

## **2. GENERAL PROGRAM INFORMATION**

## Program Overview

The CLASS PDS Program has three distinct levels.

The first, **Pre-Candidacy Preparation**, commences upon admission to the University of Southern Maine (USM) in an undergraduate degree program **and** to the CLASS Program. CLASS students must meet all of the requirements of USM's Core Curriculum. CLASS students also complete an academic major in one of the major areas offered at USM to develop depth of understanding in one of the liberal arts or science areas. Students applying to CLASS during their last year in high school must have at least a 3.0 grade point average. Students with previous college credit must have at least a 2.5 grade point average in college. Evidence of experience working with children is also required. All applicants meeting entrance requirements are invited to campus for an interview with CLASS faculty, partner school teachers and students matriculating in the program. Students accepted to USM will not begin the CLASS program until they have demonstrated proficiency in mathematics and written language, commensurate with USM's proficiency requirements.

The second level, **Professional Preparation**, commences upon successful completion of Candidacy Review. CLASS students are required to demonstrate appropriate knowledge and dispositions relative to the liberal arts and education, in order to continue in the program beyond the second year. The purpose of candidacy review is for the CLASS 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 site schools. In order to be considered for candidacy review CLASS students must have: 1) minimum GPA 2.75, 2) required minimum course grades, (2) required minimum course grades, required minimum courses complete, 4) demonstrated evidence of six program outcomes and 5) completed application with necessary documentation. Upon successful completion of the candidacy review and passing all the State required sections of the Praxis exam, the student becomes a Candidate in the program. At this point, students will have completed all core requirements and can focus on their major area of study as well as on advanced teacher preparation coursework.

The third level, **Internship**, comes upon successful completion of acceptance into an internship placement(s). Placement into an Internship setting at one of the designated Professional Development School sites is dependent upon successful completion of necessary screening which can include: a review of academic transcript, portfolio review (focused on program outcomes), review of field experience evaluations, a review of letters of support from CLASS PDS program course instructors and/or interview.

## Ten Standards for Results-based Assessment for the Initial Certification of Teachers in the State of Maine

In 1994, the Maine legislature passed an act which made the State Board of Education responsible for setting goals for education. The State Board of Education established a committee to develop learning goals for K-12 Maine students. The learning goals, The Learning Results, were put into law the spring of 1997. The State Board of Education and the Commissioner of Education recognized that if K-12 students were to achieve the Learning

Results outlined in the new legislation, new teachers would also need to be prepared differently in programs. In 1995 The State Board of Education and the Commissioner of Education appointed an Advisory Committee to develop a results-based process for the initial certification of Maine teachers. The following ten standards were implemented in the fall of 1997.

### **The Ten Standards:**

1. Subject Knowledge
2. Discipline Integration
3. Diversity of Student Development
4. Instructional Planning
5. Instructional Strategies
6. Supportive Environment
7. Assessment Strategies
8. Engaging Students & Communities
9. Ethical Responsibilities
10. Professional Development

#### **Maine State Standard 1**

**Demonstrates a knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) she or he teaches.**

#### **The instructor:**

- Creates learning experiences that make these aspects of subject matter meaningful for students.
- Uses language appropriate for students' ability levels.
- Creates learning experiences and build upon previous learning experiences that provide students the opportunity to use tools of inquiry appropriate for a given discipline.
- Involves students actively and intensively in learning activities.
- Applies understanding of appropriate subject matter to teaching activities.

#### **Maine State Standard 2**

**Demonstrates the ability to integrate other disciplines' concepts, tools of inquiry, and structures with the discipline she or he teaches.**

#### **The instructor:**

- Relates his or her disciplinary knowledge to other subject areas.
- Designs curriculum and plans instructional strategies that reflect the fact that students must be prepared to live in an interdisciplinary world.
- Uses methodology and language from various disciplines to address common themes.
- Nurtures students' ability to understand different perspectives by focusing on conceptual themes and everyday life experience.
- Encourages students to recognize and respect the interdependence of all knowledge and ideas.
- Uses strategies which help students further development skills in reading, writing, and mathematics as they learn in every subject.
- Demonstrates the ability to integrate disciplines by creating thematic units, interacting and collaborating with colleagues from other disciplines on larger projects.

### **Maine State Standard 3**

**Demonstrates a knowledge of the diverse ways in which students learn and develop.**

The instructor:

- Identifies individual and group intellectual, cultural, and social differences.
- Utilizes multiple teaching methods to address individual and group differences and needs, and assesses the methods' effectiveness.
- Utilizes knowledge of approaches to learning in the design and assessment of instruction, especially with regard to issues of diversity and equity.

### **Maine State Standard 4**

**Plans instruction based upon knowledge of subject matter, students, and curriculum goals.**

The instructor:

- Articulates an educationally and ethically defensible rationale underpinning his or her instructional decision making.
- Develops objectives and materials relevant to diverse student needs and interests.
- Develops daily, weekly, and long-range lesson plans, including specification of objectives and criteria for evaluation.
- Demonstrates some degree of original curriculum development within the parameters set by existing curriculum.

### **Maine State Standard 5**

**Understands and uses a variety of instructional strategies and appropriate technology.**

The instructor:

- Uses a variety of instructional materials (e.g., videos, newspapers, maps, manipulatives, literature).
- Employs a variety of instructional techniques (e.g., group work, computer-based instruction).
- Facilitates problem solving, critical thinking, and other higher order thinking skills.
- Employs a wide range of instructional techniques that facilitate learning at a variety of affective and cognitive levels.
- Facilitates learning opportunities that recognize and address variation in students' learning and cognitive styles.
- Encourages all students to use technology and provide access to that technology.
- Assists students in using software for a variety of purposes (i.e., not just word processing).
- Demonstrates the ability to create instructional media and apply those materials in the classroom using technology, such as video cameras, still slide film, overhead projectors, CD-ROM, and videodiscs, as resources permit.

## **Maine State Standard 6**

**Creates a classroom environment which supports and encourages learning.**

### The instructor:

- Establishes and models a learning environment that fosters individual responsibility, group collaboration, a desire to learn, and respect for all students.
- Possesses a repertoire of classroom management techniques that foster openness, a respect for learning in individual and group settings, and active inquiry.
- Establishes mutual expectations, procedures, and routines designed to create a safe, equitable, and organized learning environment.
- Facilitates students' self-control and intrinsic motivation for learning by using principles of effective classroom organization and a knowledge of child development.
- Designs activities that extend beyond the classroom into the larger world of the school, home, community, university, and society in general.
- Demonstrates growth in ability to organize and manage classroom activities.
- Uses class time economically and implements lessons effectively.

## **Maine State Standard 7**

**Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.**

### The instructor:

- Is aware of the reliability and validity of the assessments being used and attempts to improve the quality of the assessments in these areas.
- Applies a variety of assessment and evaluation techniques, matching assessment strategies and instruments to learning outcomes, program objectives, and student learning styles.
- Employs a variety of assessment techniques (e.g., standardized tests, performance tasks, unit tests) to enhance her or his knowledge of the learners, student learning progress, and program effectiveness.
- Uses assessments and evaluations to modify teaching and learning strategies, for diagnostic purposes, and to communicate responsibly and knowledgeably to parents, communities, and/or agencies.
- Solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students themselves.
- Involves learners in self-assessment activities to help them become aware of their strengths and needs and encourage them to set personal goals for learning.
- Documents students' acquisition of knowledge and skills using a variety of methods such as portfolios, school records, and other long-term indices of the multiple abilities of children and adolescents.
- Communicates student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

### **Maine State Standard 8**

**Demonstrates the ability to support students' learning and well-being by engaging students, home, school, colleagues, and community.**

The instructor:

- Acts as an advocate for students in respecting their privacy and right to confidentiality.
- Demonstrates an understanding of the laws that govern students' rights and teachers' responsibilities.
- Proactively establishes respectful and productive relationships with parents and guardians to develop cooperative partnerships in support of students' learning and well-being.
- Consults and cooperates with other school professionals (e.g., administrators, teachers, guidance counselors, school nurses) when appropriate to address students' needs and learning.
- Assumes a collegial and consultative role in relationships with other school personnel, community agencies, and the university, with the goal of maintaining a productive learning environment and fostering student growth.
- Attends appropriate school activities and functions (e.g., sporting events, drama).
- Exhibits enthusiasm and self-confidence for classroom and school leadership.

### **Maine State Standard 9**

**Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.**

The instructor:

- Describes his or her legal responsibilities, including privacy and confidentiality of information, equal education, appropriate education for handicapped students, reporting in situations related to possible child abuse, accurate record-keeping, and other areas to be identified by the school district.
- Demonstrates high ethical standards by treating all students with respect and dignity, protecting their legal rights, and following appropriate guidelines with respect to teachers' legal responsibilities.
- Meets obligations promptly (e.g., grading, documenting student behavior).
- Takes initiative and readily assumes responsibility

### **Maine State Standard 10**

**Demonstrates a strong professional ethics and a desire to contribute to the education profession.**

The instructor:

- Demonstrates reflective practice through the use of self-assessment, classroom observation, student information, feedback from colleagues and supervisors, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
- Draws upon professional colleagues within the school and within other professional arenas as supports for reflection, sharing experiences, and seeking and providing feedback.

- Is aware of and seeks out professional literature, professional organizations, colleagues, and other resources to support his or her own development as a learner and a teacher.
- Maintains knowledge of advances in instructional technology.
- Demonstrates characteristics of a well-rounded educator, such as resourcefulness, creativity, individuality, wellness, maturity, and an appropriate sense of humor.
- Exhibits care and joy when working with students.

## **Program Outcomes**

With respect to professional education, the following list represents the intended outcomes for graduates in the CLASS PDS Program that are based on the ten State standards. Developmentally, progress towards these outcomes will be evaluated informally each semester in the program, as well as formally at candidacy review, pre-internship, mid-internship and at the end of internship. Since CLASS is a partnership program, both university faculty and mentor teachers are responsible for evaluating students' progress in relation to these 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.*

  - 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

## **Program Dispositions**

Students are required to adequately develop the program's dispositions ALONG WITH the required program outcomes.

1. Communicates Effectively
2. Reliable
3. Committed to Professional Development
4. Enthusiastic
5. Responsible
6. Flexible
7. Self-disciplined
8. Open-minded
9. Respect for Children
10. Enjoyment of Teaching and Learning
11. Committed
12. Self-directed
13. Motivated
14. Listens effectively
15. Organized
16. Risk taker
17. Team player
18. Open to learning
19. Articulate
20. Reflective
21. Persistent
22. Sense of humor
23. Open to change
24. Fun loving

## Portrait of a Teacher

The essential qualities and skills of teachers and interns participating in CLASS are delineated in the following “Portrait of a Teacher.” The USM community is committed to the continuing development of the teacher who models:

1. ***Enjoyment of Teaching And Learning***  
Models a seriousness of purpose combined with joy and satisfaction of learning and interacting with children and/or young adults, and exhibits a sense of active inquiry and curiosity through a commitment to lifelong learning.
2. ***Knowledgeable about Subject Matter***  
Applies knowledge of principles and practices of specific disciplines in planning and conducting instruction in curriculum areas for which he or she is responsible, including knowledge of the frameworks guiding inquiry and the major tools used to conduct it in particular fields.
3. ***Knowledgeable about Educational Theory and Practice***  
Applies knowledge of human growth and development and educational psychology (including pertinent ideas from developmental, instructional, and organizational psychology), to appropriately manage classroom activity, foster thinking and learning of complex concepts, and evaluate learning.
4. ***Accommodating of Diversity***  
Creates a positive learning environment for all learners, modeling respect for individuals with differences and the basic worth of each individual; and models and encourages in others an appreciation of cultural diversity and the global community.
5. ***Exemplifies the Reflective Practitioner***  
Continuously and systematically reflects upon and evaluates his/her classroom practice and its influence on student learning, and adapts as necessary to maximally support student development; understands that all knowledge is provisional and tentative and recognizes that teachers are, above all else, learners, thus, he or she regularly engages in instructional experimentation and evaluation toward continuous improvement of one's own educational practice.
6. ***Values Collegial Action***  
Understands that organizational and social systems (such as schools) undergo continual change as a paradigm of personal and professional development, and interacts with fellow educators in a conscientious attempt to articulate and achieve common purposes.
7. ***Committed to Continual Professional Development***  
Proactively establishes and revises professional development goals for the current level of professional experience; and initiates and maintains actions to reach goals, recognizing the importance of continually developing personal abilities to promote student development, including through the articulation and testing out of relationships between educational principles and theory and professional practice.
8. ***Committed to Excellence***  
Speaks and writes fluently and communicates clearly in order to maximally contribute to student learning and school improvement, regularly initiates action to improve the overall learning environment of the school; strives for technological fluency and expertise in information gathering, analysis, and syntheses in order to maximally assist in bringing resources to the profession and to help it improve through periodic evaluation; participates in

learning activities that foster independent thinking in order to maximally bring his or her own unique talents to contributing to the school and the profession.

## **Academic Support**

At any point in the semester, if students encounter difficulty with the course or feel they could be performing at a higher level, they should consult with the course instructor. Students experience difficulty in courses for a variety of reasons; e.g. time management, writing skills, etc. and should take advantage of the support services located on the LAC campus by making an appointment to see Mr. Roger Philippon in Student Services. If students have a need for course adaptations or accommodations because of a disability, they should make an appointment with the appropriate course instructor as soon as possible.

## **Academic Honesty and Responsibility**

Students need to be aware of the “Academic: Honesty and Responsibility” policies as detailed in both the University under-graduate catalog and the student handbook. Because of the professional component of the program, it is important to understand that this ethical behavior pertains to both on-campus and field-based endeavors, assignments and conduct. All collaborative and cooperative work completed assignments must be clearly referenced and discussed in advance with the course professor.

## **Transportation to Schools**

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 liability for all passengers through his/her personal insurance coverage. The university bears no responsibility for coverage of automobile accidents.

## **Program Curriculum Appeals Process**

There may be times during the course of the program which may require: 1) transfer of course credit for a program requirement, 2) substitution of a program course for another course, 3) exemption from a program course requirement and/or matters of governance and oversight. If this is the case, students should file an appeal form with the CLASS PDS Program Coordinator for consideration. Forms can be obtained from the Office of Student Services at Lewiston-Auburn College (see also Appendix). It is important that students complete any paperwork required by the university with the appropriate office. This appeals process is simply for program appeals, not university appeals. The CLASS Program Appeals Committee is made up of two faculty members from the College (including the Program Coordinator), two teachers, and one college student. The committee will review each request and notify students of its decision in writing. Typically, appeals are reviewed twice a semester. If the university has accepted transfer credit for the actual CLASS Program requirements, students do not need to file an appeal.

## Attendance Policy

Each college student is the primary communicator of information to his or her mentor teacher—and must take that responsibility seriously. A professional manner requires punctuality and regular attendance to classes and field experience/service learning visits as well as prompt and courteous notification if unavoidable circumstances cause one to miss a scheduled experience. CLASS students who are unable to meet a scheduled commitment are responsible to notify the school-based Site Coordinator, the College Coordinator and school secretary by telephone as far as in advance as possible. Because of the emphasis on “wellness” within schools, college students are discouraged to come to school when they are sick and/or contagious. **All students are required to sign-in with the Site Coordinator each and every time they are in the partner school for any reason and to let the Site Coordinator know of any changes to his/her schedule.**

**Students that miss any scheduled time in the partner schools without first making prior arrangements with both his/her Mentor Teacher and the school Site Coordinator will be required to make any and all “unexcused absence/s” up on a 2 for 1 basis in hourly/daily increments unless otherwise determined by the Program Coordinator. In the case of pre-arranged (with both his/her Mentor Teacher and the school Site Coordinator) “excused absences”, students will still have to make up any and all time on a 1 for 1 basis in hourly/daily increments unless otherwise determined by the Program Coordinator. Student absences of a continued and/or chronic nature that are determined to be a detriment to either the CLASS student or the mentor teacher’s classroom, may result in the student’s dismissal from the program.**

A primary objective of the school-based CLASS PDS program is for the student to become a part of his or her mentor’s classroom in a meaningful and consistent way so he or she can be directly involved in gaining hands-on experience on a regular basis during his or her weekly time in the classroom. Depending on the activities involved, students may need to consider devoting additional time to increase the quality of their teaching-learning experience. It is recommended that the student’s field experience schedule vary over the course of the semester so he or she will be able to observe the school setting and culture at a variety of times and days to have a more realistic, enriching and worthwhile learning experience. This may also include planning time before school begins or after dismissal and/or school faculty meetings, staff development, “open houses”, parent meetings, etc.; as not everything of great importance at a school happens during the regular school day.

## Due Process Procedures For Dismissal From Class

**Dismissal for a Grievous Cause from the Program:** The faculty of CLASS reserves the right to retain only those students who, in the judgment of the faculty, satisfy the requirements of scholarship, maturity, and personal sustainability for teaching. The ultimate goal of the CLASS Program is to obtain Maine Teacher Certification (K-8). Any behaviors that would jeopardize a certificate holder would constitute grounds for dismissal from the CLASS Program (e.g. physical or sexual harassment, improper interaction with a student, felony conviction). In addition, an accumulation of other, less serious, behaviors may result in dismissal. There are four official

times during which your progress in the CLASS Program will be reviewed: Mid-Program, Candidacy Review, Mid-Internship and Final Internship Review. Your advisor will monitor your progress throughout the duration of the program and provide you with critical feedback about your progress but cannot guarantee decisions made by Candidacy Review Committees or Internship Review Teams. If you wish to file an appeal about a dismissal decision, you should follow the guidelines from “Student Administrative Appeals” found in the USM Undergraduate Catalog.

### **Academic Withdrawal**

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

Interns 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.

Interns 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.

Interns 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.

Interns 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.

Interns 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. The site coordinator will convene a meeting with the intern and a committee consisting of the mentor, supervisor, and other appropriate parties, one of which will be a university faculty member representing the program. In the case where a university faculty member serves as the site coordinator and/or 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 CLASS Program Coordinator and Lewiston-Auburn College Dean will be notified of this meeting and sent copies of the action plan generated.
2. The site coordinator will convene a second meeting with the intern and the committee to evaluate the implementation of the action plan. After this meeting, a recommendation will be made on behalf of the committee by the site coordinator concerning whether or not the intern remains in the program. The site coordinator will write a letter to the intern explaining the reasons for the recommendation. If the recommendation is for dismissal, the site coordinator will forward that recommendation to the CLASS Program Coordinator for approval as an Academic Withdrawal.

## **Leave of Absence**

Students may request a leave of absence from the CLASS PDS program if circumstances temporarily make continuing in the program no longer feasible. The purpose of such a leave is to allow students the time to address issues in their personal lives so that they will be able to continue the program at a later date.

### Procedure for requesting leave of absence:

#### **Student:**

- Notify their cohort leader that they want to request a leave of absence.
- Submit the "Leave of Absence" application to the CLASS Program Coordinator.
- Submit with application a detailed plan outlining what the student will do during the leave to prepare for their return to the program at a designated time.
- Remain in regular contact with their cohort leader during the leave and update him with any changes in status.
- 30-45 days prior to the scheduled return date, student will submit a letter to CLASS Program Coordinator requesting that they be permitted to rejoin the program. This letter needs to include specifics on what student did to remedy the circumstances that necessitated the initial request for a leave of absence.
- Meet with CLASS Program Coordinator, Cohort Leader, Site Coordinator and faculty to discuss returning to the program.

#### **Faculty:**

- Upon receipt of the "Leave of Absence" application and supporting materials, they will meet to discuss the request and either grant or deny it. If the request is granted, a letter will be sent to the student outlining all the conditions of the leave.
- Will meet with student after receipt of the letter requesting reinstatement to assess if all of the conditions of leave have been met. If they have been met, faculty may approve of student rejoining the program.

**If at any time faculty feel that the student is not following the conditions of the leave of absence, the faculty may start the Administrative or Academic Withdrawal process.**

## **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>.

## **Appeals**

Appeals for dismissals from CLASS 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 Lewiston-Auburn College, 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 Lewiston-Auburn College and 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 USM Associate Provost and Dean of Graduate Studies (if appropriate) for review.

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 CLASS program.

### **Academic Appeals Policy**

If students have a grievance about matters such as a course grade, or what they feel to be unfair or discriminatory treatment by a faculty member, they should follow the protocol described in the University of Southern Maine Undergraduate Catalog on page 38 for “Student Academic Appeals.”

### **Revisions to the Program**

The program maintains the right to change admission and/or program requirements as needed to meet changes in State certification standards.