

D. 1

Document excerpt from the University of Maine 2006 NCATE BOE Report

STANDARD 4. DIVERSITY

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Level: Initial and Advanced

A. Design, implementation, and evaluation of curriculum and experiences

The unit's mission includes diversity as one of its elements; the unit's goal is to help all people regardless of age, ethnicity, race, gender, socioeconomic status, exceptionalities, sexual orientation, language, geographical area, and religion pursue life-long learning and achievement. The goal of understanding differences is addressed in the knowledge, skills and dispositions of the initial and advanced programs.

The unit has aligned two of its candidate proficiencies to Standard 4. These include Candidate Proficiency 8 (CP#8): Candidates demonstrate knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support the intellectual, physical, emotional, and social development; and, CP#13: Candidates recognize the individual and group differences in their students and families, build positive relationships and supportive interactions, and adjust their practices so that all students can learn. Candidates in initial and advanced programs are assessed in their performance in meeting these proficiencies in a variety of ways in courses and the internship experience.

Initial Teacher Preparation

The unit listed 29 required courses in its initial programs that address diversity. All candidates are required to complete SED 402 Adapting Instruction for Students with Disabilities. Proficiency 8 (Maine Standard 8) is assessed in this course in adapted lesson plans, including individual student descriptions, description of school context, existing lessons, changes in lessons, and appropriate accommodations to meet the needs of individual students with special needs. One lesson must target the English/Language Arts learning results. Proficiency 13 is assessed in a number of courses including SED 402, EDB 202, and field experience and internship in the early childhood, elementary, and secondary program, among others.

D. 1. 1

Averages ratings by university supervisors and mentor teachers during their second placements for Elementary and Secondary interns on CP#8 and CP#10 indicate that they met these proficiencies.

Candidates at the intern level in both elementary and secondary placements provided numerous examples of planning lessons to accommodate student needs and learning styles. They reported using information in IEPs to develop lessons appropriate for individual learners in order to meet the requirements of the unit lesson plan format to make accommodations for learners with special needs. Mentor teachers provided examples illustrating candidate proficiency in teaching strategies that include differentiated instruction.

Advanced Programs

A matrix for advanced programs lists 19 courses which the unit identified as addressing diversity through the development of knowledge, skills and dispositions related to individual and group differences; management of the learning environment; instructional planning and delivery; family, school and community; and leadership and interpersonal skills. Candidates in programs for continuing preparation of teachers and other school personnel document their performance as illustrated in

evidence notebooks that show the alignment of course content with CP# 8 and CP#13. Candidate proficiencies are demonstrated with a portfolio required in a capstone experience, as well as a practicum or internship in many programs. Candidates and program faculty described the use of action research in the classroom as one approach. Recent graduates provided numerous examples of ways in which they addressed diversity as teachers, counselors, administrators, instructional technology directors or literacy specialists.

B. Experiences working with diverse faculty

The university's most recent Diversity Action Plan indicates an ongoing emphasis on increasing diversity on campus and in the curriculum. The percentage of minority tenured or tenure-eligible faculty in 2002-2003 was five percent, up from two percent in 1997-1998. In the fall of 2004 (the latest data available), 4.75 percent of the university tenured or tenure-eligible faculty was Black, Hispanic, Asian, or American Indian. While the tenured faculty are predominately male, 45 percent of the non-tenured faculty are women, demonstrating that women have been hired in greater numbers in recent years. Hiring and keeping more tenure-track women has been a focus of the 2003-2005 University Diversity Plan.

Candidates' opportunities to interact with higher education and school faculty from ethnically/racially diverse backgrounds rest primarily with the total unit faculty and the school-based faculty. The number of ethnically diverse faculty in the initial and advanced teacher preparation programs, according to Table 4.7 on page 72 of the Institutional Report, is limited. Of the 35 professional education faculty in the initial teacher

D. 1. 2

preparation program, 34 of them are white. One is categorized as from an "other" race. In the advanced teacher preparation program, of the 41 faculty, 40 are white and one is "other." Of the 505 faculty in the total institution, 89.9 percent or 454, are white. Fifty-one (51) faculty members in the university as a whole are non-white, with the majority in this group (27) reported as "race/ethnicity unknown." There are 24 faculty who are either Asian or Pacific Islander, American Indian, Black, non-Hispanic, or Hispanic for a total of less than two (2) percent. School-based faculty also represent very limited diversity. Of the 1,857 school-based faculty, 10 (.54%) are American Indian, one is Asian or Pacific Islander (.05%), one is Black, non-Hispanic (.05%), and seven (.38%) are classified as race/ethnicity unknown.

The gender diversity of the faculty is more evenly split, particularly in the initial and advanced teacher preparation programs. According to Table 4.7 on page 72 of the Institutional Report, the male-female split in initial programs is 51 percent male and 49 percent female, while faculty in the advanced programs are 54 percent male and 46 percent female. Both the school-based faculty, and institution faculty overall, are approximately 70 percent male and 30 percent female.

Despite the lack of diversity in the faculty, there are a number of faculty who bring diverse experiences to be shared with candidates. Some of the varied experiences of the unit faculty include: one with a research focus on both low income/first generation college students and American Indian students and high school choice, as well as having taught in schools that are low income, racially diverse, affluent private schools, and served in the Peace Corps; another who taught grades 8-12 science in Ghana, West Africa, and who is a Liberian citizen; a third serving on the board of the Center for Community Inclusion, working regularly in schools with students with special needs and at risk students; and, a fourth serving on the state Gender Equity Task Force.

Further opportunities for unit faculty to increase their understanding of and sensitivity to diversity include: the involvement of the Educational Leadership faculty in a multi-year staff development project related to diversity that focuses on readings and discussions; the University's Diversity Across the Curriculum program awarded a grant that supports collecting data, writing papers, and presenting at workshops and national conferences; the Educational Leadership faculty brought Allan Johnson, author of *Privilege, Power and Difference* and *The Gender Knot*, to campus in 2004 to conduct workshops and discussions with candidates as well as unit faculty and other university open forums; and a social studies methodology and curriculum faculty person developed and organized a videoconference on the Israeli-Palestinian Conflict with students from An-Najah National University in Nablus, Palestine. The conference was attended by in-service teachers taking a seminar on Global Education, pre-service candidates enrolled in a social studies education course, and middle level students from area schools. Resources on campus to support faculty and the campus student body, including the Office of Multicultural Students Affairs; the Office of Equal Opportunity; the Women's Resource Center; the Women in Curriculum Program; Campus Living, the Wabanaki Center; the Franco-

D. 1. 3

American Center; the Gay, Lesbian, Bisexual Allies Council; and the Barrier Free Access Committee, have developed and funded programs to educate the campus community concerning diversity issues and needs.

The university provides funds for two Libra Diversity Professors to come to campus each year to share their expertise with the entire University community. Allan Johnson and Peggy McIntosh are two examples of Libra Diversity Professors. The Shibles Scholars Fund sponsored James Comer, Linda Darling-Hammond, and others to share their expertise with the unit faculty and the area school personnel. COEHD houses the National Center for Student Aspirations, the Institute for Students At Risk, the Center for Literacy, and the Center for Research and Evaluation, as well as administering the TRIO programs (Upward Bound, Talent Search, Maine Educational Opportunity Center) which provide higher education services and opportunities for low income Maine students and adults.

The Institutional Report states that a goal of the unit is to recruit more diverse faculty. The effort was outlined in very general terms in the *University of Maine Diversity Action Plan (2003-2005)* issued on May 30, 2003. Evidence indicates the unit has made some modest gains, and that efforts continue. Specific reasons are not outlined, but the unit's lack of diversity appears to be exacerbated by the state of Maine's lack of diversity. Anecdotal evidence suggests that difficulty in recruiting and, more importantly, retaining diverse faculty is a function of "feelings of isolation on campus and in the broader community," which has contributed to a lack of retention of minority faculty.

C. Experiences working with diverse candidates

Maine is 96.5 percent white. As of fall 2004, 6.3 percent of the University of Maine's undergraduate students were Black, Native American, Asian, Hispanic or of international origin. In the College of Education and Human Development (CEHD), 5.3 percent of the undergraduates are Black, Native American, Asian, Hispanic, or of international origin. Of 129 graduates from initial programs in 2003-2004, 13 (9%) were Black, Native American, Asian, Hispanic, or of international origin. Of 184 graduates from advanced programs in 2003-2004, five (2.7%) were Black, Native American, Asian, or Hispanic.

Although racially homogeneous, Maine is diverse in terms of socioeconomic status, geographic region, and religion. For example, Maine has a relatively high percentage of low-income families. Thirty-seven (37) percent of Maine's children live in low-income families. Poverty rates are above the state average in northern Maine counties, including Penobscot County where the University of Maine is located. Thus, it is not surprising that of the 782 unit undergraduates enrolled in fall 2004, 626 applied for financial aid, and 320 of those met the Federal Trio Programs Annual Low Income Levels.

D. 1. 4

The Admissions Office now has an Assistant Director focusing on African American, Latino, Asian, and Native American (ALANA) recruitment. The COEHD has operated a Future Teachers' Academy for potential math and science teachers. High school juniors or seniors from Riverdale Kingsbridge Academy in the Bronx, NY come to Maine and interact with students from Maine in a weeklong series of workshops and discussions about teaching math and science. Prospective students spend a day exploring science on the Maine coast, and a variety of campus experiences that provides an opportunity to meet other aspiring teachers. Unfortunately, only one student from the academy has elected to attend the University of Maine. Conversations with the faculty in charge of recruitment for the COEHD and the university diversity officer revealed few systematic plans for the recruitment of candidates from diverse racial backgrounds.

D. Experiences working with diverse students in P-12 schools

The table below displays the percentage of P-12 students from different ethnic, racial, gender, and socioeconomic groups in the settings in which candidates participate in field experiences and clinical practice.

Demographics of Area Schools (fall 2004 data reported as percentages)

Student Ethnicity

Identified

School	Amer.				Lunch Eligible	Free/Reduced	Spec Ed Students
	White	Black	Asian	Indian Hispanic			
Bangor	93.62	2.29	2.05	0.78	1.27	17-84*	14.23
Brewer	96.96	1.16	0.72	0.77	0.39	15-35*	17.23
Bucksport	98.43	1.22	0.09	0.17	0.09	10-48*	19.75
Glenburn	99.10	0.45	0.23	0.23	—	26	17.90
Hermon	96.87	1.25	0.54	0.54	0.81	12-20*	13.82
Indian Island	3.51	—	—	96.49	—	72	17.76
MSAD 22	97.21	0.96	1.00	0.26	0.57	12-37*	16.41
MSAD 63	97.15	1.74	0.32	0.32	0.47	19-34*	20.06
MSAD 64	98.65	0.56	—	0.24	0.56	36-66*	10.82
Old Town	94.07	1.72	1.40	2.29	0.51	19-36*	18.92
Union 87	92.60	1.78	3.37	1.22	1.03	27-50*	13.81
Union 90	95.21	0.38	0.15	3.95	0.30	27-59*	15.27
Union 91	99.15	0.36	0.36	—	0.12	20-37*	22.29

*Percentage range across schools within a district, MSAD, or Union

Field experiences and clinical practice placements are not designed to insure that candidates have experiences with students with exceptionalities, students from racial groups different than their own, students from different socioeconomic groups, and male and female students. However, information received from interviews with both initial and advanced candidates indicate that their clinical practice and field experience placements are in settings that allow them to develop and practice their knowledge, skills, and dispositions for working with the above mentioned diversity of students with the exception of racial groups different from their own.

Many required courses and field experiences in the initial programs address knowledge, skills, and dispositions related to diversity. These courses cover the scope of diversity

D. 1. 5

from students with exceptionalities, racial differences, socioeconomic groups, and diverse learners.

Overall Assessment of Standard

The unit conceptual framework contains clear outcomes for diversity for initial and advanced programs. Both initial and advanced program curricula provide multiple opportunities for candidates to learn, practice, and demonstrate proficiencies related to diversity. The curriculum provides opportunities for candidates to learn to teach and provide supportive environments for all students, including racially diverse students. Institution, unit and school faculty and unit candidates demonstrate limited racial diversity. Similarly, most P-12 settings used by initial and advanced programs for field and clinical experiences include limited racial diversity, although they provide opportunities for candidates to experience other facets of diversity.

Recommendation: MET

Areas for Improvement:

New:

1. Candidates do not have experiences working with racially diverse P-12 students.

Rationale: Although area schools and settings used for field and clinical experiences are diverse in many other ways, they lack racial diversity.

Continued, Revised:

2. Candidates have limited opportunity to interact with racially diverse faculty.

Rationale: Institutional, unit, and P-12 school unit faculty represent limited racial diversity.

3. Unit candidates have limited opportunity to interact with racially diverse candidates.

Rationale: Unit candidates are not racially diverse.

D. 2

EXHIBIT:

TO: Members of the State Board of Education

FROM: Susan A. Gendron, Commissioner*

DATE: May 10, 2006

SUBJECT: Receipt of the State and National Visitation Team Reports for the University of Maine College of Education and Human Development

BACKGROUND: A joint State and National Council for the Accreditation of Teacher Education (NCATE) program approval/accreditation visit to the University of Maine was conducted November 4 - 9, 2005 for the purpose of reviewing the professional educator preparation programs of offered by the College of Education and Human Development..

Following the on-site visit a State team report was prepared which included team findings resulting from the application of both State and NCATE standards, commendations, recommendations, and a recommendation for State program approval status. The report was distributed to the State Board during its February 15, 2006 meeting with a note that action would be called for following notification of NCATE's accreditation decision. The NCATE Unit Accrediting Board met in April, 2006 and rendered its accreditation decision in which it was determined that the University of Maine College of Education and Human Development met all NCATE standards except Standard 4 - Diversity.

Accompanying this exhibit are copies of: the State team report; the NCATE Board of Examiners Report; and a notification of the Unit Accrediting Board's decision. The State team report concluded that the University of Maine College of Education and Human Development met all State standards and that the College had demonstrated good faith effort in its attempts to fully meet Standard 4 - Diversity.

RECOMMENDATION: It is recommended that the State Board of Education accept for consideration the State team report, the NCATE program accreditation team report, and the Unit Accrediting Board notice of continuing accreditation report. Consideration of these reports along with a recommendation for State program approval will appear as an agenda item for the July, 2006 meeting of the State Board of Education.

*Prepared by Harry Osgood
Higher Education Specialist

D. 3

EXHIBIT:

TO: Members of the State Board of Education

FROM: Susan A. Gendron, Commissioner*

DATE: July 12, 2006

SUBJECT: Consideration of the State and National Visitation Team Reports for the University of Maine College of Education and Human Development

BACKGROUND: A joint State and National Council for the Accreditation of Teacher Education (NCATE) program approval/accreditation visit to the University of Maine was conducted November 4 - 9, 2005 for the purpose of reviewing the professional educator preparation programs of offered by the College of Education and Human Development..

Following the on-site visit a State team report was prepared which included team findings resulting from the application of both State and NCATE standards, commendations, recommendations, and a recommendation for State program approval status. The report was distributed to the State Board during its February 15, 2006 meeting with a note that action would be called for following notification of NCATE's accreditation decision. The NCATE Unit Accrediting Board met in April, 2006 and rendered its accreditation decision in which it was determined that the University of Maine College of Education and Human Development met all NCATE standards except Standard 4 - Diversity.

Accompanying this exhibit are copies of: the State team report; the NCATE Board of Examiners Report; and a notification of the Unit Accrediting Board's decision. The State team report concluded that the University of Maine College of Education and Human Development met all State standards and that the College had demonstrated good faith effort in its attempts to fully meet Standard 4 - Diversity.

RECOMMENDATION: It is recommended that the State Board of Education, after consideration of the State team report, the NCATE program accreditation team report, and the Unit Accrediting Board notice of continuing accreditation report, accept the State and NCATE visitation team recommendations and grant full approval to the University of Maine College of Education and Human Development educator preparation programs. The period of approval would be from fall 2005 through fall 2012.

*Prepared by Harry Osgood
Higher Education Specialist

D. 4

EXHIBIT:

TO: Members of the State Board of Education

FROM: Susan A. Gendron, Commissioner*

DATE: July 12, 2006

SUBJECT: Consideration of the University of Maine at Presque Isle Program Approval Visitation Team Report

BACKGROUND: A program approval visit to the University of Maine at Presque Isle was conducted March 12-15, 2006 for the purpose of reviewing the following professional educator preparation programs:

Elementary Education (K-8)

Secondary Education (7-12)

- Life Sciences
- English
- Social Studies

- **Sociology**
- **Mathematics**

Physical Education (K-12)

Health Education (K-12)

Foreign Language (K-12)

Arts Education (K-12)

Following the on-site visitation a report was prepared which includes findings, commendations, and program recommendations as well as a recommendation for State program approval status. The report has been prepared for State Board consideration and action during the July 12, 2006 meeting of the Board.

RECOMMENDATION: That the State Board of Education accept the report of the University of Maine at Presque Isle program approval visitation team and grant conditional approval status. It is also recommended that the program submit an interim report to the Commissioner in which the team's recommendations are fully addressed. This report should be submitted by December 31, 2008. If the report is favorably received the Board could then act to extend program approval to the winter of 2011.

*Prepared by Harry Osgood, Higher Education Specialist

D. 5

EXHIBIT:

TO: Members of the State Board of Education

FROM: Susan A. Gendron, Commissioner*

DATE: December 13, 2006

SUBJECT: Receipt of Documentation Concerning the Status of National Accreditation for the University of Maine College of Education and Human Development by the National Council for the Accreditation of Teacher Education (NCATE)

BACKGROUND: A joint State and National Council for the Accreditation of Teacher Education (NCATE) program approval/accreditation visit to the University of Maine was conducted November 4 - 9, 2005 for the purpose of reviewing the professional educator preparation programs of offered by the College of Education and Human Development..

Following the on-site visit a State team report was prepared which included team findings resulting from the application of both State and NCATE standards, commendations, recommendations, and a recommendation for State program approval status. The report was distributed to the State Board during its February 15, 2006 meeting with a note that action would be called for following notification of NCATE's accreditation decision. The NCATE Unit Accrediting Board met in April, 2006 and rendered its accreditation decision in which it was determined that the University of Maine College of Education and Human Development met all NCATE standards except Standard 4 - Diversity. This resulted in the designation of Continuing Accreditation with Conditions. College administration has filed an appeal of this decision with NCATE which will not be acted upon until mid-April 2007.

RECOMMENDATION: It is recommended that the State Board of Education receive documentation from both the College and NCATE regarding the College's accreditation issues. When the appeal process has been concluded the Board will be asked to re-visit this matter in order to establish the College's State approval status.

*Prepared by Harry Osgood
Higher Education Specialist

D. 6

EXHIBIT:

TO: Members of the State Board of Education

FROM: Susan A. Gendron, Commissioner*

DATE: May 14, 2003

SUBJECT: Approval of the University of Maine at Farmington Teacher Education Programs

BACKGROUND: A joint State and National Council for the Accreditation of Teacher Education (NCATE) program approval/accreditation visit to the University of Maine at Farmington was conducted November 16-20, 2002 for the purpose of reviewing the professional educator preparation programs.

Following the on-site visit a report was prepared which includes findings resulting from the application of both State and NCATE standards, commendations, recommendations, and a recommendation for State program approval status. The State report was prepared for and distributed to State Board members during the Board's January 15, 2003 meeting. Also, during the January 15, 2003 Board meeting a copy of the NCATE Board of Examiners Report for the University of Maine at Farmington was distributed to Board members. The Board has deferred action upon the recommendations of the State Review Team until it could be informed by NCATE's continuing accreditation decision. In mid-March, NCATE's Unit Accreditation Board met and voted to continue accreditation for the professional education unit at the University of Maine at Farmington.

RECOMMENDATION: It is recommended that the State Board of Education approve the University of Maine at Farmington's professional educator preparation programs (as appended) for the period of Fall 2002 through 2007.

*Prepared by Harry Osgood
Higher Education Specialist

D. 6. 1

University of Maine at Farmington Programs Recommended for Approval

-

Undergraduate Programs:

- Elementary Education, K-8
- Early Childhood Education, K-3 Option
- Early Childhood Special Education, Birth-5 and
K-3 Option
- Secondary Education, 7-12
- Health Education, K-12
- Special Education, K-8
- Special Education, 7-12

D. 7

Document excerpt from University of Maine at Farmington 2002 NCATE Report

4. Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

A. **Level:** initial

B. Findings:

The College of Education, Health and Rehabilitation demonstrates its commitment to diversity not only through its Conceptual Framework, but also through courses, exchange programs, thematic projects, field placements, and seminars that expose teacher candidates to and make them aware of cultural diversity and global interconnectedness.

Design, Implementation, and Evaluation of Curriculum and Experiences

Diversity is emphasized in both the institutional mission as well as the mission of the College of Education, Health and Rehabilitation. It also addressed in the UMF standards for Initial Teacher Certification. Items 3 and 5 of the standards specifically affirm diversity. According to the unit, diversity is interpreted broadly, and as they put it, diversity “is more than how we look, it is who we are”.

The following 5 goals underpin CEHR’s diversity orientation for teacher candidates:

1. Designing, implementing and evaluating curricula to ensure that all candidates are exposed to issues related to diversity in teaching and learning
2. Recruiting/retaining faculty from underrepresented groups to expose candidates to diversity
3. Recruiting/retaining students from underrepresented groups to expose candidates to diversity
4. Providing opportunities for candidates to work with diverse students and educators in P-12 school and settings
5. Providing professional activities to expose faculty to diversity

Unit programs provide course work and various experiences through which teacher candidates develop an understanding of and an appreciation for diversity which enable them to “meet the needs of all learners and their families. All education majors must take 3 credit hours in General Education that provide a comparative, cultural perspective as a

D. 7. 1

way to expose candidates to issue of diversity. In addition, courses in the various unit programs designed to achieve this goal include:

- SED 360-Teaching Children with Learning and Behavior Problems in the regular Classroom; topic 2
- SED 361-Teaching Students with Disabilities and At-Risk conditions at the Secondary Level; objectives b, c, & d
- ECE 203 – Sharing Books with Young Children; objective 2
- ECE 326 – Diversity in Early Childhood Education; objectives-all
- EDU 301-Content Literacy in Middle/Secondary Schools; objective 4
- EDU 363-Teaching English in Middle/Secondary Schools; objectives, 3, 6

Experiences made available by the university and the unit to help candidates understand diversity, and thus, enable them to ensure that all students learn have included:

1. Participation in international and national exchange programs (for example, between 1995-2002, the number of UMF students that went abroad on exchange programs are shown below:

Beijing Polytechnic University	15
L’University du Maine, Lemans, France	46

2. Practicum experiences and field placements that include working with children experiencing poverty, physical, sexual and verbal abuse, domestic violence, and other difficult family situations (for example, during interviews with student teachers and mentor at two student teaching placement sites, and with graduates, the common reference point was socio-economic. One of the schools serve dinner twice a week for students and their families and also provides five different classes for special needs students. Another school is the center for ESL students. One candidate had to participate in teaching a non-English speaking ESL student through an interpreter.
3. Developing lesson plans that include identifying methods to address varying learning styles, multiple intelligences and meeting the needs of all students. Candidates' lesson plans and mentor teachers confirmed this focus in interviews.
4. Civil Rights Seminar. Topics covered in this seminar included: Civil Rights Team Training, Teasing and Bullying in Schools, Students Helping Others through Theatre, Prejudice, Harassment, and Hate Violence in Maine Schools.
5. Developing and presenting a portfolio that meets UMF standards on diversity.

Interviews with mentor teachers indicated that candidates' lesson plans reflected how they would ensure that diversity is accommodated in their lessons. In addition, candidates' portfolios address standards 3 and 5 of the UMF Standards for Initial Teacher Certification, which focus on diversity.

D. 7. 2

Experiences Working with Diverse Faculty

Even though the demographics of Maine provide a challenge in terms of diversity, the unit provides opportunities for candidates to experience diversity with regard to university and P-12 faculty. Although across the university, 5% of the faculty represent minority groups, the unit has not been equally successful. Actions taken by the unit to address this issue include:

1. The development of a Minority Recruitment and Retention Plan
2. Implementing affirmative hiring procedures and opening faculty searches to underrepresented groups. For example, a review of documents, ads and hiring practices showed that different media modes are used to advertise faculty searches. These include: Print – Chronicle of Higher Education, Indian Country Today, Hispanic Outlook, AACTE Briefs; Electronic Websites – UMF's Web Page, Monster Trak.com, Higheredjobs.com; Directories – 2001 – 2002 Minority & Women Doctoral Directory; HBCUs – Historically Black Colleges & Universities w/Doctoral Program.
3. Inviting scholars with diverse perspectives to campus as visiting scholars through the Libra Professorship program (for example Walter Turnbull, Director and Founder of the Boys and Girls Choir of Harlem visited the campus)
4. Faculty discussions on diversity as indicated in "Diversity Has Many Faces"
5. Inviting guest speakers and hosting special events to enhance candidates' perspectives on diversity. A review of documents showed that a number of cultural events are hosted on campus to expose students to diversity, although data on the number of candidates who participated was not available. These events included:
 - The celebration of Franco-American culture with film, workshops, literature, music, dance and Franco food (March 9, 2002)
 - International Festival (April 6, 2002)
 - International Women's Day – Keynote speaker by Chinyere Okafor- a Nigerian fiction writer, poet and playwright (Mar 8 2002)
 - Women and Globalization (March 8, 2001)
 - Franco-American Culture by Gregoire Chabot playwright (Mar. 15, 2001)
 - Nordica Celebration of the Arts (Mar. 18, 2001)

D. 7. 3

- African Cultures: The Changing Role of Women in Somali Society by Amy Kebe (Senegal) and Brigitte Nyada from Cameroon (Mar. 27, 2001)
 - Franco-American Culture: A series of songs, dance and music with Lillian Labbe (Apr. 5, 2001)
 - Religion, Global Culture and the University (Apr. 5-7, 2001)
 - Flag Festival – a celebration of cultures with music and ethnic food with performers from Nepal, Russia, Ivory Coast, Poland, France, Mexico, Malaysia, Japan, and China. Other countries represented include Sri Lanka, Switzerland, Germany, Austria, Slovakia, Morocco, Canada, Kazakstan, and Zimbabwe (Oct. 10, 2000)
6. Faculty professional development activities and summer diversity workshops such as Flag Festival, African Cultures Evening, Free Expression/Harassment Forum
 7. Hosting a Russian language professor from Komi State Pedagogical Institute and a Chinese language professor from Beijing Polytechnic. The latter later enrolled as a student in an Elementary Education course, thereby providing both faculty and candidates the chance to interact with someone from another country and culture.

The university recognizes the challenge it is faced with in terms of diversity, and as the university president pointed out in an interview, not even salary incentives are enough to encourage qualified minority applicants to consider accepting a faculty position at the university. The university's efforts to sensitize and expose existing faculty members to diversity and multiculturalism seem to be a good faith effort to deal with the situation.

Experiences Working with Diverse Candidates

The unit's effort to ensure that teacher candidates get the opportunity to interact and work with diverse candidates as evidenced by documents available in the Documents room, include:

1. The One Book/ One campus project, a diversity project that enables candidates enrolled in EDU 363 - Teaching English in the Middle/ Secondary Schools, to work in discussion groups.
2. The Libra Professorship which also provides teacher candidates opportunities to tutor students in the Boys and Girls Choir of Harlem as well as work with educators
3. Placement of Early Childhood Education candidates in Head Start programs which serve large migrant and immigrant population
4. International and Exchange Program which include teaching opportunities in England and a cultural immersion program in Mexico
5. University recruitment efforts which have created a 20% population on campus of out-of-state and international students today

D. 7. 4

6. The award of full tuition scholarship to Native Americans by the UMS system
7. The award of three full tuition scholarships to minorities by UMF

All these are efforts to bring diverse students to campus, so as to provide teacher candidates opportunities to work with diverse candidates. In addition, two staff members from underrepresented groups and a minority recruiter located in Boston has been added to the Admissions Office staff. As a result of these efforts, the university has been able to improve enrollment in diversity as is shown below (provided by Admissions):

	1999-00	2000-01	2001-02	2002-03
International students	32	33	32	26
Black, non-Hispanic	5	5	9	9
American Native	27	22	24	22

Asian or Pacific Islander ¹⁷		12		10		14
Hispanic	5		11		10	14
Total	86		83		85	85

However, the unit's diversity figures compiled from the AACTE/NCATE are presented below:

	1997	1998	1999	2000
Black, non Hispanic	0	0	1	2
American Indian	0	1	2	2
Asian Pacific	0	0	1	0
Hispanic	0	0	0	0

These figures seem to explain why the unit seeks alternative ways to expose teacher candidates to diversity and diverse students.

Experiences Working with Diverse Students in P-12 Schools

The unit, cognizant of state demographics, has taken steps to ensure that opportunities are created and provided for candidates to work with diverse students in P-12 schools. The unit provides the following opportunities:

1. Providing teacher candidates, as applicable, the opportunity to student teach in schools and preschools with ESL, migrant and immigrant populations.
2. Student Teaching placements and practicum experiences that enable candidates to work in schools where children are faced with the challenges of poverty, abuse, divorce and other family events that negatively impact learning.
3. Placement opportunities that provide diversity experiences through schools with special needs children, socio-economic differentiated groups, diverse ethnicities and racial group where possible. The following demographics of

D. 7. 5

UMF placement sites, taken from the State Department of Education, Maine, are provided below:

2001 – 2002	(N=34)	Fall 2002 (N=23)
White	97.17	96.97
Black	1.10	1.27
Asian	0.93	1.03
Native American	0.26	0.13
Hispanic	0.45	0.50

4. Tutoring opportunities with the Boys and Girls Choir of Harlem
5. Candidates are being required to develop lesson plans that address diversity.

Overall Assessment of Standard

All the evidence seem to indicate that the unit is making a good faith effort to address diversity and provide teacher candidates opportunities to be exposed to and work effectively with diverse populations. Thus, the unit faculty and administration are serious about looking at and exploring other dimensions of diversity rather than focus on the issue of ethnicity and race. Similarly, the Office of Admissions, through new hiring practices – adding two new staffers from under-represented groups and also hiring a minority representative in Boston to help with recruitment show that the university administration is serious about diversifying its population.

C. Recommendation: Met

D. Areas for Improvement:

New:

Candidates in the unit are not culturally diverse.

Rationale: The Unit is making a good faith effort to provide diversified experiences through exchange programs, lectures, guest speakers, projects, and courses for its teacher education candidates but recruitment efforts have not been successful. Candidates remain mono-ethnic, over 99% Caucasian.

Not all candidates in the unit experience diverse settings in field placement.

Rationale: Though the unit has broadened its interpretation of diversity to include other parameters beyond skin color and has also provided various opportunities for candidates to be exposed to diversity, it is still evident that not all candidates are afforded the

D. 7. 6

opportunity to student teach in areas where they can experience diverse faculty and students.

Corrected: The unit does not have an explicit plan with adequate resources to evaluate its progress in hiring and retaining a diverse faculty.

Rationale: The Unit now has a plan for hiring and retaining diverse faculty. Faculty positions are advertised statewide, regionally and nationally. Search committees for such positions in the Unit regularly include representatives from the College of Arts and Sciences.

Continued: The faculty is not culturally diverse.

Rationale: Unit faculty members are provided and exposed to various experiences in cultural diversity through faculty exchanges, visiting international lecturers, seminars, discussion groups and presentations, but 93% of the full-time faculty and 100% of the part-time faculty are Caucasian.

D. 8

EXHIBIT:

TO: Members of the State Board of Education

FROM: J. Duke Albanese, Commissioner*

DATE: November 13, 2002

SUBJECT: Approval of the University of Southern Maine Teacher Education Programs

BACKGROUND: A joint State and National Council for the Accreditation of Teacher Education (NCATE) program approval/accreditation visit to the University of Southern Maine was conducted March 16-20, 2002 for the purpose of reviewing the professional educator preparation programs.

Following the on-site visit a report was prepared which includes findings resulting from the application of both State and NCATE standards, commendations, recommendations, and a recommendation for State program approval status. The State report was prepared for and distributed to State Board members during the Board's May 15, 2002 meeting. During the June 11, 2002 Board meeting a copy of the NCATE Board of Examiners Report for the University of Southern Maine was distributed to Board members. The Board has deferred action upon the recommendations of the State Review Team

until it could be informed NCATE's continuing accreditation decision. In mid-October, NCATE's Unit Accreditation Board met and voted to continue accreditation for the professional education unit at the University of Southern Maine.

RECOMMENDATION: It is recommended that the State Board of Education approve the University of Southern Maine's professional educator preparation programs (as appended) for the period of Spring 2002 through Spring 2007 and that an interim report addressing the recommendations contained in the visitation team report be submitted to the Department of Education and the State Board of Education by December 31, 2005.

*Prepared by Harry Osgood
Higher Education Specialist

D. 8. 1

University of Southern Maine Programs Recommended for Approval

Undergraduate and Graduate Programs:

Elementary Education, K-8
Secondary Education, 7-12
Teacher Endorsement Areas:

English/Language Arts
English as a Second Language
Foreign Language (K-12)
Technology Education
Life Sciences
Mathematics
Middle Level Education (5-8)
Music (K-12)
Physical Sciences
Social Studies
Teacher of Students with Disabilities K-8)
Teacher of Students with Disabilities (7-12)
Visual Arts (K-12)

Education Specialist Endorsement Areas:

Literacy Specialist
School Guidance Counselor
School Psychological Service Provider
Special Education Consultant

Administrator Endorsement Areas:

Curriculum Coordinator/Instructional Supervisor
Principal

D. 9

D. 10

Document excerpt from Title 20-A, Chapter 114 – Standard 4 – Diversity

2.4 UNIT STANDARD FOUR: Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge and skills necessary to help all students learn. These experiences include working with diverse higher

education and school faculty, diverse candidates, and diverse students in P-12 schools. The following indicators inform this standard:

- a) The unit's curriculum and accompanying field experiences are designed to help candidates understand and address the importance of diversity in teaching and learning.
- b) The unit provides opportunities for candidates to learn to develop and teach lessons that highlight the significance of diversity and to develop a classroom and school climate that values diversity.
- c) The unit helps candidates become aware of different teaching and learning styles that are shaped by cultural influences and the candidates are able to adapt instruction and services appropriately for all students, including students with exceptionalities.
- d) The unit's candidates demonstrate practices that value fairness and learning by all students.
- e) The unit's assessments of candidate proficiencies provide data on the ability to help all students learn.
- f) The unit's candidate assessment data are used to provide feedback to candidates for improving their knowledge and skills.
- g) The unit's candidates interact in classroom settings on campus and in schools with professional education faculty, faculty from other units, and school faculty with diverse ethnic, racial, and gender groups.
- h) The unit's faculty with whom candidates work in professional education classes and clinical practice have knowledge and experiences to prepare candidates to work with students with diverse abilities and cultural backgrounds, including students with exceptionalities.

D. 10. 1

- i) The unit affirms the value of diversity through good-faith efforts to increase and retain faculty diversity.
- j) The unit's candidates interact and work with candidates from diverse ethnic, racial, gender, and socioeconomic groups in professional education courses on campus and in schools.
- k) The unit's candidates from diverse ethnic, racial, gender, and socioeconomic groups work together on committees and education projects related to education and the content areas.
- l) The unit affirms the value of diversity shown through good-faith efforts made to increase or maintain candidate diversity.
- m) The unit designs field experiences or clinical practice for candidates in settings with exceptional populations and students from different ethnic, racial, gender, and socioeconomic groups so that candidates can develop and practice their knowledge and skills for working with all students.
- n) The unit encourages feedback from peers and supervisors to help candidates reflect on their ability to help all students learn.