

Pre-Candidacy Academic Requirements

In order to qualify for candidacy, students must have completed the requirements listed below during the First Year and Pre-candidate years. If they do not meet these requirements, his/her candidacy review **can be delayed**.

Major: 9 - 12 credit hours minimum with a 'C' or better. in each course (15 hours should actually be completed – candidates with less than 15 hours may be conditionally passed – with a plan for making up missing hours in their major)

Core requirements: 15 credit hours with 'C' or better

Core E:

Core F or G:

LAC 328D: Statistics

SCI 250: Applied Physics

CLASS Program: 21 credit hours with 'B' or better

CPI 110/111: Individual Learning and Development, Field Experience and Seminar

EDU 120: Observation of Language & Literacy Development, Field Experience and Seminar

CPI 211I: Culture & Community of American Life Field Experience and Seminar

CPI 220/221: Middle School Community Field Experience and Seminar

Other Program Course Requirements: Completed with 'C' or better

ENG 100: College Writing

HRD 200J: Human Growth and Development

MAT 108: College Algebra

LAC 340: Literacy Acquisition

ESP 101: Fundamentals of Environmental Science

or CHY 101/102 or SCI 100K

EDU 200: History and Philosophy of Education

EDU 320: Applied Skills for Teaching and Learning

Overall GPA 2.75 or better

Candidacy Review Process

Prior to admission to the intense professional preparation that occurs in the final two post-candidacy years of the CLASS PDS program, all students must demonstrate readiness for and commitment to the demands of teaching as a career. The first two years of the CLASS program are designed to acquaint 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 Candidacy Review is both a formative and summative culminating confirming process that represents a judgment about a prospective candidate's progress in the program. The review is designed to assure CLASS PDS 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 from which the students get the opportunity to present, synthesize, answer questions, utilize technology, integrate, prepare materials,

reflect, make connections and receive feedback from college and partner school faculty. **In addition to this review, all students must pass the Praxis I exam as required by the State before beginning their Learning To Teach coursework in the semester following. You are also required to have completed the state requirement for fingerprinting.**

PURPOSE OF CANDIDACY REVIEW

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 assuming teaching responsibilities in site schools.

CANDIDACY OUTCOMES (STANDARDS)

Through a record of academic achievement and documentation, candidates should show evidence of the following CLASS PDS Program outcomes. In preparing the presentation and portfolio one should make sure to address all aspects of the stated outcome, including evidence of your knowledge and disposition for each.

- 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

PROCESS FOR CANDIDACY REVIEW

Scope and Sequence:

The Candidacy Review process will consist of the following components spread over two semesters (and a summer) before LTT Spring courses commence (some components of which may be imbedded in the CPI 220/221 semester seminar) and after the completion of required coursework: presentation of credentials, development of a portfolio, delivery of a multi-media presentation, successful completion of the Praxis I Exam, and a final formal review presentation in front of the Candidacy Review Panel. The CLASS PDS student seeking candidacy will:

1. Present a set of credentials--(as outlined below). These materials are due one week before the scheduled date of the Candidacy Review. **In the early fall of the academic year preceding the student's first enrollment in the LTT professional courses** [or at other special times as determined by the CLASS Steering Committee].
2. Develop a portfolio--(as outlined below). **After the successful completion of the first four semesters in the program** students will have prepared a portfolio inclusive of his or her learning experiences.
3. Develop a multi-media presentation--(see appropriate form). If using media hardware/software at the partner school, students are required to preview his/her multi-media presentation with the Site Coordinator at the school at least one week before the scheduled date of the Candidacy Review. **During the CPI 220/221 seminars** students will have developed and practiced a multi-media presentation to communicate his or her CLASS learning experiences as portrayed in his or her portfolio to be formally presented during the fall prior to beginning his or her LTT professional coursework in the spring semester.
4. Successfully complete Praxis I.--**After the successful completion of the first three semesters in the program** students will be eligible to take the State mandated Praxis I exam **during the spring/summer**. All students must receive a passing score before they can become candidates and begin his or her LTT professional coursework.
5. Participate in a final formal review presentation in front of the Candidacy Review Panel--(as outlined below). **This will occur during the fall semester preceding the spring semester** in which the student is to begin his or her LTT professional coursework
6. Get fingerprinted. For more information, see www.state.me.us/education/cert/cert.htm or call 624-6603.

PANELS 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 LAC/USM faculty serving as a Cohort Leader (but *not* for the Cohort undergoing the Candidacy 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 pre-candidate. The Presiding Member will also be responsible for setting up the final official schedule for the Candidacy Reviews and notifying the Cohort Leader and Site Coordinator so all the necessary arrangements can be made; e.g. students and mentors notified; substitute teacher hired, etc. In

the event of unanticipated circumstances that prohibit participation in a review by the presiding member, an **alternate** (previously 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 to be a faculty member from a partner school in which the CLASS PDS student has had meaningful participation.

Mentor Teacher: The mentor teacher is to be a practicing teacher from one of the partner schools with which the student was placed prior to the Candidacy Review and an advocate for the student during the review process.

Outside Member Review Panelist/s: This review panelist may be a practicing classroom teacher from a partner school (though not necessarily one in which the prospective graduate has participated). It also could be a faculty member from the candidate's academic major. Other members of the CLASS PDS faculty may also serve. In addition, there should be one Resident Intern from the CLASS program's most senior cohort. One or two review panelists will participate on each Candidacy Review panel.

Each Candidacy Review panel shall consist of the **Presiding Member** (or alternate), partner school **Site Coordinator**, one **Mentor Teacher**, 1-2 **Outside Member Review Panelist/s** made up of school and/or 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 Candidacy Review, including the advisory cohort leader **will not exceed 8**. Family members and/or personal friends may not be invited to the Candidacy Review.

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 Candidacy Review panel list.

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

The **Cohort Leader** currently working with the CLASS student being reviewed will serve as an advisor to the Candidacy Review panel and will be present for each review.

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

The **Mentor Teacher** will serve on the Candidacy Review panel as an advocate for his/her student.

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

The four signatories on the Candidacy Review Panel documents will be:

1. **Presiding Member**
2. **Site Coordinator**
3. **Mentor Teacher**
4. **Outside Member Review Panelist**

PROCEDURE:

The Candidacy Review process outlined below is intended to take approximately 45 minutes.

Time will be built into the candidacy review process schedule so college and school faculty panelists will have an opportunity to peruse the prospective candidate's professional stance, outcome self assessment and report and portfolio BEFORE (as well as during) the review presentation process. Time will also be built into the Candidacy Review process schedule so college and school faculty panelists have an opportunity to provide feedback to the prospective candidate AFTER the review.

1. Once the candidacy review process begins, the **Cohort Leader** will introduce the potential candidate to the **Candidacy Review Panel** along with either a clear recommendation for candidacy or a document signed by the candidacy applicant requesting consideration without recommendation from the cohort leader. *[1-2 minutes]*
2. The Candidacy Applicant will have presented the required credentials, and present his or her portfolio and any explanations that address his or her success at meeting candidacy requirements. *[10-15 minutes]*
3. The Candidacy Review Panel will question the applicant. Questions to the prospective candidates must be directly related to the five program outcomes and/or their review presentation *[5-10 minutes]*
4. The **Cohort Leader** may make concluding remarks and may involve the applicant in these remarks. *[1-5 minutes]*
5. The **Applicant** will leave the room and the **Candidacy Review Panel** will make a decision as to each candidate's status using one of the following categories:
 1. **Approved:** -- meets all candidacy requirements (strengths noted; goals for future may be recommended)
 2. **Approved with Conditions:** -- meets most candidacy requirements and is allowed to continue in the program (strengths & weaknesses noted; action plan developed with candidate). The **student** assumes responsibility for documenting successful completion of the action plan prior to the Learning to Teach (LTT) year and submitting it to their cohort leader.
 3. **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**.
 4. **Not approved:** -- concerns are so strong that the candidate can not continue in program.

The assessment students receive will be constructive and affirming (approved, approved with conditions, deferred). It will occur at the conclusion of the review and consist of both oral comments and informal written notes.

6. Following the Candidacy Review, the **Candidacy Review Panel** will communicate its final decision to the **Applicant**. Thereafter, the cohort leader will send written notification of the candidacy result to the applicant and schedule a follow-up conference to communicate constructive feedback to the student stemming from the review. Candidates will be able to use this information formatively as they matriculate through the program and in preparing for their final exit review process.

Preparing for Candidacy

Required credentials:

Each applicant for candidacy will forward the following completed materials to the Review Panel in advance of making his or her presentation:

1. Documentation of passing all the relevant section of the Praxis I exam.
 2. The Candidacy Review Academic Progress form.
 3. CLASS Candidacy Outcome Self-assessment and Report (word processed).
 4. The CLASS Application for Candidacy Review with Cohort Leader's Recommendation form. (Or, the Application for Candidacy Review without Cohort Leader's Recommendation form.
 5. Professional Stance. (up to 2 pages in length, double spaced)
 6. Get fingerprinted. For more information, see www.state.me.us/education/cert/cert.htm or call 624-6603
1. Each student must complete the **Candidacy Review Academic Progress** form and attach a copy of the transcript (printed during semester of application) to document the academic record. For any area of deficiency (less than required grade) students need to prepare an exhibit demonstrating how the intended knowledge, skills, or other desired outcomes have been acquired and verified.
 2. Prior to the Candidacy Review, students should complete the **CLASS Candidacy Outcome Self-assessment and Report** that documents evidence of meeting the five CLASS Candidacy Outcomes. This document will need to be downloaded and then word processed. It is suggested that each student provide an honest appraisal along with clear identification of targets for continued development within these broad outcomes.
 3. Each student is also required to provide a signed original of either the **CLASS Cohort Leader's Candidacy Recommendation Form** or the **Application for Candidacy Review without Recommendation Form**, whichever is appropriate.
 4. Students need to submit a well written and concise (up to 2 pgs. in length, double spaced) **Professional Stance** that they prepared in the preceding semester and have continued to edit/revise.

Portfolio:

Each applicant for candidacy should compile a collection of materials that as a set reflect his or her progress in meeting each of the Candidacy Outcomes and demonstrates the qualities identified for candidacy. In the Candidacy Review presentation students will be asked to present his or her documentation. **A brief reflection should accompany each exhibit/artifact.** This is an opportunity to

highlight what has been learned, how it was learned, and why it is important in showing growth as a future teacher. Each student 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 candidate should also try to personalize the 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 candidate.

Presentation:

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

1. personal statement/platform (articulated teaching philosophy connected to advocated strategies)
2. personal portfolio (including all teacher evaluations and/or feedback forms)
3. relevant experiences (connected to the relevant program outcomes)

Although some cohort leaders may require it, the use of a mediated (such as Power Point®) presentation is always encouraged. (It helps verify both technological goals and good planning.) Students need to be prepared for whatever format of computer is available. The candidacy presentation should be well organized and presented. The student may provide the Review Panel with a list of 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. **Please do not extend the presentation beyond 15 minutes.** In short, show the Review Panel (as well as tell them) the qualities that will make you an excellent teacher-leader.

Regardless of the format, each presentation should directly address the following:

- The candidate's highlights of his or her learning and development as a member of the CLASS learning community related to the five Candidacy Outcomes (standards).
- The candidate's major beliefs regarding the aims of and purposes for teaching as a part of preparing children for life within a social and political democracy.
- The candidate's personal and professional goals in with regards to classroom teaching K - 8.
- Each student is encouraged to indicate his or her needs for continued development as well as his or her plans to realize this growth.
- The candidate's personal interest in and commitment to teaching as a career.