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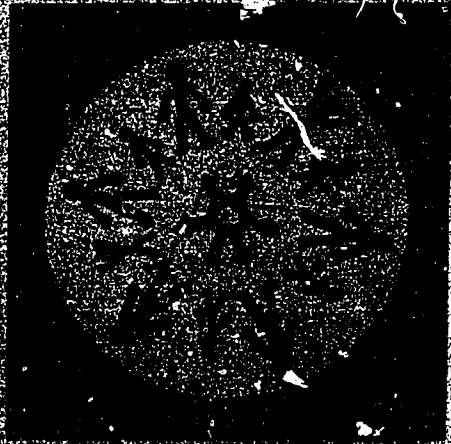
ABSTRACT

This document is a summary of two years of activity of the Maine Teacher Corps presented in outline form. Throughout, several questions are asked (What was done? What was learned? What was expected? What was found?) followed by recommendations for other programs. Section I is an introductory essay entitled, "Maine Teacher Corps, A Viable Alternative." Section II discusses the selection process of interns and team leaders--the processes and criteria used--and their implications. Section III, "Program Structure," discusses grades and credits, and other information used in their place. Section IV describes the instructional program of interns in terms of content, supervision, and evaluation. Section V, "In-Service Program," focuses on the dimensions of the Teacher Corps' interactions with in-service teachers. Section VI discusses the host university's relationship to the Teacher Corps in light of the University of Maine's statement that Teacher Corps is a way to provide new input into the staff, implement an experimental model, explore alternatives within the school, and provide financial assistance. The appendices offer a sample Teacher Corps transcript including a list of minimal competencies attained by graduates of the Teacher Corps program. (MM)

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**A SUMMARY: MAINE TEACHER CORPS
1973 - 1975
University of Maine, Portland-Corham**



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MAINE TEACHER CORPS

A Viable Alternative

by Paul R. Walker

- I. Dr. Paul R. Walker, director of Maine Teacher Corps and Associate Professor of Reading, has worked extensively as a consultant on Learning Disabilities and Reading. He is co-author of the "California Test of Basic Skills" and is co-author of a textbook on Learning Disabilities, designed for use by the classroom teacher.

Many features of the Maine Teacher Corps Program at UMPG have far reaching implications for the future education of teachers, for state departments of education and for school districts. Some facets of the Maine Teacher Corps which should be examined by teacher preparation institutions include:

1. Competency based teacher education;
2. Variable entrance and exit points;
3. Emphasis on individualized programs;
4. Incorporation of specialized skills;
5. Community involvement in curricula design and evaluation;
6. Tripartite decisions by University, State Department and local school systems.

Competency based teacher education is not a new concept. Professional educators have ordinarily demanded that prospective teachers demonstrate their skills in some form of a field-practicum situation. The Maine Teacher Corps differs by length of time and a shift of emphasis. Required to spend two years demonstrating and acquiring teaching skills in various educational settings, interns do not regulate themselves to teaching one grade. They spend time teaching and learning educative processes by active involvement in Kindergarten through grade eight, plus ancillary services offered by a school district; i.e., library, guidance, remedial, special education, etc. Interns must participate, additionally, in community service activities and various projects indigenous to each community. The Teacher Corps faculty gives instruction and guidance on site. Total immersion

in a school and community while maintaining a university commitment deserves scrutiny for professional schools of education.

Participating interns in the Maine Teacher Corps program must have completed a minimum of 60 hours undergraduate credit. Many interns have accumulated more than 60 hours and in some cases possess a baccalaureate degree. Variable entrance (interns are not classified as juniors, seniors, etc.) into a teacher education program is accomplished by the diverse academic status of each intern. Although Maine Teacher Corps is a two-year project, variable exit is accomplished since interns may receive a bachelor's degree and/or a master's degree upon successful completion of the program.

Program flexibility is a mandate necessitated by variable entrance and exit points, resulting in individualized intern programs of study in which an intern's particular needs are met rather than attempting to force-fit an intern into an already specified course of study.

A logical consequence of program flexibility is the possibility for an intern to specialize in a discipline which may not be included in a traditional curriculum. The Maine Teacher Corps makes provisions for concentrated study over a two-year period in special education, learning disabilities, reading, language development, and human relations.

Community involvement in curricula design and evaluation is a significant part of Teacher Corps and operates on two levels. Local team leaders serve as adjunct professors assisting in all phases of instruction and delivery. All team leaders are master teachers, selected by local communities and employed full-time by Teacher Corps. They communicate daily with interns and supervise the utilization of interns in a community. Team leaders, in conjunction with Teacher Corps faculty and a program specialist, design and implement interns' programs.

On another level, community coordinators are employed part-time by Teacher Corps to insure, plan, and facilitate intern involvement within each community. All community coordinators are selected locally and are generally non-professional educators. Each community also has a local advisory committee with community representatives who assist team leaders and community coordinators in local program development and policy.

Perhaps most importantly, tripartite participation by the University, State Department of Educational and Cultural Services, and local communities leads to collaborative decision making concerning the operation of the Maine Teacher Corps Program. For example, the program specialist is a State Department appointment; team leaders, interns, community coordinators, and local advisory committees represent local school districts; and the University is represented by Teacher Corps administrators and faculty. In addition, each of the aforementioned groups is represented on a Central Advisory Committee which assists in supporting and recommending goals and objectives for Maine Teacher Corps.

It would be naive to state that everything initiated by the Teacher Corps is new, creative, or highly innovative. However, Teacher Corps does encourage many variations of traditional teacher education in a systematic format. Professional educators have an opportunity to evaluate, reject, "in toto" or in part, or incorporate "in toto" or in part, salient aspects of the Maine Teacher Corps Program. Teacher Corps represents one alternative approach for preparing future teachers; other alternatives need exploration and evaluation.¹

1. PRISM, University of Maine, Portland-Gorham, Gorham, Maine, 1974, 28-30.

II. The Selection Process of Interns and Team Leaders

The selection of program participants may have more impact on the effectiveness of the program than any other factor. The criteria for faculty selection, a university process, is dealt with in Section V. The criteria for selection of interns and team leaders, a local process, were not formally documented. The comments in this section are, therefore, interpretations of information collected during the last two years. Outlined are the processes and criteria used, the implications for the program of the results of the process, and some recommendations for other programs.

A. What was done:

1. The selection process for interns

a. Selection was done entirely by local committees

- 1) The committees at the 6 sites had various compositions; some had no community representation, several had the team leaders, others did not.
- 2) There was no university representation on the committees. The criteria stated by the university were the ability to meet the university's regular entrance requirements and that one intern at each site should be an undergraduate presently enrolled at the university.
- 3) The university through announcements in local newspapers requested applications.
- 4) The 1,500 applications received by the project were forwarded to the appropriate site, usually indicated on the application.
- 5) The local committee then screened, contacted, and interviewed candidates.

b. The papers of the candidates selected were then forwarded to the university for final acceptance.

c. All candidates selected by the local committees were accepted by the university.

d. All interns were living in the state at the time of their application and acceptance.

e. Twenty-five of the thirty-eight interns were already living within 10 miles of the site which selected them.

f. Stated criteria of the local committees were similar, e.g., experience with children, interest in living in the state, evidence of maturity, etc. Unstated but implied criteria of the local committees varied. Examples of reasons which contributed to the selection of certain interns are:

- 1) relative on the school committee
- 2) spouse on the school staff
- 3) a way to take care of former employees of presently unfunded programs
- 4) political pressures to include "big names" of the community
- 5) desire to have more men as teachers

g. Throughout the 6 committees, there was only superficial understanding of the program for which they were selecting students and accurate information was sometimes given to those interviewed. Examples of interns' misconceptions were:

- 1) every person who stays 2 years receives a master's degree
- 2) the program is like a long student-teaching experience
- 3) the intern will function as an aide
- 4) Teacher Corps is an easy way to get a degree, a free ride

2. The selection process for team leaders

- a. Team leader selection was an entirely local decision
- b. In some sites, the position was posted and applications were accepted from anyone in the system. In some sites, the team leader was appointed by the superintendent without the position being opened and with little, if any, input from others.
- c. Some reasons for selection, stated informally after the fact, appear to have been:
 - 1) providing a job for valuable people in projects no longer funded
 - 2) providing training or additional experiences for people about to move into principalships
 - 3) choosing the "best" teacher

B. What we learned:

1. Wide differences among interns resulted in the need for individualized programs which became individualized to the extent that there was an inefficient use of resources. There were no consistent criteria for selection.

- 1) they ranged in age from 19-48
- 2) they all had completed at least their sophomore year

- 3) 18 had completed their bachelor's degree in a liberal arts field
 - 4) 14 did not come directly from a schooling experience
 - 5) approximately 1/4 of the interns had had professional therapy at some time prior to entering the program.
2. The interns most willing to travel were those whose permanent homes had not been in a local site. The disequilibrium which leads to learning never occurred for many interns in their familiar environment. A great percentage of interns were at home. Many had husbands at home to take care of. They were settled in, unwilling to leave the district to go to the university or even combined meetings in the nearest site. They perceived that all their learning was to occur at the local school.
 3. An inaccurate aura of LEA control of the program was created by having the first process, selection of interns and team leaders, go on without university input. The university was later seen by many sites as an interloper who entered the picture after the fact. Team leaders and local districts often attempted to protect interns against what they perceived as unreasonable academic and experiential demands or standards. Because interns had not had an introduction to the core faculty with whom they were to work and who were responsible for much of the evaluation (most weren't even hired by this time), they tended to think of the local committee as representing the program.
 4. In some sites, the closed process of team leader selection led to bad feelings about the team leader among other district staff members. Team leaders were very wary of working with their peers in a new role and reluctant to assume any leadership.
 5. Each team leader knew that he had been chosen by the Superintendent for specific reasons. The two men looking to be principals were anxious to please the local administration so as not to jeopardize their futures.
 6. Compared with the men team leaders, the women team leaders had less defined career plans and were more flexible. They seemed better able to cope with the new requests made of them. Their primary concern was in doing this job well, rather than in preparing for the next job.
 7. Because the criteria for selection were primarily internal to the school system, little or no attention was paid to the fact that the team leader would be a university faculty member. Team leaders' education and experience generally had not prepared them for a program which expected new forms of experiences, documentation, reflection and articulation. They viewed these program expectations as unimportant for teachers and fell into a role of protecting the intern from the university.
 8. Team leaders' lack of skills in supervision meant that the interns had very little helpful supervision.
 9. Team leaders did not want to do in-service work with other teachers, especially during the first year. Later, some team leaders would do workshops in other project sites.

10. Team leaders found it difficult to keep up with the modifications which occurred in this experiment. The ambiguity of some situations was intolerable for several.
11. The overall effect of the selection process of team leaders was that benefits to the learning of the interns was not commensurate with the expenditure of resources in terms of team leaders salaries and core faculty energy which was spent trying to unravel situations.
12. The interns and team leaders who were most successful in this program had in common:
 - a. a wide range of experiences. Most had lived outside the state at some time; most had a break in their schooling; they were open to more new experiences.
 - b. a background in a discipline other than or in addition to education. These people may have previously gained a framework for decision making (scientific method, literary criticism, economic theory) and a feeling of knowing an area thoroughly.
 - c. the ability to initiate own learning experiences. They could locate resources, plan and carry through on independent studies, develop alternative ways for themselves and students to work toward a goal.
13. An additional quality of successful team leaders was a consciousness about their own behavior as teachers of children and interns, which was manifested in the ability to plan, articulate, prioritize, and improvise.

C. Recommendations

1. The LEA, community, and the university would have input to each selection committee.
2. The selection committee would develop a list of criteria for selection of participants after working through the goals and objectives of the program.
3. Program expectations would be realistically explored with applicants.
4. The program and its expectations would be developed with faculty, LEA, and community before the selection process began.

II. The Program Structure

Several organizational aspects of the Teacher Corps project were developed as methods for structuring a highly individualized program. Discussed are grades and credits, or, more accurately, what information was provided in place of grades and credits. Minimal exit criteria, or broad goal statements of expected competencies, were the core of the common program. Program committees for each intern helped plan how each person would work toward completion of the exit criteria. Portfolios helped interns, committees, and staff keep track of progress toward completion of criteria.

A. Grades and Credits:

1. What was done:

- a. It was established with the registrar and the Dean at the beginning of the program, before interns arrived, that degrees would be based on successful completion of a competency-based program rather than on grades, credits, and course requirements. During the 2 years of the program, the only notation on the student's transcript was "Y", the university's designation for an experimental program. The interns who left at the end of the first year had individualized transcripts giving the information most useful. One stated merely that the student had been enrolled as a master's candidate for a full summer and 2 semesters. The second student was awarded a B.S. in education with course equivalencies stated rather than competencies. At the end of the program, statements of competencies completed, experiences and university courses taken appeared on transcripts. (Appendix I)

2. What we learned:

- a. Many interns wanted the security of the known grades and credits.
- b. Interns and staff needed a competency checklist to indicate progress and completion, which was provided in form of lists of competencies.
- c. Interns were very worried about the possible difficulty of being certified in another state without grades, credits, or course titles.
- d. Some states' computer systems cannot handle a list of competencies. They must be translated into courses.
- e. Anxious as they were about his part of the experimental program, interns were the best spokesmen for competency statements in place of grades and credits during job interviews.

3. Recommendations

- a. Create quarterly progress checklists of exit criteria to be filled out by each person responsible for evaluation and sent to the intern and program committee members.
- b. Collect information on reciprocity of certification to be given in writing to interns.
- c. Design a translation of competencies into courses before it's needed.

B. Exit Criteria

1. What was done:

- a. Decided to wait until all affected were selected or hired to determine exit criteria, minimal competencies for successful completion of program.
- b. Waited to determine exit criteria until interns had been in classrooms for a semester and had some idea of what they needed to be able to do.
- c. Created a committee of 2 team leaders, 1 core faculty member, and 6 interns (1 from each site selected by interns) to determine the criteria:
 - 1) Accepted and revised lists of recommended competencies from faculty in their area of responsibility. Some faculty created them with interns.
 - 2) Wrote competency statements in curriculum areas not covered by faculty. Some team leaders submitted lists in these areas.
 - 3) Used the following informal guidelines:
 - a) Is it something teachers must be able to do rather than something that would be nice for teachers to do?
 - b) Are the fees that make this program unique emphasized?
 - c) Would the list of competencies give an employer more information than a list of course titles?
 - d) Is the list "doable" in 2 years?
 - 4) Circulated drafts and held meetings to discuss and modify the drafts.
 - 5) Prepared a final draft which was accepted by the director and sent to each participant.

2. What we learned:

- a. Many interns wanted to know the exit criteria the first day of the program. There was a semester of floating for some, anxiety for others, and free exploring for a few.

- b. Faculty, who are specialists, have a natural investment in their area of expertise and often find it difficult to perceive the total program of an intern.
- c. Representative involvement in the process does not ensure acceptance of the product. Some felt that the minimal exit criteria took away the possibility of individual decisions; others found that they did not agree with the areas of focus.
- d. There was great disparity between what interns, team leaders, and individual staff members felt represented the achievement of any competency.
- e. LEAs expected 2 full years of service from an intern even though he may have completed the program early.
- f. There was little understanding of the difference between goals and objectives.
- g. There was no understanding of the application of different criteria to different degrees (masters and bachelors). Time in program was often used by committees as criteria for receiving degrees.

3. Recommendations:

- a. Establish minimal exit criteria before interns enter the program, given that the staff is available.
- b. Establish examples of objectives that would work toward these criteria which are understood and accepted, though not necessarily decided as the only way to reach an exit criteria.
- c. Make sure that the common criteria are really minimal, allowing as much time and energy as possible for additional, individual competencies.
- d. Reach agreement before program begins among LEA, SEA, university, and national Teacher Corps on early exit via successful completion of program.
- e. Have workshop for all participants on outcomes, objectives, activities

C. Program Committees

1. What was done:

- a. Committees were selected by each intern
- b. Committees could include:
 - 1) team leader
 - 2) other intern(s)
 - 3) in-service teacher(s)

- 4) administrator(s)
 - 5) core faculty
 - 6) other (SFA official, friend, professor at another univers
- c. Committee membership ranged from 1 (Team Leader) to 8
- d. Committee functions included:
- 1) support
 - 2) advice
 - 3) negotiating for intern
 - 4) help in locating resources
 - 5) help in planning program
 - 6) approval of program proposal
 - 7) monitoring progress of program
 - 8) recommending for degree
 - 9) recommending for successful completion of program and for certification after staff indicated minimal competencies had been achieved.
2. What we learned:
- a. Committee selection was an important indication to many interns that they were responsible for their own learning.
 - b. When the task was explicit and finite, e.g., a form to be completed, committees functioned well.
 - c. Committees often could not help an intern develop alternative methods for achieving a competency or working toward a goal.
 - d. Most members had not previously helped structure individual learning experiences in any context.
 - e. Some members saw the minimal criteria as an imposition to be gotten out of the way.
 - f. On committees that were not functioning well, faculty members were seen as "pushers."
 - g. Interns began to communicate directly with staff members about the criteria for which they were responsible instead of "wasting time" with a committee.
 - h. Those committees whose members had previous experience in individualized and/or competency-based learning and who accepted the assumptions of Teacher Corps were important in helping the intern.

3. Recommendations

- a. Continue committees because they can increase the effectiveness of a Teacher Corps program both by helping interns and by increasing program impact on site personnel who are Committee members.
- b. Provide training in individual program and objective development, at least twice in program, for all interns and Committee members. This training can be especially useful for in-service teachers.
- c. Make one member of the staff responsible for meeting with Committee members to arrive at a consistent and clear notion of the responsibilities of program committee members.

D. Portfolios

1. What was done:

- a. Asked each intern to create a portfolio as his own record of the program.
- b. Used portfolios for:
 - 1) Committees to review progress and see development of intern's total program.
 - 2) Committees to receive information relating to additional competencies beyond minimal exit criteria.
 - 3) Interns to have a concrete, physical representation of their program and progress.
 - 4) Central staff to indicate future direction and needs of project
 - 5) National reports
 - 6) Job interviews
- c. Included in portfolios were:
 - 1) program proposals
 - 2) objectives and exit criteria completed and signed by appropriate staff
 - 3) time lines for competencies in progress
 - 4) observation reports by teachers, team leaders, interns, faculty
 - 5) reports of workshops, conferences, etc., attended
 - 6) lesson plans
 - 7) programs developed for individual children
 - 8) samples of children's work
 - 9) papers written
 - 10) daily logs, diaries
 - 11) bibliographies

2. What we learned:

- a. Most interns and team leaders had no experience in documenting their experiences and little experience in writing.
- b. Most interns and team leaders saw little reason to keep written records of experiences.
- c. Portfolios tended to become very massive; there was little discrimination about what to include.
- d. Different organization schemes for portfolios were appropriate at different times in the program.
- e. Some staff never looked at any part of the portfolio except that which appeared to concern them directly. Others kept entirely separate records and called portfolios "silly."
- f. Interns wanted their portfolios read thoroughly and commented on.
- g. Portfolios being "due" became the motivation for interns refocusing from the classroom to their own learning and program.

3. Recommendations:

- a. Assign responsibility for portfolios to a staff member. They need to be explained, called in, circulated among staff, returned, etc.
- b. Make sure that portfolios are not just "busywork."
- c. Review portfolios centrally at least every four months.
- d. Return significant comments to interns after each review.
- e. Ask interns to weed out portfolios after each review as some materials become dated.

IV. The Instructional Program of Interns

The core of the project is the instructional program. This section is organized into content, supervision, and evaluation. Constant modifications in the method of delivering instruction made this a fluid, frustrating process which we've attempted to describe here. Supervision of interns in the field classrooms raised the question of team leader skills which was addressed in the Selection Section. Evaluation of interns, staff, and program was a process full of problems which remained unresolved. Here we describe some things we tried and suggest some next steps for others to try.

A. Content

1. What was expected:

- a. Each faculty would teach two or three different courses repeated at various times in a field location north and south (sites were as much as 120 miles apart) when appropriate for a significant number of interns.
- b. Faculty would teach mini-courses in small groups on site in regularly scheduled time periods.
- c. Team leaders would serve as instructional staff at their site as well as in other Teacher Corp sites.
- d. Each faculty would be responsible for individual projects of quality, so that over two years most faculty would have worked on an individualized instructional basis with most interns.
- e. Some faculty would do "demonstration teaching" with children, as instruction for interns and teachers.
- f. Faculty would serve as resources to individual teachers on specific requests.

2. What was found:

- a. That the miles between sites made it virtually impossible for faculty to consolidate their instruction, energy, and time to meet the immediate needs of interns.
- b. That superintendents and principals expected interns to be on site in the classroom 5 days a week from 7:30 - 3:00.
- c. That the immediacy of classroom concerns became the single most important factor in determining what interns felt they needed to learn. This learning was to occur in microscopic pieces, instantly.

- d. That some interns were unwilling to leave their site for any reason.
 - e. That team leaders were a barrier to working with classroom teachers.
3. What was tried:
- a. Intern instruction time.
 - 1) We tried having interns in classroom 4 days a week and spending 1 day a week at a central Teacher Corps site for instruction. This proved unsatisfactory because:
 - a) membership in an instructional group was never constant.
 - b) immediacy of the classroom prevented interns from taking time to do tasks, i.e., read a chapter, change a teaching plan.
 - c) some interns never attended.
 - d) a total, sequential learning package was impossible to deliver.
 - 2) We tried having interns in classroom for 4 days a week and spending 1 day a week on site or a close location. This worked initially, but:
 - a) as instruction among interns routinized with predictable patterns or response, new input and cross-fertilization of ideas and experiences became difficult. (A normal problem of any isolated, small group.)
 - b) interns would arrive at the location at different times so that instruction began after everyone finally got there, generally after school with everyone exhausted.
 - 3) We tried take-home modules. This proved unsatisfactory because:
 - a) interaction with other interns emerged as essential for most learning.
 - b) face to face contact with the instructor emerged as critical for reinforcement, support, making changes and suggestions.
 - 4) We tried four weeks in classroom with one week at the university. This worked better, but the week in Gorham became so crowded with individual program meetings, back-home pieces to get ready, community pieces, travel expenses, general meetings, etc. that:
 - a) each faculty found himself teaching only what could be done in isolated 2-3 hours - again microscopic pieces with no homework or reading.
 - b) both faculty and interns were strung out in that intense week from too much to do in too little time.
 - 5) We tried three day conferences in Gorham on a central theme with several outside resources. The agenda usually included a long, group presentation followed by informal conversation with the presenter. This proved satisfactory for intern learning because:
 - a) participants included interns, teachers, others which allowed greater cross-fertilization of ideas.

- b) consultants had the aura of "important" people who really knew something.
 - c) three days was long enough to supply some legitimate knowledge base.
- 6) We tried evening classes with interns from several sites together. This proved satisfactory because:
- a) there was a mixed group of participants including teachers and interns from different sites.
 - b) the meeting place involved some driving which removed "school", but was close enough to get back before midnight.
- 7) We tried individualized work with interns on site with faculty teaching PM courses at university which interns could attend. This proved moderately successful.
- a) interns who took courses got a focused topic, in-depth learning, and a sense of closure.
 - b) some interns discovered they wanted the structure and formality of a university course because it allowed them to learn in a way in which they felt secure.
 - c) individual conferences became immediate problem-solving, prodding, or gripe sessions, and only rarely explanation or direction for learning.
- 8) We tried on-site in-service days. These proved moderately successful because:
- a) there was a mixed teacher and intern group with a lot of interaction.
 - b) faculty were always at their best.
 - c) options were available.
 - d) however, the workshops were often redundant for many interns.
- b. Scope and Sequence of Instruction

- 1) All content regardless of mode of delivery worked toward the general goals of minimal exit criteria. The "presentations" provided the knowledge base which was usually evaluated by tests or products. The presentations were then followed by performance in the classroom by utilizing knowledge acquired with students. This performance was evaluated through observation, conferences, changes in product, written self or co-operating teacher evaluations, or other documentation of some type. The knowledge objectives, generally common to all interns, were written by the instructor. The performance objective was written by the intern, team leader, faculty, or in combination.

4. What we learned:

- a. That learning experiences with a mixed group of participants, teachers, interns, university students, or others created the best conditions for learning regardless of location or content.

- b. That in a program with "specialized" faculty, it is difficult to deal adequately with all dimensions of learning usually included in a teacher preparation program. It was assumed that team leaders and cooperating teacher would fill the content gaps. This happened only in cursory ways and without proper emphasis, especially in science, social studies, art, and music. Generally the cooperating teachers expected interns to do it "their way" and in most instances the above content areas were missing from the elementary school program.
 - c. That all but one conference built on a content focus of the program for which we already had expert faculty rather than using consultants to fill-in content deficiencies. These conferences did benefit teachers, extended the knowledge base of interns, and gave faculty someone to talk with but did not correct weaknesses in intern programs.
 - d. That faculty and interns both discovered a structure - i.e., time, days, groupings, inter-action, achievements - in which they were comfortable learning. No one mode of presentation would have worked best for 2 years for all concerned, but all found their best mode at some time.
 - e. That faculty did an outstanding job of tying content knowledge to classroom projects. The connections were not immediately perceived by interns, who at the time were trying to deal with both the classroom and with exit criteria. As interns began to focus their learning through behavioral objectives, they realized that work in the classroom was the major vehicle for completing "performance" criteria.
 - f. That the majority of the community projects reflected the interest or concern of the team leaders rather than interns. They were the team leaders' projects with little involvement of interns.
 - g. That for a community component to be most successful, it needs:
 - 1) to be defined as happening during the school day, the regular work day.
 - 2) to be the responsibility of a faculty member to help establish guidelines, coordinate, and keep records.
 - h. That team leaders needed direct supervision and training in the teaching of adults.
5. Recommendations:
- a. Create criteria and priorities for the allocation of monies for:
 - 1) consultants
 - 2) conferences
 - 3) materials
 - 4) travel
 - 5) individual intern experiences

- b. Rather than all faculty trying to do all parts of their instruction all the time, create a tentative content flow chart with progression from large group to small groups to individual work, with each semester having a designated content focus.
 - 1) this provides direction for intern.
 - 2) this permits faculty to allocate time to dimensions of program responsibilities other than large group instruction, i.e., in-service, program committees, publications, research projects, creation of classroom materials.
- c. Divide non-instructional tasks of program among staff so that responsibility is known, i.e., program evaluation, in-service coordination, program committees, portfolios, community projects, coordination of individual learning experiences outside Teacher Corps, such as national and regional conferences, supervision of team leaders, coordination of classroom experiences.
- d. Schedule 4 weeks in classroom - 2 weeks out to assure continuity of classroom for students and cooperating teacher and allow enough time for program tasks, community projects, and academic instruction.
- e. That team leaders:
 - 1) take a university course in supervision during initial phase of program.
 - 2) teach an undergraduate education course at university as adjunct professor.
 - 3) attending university meetings to further their development and to make their university affiliation more real.
- f. Divide up sites among faculty so that one faculty is responsible for attending local meetings, serving on the LTCAC, and providing direct support to team leader.

B. Supervision of Interns and Classroom Experiences

- 1. What was expected:
 - a. That team leaders would supervise, i.e., coordinate, initiate, provide direction, schedule, keep records on intern's classroom experiences.
 - b. That team leaders would serve as liaison, facilitator, and scheduler of faculty work on site, in classrooms, etc.
 - c. That team leaders would develop a cohesive group of interns who shared and learned together from their experiences.
 - d. That team leaders as master teachers in elementary schools would teach and assist interns in curriculum areas not the responsibility of core faculty.
 - e. That team leaders would have rapport with classroom teachers within their districts.

2. What was found:
 - a. Team leaders who had not read the proposal and who did not know what the program was to do or what their job was. When they understood the proposal, most did not agree with its assumptions.
 - b. Team leaders who had no experience in supervision, organization, or coordination other than how their principals worked.
 - c. Team leaders who were fearful of assuming leadership with the classroom teachers.
 - d. Teachers who had not had a helper in their classrooms and who did not know what to do with interns.

3. What was done:
 - a. Intern class assignment - who, where, for what, for how long - and coordination was the responsibility of team leaders.
 - b. Instruction and evaluation of interns in all classroom curriculum areas other than reading was the responsibility of the team leader.
 - c. Team leaders were an integral part of all project staff meetings.
 - d. Professional development requests of team leaders were encouraged and supported.
 - e. Faculty taught with team leaders.
 - f. Team leaders taught interns and teachers in other sites.
 - g. Faculty created numerous record-keeping and documentation procedures as aids for team leaders, which in most instances were passed on to interns to do and became an additional task for them.
 - h. Central office requested information from team leaders which was seldom received and often collected by an intern instead.
 - i. Faculty reluctantly by-passed team leaders and often worked directly with principals, superintendents, teachers, and interns.
 - j. Central office tried to create a seminar for team leaders, but failed.
 - 1) There was no faculty who had rapport with all team leaders.
 - 2) Team leaders tried on their own to meet without faculty but these became gripe sessions and quickly died out.

4. What we learned:
 - a. That team leaders needed both formal and informal instruction in supervision.

- b. That the issue of different classroom responsibility for different interns was never understood by team leaders who held the key for making intern classroom opportunities possible. Example: Some interns at beginning of program wanted and were prepared for an all-day classroom responsibility of some length. They learned best in an immersion experience followed by open time for reflection, learning, changing. This opportunity was rarely available until the second year of the program.
- c. That intern classroom duties sequenced from 1 to 1 tutoring, small groups of "non-essential" instruction, total class for 1 or 2 content areas, and then total class all day for 3 to 4 weeks. Without a mandated policy statement from the central office that all interns were to have total class responsibility for 3 to 4 weeks, most interns would not have gotten this typical student-teaching experience.
- d. That the number of teachers with whom interns worked, 37 interns with over 200 teachers in six sites, far exceeded our expectations.
- e. That team leaders in instances of disagreement with faculty tended to protect interns from "unreasonable demands" rather than help, clarify, assist interns in their learning.
- f. That the team leaders who wanted to be principals saw their job as keeping the site calm and "administered" the interns rather than teaching them.
- g. That residency programs, Bank Street for example, for interns were essential to expose them to alternative classroom models.
- h. That in the 4 sites with "lost" team leaders, an intern emerged who assumed a large portion of team leader responsibilities and all interns did more to fill the team leader gap, i.e., arranged their own classroom experiences, requested other observers, wrote and kept their own documentation of experiences.

5. Recommendations:

- a. Create a list for each site of potential classroom experiences for first semester for interns to choose from to provide a structure for team leaders to contact classroom teachers and to get data on what is possible to avoid intern disappointment and indecision.

<u>Example</u>				Time
Teachers Name	Grade Level	Speciality Area	Responsibility Possible	requested for

- b. Convene cooperating teachers at central site twice a year and on site once a month for sharing and instruction in areas such as behavioral objectives, modes of evaluation, individualization.
- c. Teach a class in supervision to team leaders first semester of program.
- d. Plan and set up residency programs to occur in fall of second year to provide alternative classroom models, to facilitate cross-fertilization of intern groups, to assure follow-up time for some new implementation back on site.

- e. Arrange a regional team leader meeting for purpose of instruction and sharing and exposure.
- f. Have one core faculty be responsible for supervision of team leaders.
- g. Develop and follow through on a team leader job description.

C. Evaluation

1. Of interns

a. What was done:

- 1) Encouraged data be given to interns from a variety of sources, i.e., faculty, team leaders, teachers, other interns, program committees plus self-reflection. All data became a part of documentation with final approval or nonapproval for completion of an exit criteria goal statement resting with the staff member or team leader responsible.
- 2) Provided various types of instruments for interns to choose from for getting feedback from teachers who were inexperienced in working with or observing other adults in their classrooms.
- 3) Encouraged and solicited all types of information for evaluative purposes.
 - a) tests as indicators of knowledge
 - b) observations
 - c) video-tapes and cassette tapes
 - d) projects, articles, letters to self, journals
- 4) Included area checklists and progress reports for some parts of exit criteria when portfolios were reviewed.

b. What we learned:

- 1) That the self-discovery of the need for objectives was a long time coming for most interns. Only when documentation was submitted, not approved, and questions asked, "What were you trying to do? What was your objective, for you or students? What were you trying to teach?" did the meaning of objectives begin to emerge. The accompanying question of "How do you know if that happened?" had even less understanding for most interns.
- 2) That only in rare instances, except for objective tests, were any criteria or standards of what constituted approval or non-approval known in advance. In part this was a result of the vast number of individualized objectives and the diversity of choice in experiences which necessitated different criteria for each. Many times approval was granted on just knowing the intern had focused, thought, and worked on the dimension of the total. We felt we had moved "miles" when we knew before evaluation what the intern's objective had been or what he perceived he was working toward at that point.

- 3) That as interns became master's degree students, a common faculty criteria for approval became the ability to articulate, orally or written, with clarity and concreteness.
- 4) That a major problem throughout the program for interns became the lack of closure, sense of progress, feeling of accomplishment or knowing when they were done with something. Without focus or concentration by interns and known standards or criteria by faculty, it was hard to reach closure. We didn't come close to solving this one except for faculty to use different standards at different times for each intern as it seemed important for his development.
- 5) That video-tapes were rarely useful for evaluation purposes as the filmer can distort what is happening for the viewer by where he chooses to focus the picture. That cassette tapes were rarely useful for evaluative purposes unless the intern was speaking from some organized framework.
- 6) That program committees needed direction and assistance if they were to serve adequately the evaluation function for the total synthesis of an intern's experiences and learning.

c. Recommendations:

- 1) Create clear criteria and standards for performance of interns and staff, a long, difficult process.
- 2) Convene all participants of interns' program committees at least twice during 2 year period and provide systematic input and direction for what they are to do and options for how to do it so that their evaluative function could be operational. Again, these program committees must be a responsibility of some one staff member.
- 3) Create a system for monitoring intern progress in each area of focus so that clear directions for the next step are more likely.
- 4) Do TOFA (Instrument for Observation of Teaching Activities) workshops during first year of program rather than second.

2. Of Staff and Program

a. What was done:

- 1) During the first week of program, we had administered to all Teacher Corps participants:
 - a) O.J. Harvey's "This I Believe" and "Conceptual Systems Test" which was scored on 6 dimensions, i.e., concreteness/abstractness, flexibility/rigidity, etc.
 - b) "Self-Concept" Sematic Deferential.
This data was compiled but a final administering of these tests at end of program as an indicator of change did not take place.
- 2) During first month of program, a consultant was present at a meeting in which total program evaluation was discussed. No responsibility for task was assumed or delegated.

- 3) No evaluation of staff performance was done. A recommendation for such evaluation was rejected by staff as being "premature" in March of the first year. Two staff members tried at different times to get feedback from other participants with less than 50% return.
- 4) Various evaluative instruments were used following workshops and university courses.
- 5) Information for program reports to Washington was collected in different ways: from administrative staff only, from staff, from total program participants. No reports were ever disseminated to staff or program members.

b. What we learned:

- 1) That for evaluation to be an integral part of a program and a basis for making decisions within a program, it must be the designated responsibility of someone staff member and funds allocated proportionately.
- 2) That an outside-program but inside-system, close to program evaluator is probably the most useful.
- 3) That random gathering of different information by different people is little better than no information.

c. Recommendations:

- 1) Assign program evaluation/responsibility to staff member at the beginning of the program.
- 2) Use Washington program reports as the basis of a newsletter and sharing of what is happening in the program across sites.
- 3) Evaluate staff performance in first year, using information to make instructional decisions.

V. The In-Service Program

This section focuses on the dimensions of work with in-service teachers and impact on LEAs.

A. What was expected:

1. On-site courses
2. Workshops on in-service days
3. Work in classroom with teachers, interns, and students
4. Be an integral part of teachers' meetings and school committees

B. What was found:

1. Districts with no in-service days for teachers
2. Districts with no staff development plans
3. Teachers who had never had other adults in their classrooms
4. Team leaders very reluctant to assume any leadership with their peers
5. Teachers and principals who had not been a part of the decision to be a Teacher Corps site and who had little or no knowledge of the project.

C. What was done:

1. Held a meeting with Teacher Corps site superintendent to clarify and restate what was available through Teacher Corps.
2. Established direct communication between Teacher Corps faculty and principals and superintendent where possible.
3. Purchased and developed materials for students compatible with Teacher Corps goals; ESS projects, paperback reading libraries, curriculum boxes, open materials, diagnostic aids to be used by cooperating teachers and interns. These materials were low threat for fearful teachers, established a positive entry, and gained access for faculty and interns to many classrooms.
4. Worked with school boards, superintendents, and teachers on educational program goals where possible.
5. Held 3 day conferences on campus Thursday, Friday, and Saturday and negotiated with superintendents for 2 days released time for teachers in exchange for their attendance on Saturdays.
6. Conducted in-service days at sites that had set aside the days and initiated in-service days at other sites.

7. Did one-day and after-school workshops with alternative options to choose from at these sites holding back on Teacher Corps involvement.
8. Taught two graduate courses on site in special education and learning disabilities which grew out of needs related to legislation on "mainstreaming."
9. Tried to establish regular conferences of interns, cooperating teachers, and team leaders but failed.
10. Instituted staff training for team leaders which was not successful.
11. Conducted IOTA (Instrument for the Observation of Teaching Activities) workshop with teachers, interns, team leaders, administrators, one objective of which was to provide a better knowledge base for working with interns and for teacher assessment.
12. Used interns as special education consultants in non-Teacher Corps districts which needed and wanted.
13. Did workshop conducted by interns in non-Teacher Corps site.
14. Served as consultant in one district in the development of an Individualized Staff Development Plan which can lead to a new way of teacher assessment.
15. Utilized interns as teachers in the Adult Education Programs in sites.
16. Team taught with team leaders in courses and workshops whenever possible.

D. What we learned:

1. Throw away the idea that one-day workshops do anything other than expose participants to Teacher Corps and/or create an awareness of a concept or process.
2. Expand the concept of what constitutes in-service:
 - a. Most classroom change grew out of professional relationships established between intern and cooperating teacher.
 - b. The utilization of "different" classroom materials can form the core of relevant in-service.
3. Insist on voluntary participation of teachers in any in-service program presented. As teachers experienced positive benefits from experiences with interns and Teacher Corps in general, both the quantity and quality of participation increased.
4. Offer numerous, diverse way in which teachers may participate voluntarily.
 - a. classroom work with interns
 - b. new materials to try out

- c. on-site workshops and classes
 - d. central site conferences, workshops, and classes
 - e. individual teacher graduate programs
 - f. opportunity for teachers to be in-service instructors for workshops in other districts
 - g. help in development and distribution of teacher-made materials
 - h. opportunity to be consultants in other on-campus classes
5. Establish at a very early stage a clear written procedure and standards for recertification credits, graduate credits, independent study, reimbursement of travel tuition, and use of classroom materials.
 6. The best indicator of common in-service needs is any new state legislation which affects districts and teachers.

E. Recommendations:

1. Have superintendents write a letter to all their staff explaining Teacher Corps at beginning of project.
2. Be on the agenda of the first teacher's meeting in each site before interns begin their field work to explain:
 - a. what Teacher Corps is
 - b. what interns are expected to do
 - c. whom to contact for what resources
 - d. benefits possible for them
 - e. to distribute an indication of interest questionnaire
3. Meet with superintendents to resolve operational issues.
4. Have team leaders conduct individual meetings with co-operating teacher and intern to determine:
 - a. expectations and experiences possible
 - b. intern objectives and evaluation procedure
 - c. a schedule for periodic conferences for intern and cooperating teacher
5. Have team leaders hold monthly meetings of all site cooperating teachers, interns, and invited resource people to share past and determine next steps. Membership of teachers should change as interns change classrooms.
6. Send a quarterly newsletter from Teacher Corps central office describing in-service conferences, workshops, classes, events available to teachers.
7. Hold twice yearly meetings of all current cooperating teachers and interns to:
 - a. share information from other sites

- b. talk to other teachers with interns
- c. determine in-service needs
- d. schedule and distribute Teacher Corps classroom materials
- e. give new input as needed

VI. The University as Host

The University of Maine, Portland-Gorham, was created in the late sixties through the merger of two college campuses within the larger 9 campus system of the University of Maine. It was stated by the university that Teacher Corps was a way to provide new input into the staff, to implement an experimental model, to explore alternatives within the school, and to provide financial assistance in a time when money for education is severely limited.

A. What was done:

1. Staff

- a. All Teacher Corps staff (7) were full time with Teacher Corps.
- b. Of staff new to the university (5), two had doctorates and two were enrolled in doctoral programs.
- c. Three of the five new staff were women, two of whom held doctorates. This doubled the number of women who were full-time faculty members and tripled the number of women holding doctorates in the School of Education.
- d. All new staff members held bachelor's degrees outside the field of education, and three held master's degrees in a liberal arts area, thus broadening the perspective of the school's faculty who had suddenly found themselves as only one piece of a larger university.
- e. Provided skills new to the school in language development, affective education, and open education.
- f. Added depth to skills in several areas of exceptionality, reading, and program development.
- g. Each staff member taught at least one course outside Teacher Corps for the school.
- h. The appointment and employment of the Program Specialist was transferred from the university to the State Educational Agency both in the spirit of collaboration and to make available additional expertise in teacher education to the SEA. The Program Specialist was based with the program at the university and received university rank with full voting privileges. Later, at the Program Specialist's request, the position was transferred back to the university because the State's classification for the position carried a lower salary than the university's allocation and no fringe benefits.
- i. Although Teacher Corps was a separate program, all Teacher Corps faculty were voting members in a department.

- j. During the second year, the Teacher Corps staff gradually became integrated into the school and were elected or appointed to the following positions:
- Chairwoman of the Faculty of the School
 - Member, Faculty Senate of University
 - Director, In-Service Division of the School
 - Editorial Board, PRTSM Journal
 - Director, Exceptionality Program
 - 2 members, Cabinet of the School
- k. Only one staff member continues at the College in a capacity utilizing the specific skills for which he was hired, and he transferred from Teacher Corps at the end of the first year. Two additional staff remain primarily in administrative, non-teaching function.
2. Program
- a. The university provided adequate space, telephones, and supporting services. The Teacher Corps office was the most central and visible place on campus.
 - b. The university agreed to substitute competencies successfully completed for grades and credits as degree requirements. In order to provide information which might be needed by the university at some time, we also indicated the ways (previous course work, classroom experience, independent study, Teacher Corps workshops) in which interns met school requirements for a degree. In other words, the same information was put into competency format for Teacher Corps and course format for the school. The Dean of the School of Education and the Dean of Graduate Studies both supported these program attempts to maintain the integrity of the experimental program. For example, the school has a requirement that a graduate student take nine hours in a liberal arts field in addition to professional education courses. For Teacher Corps interns, this requirement was turned into four competencies, rather than three courses to be met by work primarily within the program.
 - c. The university registrar collaborated on the final transcript form which includes: a program description, list of minimal competencies, additional competencies, and experiences, equivalent courses completed toward special certification. This transcript provides more information than the normal list of course titles or numbers, grades, and credit hours.
 - d. Teacher Corps attempted to acquaint and involve other faculty with the program through
 - invitations to conferences and meeting
 - being presenters at conferences
 - setting up short-term individualized contracts for interns with faculty

- guest teaching in their university classes
- writing articles for school journal
- instituting faculty development opportunities

B. What we learned:

1. Until the second year, very few faculty of the school knew any details about the Teacher Corps program other than that it was "in the field". Further knowledge and curiosity about the program grew out of personal experiences with the Teacher Corps faculty in settings outside Teacher Corps. At the end of the program, the questions from the faculty were still of a curious nature rather than serious explorations of the program's components and possible implications for their own programs.
2. Influence of Teacher Corps on the school is primarily a result of the personalities of the Teacher Corps faculty. The staff worked hard to create change with the school by doing more than their share of committee work, proposal generation, program development, and reorganization.
3. The university did not have a commitment to the staff it hired for Teacher Corps. The only person presently utilizing the skills for which he was hired left the program at the end of the first year to head an undergraduate program in exceptionality.
4. Requests for deviating from "normal university procedure" were most successful when made in person with a clear rationale and a plan for implementation.

C. Recommendations:

1. Have written commitments from the university regarding future employment of Teacher Corps staff.
2. Formally introduce Teacher Corps staff to the school faculty so that one year later they don't ask, "Who's that?"
3. Recognize that staff hired to create change are probably different from the present staff and need support for their work.
4. Include present school staff more deliberately in the program through staff meetings, requests to plan together, etc.
5. Disseminate information about effectiveness of program components throughout the school.

SURNAME

FIRST NAME

MIDDLE NAME

SOCIAL SECURITY NUMBER

UNIVERSITY OF MAINE

AT PORTLAND - GORHAM

Locations

College Ave., Gorham, Me. 04038
Falmouth St., Portland, Me. 04103

HOME ADDRESS
ADMITTED TO THE GRADUATE SCHOOL, TEACHER CORPS
MAJOR CLASSROOM TEACHER

BIRTHDATE

ORIGINAL TYPE OF ADMISSION GRADUATE

ORIGINAL DATE OF ENTRANCE SUMMER, 1973

SEX MALE

ADMITTED FROM ST. JOHN FISHER COLLEGE

DEPARTMENT, COURSE NUMBER AND COURSE TITLE	GRADE	SEM HOURS ATT	SEM HOURS EARNED	QUAL POINTS	DEPARTMENT, COURSE NUMBER AND COURSE TITLE	GRADE	SEM HOURS ATT	SEM HOURS EARNED	QUAL POINTS
FALL SEMESTER, 1974 EDU 541 PRACTICUM IN LEARN DISAB	A	3.0	3.0	12.0					
SEMESTER TOTALS		3.0	3.0	12.0					
CUMULATIVE TOTALS		3.0	3.0	12.0					
SEM QPA 4.0000									
3.0 UM CREDITS									
3.0 DEG CREDITS									
Accepted into Teacher Corps, Graduate School, Summer Term 1973, majoring in Classroom Teacher (See Attached Detail)									
AWARDED MASTER OF SCIENCE IN CLASSROOM TEACHER, May 17, 1975.									

College Avenue
Portland, Maine

The College of Education is seeking to provide a two-year program for the teacher education program that trains teachers with a specialized background in education with a concentration in working with educationally disadvantaged elementary and secondary school children. All course requirements for certification are completed in addition to completion in the field of education, which includes classroom observation and lesson planning. This project is involved with six teams of teachers who are to be trained to teach in the field. The districts are: District #1 (Maine), District #2 (Maine), District #3 (Maine), District #4 (Maine), District #5 (Maine), District #6 (Maine), District #7 (Maine), District #8 (Maine), District #9 (Maine), District #10 (Maine), District #11 (Maine), District #12 (Maine), District #13 (Maine), District #14 (Maine), District #15 (Maine), District #16 (Maine), District #17 (Maine), District #18 (Maine), District #19 (Maine), District #20 (Maine), District #21 (Maine), District #22 (Maine), District #23 (Maine), District #24 (Maine), District #25 (Maine), District #26 (Maine), District #27 (Maine), District #28 (Maine), District #29 (Maine), District #30 (Maine), District #31 (Maine), District #32 (Maine), District #33 (Maine), District #34 (Maine), District #35 (Maine), District #36 (Maine), District #37 (Maine), District #38 (Maine), District #39 (Maine), District #40 (Maine), District #41 (Maine), District #42 (Maine), District #43 (Maine), District #44 (Maine), District #45 (Maine), District #46 (Maine), District #47 (Maine), District #48 (Maine), District #49 (Maine), District #50 (Maine), District #51 (Maine), District #52 (Maine), District #53 (Maine), District #54 (Maine), District #55 (Maine), District #56 (Maine), District #57 (Maine), District #58 (Maine), District #59 (Maine), District #60 (Maine), District #61 (Maine), District #62 (Maine), District #63 (Maine), District #64 (Maine), District #65 (Maine), District #66 (Maine), District #67 (Maine), District #68 (Maine), District #69 (Maine), District #70 (Maine), District #71 (Maine), District #72 (Maine), District #73 (Maine), District #74 (Maine), District #75 (Maine), District #76 (Maine), District #77 (Maine), District #78 (Maine), District #79 (Maine), District #80 (Maine), District #81 (Maine), District #82 (Maine), District #83 (Maine), District #84 (Maine), District #85 (Maine), District #86 (Maine), District #87 (Maine), District #88 (Maine), District #89 (Maine), District #90 (Maine), District #91 (Maine), District #92 (Maine), District #93 (Maine), District #94 (Maine), District #95 (Maine), District #96 (Maine), District #97 (Maine), District #98 (Maine), District #99 (Maine), District #100 (Maine).

I. Teacher in the Classroom

- A. Goals in the classroom
 - 1. The teacher will demonstrate a variety of instructional strategies and techniques which involve a high level of student participation in the learning process.
 - 2. The teacher will demonstrate a variety of instructional strategies and techniques which involve a high level of student participation in the learning process.
 - 3. The teacher will demonstrate a variety of instructional strategies and techniques which involve a high level of student participation in the learning process.
 - 4. The teacher will demonstrate a variety of instructional strategies and techniques which involve a high level of student participation in the learning process.
- B. Instruction
 - 1. The teacher will demonstrate a variety of instructional strategies and techniques which involve a high level of student participation in the learning process.
 - 2. The teacher will demonstrate a variety of instructional strategies and techniques which involve a high level of student participation in the learning process.
- C. Equipment and Materials
 - 1. The teacher will demonstrate a variety of instructional strategies and techniques which involve a high level of student participation in the learning process.
 - 2. The teacher will demonstrate a variety of instructional strategies and techniques which involve a high level of student participation in the learning process.
- D. Tests and Measurement
 - 1. The teacher will demonstrate a variety of instructional strategies and techniques which involve a high level of student participation in the learning process.
 - 2. The teacher will demonstrate a variety of instructional strategies and techniques which involve a high level of student participation in the learning process.
- E. Creativity
 - 1. The teacher will demonstrate a variety of instructional strategies and techniques which involve a high level of student participation in the learning process.
 - 2. The teacher will demonstrate a variety of instructional strategies and techniques which involve a high level of student participation in the learning process.
- F. Child Development
 - 1. The teacher will demonstrate a variety of instructional strategies and techniques which involve a high level of student participation in the learning process.
 - 2. The teacher will demonstrate a variety of instructional strategies and techniques which involve a high level of student participation in the learning process.
- G. Human Relations in the Classroom
 - 1. The teacher will demonstrate a variety of instructional strategies and techniques which involve a high level of student participation in the learning process.
 - 2. The teacher will demonstrate a variety of instructional strategies and techniques which involve a high level of student participation in the learning process.

III. Special Children - Learning Disabilities

- 1. The teacher will demonstrate knowledge of developmental theory and the nature of disabilities.
- 2. The teacher will demonstrate knowledge of instructional and remedial strategies and appropriate utilization of a supportive environment.
- 3. The teacher will demonstrate utilization of preliminary diagnostic techniques, interpretation of sophisticated diagnostic data, and development of remedial program.

III. Language Development

- 1. The teacher will demonstrate knowledge of language development by providing adequate modeling and by amplifying children's utterances in the classroom.
- 2. The teacher will demonstrate knowledge of language development by using samples of the children's language (oral and/or written) to plan individualized learning incorporating grammar, vocabulary, spelling, etc.
- 3. The teacher will demonstrate knowledge of theory and facts the teacher is able to recognize potential or existing language problems and develop a preliminary diagnosis.
- 4. The teacher will demonstrate knowledge of theory and facts the teacher is able to recognize potential or existing language problems and develop a preliminary diagnosis.

IV. Curriculum Areas

- A. Reading and Language Arts
 - 1. The teacher promotes and organizes high communication skills, including listening, speaking, reading, and writing.
 - 2. The teacher is aware of and uses the child's own language in the learning process.
 - 3. The teacher individualizes instruction using pre-assessment, pre-writing, and post-assessment.
 - 4. The teacher integrates reading and language arts into the school day in terms of both time and content.
 - 5. The teacher uses children's literature as a primary base for experience with language arts.
- B. Math
 - 1. The teacher implements inquiry and discovery techniques.
 - 2. The teacher individualizes math instruction using pre- and post-assessment techniques.
- C. Social Studies
 - 1. The teacher uses concepts which flow on the past, see the present, and project into the future.
 - 2. The teacher facilitates an understanding of the interdependency of man.
- D. Science
 - 1. The teacher implements inquiry-discovery approaches.
 - 2. The teacher promotes an awareness of systems and cycles.
 - 3. The teacher includes an awareness of survival in the environment.
- E. Career Education
 - 1. The teacher includes and encourages "hands-on" experiences.
 - 2. The teacher develops an awareness in children of inter-relationships between school, community, and industry.
 - 3. The teacher provides the student with an awareness and appreciation of the scope of occupations.
- F. Physical Education
 - 1. The teacher conducts both indoor and outdoor activities and implements appropriate safety procedures.
 - 2. The teacher conducts activities appropriate to the child's development.
 - 3. The teacher develops activities for individuals which build awareness and control of his body and the concept of spatial position.
- G. Art
 - 1. The teacher makes provisions for a variety of materials.
 - 2. The teacher encourages creativity and allows free expression.
 - 3. The teacher is aware that a child reveals himself through his art.
- H. Music
 - 1. The teacher provides activities which develop rhythm, free movement, and singing.
 - 2. The teacher provides the opportunity for children to make their own music.
 - 3. The teacher provides an appreciation of the qualities of music in children.
- I. Literature
 - 1. Working from a knowledge of children's literature, the teacher places children appropriately on a reading-literature continuum.
 - 2. The teacher selects good children's literature, uses it appropriately in the classroom, and fosters an enjoyment of it in the students.
- V. Community
 - 1. The teacher will utilize community resources.
 - 2. The teacher will demonstrate knowledge of the elective processes, functions of, and legal guidelines for school boards and school committees.
 - 3. The teacher will demonstrate knowledge of the school financing and its relevance to the classroom teacher.
 - 4. The teacher will demonstrate knowledge and understanding of teacher-parent interaction groups, how to develop effective groups, and how to determine acceptable group's task targets.
 - 5. The teacher will demonstrate knowledge of change processes and ability to plan a format for change, an implement that program.



ADDITIONAL COMPETENCIES

LIBERAL ARTS

- Has a depth of understanding, a knowledge of the concrete facts and the more abstract theories, in Psychology with an emphasis in Play Therapy
- Analyzes and synthesizes the primary factors in Psychology
- Integrates Psychology with the other disciplines represented in a school's curriculum
- Improvises in immediate situations from his base of thorough understanding of Psychology

HUMAN RELATIONS IN THE CLASSROOM

- Facilitates positive student interaction and cooperation
- Long-term implementation of psychological curricula at both the kindergarten and 5th-6th grade levels
- Encourages student creativity through use of guided fantasy

EARLY CHILDHOOD/KINDERGARTEN: EDUCATION

- Assisted in the designing, development, and implementation of preschool screening programs
- Carried out activities and developed classroom attitudes and socialization skills for a first semester in kindergarten
- Instituted units of study which encouraged language arts expression on a verbal readiness level
- Selected and introduced appropriate manipulative teaching devices to develop early math, science, and social studies concepts
- Observed a variety of public and private early childhood education programs
- Acted as a consultant in Special Education to Head Start

EARLY CHILDHOOD/KINDERGARTEN: INSTRUCTION
--Participated in Early Childhood Conferences
--Conducted a study of the application of child development factors in the kindergarten classroom

ART

- Conducted independent studies in primary art

MATH

- Implementation of a self-designed kindergarten math diagnostic instrument

MUSIC

- Conducted independent studies in music

COMMUNITY

- Assisted in the development of a local community resource list
- Member of Planning Board of the town of Sanford
- Chairman of both Shoreland Zoning and Sub-Division Ordinance sub-committees

SPECIAL EDUCATION

- Conducted series of workshops on Perceptual Motor Development

COURSES COMPLETED

LEARNING DISABILITIES

- Identification and Diagnosis of Learning Disabilities
- Methods and Materials for Learning Disabled
- Practicum in Learning Disabilities
- Remedial Reading
- Language Development

READING

- Sequential Development of Reading
- Reading Remediation
- Clinical Practicum (supervised)
- Measurement and Evaluation
- Independent Study - Language Development