

The CLASS Exit Conference and Exhibition Presentation Review Process

The Exit Standards Review Conference and Exhibition Presentation Review is a **two-part** summative culminating confirming process that represents a judgment about an intern's progress in the program with regards to exiting the program successfully **and** being recommended for K - 8 State certification. The first part is the **Exit Standards Review Conference** and the second part is the **Exhibition Presentation Review**.

Prior to exiting the CLASS PDS program, all interns must demonstrate readiness for and commitment to the demands of teaching as a career. The CLASS PDS program is designed to provide 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.

Presented in two distinct stages in late November and early December, the intern's exit standards review conference and exhibition presentation will aim to: document that the intern has met or exceeded each of the ten USM Teacher Certification Outcome Standards, celebrate and share accomplishment, share ideas, and discuss future professional directions. This two part conference and presentation is designed to assure exiting CLASS PDS interns, and other constituents that the knowledge and dispositions required prior to completing the CLASS program have been adequately demonstrated by each student. It is also meant to be a positive and constructive learning experience from which the interns get the opportunity to present evidence/documentation, synthesize, answer questions, integrate, prepare materials, reflect, make connections and receive feedback from college and partner school faculty as they complete the program and transition into a professional career.

Note: All materials that are turned into the Exit Standards Review Conference and Exhibition Presentation Review panels should be of the highest quality with regards to grammar, spelling and overall presentation, etc.

PURPOSE OF EXIT STANDARDS REVIEW CONFERENCE & EXHIBITION PRESENTATION REV.

The purpose of the exit reviews are to document that the intern 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 teaching responsibilities in K - 8 schools.

The CLASS PDS intern will demonstrate:

"Meets" or "exceeds" in meeting each of USM Teacher Certification Outcome Standards during: informal observations by site supervisor and mentor teacher; formal observations by site supervisor and mentor teacher; 3-way conferences in the beginning, middle and end of each placement (the initial and final conferences for each semester will also include the cohort leader); videotaped teaching and reflection; lesson plans; portfolio; and the final Exit Standards Review Conference and Exhibition Presentation Review.

PROGRAM OUTCOME STANDARDS

Through a record of academic achievement and documentation, interns should show evidence of the following USM Teacher Certification Outcome Standards. In preparing for the exit standards review conference and exhibition one should make sure to address all aspects of the stated outcome, including evidence/documentation of your knowledge and disposition for each; e.g., from your portfolio, teaching materials, etc.

- 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
 - Draws on students' stages of development, learning styles, strengths and needs, to design instruction and inform educational programs
 - Draws on students' experiences and family and community influences to design instruction and inform educational programs
 - Demonstrates understanding of and sensitivity to issues of diversity and equity during the design and assessment of instruction
 - Makes appropriate accommodations and modifications for individual students who have specific learning differences or needs
 - Uses appropriate services or resources to meet learners needs

- 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.*
 - Assesses learners' prior knowledge and modifies instruction
 - Demonstrates a mastery of accurate content knowledge
 - Engages learners as investigators in activities that highlight key concepts in content area(s)
 - Continues to learn subject matter in an ongoing way
 - Models and encourages students' application of the discipline's tools of inquiry
 - Assesses learners' prior knowledge and modifies instruction
 - Presents content and concepts through multiple representations
 - Draws on multiple resources to plan lessons and engage students in learning concepts
 - Creates learning experiences that integrate knowledge of different disciplines

- 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 and inquiry 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
- 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
 - Explains the rationale for the selection of technologies and tools based on student goals, needs and talents
 - Uses computer technology to create appropriate learning materials
 - Uses and engages students in the use of a repertoire of current and emerging technologies, including assistive technology, based on research and best practices,.
 - Ensures equitable access and safe use of technology resources for students
 - Evaluates and adjusts strategies for using technology and tools based on student performance
 - Uses electronic means to record and report student data
 - Articulates school policies regarding the use of technology and tools
- 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
 - Adheres to a code of ethics that demonstrates an understanding of the laws that govern student rights and teacher responsibilities
 - Honors confidentiality
 - Readily listens to and communicates with parents
 - Consults with other school professionals concerning a student's learning or health when appropriate
 - Collaborates and consults with an open mind with colleagues, specialists and support staff to ensure student learning
 - Develops partnerships with parents and guardians in support of student' learning and well-being.
 - Participates regularly in school and community events
 - Seeks resources in the community to enhance student learning
 - Participates as an active, contributing member to work teams and committees
- 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.*
- Creates a comfortable, well-organized physical environment with clear academic and behavioral expectations

- Works with students individually and as a group to manage their own behaviors and assume responsibility for their own learning
- Implements positive classroom management techniques for establishing structures, routines, and procedures, gaining attention, and facilitating transitions.
- Uses time effectively
- Creates an environment in which students work both cooperatively and independently
- Establishes a classroom climate of openness, caring, mutual respect, and inquiry
- Facilitates student choice and decision-making
- Engages students in service to classroom, school and community

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

- Plans and implements curriculum and instruction according to students' developmental needs, prior knowledge and interests, for both individuals and groups
- Plans curriculum and instruction beginning with identified learning standards and goals (academic, social skills, life skills, and communication skills)
- Designs coherent daily, unit, and year-long plans through curricular mapping
- Reflects systematically and continually on instruction and makes adjustments accordingly
- Coordinates with students' teacher(s) across all settings (SPED, ELL) to enact Individual Education Plans (IEPs)
- Implements lessons using effective pacing, well-sequenced procedures, and well-prepared materials

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.*

- Uses a repertoire of instructional strategies that are based on research and best practices
- Explains the rationale for the selection of instructional strategies and tools based on student goals, needs and talents
- Reflects systematically and continually on instructional strategies and makes adjustments accordingly
- Empowers students to think for themselves and construct knowledge

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

- Communicates clear expectations and provides descriptive feedback to students
- Encourages student goal-setting and self-reflection during informal and formal assessment
- Accurately documents, interprets, and reports assessment results to students, parents, colleagues and the community
- Uses a variety of informal and formal assessments that provide valid evidence of student's performance of learning goals (objectives, outcomes) and standards
- Interprets assessment results to adjust instruction, and enhance student progress and confidence
- Supports students' performance in district and state assessment program

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

- Actively seeks out and participates in professional development activities and articulates and applies what is learned
- Actively seeks and acts upon feedback from colleagues and students
- Continually reflects upon, inquires about, and employs new teaching practices
- Honestly assesses her or his own knowledge and abilities and acts upon that assessment by setting goals
- Demonstrates competence through multiple sources of evidence
- Engages productively in collegial discussions about educational issues

PREPARING FOR THE EXIT STANDARDS REVIEW CONFERENCE AND EXHIBITION PRESENTATION REVIEW

The CLASS PDS intern, as part of the Exit Standards Review Conference and Exhibition Presentation Review process will:

1. Present a professional career portfolio—(as outlined below). As part of the successful completion of the program, students will have prepared a teaching career “professional” portfolio inclusive of his or her learning experiences based on the ten program outcome standards.
 2. Submit a set of credentials—(as outlined below). At least one week prior to the scheduled date of the Exit Standards Review Conference and Exhibition Presentation Review [or at other special times as determined by the CLASS PDS Steering Committee].
 3. Participate in a final formal Exit Standards Review Conference and Exhibition Review Presentation submitting the USM Teacher Certification Standards: Residency Teaching Standards Review form in front of the Exit Standards Review Conference and Exhibition Review panel/s—(as outlined below).
1. Prior to the Exit Standards Review Conference and Exhibition Presentation Review, students should complete a professional career oriented portfolio that provides artifacts with clearly documented evidence and well written rationales with regards to the student’s mastery of the ten program outcomes. This professional career oriented portfolio is an abridged more focused document than the program working portfolio presented at the Candidacy Review and beyond. In the Exit Exhibition Presentation Review, students will be asked to present his or her documentation. This is an opportunity to highlight what has been learned, how it was learned, and why it is important in showing growth as a teacher. Each intern is encouraged to indicate his or her needs for continued development as well as his or her plans to realize this growth. Although it is anticipated that many CLASS students may opt to include similar exhibits (course products, artifacts from field work, etc.), each intern should also try to personalize their professional career portfolio to the point that it fairly reflects individual strengths and personalities, as well as common goals. Ultimately, the portfolio should be as distinctive and as individual as the intern.
 2. Each applicant for exiting the program will submit the following set of credentials completed in advance of the conference and presentation review.

- Each student must submit a well written and concise professional stance that synthesizes his/her ideas that reflect their current thinking about themselves as a learner and themselves as a teacher. It builds upon their previous professional stances. This reflection should culminate in a description of your beliefs as a teacher and addresses each of the following areas (not necessarily in order):
 - a. What kind of teacher are you? Describe the belief systems that guide your teaching.
 - b. What theoretical principles drive your belief system? How are your beliefs connected to sound research-driven, theoretical based practice?
 - c. How do your “teaching practices” reflect your philosophies? Describe how you have incorporated the described beliefs while you are teaching.
 - Students may also bring other documentation/evidence to Exit Standards Review Conference in support of their self-evaluation; e.g., journal, instructional units, etc.
3. For the Exit Standards Review Conference students must complete the USM Teacher Certification Standards: Residency Teaching Standards Review form which documents evidence of meeting the ten CLASS Program Outcome Standards. This document will need to be downloaded and then word processed. It is suggested that each student provide an honest self-evaluative appraisal of evidence along with clear identification of targets for continued professional development within these broad outcomes.

PROCEDURES FOR THE EXIT STANDARDS REVIEW CONFERENCE AND EXHIBITION PRESENTATION REVIEW:

Introduction:

Time will be built into both the Exit Standards Review Conference and Exhibition Presentation Review process schedule so college and partner school faculty panelists will have an opportunity to peruse the students USM Teacher Certification Standards: Residency Teaching Standards Review form and any other materials as appropriate before (as well as during) the review presentation process; portfolio, units, journals, etc.

Exit Standards Review Panel:

A list of eligible reviewers will be maintained by the CLASS PDS Program Steering Committee. Varied roles are involved, as follows:

Site Coordinator: The site coordinator is from the CLASS PDS partnering school district of Auburn.

Mentor Teacher/s: The mentor teacher/s is a practicing teacher from one of the partner schools with which the intern was placed during his/her internship year.

Cohort Leader: Is the Cohort Leader of the student being reviewed.

Exit Standards Review Conference

The Exit Standards Review Conference will occur at least two weeks prior to completion of the program. This conference is centered around the USM Teacher Certification Standards:

Residency Teaching Standards Review form. Present at the conference will be the: Intern, Mentor Teacher/s, Cohort Leader and Site Coordinator. Students are required to submit this form as a self-evaluation of their work with regards to the ten program outcome standards with supporting evidence at the final conference of their residency internship. At this conference the Intern's self-evaluative standards review form will be presented. The Mentor Teacher/s, Cohort Leader and Site coordinator will review the evidence and provide verbal and written commentary of their own either in support or nonsupport (confirm/disconfirm) of the evidence cited. At the end of the standards review conference, the USM Teacher Certification Standards: Residency Teaching Standards Review form will be revised to reflect the consensus of the conference committee. The form will then be forwarded to the Exhibition Presentation Review panel and will be used in the final assessment of the student with regards to successful completion of the program and recommendation for certification. During this latter review, the panel will confirm/disconfirm and/or modify that the intern has met or exceeded each of the ten USM Teacher Certification Outcome Standards.

The standards review of the intern's materials will last about an hour and will focus on the intern's accomplishment of the ten CLASS PDS Program Outcomes (as outlined above).

Exit Exhibition Presentation Review:

The intent of the exhibition review presentation is for each applicant during the review to communicate to the Review Panel the qualities and beliefs that will define him or herself as a teacher, using references to his or her:

- a. professional portfolio of evidence with regards to meeting the ten program standards
- b. personal beliefs/stance of an articulated teaching philosophy connected to advocated strategies
- c. reflective journal of relevant experiences, instructional units, etc.

The Exhibition Presentation Review should be well organized and presented. The student may provide the Review Panel with exhibits or artifacts contained in the portfolio, but not discussed during the presentation so that the Panel may inquire into these exhibits during the question period. In short, the student needs to make sure that the Review Panel is convinced about the qualities that will make the student an excellent teacher. Regardless of the format, each presentation should directly address each of the following items:

1. Each intern should highlight his or her learning and development as a member of the CLASS PDS learning community *related to the ten program outcomes standards*. It is very important that the intern make clear connections to what they did and learned through their teaching and how that provides evidence of successfully meeting the ten program outcomes.
2. Each intern should address his or her major beliefs regarding the aims of and purposes for teaching as a part of preparing children for life within a social and political democracy.
3. Each intern should address his or her personal and professional goals with regards to the classroom teaching of K-8.
4. Each intern should indicate his or her needs for continued professional development as well as his or her plans to realize this growth once they become a teacher.
5. Each intern should address his or her personal interest in and commitment to teaching as a career.

The amount of time scheduled for the Exit Exhibition Presentation Review is a total of one hour. The intern's presentation will last 30 minutes (not to be exceeded) and will focus on the intern's accomplishment of the ten CLASS PDS Program Outcome Standards (as outlined above). Following the presentation there will be about a 10 minute “question and answer” exchange and discussion between the intern and the panel.

After questions, the panel will review the CLASS PDS Program Outcome Standards and an agreement will be reached regarding exit from the program and recommendation for certification.

Sample Exit Exhibition Presentation Review Questions:

If within the exit review presentation the student does not naturally weave in answers to the items noted above, the sample example questions listed below **may be** part of the follow-up discussion. The questions should be about both knowledge on outcome standards related to their own teaching, and also more professional career interview type questions that are forward looking and helpful to the student’s upcoming interview process

- What are the management strategies you employ to the most? Why do you think they work?
- What are your strengths and areas on which you need to work?
- What grade levels and content areas are you most interested in teaching.
- What three theorists do you connect your practice to?
- How have you differentiated instruction: e.g., social, emotional, cognitive, language, physical, multiple intelligences, etc.
- If I was walking by your classroom and looked in the window what would I see?
- How have you improved over the course of the three internships?
- What did your “lead teaching” teach you?
- What will you do in your teaching to promote equity, diversity and democracy?
- What is your sense of the profession?
- What is your planning process like? What resources and tools do you use?
- What are your goals as a Teacher-Leader in the 21st Century?

Exit Exhibition Presentation Review Panel and Roles:

Review Panel:

A list of eligible reviewers will be maintained by the CLASS PDS Program Steering Committee. Varied roles are involved, as follows:

Presiding Member: The presiding member will be a full-time member of the USM:LAC faculty serving as a Cohort Leader (but *not* for the Cohort undergoing the final Exit Exhibition Presentation Review). This member will participate in each review conducted during his or her tenure as presiding member to assure consistent and fair treatment for each CLASS PDS intern. In the event of unanticipated circumstances that prohibit participation in a review by the presiding member, an **alternate** (previous named by the CLASS Steering Committee) can serve providing deliberate steps are taken to assure consistent and fair treatment, and that such substitutions are rare exceptions.

Site Coordinator: The site coordinator is from the CLASS PDS partnering school district of Auburn.

Mentor Teacher: The mentor teacher is to be a practicing teacher from one of the partner schools with which the intern was placed during his/her internship year.

Outside Member Review Panelist/s: This review panelist may be a practicing classroom teacher and/or administrator from a partner school (though not necessarily one in which the intern has participated). It also could be a faculty member from the intern's academic major. Other members of the CLASS PDS faculty may also serve. One or two review panelists will participate on each Exit Exhibition Presentation Review panel.

Each Exit Exhibition Presentation Review panel shall consist of the **Presiding Member** (or alternate), the **Site Coordinator**, one **Mentor Teacher**, **2 Outside Member Review Panelist/s** made up of school and college faculty, and **1-2 Non-participant Observers**; e.g. students from other cohorts, school district personnel and/or university faculty.

The total number of panelists for any one review **may not exceed 6**. The total number of non-participant observers **may not exceed 2**. The total number of people attending the review, excluding the applicant for the Exit Conference and Exhibition Review, including the advisory cohort leader **will not exceed 8**.

Roles:

Only one **Presiding Member** and one **alternate** will be named. Additional multiple **Review Panelists** should be selected and agree to be placed on the Exit Exhibition Presentation Review panel list.

The **Presiding Member** will coordinate the selection of each Exit Exhibition Presentation Review panel and the scheduling of each review.

The **Cohort Leader** currently working with the CLASS student being reviewed will serve on the Exit Exhibition Presentation Review panel and will be present for each review.

The **Site Coordinator** will serve on the Exit Conference and Exhibition Review panel and will be present for each and every review.

The **Mentor Teacher** will serve on the Exit Conference and Exhibition Review panel and will be present for the review of his/her intern.

The **Outside Member Review Panelist/s** will serve on the Exit Conference and Exhibition Review panel and at least one of whom will be present for each review.

The six signatories for each Exit Exhibition Presentation Review panel shall be the:

1. **Presiding Member** (or alternate),
2. **Site Coordinator**,
3. **One Mentor Teacher**,
4. **One to Two Outside Member Review Panelist/s: e.g., a. CLASS/USM faculty and b. CLASS Partner School Classroom teacher**
5. **Cohort Leader**

Exit Exhibition Presentation Review Process:

The Exit Exhibition Presentation Review will last around one hour. The intent of the exhibition review presentation is for each applicant during the review to communicate to the Review Panel the qualities and beliefs that will define him or herself as a teacher, using references to his or her:

- a. professional career portfolio of evidence with regards to meeting the ten program standards
 - b. personal beliefs/stance of an articulated teaching philosophy connected to advocated strategies
 - c. reflective journal of relevant experiences, instructional units, etc.
1. Once the Exit Exhibition Presentation Review process begins, the **Cohort Leader** will introduce the intern to the Exit Exhibition Presentation Review panel along with a recommendation for program completion. *[1-2 minutes]*
 2. The intern will present his or her professional career portfolio and any other materials; e.g., units, journal, etc. and that address his or her success at meeting the USM Teacher Certification outcome standards exit requirements. *[30 minutes (do not exceed)]*
 3. The Review panel will question the intern. Questions to the intern will be directly related to the ten program outcome standards and/or their review presentation and/or their teaching *[10- 15 minutes]*
 4. At the end of the conference the Review Panel will do a final review of the USM Teacher Certification Standards: Residency Teaching Standards Review form, affirming the earlier standards review conference, making any adjustments, comments, leading to a final decision as to each intern's status with regards to exiting the program and being recommended for certification. The assessment students receive will be constructive and affirming (approved, conditional, deferred). It will occur at the conclusion of the review, consist of oral comments and, in some cases, informal written notes; e.g., Presentation Feedback sheet, etc.

The panel will choose from the following categories:

1. **Approved:** -- meets all exit and program completion requirements (strengths noted; goals for future may be recommended)
2. **Deferred:** -- meets most exit and program completion 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 the intern). The intern must re-submit evidence to the Presiding Member and/or another Exit Conference and Exhibition Review panel.
3. **Not approved:** -- concerns are so strong that the intern cannot complete the program.

Following the Exit Exhibition Presentation Review process, the Review Panel will complete all necessary paperwork as required with copies going to the intern as appropriate.