University of Maine System Teacher, Counselor, and Administrator Preparation Programs: Responding to State and National Initiatives
Initiatives

- Maine’s Learning Standards (Common Core State Standards and Maine Learning Results)
- One of twenty-six states developing Next Generation Science Standards
- Smarter Balanced Assessment
- Public Law 669
  - Transition to standards-based educational system
  - Proficiency-based diplomas
Significant Revisions to Chapter 114: Purpose, Standards and Procedures for the Review and Approval of Preparation Programs for Education Personnel

- Common Core Teaching Standards (InTASC)
- International Society for Technology in Education Standards
  - NETS–T (Teachers)
  - NETS–A (Administrators)
- Interstate School Leaders Licensure Consortium (ISLLC) Standards for both building and district level leaders
Longstanding Beliefs and Practices

- Engage our candidates in conversations on the paradigm shift from standards-referenced to standards-based.
- All candidates must demonstrate proficiency in meeting standards for certification and licensure.
- Programs support educational leaders to become collaborative change agents and use holistic approaches to systems thinking.
Teacher, School Administrator, and Counselor preparation programs have a longstanding practice of requiring candidates to work with standards. Candidates:

- know how to “unpack” standards and develop lesson/unit plans to help students meet them.
- can transfer their understanding of current standards to any new set of standards.
Longstanding Beliefs and Practices

- Teachers must address standards and differentiated learning in all lesson plans.
- Teachers, counselors, and administrators must practice universal design and culturally responsive pedagogy to help all learners learn.
- All candidates must engage in early and ongoing field experiences as they are a critical component of professional preparation programs.
Demonstration of Proficiency

Guided by two principles:

- Multiple assessment measures throughout the program
- Standards-based portfolios that are evaluated by faculty
Demonstration of Proficiency

Content/Area of Expertise

- Praxis II (Teacher and School Counselor Candidates)
- Counselor Preparation Comprehensive Examination (CPCE)
- Major or concentration
Demonstration of Proficiency

- Pedagogy
  - Multiple assignments that are assessed by the instructor
  - Successful completion of student teaching and internships
  - Counselor Education students engage in 100-hour practica and 600-hour internships
  - Educational leadership candidates complete internships in schools under the supervision of university faculty and practitioners
Demonstration of Proficiency

- **Technology**
  - Include the NETS-S in lesson and unit plans
  - Use of technology for the collection, management, and analysis of data and to promote data-based decision making
  - Fostering student and teacher use of technology for creative purposes and connection to communities of learners

- **Positive Learning Environments for All Students**
  - Understanding and implementation of Response to Intervention, Positive Behavior Interventions and Supports, Culturally Responsive Practice, Restorative Justice, etc.
Faculty Engagement with Standards and Proficiency-Based Learning

- Workshops on Customized Learning
- Range of involvement with Maine Cohort for Customized Learning from conversations to membership
- Observations and Scholarship in schools implementing proficiency-based learning
- CCSS Summit (University of Maine Spring 2012)
- Partnerships with Cohort districts
Faculty Engagement with Standards and Proficiency-Based Learning

- Deans and Directors Meetings
- Participation in: Maine Superintendents’ meetings, Curriculum Leaders’ meetings, MADSEC, Principals’ Association
- Participation in Higher Education Literacy Group
- Program Approval process requires that all programs demonstrate proficiency in meeting standards
Questions