentation at least 24 hours prior to candidacy review.
- The TEAMS Candidate presents his/her candidacy portfolio.
- The Candidacy Review Panel questions the applicant regarding their knowledge and skill related to the first five USM Teacher Certification Standards.
- The Candidacy Review Panel makes a decision as to each candidate's status using one of the following categories:
 - Approved: -- meets all candidacy requirements (strengths noted; goals for future may be recommended)
 - Conditional: -- meets most candidacy requirements and is allowed to continue in the program (strengths & weaknesses noted; action plan developed with candidate). The program advisor assumes responsibility for documenting successful completion of the action plan.
 - Deferred: -- meets most candidacy requirements, but concerns are strong enough that continuation in the program must be delayed until action plan criteria are met (strengths & weaknesses noted; action plan developed with candidate). The applicant must submit evidence to another Candidacy Review Panel.
 - Not approved: -- concerns are so strong that the candidate can not continue in program.
- Following the Candidacy Review, the Candidacy Review Panel will communicate its final decision to the Applicant and sign the TEAMS Candidacy Evaluation.

TEAMS Candidacy Standards

Standard 1: Diversity of child/adolescent development, learner needs, and equitable and culturally responsive practices. The teacher demonstrates knowledge of the diverse ways in which students develop and learn by providing learning opportunities that support students' intellectual, physical, emotional and social development.

- Identifies individual, student and group differences (e.g. intellectual, cultural, social)
- Gathers data from multiple sources on how students learn
- Demonstrates understanding of and sensitivity to issues of diversity and equity

Standard 2: Knowledge of subject matter and inquiry. The teacher understands the framework and standards of the subject matter she/he teaches. She/he uses the discipline's tools of inquiry, central concepts, and internal structure, and makes interdisciplinary connections to promote learner's inquiry

- Demonstrates a mastery of accurate content knowledge
- Continues to learn subject matter in an ongoing way

Standard 3: Beliefs about teaching and learning. The teacher clearly communicates beliefs about teaching, learning, and the role of education in ensuring access and equity for all students.

- Clearly communicates a realistic vision or stance for a learner-centered education
- Seeks opportunities to discuss beliefs with colleagues
- Uses reflection to clarify and challenge beliefs
- Is confident and open about beliefs
- Demonstrates practices that support espoused beliefs and communicates them to others
- Articulates the importance of an equitable education for all students

Standard 4: Technology. The teacher understands the social, ethical and legal issues associated with the use of technology and tools of the discipline, and uses technology and tools to support teaching practice and student learning.

- Readily uses email and other online means to communicate
- Uses computer technology to create appropriate learning materials
- Demonstrates understanding of equitable access and safe use of technology resources for students
- Articulates a personal vision regarding the use of technology and tools

Standard 5: Professionalism and collaboration. The teacher demonstrates ethical and legal professional behavior within school and community and works collaboratively with colleagues, parents, and community members to improve conditions of learning for all students and adults.

- Recognizes the teacher's role as a moral steward and a model for students
- Demonstrates knowledge of social issues, professional organizations, and advocacy activities that promote appropriate programs for students and families
- Maintains a professional demeanor (e.g., arrives on time and is prepared for responsibilities, dresses appropriately)
- Complies with school policies regarding health, safety, sexual harassment, and abuse issues
- Honors confidentiality
- Collaborates and consults with an open mind with colleagues to ensure student learning
- Participates as an active, contributing member to work teams and committees

Pre-Professional Skills Test (PPST): Praxis I:

Passing scores on the Pre-Professional Skills Test (PPST), also called the Praxis I, are required for admission to a TEAMS internship and graduate level coursework. To pass Praxis I you must have a composite score of 526 (or higher), including all scores within three points of passing.

All individuals seeking Maine teacher certification must achieve minimum scores on a basic skills assessment in reading, writing, and math. Maine's passing scores for teacher certificates are:

Reading 176**Writing 175****Mathematics 175**

The PPST is offered in two formats: a paper-based test and a computer-based test.

- 1) The paper-based test is offered four times per year, and registration deadlines are approximately one month before each test date. Scores from the paper-based version take approximately six weeks from the test date to arrive; therefore, many applicants choose to take the computer version to expedite score reporting. Location of the testing site is dependent on the number of registrants. Therefore, there is no guarantee as to where the student will be testing.
 - You may register for the paper-based test online: www.ets.org/praxis/register
- 2) The computer based exam is offered at Prometrics (Sylvan Learning) in South Portland, Orono, Portsmouth, NH, and other centers nationwide. Computer-based scores in reading and mathematics are available upon completion of the exams; writing scores require at least six weeks. (*Recommended option*)
 - To register, call 1-800-853-6773.

Important recommendations:

It is strongly recommended you plan ahead for this exam. Be aware of test dates and registration dates, and visit www.ets.org for additional information.

When registering, be sure to include both USM (registration code **R 3691**) and the Maine Department of Education (**R 7368**) as score recipients.

Preparing and Registering for PPST:

PPST review books are available for purchase at most popular retail bookstores, at many libraries and on the Praxis website (www.ets.org/store.html).

PPST registration forms are available through the Praxis web site at www.ets.org/praxis, USM Office of Graduate Admission (39 Exeter St., Portland campus), and USM's Academic Assessment Office (122 Payson Smith Hall, Portland campus).

A Note about Praxis II:

While Praxis II is not required as a prerequisite for a TEAMS internship, it is required for completion of TEAMS and for certification.

TEAMS Internship

First Internship Placement

This internship is designed to be completed in a single twelve week placement in a classroom at one of our partnership schools beginning with when the school returns from winter break and ending the Friday before the school's April vacation begins. Well qualified, mentor teachers are the primary supervisors of interns' classroom practice with support from the university supervisor. The intern is considered a full professional when working in the partner school. In relationships with students and colleagues at the school, the intern will have all the responsibilities this implies. This includes participation in school functions, parent teacher conferences, school meetings, and following the mentor teacher's schedule before, during and after school.

As the intern is "picking up" the teaching of a new content area in this placement, full completed lesson plans are required until the university supervisor and mentor teacher agree that more abbreviated planning is deemed appropriate.

The internship is supported by a 3 credit seminar (EDU 541) and tasks completed in the internship placements allow you to complete assignments graded in seminar. These include (see seminar syllabus for complete descriptions):

- A reflective journal
- Videotaped teaching and reflection during the internship placement
- Planning and teaching an integrated unit w/analysis of student work
- Observations
- Classroom Profile
- Portfolio development

Entry Conference

During the first week of the intern's placement, the mentor teacher, intern and university supervisor will meet to review and to discuss individual and program goals for the internship.

Phasing -In Process

One possible plan for assuming classroom responsibility follows:

- 2-4 weeks orientation - intern observing, assisting in planning and teaching, and working with individual students and small groups
- 2-4 weeks of phasing in with the intern taking on additional teaching responsibilities each week.
- 2 weeks (10 days) of successful lead teaching - intern planning and teaching all subjects with mentor supporting
- 1-2 weeks intern phasing out of lead teaching responsibility

While this is a possible plan, it is agreed that the mentor teacher, university supervisor and intern should determine the appropriate cycle of the intern moving into gradually more responsibility with at least two weeks of successful lead teaching.

Formal Observations

On-going supervision of the intern is the responsibility of the mentor teacher and university supervisor. In addition to the more informal observations that a mentor teacher and university supervisor may complete, there are more formal observations as well. In the formal observations the observer will pre-conference with the intern, observe a complete lesson, and post-conference with the intern. Formal feedback will be provided for the intern to consider as s/he formally reflects on the lesson. It is during these formal observations that interns will be required to provide the observer with a lesson plan.

The university supervisors will complete informal or formal observations of interns every week as a means of assuring appropriate progress is being made. The mentor teacher will provide on-going feedback to the intern.

Formal Observation Schedule during first semester placement:

University supervisor:

Second or third week of placement

Lead teaching

Lead teaching

Mentor teacher:

Second or third week of placement

Lead teaching

Lead teaching

Mid-placement standards review: (upon preparation for lead teaching)

The mentor teacher, intern, and university supervisor will use the 10 USM Teacher Certification Standards to complete an assessment of how well the intern is demonstrating "satisfactory progress" in meeting standards. Informal observations by the university supervisor and mentor teacher; formal observations by the university supervisor and mentor teacher; 3-way conferences; videotaped teaching and reflection; lesson plans; and developing portfolio will be reviewed in setting goals for the remainder of the placement and lead teaching.

Mid-internship Standards Review (First Internship Exit Conference)

During this exit conference the intern, mentor teacher and university supervisors will meet to discuss the progress of the intern in meeting the USM Teacher Certification Standards. Using the informal/formal observations, lesson plans, the intern's unit, the intern's evidence list, and the mentor teachers' final narratives for evidence, a consensus will be determined as to whether the TEAMS intern is "developing satisfactory" in meeting USM Teacher Certification Standards or if there are some areas which "need attention." This evidence is reviewed with the intern and is discussed at the meeting between the intern, mentor teacher, and the university supervisors. Areas of strength and areas needing improvement are identified and intern professional goals are revised for the second placement.

Second Internship Placement

This internship is designed to be completed in a single thirteen week placement in a classroom at one of our partner schools beginning with the first days of the “teacher contract” and ending at Thanksgiving Break. Well qualified, mentor teachers are the primary supervisors of interns’ classroom practice with support from the university supervisor. The intern is considered a full professional when working in partner schools. In relationships with students and colleagues at the school, the intern will have all the responsibilities this implies. This includes participation in school functions, parent teacher conferences, school meetings, and following the mentor teacher’s schedule before, during and after school. This includes aiding the teacher in setting up the classroom and attending opening workshops prior to the start of the school year.

As the intern is “picking up” the teaching of a new content area in this placement, full completed lesson plans are required until the university supervisor and mentor teacher agree that more abbreviated planning is deemed appropriate.

The internship is supported by a 3 credit seminar (EDU 542) and activities completed in the internship placements allow you to complete assignments graded in seminar. These include (see seminar syllabus for complete descriptions):

- A reflective journal
- Videotaped teaching and reflection during the internship placement
- Planning and teaching an integrated unit w/analysis of student work
- Final exhibition: portfolio development

Entry Conference

During the first week of the intern's placement, the mentor teacher, intern and university supervisor will meet to review internship requirements and to discuss the intern’s goals for the placement.

Phasing -In

One possible plan for assuming classroom responsibility follows:

- 2-4 weeks orientation - intern observing and assisting in planning and teaching
- 4 weeks (20 days) of successful lead teaching - intern planning and teaching all subjects with mentor supporting
- 1-2 weeks intern phasing out of lead teaching responsibility

While this is a possible plan, it is agreed that the mentor teacher, university supervisor and intern should determine the appropriate cycle of the intern moving into gradually more responsibility with at least four weeks of successful lead teaching.

Formal Observations

On-going supervision of the intern is the responsibility of the mentor teacher and university supervisor. In addition to informal observations that a mentor teacher and university supervisor may complete, there are formal observations. In the formal observations, the observer will pre-conference with the intern, observe a complete lesson, and post-conference with the intern. Formal feedback will be provided for the intern to consider as s/he formally reflects on the lesson. It is during these formal observations that interns will be required to provide the observer with a lesson plan.

The university supervisor will complete informal or formal observations of interns at least once every other week as a means of assuring appropriate progress is being made. The mentor teacher will provide on-going feedback to the intern.

Formal Observation Schedule during second semester placement:

University supervisor:

Second or third week of placement

Lead teaching

Lead teaching

Mentor teacher:

Second or third week of placement

Lead teaching

Lead teaching

Mid-placement standards review: (upon preparation for lead teaching)

The mentor teacher, intern, and university supervisor will use the 10 USM Teacher Certification Standards to complete an assessment of how well the intern is demonstrating "satisfactory progress" in meeting standards. Informal observations by the university supervisor and mentor teacher; formal observations by the university supervisor and mentor teacher; 3-way conferences; videotaped teaching and reflection; lesson plans; and developing portfolio will be reviewed in setting goals for the remainder of the placement and lead teaching.

Final Intern Standards Review and Exhibition

Presented in early December, the intern's exhibition will aim to: celebrate and share accomplishment, while focusing on the USM Teacher Certification Standards. The TEAMS intern will "meet" all USM Teacher Certification Standards as demonstrated during informal observations by the university supervisor and mentor teacher; formal observations by the university supervisor and mentor teacher; standards review conferences in the middle and end of each placement; videotaped teaching and reflections; lesson and unit plans; evidence lists; and professional teaching portfolio and exhibition. The portfolio exhibition panel is comprised of at least one of the intern's mentor teacher during the year, the site supervisor/coordinators and one outside member when possible. The intern's presentation will last 45 minutes and will focus on the intern's accomplishment of the USM Teacher Certification Standards. Following the presentation will be a question and answer exchange between the intern and the panel. After questions, an agreement will be reached regarding certification and feedback from the panel is formulated.

TEAMS Teacher Certification Instructions

To obtain a teacher certificate, follow the steps below.

1. Upon completing TEAMS program requirements (i.e., all internship grades are finalized and the student has passed Praxis II, the Teacher Education Department Certification Advisor will run a final check for any remaining requirements. Once verified, she will forward the TEAMS student's name to Maine's Office of Teacher Certification and recommending him or her for certification. A copy of this recommendation letter will be provided to the TEAMS student for use in job interviews. USM's Registrar will also receive this notification and will add a comment on the student's graduate transcript noting program completion. The TEAMS student will automatically be sent copy of the finalized transcript for use in applying for certification.

2. Once the TEAMS student receives the FINAL TEAMS TRANSCRIPT, he or she needs to complete an

Application for Initial Certification and submit it with all supporting materials to
 Maine Department of Education
 Division of Certification
 State House Station #23
 Augusta, Maine 04333
 (207) 626-8989 (automated) or (207) 624-6603

An application for Initial Certification is included in the credential packet distributed by the Gorham Career Center. Additional forms are available at the Gorham Career, 7 College Avenue or by calling the automated number above.

NOTE: It is ESSENTIAL to wait until all program requirements are complete before applying for certification. If a student files an application for Teacher Certification prematurely, the Office of Teacher Certification will analyze your materials from the beginning. This will ultimately cause delays in processing your application, as USM's recommendation for certification helps to expedite evaluating your application.

TEAMS students need to include all supporting materials with the application:

- A check for the \$100 application fee made payable to Treasurer, State of Maine.
- Passing Praxis I and Praxis II exam scores
- All undergraduate and graduate transcripts noting degree(s) awarded and recommendation for certification by USM (the state accepts copies of undergraduate transcripts; but the TEAMS graduate level transcript must be official.)

Completing the Masters Degree

Teaching and Learning (Master of Science in Education)

TEAMS Unified students complete their teacher certification and Masters in Teaching and Learning (MTL) requirements simultaneously. For those TEAMS students in the K-8 General Elementary pathway, there are 13 additional credits required to complete the MTL. The most comprehensive and current information about the Master's in Teaching and Learning, including course descriptions, is maintained on the following web site: <http://usm.maine.edu/cehd/TED/mtl.htm>.

Thirteen credits are required for completion of this master's degree:

EDU 600 Research Methods and Techniques (3 credits)

This course on education research is required of all CEHD graduate students, and is offered every semester.

EDU 624 Schools and Classroom (3 credits)

This study of the historical, philosophical, sociological, and curricular foundations of education is offered in spring and summer semesters.

EDU 627/628/629 Classroom Assessment and Research Development (7 credits)

This course on classroom assessment is offered one Saturday a month beginning in September and ending in May of each year. Participation in this course requires a full-time teaching placement.

Applied Literacy (M.S. Ed.)

The Literacy Education program has recently developed a post-TEAMS degree track. The program is currently in its final stages of approval; more details on this degree option will be provided during the internship year.

Other Master's Degree Programs

TEAMS interns also have the option of applying to one of the other master's degree programs in the College of Education and Human Development.

- Educational Leadership
- Literacy Education with a concentration in English as a Second Language
- School Counseling
- School Psychology

Interns must meet all admission requirements for the desired program. Graduate courses completed during the internship year of TEAMS may be accepted toward degree programs where they meet established requirements credit. In all cases, however, these programs will require a greater number of credits than will the MTL option. Information about applying to these graduate programs is available through the Graduate Admission Office at 128 School St., (207) 780-4386.

TEAMS Student Responsibilities

Each semester, TEAMS students are supported by TEAMS course instructors in order to complete course and field requirements and a TEAMS faculty advisor in order to successfully meet program requirements. While the purpose of the instructors and advisors are to guide and support students, there are responsibilities that students must commit to in order to be successful in the program.

- The TEAMS Student Handbook is a resource for students and contains a thorough description of the many facets of the TEAMS Program. Therefore, students are responsible for knowing and understanding the contents of this handbook. They are expected to bring their handbook to all meetings with their faculty advisor so that they may refer to it during advising.
- The program is based upon a belief that we are a community of learners. Students in TEAMS take courses, seminars and field experiences together throughout the duration of the program. Due to the nature of building a learning community, it is expected that TEAMS students take the course sections designated for TEAMS students.
- As members of a learning community, TEAMS students are expected to demonstrate collaboration and professionalism for their peers, instructors, program coordinators, and mentor teachers. A professional manner requires punctuality and attendance to classes and partner school visits as well as responsibility. Therefore, if unavoidable circumstances cause a student to miss a class, scheduled partner school visit, or an appointment with a mentor teacher, course instructor or faculty advisor prompt and courteous notification is expected. In addition, it is expected that if a TEAMS student borrows professional materials from course instructors, mentor teachers, or partner school libraries, the materials will be returned in a timely manner in their original condition, and if a student fails to return materials in such a manner, the student will be held responsible for replacement costs. Collegiality is a significant aspect of professionalism and should be promoted by establishing good relations with all teachers, staff members and parents in our partner schools through friendly, open-minded, conscientious and cooperative attitudes and behavior. TEAMS students are expected to initiate such discussions when appropriate and to display courtesy and a positive attitude. When on-site at Partner Schools, it is important that TEAMS students act with both professional and personal decorum. In this way, TEAMS students should dress professionally at all times. In addition, TEAMS students are expected to demonstrate civility and respect with all children and adults.
- While each TEAMS student has been assigned an official university major advisor, the TEAMS advisor can help with questions about the program and support the student throughout the duration of the program. It is the TEAMS student's responsibility to consult the TEAMS advisor when appropriate. Although the TEAMS faculty advisor will assist the TEAMS student in progressing through the program and his or her major, the student's progress in the student's major and the program is the responsibility of the student.
- It is imperative that TEAMS students keep all information about students in partner school classrooms confidential. Discussions in seminar should also be kept confidential. Students must use a pseudonym for recorded information about a child or children in journal entries, observation notes, and other written work.
- Written permission is required to use photographic/video images of any child in a portfolio, on a web page, or in any other public forum. The TEAMS student should check with his/her mentor teacher regarding the district's policy. If written permission is needed, you must use the district's form or the form attached to this document. You should give the originals to the school's TEAMS Site Coordinator and keep a copy for your own files.
- Transportation to school sites is the responsibility of each student. If a student has an accident in his/her vehicle during travel to a school site, the owner of the car bears all responsibility for damages and responsibility for coverage of automobile accidents.

TEAMS Academic Requirements

TEAMS students are expected to maintain a high level of academic achievement. Minimum academic requirements are as follows:

- A grade of C or better in all university core, major, science or math coursework.
- A grade of B or better in all TEAMS coursework.
- An overall GPA of 2.75 or better.

If a TEAMS student fails to meet the above academic requirements, the student will be placed upon probation in the TEAMS program. When placed upon TEAMS probation, it is the student's responsibility to meet with his or her TEAMS faculty advisor to discuss the situation and develop a plan of action to assist the student in successfully meeting the conditions of probation. Most often, the course of action is to retake the courses in which the grade requirements have not been met. If a TEAMS student feels as though the grade he or she earned in a particular course does not reflect his or her mastery of the content, he or she may appeal having to repeat the course. To appeal, the TEAMS student should complete the TEAMS Program Appeals Application. This appeals process is simply for TEAMS Program appeals, not academic university appeals.

TEAMS Course Substitutions

There may be times during the course of the program when a TEAMS student may require: 1) transfer of course credit for a program requirement, 2) substitution of a program course for another course, or 3) exemption from a program course requirement. If this is the case, the TEAMS student should file an appeal. To appeal, the TEAMS student should complete the TEAMS Program Appeals Application. This appeals process is simply for TEAMS Program appeals, not academic university appeals. If the university has accepted transfer credit as an exact match to a TEAMS Program requirement, you do not need to file an appeal.

TEAMS Administrative Withdrawal Procedures

Difficult as it is to discuss in a positive manner, some actions will result in TEAMS students being removed from the program. A few of these are so severe that one instance will warrant immediate dismissal. They include: any physical or sexual harassment by the student; reasonable cause to believe the student may have committed a felony or other grossly unacceptable behavior; improper interaction with a student in a partner school, including any adult-child sexual advances or other interactions which are clearly harmful; willful and unjustifiable disregard of a proper request by a duly responsible school official regarding conduct or actions associated with that school's operations; or willful and unjustifiable disregard of a proper request by a duly responsible partner school official which results in the dismissal of the student from school grounds. A TEAMS faculty coordinator may unilaterally and immediately suspend the student from the program for such serious causes. Such a suspension may lead to a recommendation to the Chair of the Teacher Education Department for Administrative Withdrawal from the program. In cases where investigations are initiated to determine the truth of these causes, the student will remain effectively suspended from the program and will not be allowed to continue with coursework or internship in the program.

TEAMS Academic Withdrawal Procedures

An accumulation of other, less serious, behaviors related to program coursework and/or internship may also result in dismissal.

- TEAMS students assigned to a school are expected to follow the procedures and schedules followed by practicing teachers. Repeated lateness or unwarranted absences may lead to dismissal from the program.
- TEAMS students are also expected to complete University requirements in a timely and worthy fashion. Repeated instances of late or unprofessional University work may lead to dismissal from the program.
- TEAMS students are expected to interact with all children and adults in a civil and professional manner. Repeated instances of inappropriate communication may lead to dismissal from the program.
- TEAMS students are expected to comply with the judgments of host and mentor teachers regarding desired classroom behavior and management. Repeated instances of usurping the legitimate responsibility of the classroom teacher may lead to dismissal from the program.
- TEAMS students are expected to continue to develop their teaching skills and their disposition to enhance learning environments and activities for the learners they teach. Lack of adequate progress in the development of teaching skills and self-assessment and refinement patterns may lead to dismissal from the program.

For cumulative causes such as those listed above, the following procedure will normally be utilized:

1. A TEAMS faculty coordinator will convene a meeting with the TEAMS student and other appropriate parties (e.g., mentors, internship supervisors, and other program faculty). In the case where a university faculty member serves as the university supervisor, this person may serve in multiple roles. At this meeting, the problem will be discussed and a formal action plan for improvement will be written, with expected outcomes, activities, methods of evaluation, and timelines. It will be signed by all parties. The Director of Teacher Education and Chair of the Teacher Education Department will be notified of this meeting and sent copies of the action plan generated.
2. The TEAMS faculty coordinator will convene a second meeting with the TEAMS student and the other appropriate parties to evaluate the implementation of the action plan. After this meeting, a recommendation will be made by the TEAMS faculty coordinator concerning whether or not the student remains in the program. The TEAMS faculty site coordinator will write a letter to the TEAMS student explaining the reasons for the recommendation. If the recommendation is for dismissal, the TEAMS faculty coordinator will forward that recommendation to the Chair of the Teacher Education Department for approval as an Academic Withdrawal.

USM Student Conduct Code

In addition to the causes for withdrawal cited above, infractions of the USM Student Conduct Code may result in administrative or academic withdrawal. This code may be found on the USM website: <http://www.maine.edu/policyscc501.html>.

TEAMS Program Dismissal Appeals Process

Appeals for dismissals from TEAMS must be in writing and should be directed to the Director of Teacher Education at USM. The Director will convene a committee to consider the appeal. This committee will consist of faculty members from the USM Teacher Education Department and may also include site coordinators from a site other than that from which the appeal originates. Appeals should address the reasons why a student thinks the dismissal was inappropriate and should specify the outcome sought.

The committee will meet to consider the intern's appeal. At the intern's request, the committee will provide an opportunity at this meeting for the intern to present his or her case for appeal. The committee may also choose to invite to the meeting others involved in this case. At the conclusion of this meeting, the committee will make a recommendation to the Director. The Director, after consultation with the Dean of the College of Education and Human Development, will make a decision on the appeal. The Director will then write a letter to the intern explaining the decision. If dismissal is upheld, further appeal may be made to the appropriate university official.

At each stage of appeal, the intern is entitled to a written judgment as promptly as possible without sacrificing necessary discovery and deliberation from the appeal agent. Unless the appeal agent explains in writing sufficient cause for delaying judgment, the decision should be conveyed within ten university working days following the receipt of the written appeal statement. During the appeal process, the student will remain effectively withdrawn from the program and will not be allowed to continue with coursework or internship in the ETEP or TEAMS program.

Revisions to the Program

The program maintains the ability to change admission and/or program requirements as needed to meet changes in university requirements or state certification standards.

Health Insurance for Students

Based on the 1998 recommendation of USM's Health and Safety Risks to Students Committee, the University now requires that students enrolling in certain programs and courses show evidence that they have adequate health insurance coverage throughout the program.

TEAMS is one of the programs for which coverage is required. Therefore, TEAMS students must have health insurance for the duration of their internships.

Prior to participation in the TEAMS internship, students must provide evidence that they have health insurance which is equal to, or better than, the coverage offered by the University's basic health insurance plan.

Financial Aid

Typically, students may obtain financial aid for tuition, books and supplies, and living expenses.

To apply for federal aid, students complete an online Free Application for Federal Student Aid) (FAFSA) www.fafsa.ed.gov.

USM Financial Aid Resources

USM's Office of Financial Aid offers a variety of financial aid programs and financing plans. Visit the USM Office of Financial Aid website for information on USM scholarships, and loans:

www.usm.maine.edu/fin.

Call (207) 780-5250 or email fin-aid@usm.maine.edu.

CEHD Financial Aid Information Night

The CEHD sponsors a *Financial Aid Information Night* every year in early December. For the date and time visit www.usm.maine.edu/cehd/Student-Resources/

For more information:

Kimberly Warren

(207) 780-5902

kwarren@usm.maine.edu.

Scholarships

CEHD Scholarships

The College of Education and Human Development has a dedicated source of tuition scholarship funds for ETEP interns.

Applications are available in early December with a deadline of March 1, 2009.

Applications are available at:

www.usm.maine.edu/cehd/Student-Resources/scholarships.htm

Clyde Russell Scholarship Fund

This \$10,000 scholarship is offered through the MEA (Maine Education Association).

Maine residents in a graduate teacher preparation program are eligible to apply.

Applications are available in the USM Office of Financial Aid or on the web at

www.clyderussellscholarshipfund.org

Loan Forgiveness Programs

Educators for Maine

This loan forgiveness program is offered through the Finance Authority of Maine (FAME) for those intending to teach.

It is a \$2000 loan, renewable each year to those in initial teacher training programs. The loan is forgiven by teaching for one year in the State of Maine, for every year you took the loan. Deadline is April 1.

www.famemaine.com/html/education/famepr ogs.html#educators

Loan Forgiveness Program for Teachers

If you teach in critical need areas such as subject shortage areas or low-income needs-based schools, federal loan programs such as Stafford and Perkins offer loan forgiveness programs. For more information visit:

<http://studentaid.ed.gov/PORTALSWebApp/students/english/teachercancel.jsp?tab=repaying>

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