REVIEW TEAM REPORT

PROGRAM APPROVAL VISIT TO:

SAINT JOSEPH'S COLLEGE
Teacher Preparation Programs

Standish, Maine

February 4-7, 2007

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I. Introduction

This report is based upon a review of the self-study developed by the teacher education faculty from St. Joseph's College and from data collected, and reviewed, during the on-site visit that occurred February 4-7, 2007. Interviews with faculty, administrators, students, graduates, and cooperating teachers were conducted. In addition, many of the campus facilities were visited, and all documents in the Exhibit Room were reviewed.

Founded in 1912, by the Sisters of Mercy, St. Joseph's College enrolls slightly more than 1,050 students in a wide variety of academic programs. In 1994, the Board of Overseers and the Board of Trustees approved the following mission statement, which was reviewed and reaffirmed in 2005:

> *"Rooted in and professing fidelity to the teachings of Jesus Christ and the doctrines and heritage of the Roman Catholic Church, Saint Joseph's College, sponsored by the Sisters of Mercy, is a liberal arts college that nurtures intellectual, spiritual, and social growth of students of all ages and all faiths within a value-centered environment."*

A Statement of Core Values was also developed and approved by the Board of Overseers (now the Board of Trustees) in 2000, as a means of providing definition to the phrase "within a value-centered environment" found in the Statement of Mission. The Core Values include: faith, excellence, integrity, community, respect, compassion and justice.

The state review team examined the baccalaureate degree programs in Elementary Education (K-8) and Physical Education (K-12), as well as the minor in Secondary Education. Graduates of the Elementary Education and Physical Education programs earn a Bachelor of Science degree, while those who minor in Secondary Education earn either a Bachelor of Arts or a Bachelor of Science degree in one of six content areas: Biology, Chemistry, English, History, Latin, or Mathematics. Enrollments in Teacher Education programs are as follows: Elementary Education-102 students; Physical Education-24 students; and Secondary Education-56 students.

II. Summary of the Unit's Conceptual Framework

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework(s) provides the bases that describe the unit's intellectual philosophy, which distinguishes graduates of one unit from those of another.

Level: Initial

The Conceptual Framework, developed prior to the 2001 State Review, states:

> "The mission of the teacher education program is to take entering students with varying backgrounds and skill levels through a planned sequence of cognitive, psychomotor, and affective experiences designed to develop cultural awareness, knowledge of context, decision making abilities, confidence and self-esteem. These qualities provide the framework for continued personal and professional development over a lifetime as an evolving professional teacher."

During the 2005-2006 academic year, the Conceptual Framework was reviewed and determined to still be valid, although faculty felt it needed to be expanded and clarified. Following a number of meetings, faculty reached consensus about the Conceptual Framework and program outcomes in May 2006.

Program outcomes for all graduates of Saint Joseph's Teacher Education Programs are as follows:

- Knowledge
  - Content Literacy related to appropriate general and professional knowledge specific to individual disciplines.
  - Technological Literacy related to state-of-the-art technologies employed to strengthen performance in all personal and professional areas.
  - Cultural Literacy related to today's diverse learners. This encompasses the behavioral knowledge, skills and abilities needed to effectively enable all learners to achieve.

- Pedagogy
  - Instructional Strategies related to teaching effectiveness, learning outcomes and assessments. This includes skillful and varied methodology with diverse learners incorporating problem solving, critical thinking, and reflection.
  - Management Strategies related to the curriculum and the orchestration of the learning environment. This includes facilitating classroom dynamics that model fairness and respect.

- Dispositions
    - Leadership Strategies related to personal and professional conduct. This includes professional development and a demonstrated commitment to continuous personal advancement.
    - Affective Strategies related to modeling acceptance and collaboration. This includes recognition of self and student worth, and the importance of fostering social, emotional, moral, and spiritual growth.

These guiding principles, coupled with the Ten Standards for Initial Certification, form the foundation of the unit's Conceptual Framework.

In a review of exhibits, the Conceptual Framework and/or program outcomes were found on all Education syllabi. Students were all aware of, and could clearly articulate, the guiding principles during the campus interview.

III. Summary of Findings for Each Standard

Standard One: Initial Teacher Candidate Performance

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and abilities necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Level: Initial

The curriculum for educators must prepare candidates for the areas in which they will seek certificates in accordance with the requirements specified in the Maine Department of Education Regulation Chapter115: Certification of Educational Personnel: Standards and Procedures

Findings:

St. Joseph's College of Maine offers three programs in education: Elementary Education, Physical Education, and Secondary Education in five areas: History, English, Mathematics, Chemistry and Biology. There are currently 180 students enrolled in the programs with the following breakdown: Elementary Education: 102, Physical Education: 24, Secondary Education 56. Among the secondary education students, 25 are enrolled in history, 14 in English, eight in Math, one in Chemistry, and five in Biology/Environmental Science. Three are currently undeclared. The College is also requesting approval for one new certification area: Secondary Education Latin. A new major in this area was approved by the faculty in 2006, but there are currently no secondary education students declared in this program.

Students in all programs complete a college core curriculum of 48 credits. Elementary education students complete a sequence of education courses which address the initial teacher certification standards, including required courses in technology, mainstreaming methods, classroom management and measurement and assessment. Students in the physical education program have similar requirements in teams of accommodating diverse students (PE 315: Adapted Physical Education and Mainstreaming) and in measurement and assessment (PE 320: Tests and Measurements in Physical Education). The technology course (CS 211: Technology in Education) is not required of students in the physical education program or the secondary education programs.

Students seeking secondary certification complete a content area major and a secondary education minor consisting of 22 credits. These credits include a Foundations course, and courses in educational psychology, mainstreaming methods, measurement and evaluation, secondary education curriculum design, and teaching methods. The teaching methods course for secondary education is offered in a team teaching format that allows secondary education students access to major specific adjunct faculty in their different

content areas. Student teaching is not a requirement of the minor, but is required for students seeking certification.

Both elementary and secondary education students complete ED 340: Mainstreaming Methods in Education and ED 425: Measurement and Evaluation. Lesson plan guidelines adopted by the department require students to connect their plans with the Maine Learning Results, to address the potential need for accommodations for individual learners, and to plan for the assessment of their lesson. In addition, students in elementary education are required to complete ED 420: Classroom Management. While there is a special education internship available to students (ED 435), it is not a requirement of the program.

Students engage in a series of field experiences and practica that begin in the first year for elementary education and physical education. For students in secondary education, requirements for field experience are less structured, and the required hours are far fewer than in elementary education, despite the self-study's observation that "pre-service teachers' skills evolve from sequential and continuous field experiences" (9).

All education course syllabi are required to include the College's mission statement, the Teacher Education Program Outcomes, and the Maine Initial Teacher Certification Standards. Student portfolios, required for all students, are organized around five components related to the Ten Standards For Initial Teacher Certification: Instructional Practice, Assessment, Classroom Climate, Unique Learner Needs and Professional Development and Responsibility.

The College has established a clear set of expectations related to the content of student portfolios with specific artifacts identified from different courses. Students in the elementary education and physical education program begin the construction of their portfolios in their first year and complete them as part of their senior seminar in their fourth year. Secondary students enroll in a senior seminar in their major rather than an education seminar.

The student's portfolio in Elementary, and in Physical Education, is considered the basis for candidate assessment during senior seminar, but there is no central evaluation rubric for these portfolios across programs, and it is unclear what role the portfolio or its evaluation plays in secondary education.

Beginning in 2007, students in the elementary education program will be required to pass Praxis I prior to advancing to their second year courses. Students in physical education are required to pass the Praxis I by the end of their sophomore year. Secondary education students are required to pass the Praxis I requirement prior to their student teaching in their fourth year. While Praxis II is encouraged for students seeking certification, it is not a program requirement for students in any of the three programs. Students are required to maintain a 2.7 cumulative G.P.A.

Students have the opportunity to be engaged in professional organizations such as the Student Educators Association of Maine (SEAM) and the Maine Association for Health, Physical Education, Recreation and Dance (MAHPERD).

Overall Assessment of Standard

A. Rationale for the Decision/Recommendations

A clear sequencing of courses which balances content knowledge and the tools of inquiry and assessment is in place for the programs in elementary education and physical education. Since secondary education functions as a minor in relationship to a content major, there is comparatively less depth in areas related to technology and the needs of diverse learners and significantly fewer opportunities to integrate field experiences into the curriculum.

Assessment measures are clearly defined for the individual courses which make up each program of study, but the lack of clear standards for the evaluation of portfolios calls into question their effectiveness as a means to demonstrate student mastery of the Ten Initial Teaching Certification Standards across all three programs.

Secondary education students lack the opportunity for courses required of elementary students in areas such as classroom management and technology. Perhaps more significantly, they lack access to a parallel in their program to ED 430, the elementary education senior seminar.

B. Recommendations

The team recommends that the department clarify the role of portfolios across the three programs given their importance in demonstrating achievement of the Ten Initial Teaching Certification Standards. The role of Praxis II for students seeking teacher certification (as opposed to program completion) should be made more explicit in catalogs and related college materials. While recognizing the competing demands placed upon secondary students by major requirements and education requirements, the team suggests that a curricular review identify whether any restructuring of the secondary education program could integrate those students into courses and experiences deemed essential for all education students at the college, including technology and early field experiences.

C. Commendations

The department has collaborated with core curriculum faculty to address the needs of elementary education students in the design of a new science course (NS 100).

The integration of key adjunct faculty and cooperating teachers in all areas supports the integration of a student's theory and practice in all three programs.

D. Review Team Decision

The Standard is met.

Standard Two: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the qualifications of applicants, the performance of candidates and graduates, and on unit operations to evaluate and improve the unit and its programs.

Level: Initial

Findings:

St. Joseph's College collects a wide range of data on student performance, faculty evaluation, and graduates. While an extensive collection of data is collected, during the site visit little evidence was found of a coordinated system in place for assembling, organizing, analyzing and disseminating the data at either the departmental or institutional level.

Candidate Assessment:

In examining the self-study report, artifacts provided by SJCM, and interviewing candidates and faculty, it was found that students are assessed in a variety of formats. The unit has adopted a "gated progression" model, with defined requirements at key points in the program. These gates are clearly identified for the elementary and physical education certification programs, but less clearly identified for the secondary education program. The requirement of passing Praxis I prior to enrolling in sophomore level elementary education classes is a clear gateway into the elementary education program. This is encouraged, but not required, for continuation in the secondary certification program until immediately before student teaching. There was inconsistency between the Catalog, faculty and students about when Praxis I must be passed in the Physical Education program.

Students are advised they will need to pass the appropriate Praxis II exam prior to receiving Maine Teacher Certification, however, it is not a required part of the education program.

Field experiences are supervised by SJCM faculty. The elementary education program has an extensive intern and practicum program leading up to student teaching. Students seeking secondary certification have only one practicum experience of ½ day per week (37.5 hours total) for the semester prior to student teaching. A variable field experience is associated with ED 445 Teaching Methods in the Secondary School. It is possible for a junior secondary education major to have no structured field experience with only one semester left before student teaching. In the Secondary Certification program, there also appears to be a high degree of variation in the nature of field experience and their supervision depending on the specific placement of the student.

The assessment of how students demonstrate performance related to the Maine Ten Initial Teaching Certification Standards is not consistent across the unit. Elementary Education

majors prepare a portfolio clearly linked to the Ten Initial Standards. Support for the development and presentation of this portfolio is provided through the Senior Seminar. A rubric for assessing the portfolio was not found in the artifacts available to the visitation team. Physical Education majors develop a comprehensive portfolio and present this portfolio at the conclusion of their program. The rubric used to assess the portfolio does not require clear alignment with the Ten Initial Teaching Certification Standards. Secondary Education students are not expected to develop a comprehensive portfolio based on the Initial Certification Standards. They do develop a professional portfolio appropriate for use in a job interview. Performance in Education Core classes and student teaching is used as evidence for mastery of the Ten Initial Certification Standards in both the Physical Education classes and the Secondary Certification Program. Syllabi for the majority of the core classes identify the standards being developed during the course.

Teacher Education Program:

The Education Program makes an earnest attempt to utilize both internal and external evaluation data. The unit as a whole is cohesive enough that responses can be quickly accomplished. An example of this was cited by cooperating teachers and principals of schools that host interns and practicum. After the last accreditation visit, and in collaboration with partner schools, program handbooks, and handbooks for interns were developed. Cooperating teachers commented on how helpful these were.

The program collects a wide variety of data, including formal surveys of alumni, exit interviews with students, cooperating teacher evaluations, informal interviews with cooperating teachers and building principals, and Praxis I exam scores. At present, there is no central clearinghouse for organizing and analyzing data, or a systematic plan for utilizing the data for program improvement.

Institutional:

The institution is involved in an active program of self assessment. An example of this is an initiative to examine student development and performance through the repeated administration of the ETS Academic Profile. Four years of data have been collected but not analyzed.

The College has hired an institutional research director. However this person is currently out on paternity leave. This has slowed the College's efforts to organize and analyze the available data at both the program and institutional levels.

Discrepancies were found in institutional data. For example, data indicating the number of students seeking certification in different areas varied significantly depending on the source of the data. Although the registrar's office monitors whether students are meeting graduation requirements, it is not clear that the institution as a whole maintains a comprehensive data system on education students' retention, or their progression through the departmental checkpoints.

Overall Assessment of Standard

A. Recommendations

a. The Unit should clearly communicate to students in writing the implications of taking or not passing the Praxis II exam.
b. The Unit needs to develop a system for collecting, analyzing and disseminating data at the departmental and institutional levels.
c. Data about student performance on key assessments such as retention, Praxis I and II, gateway points, intern and practicum evaluations, and portfolios as well as more comprehensive institutional evaluation data should be centrally located, recorded and available to all relevant personnel.
d. The Unit needs to establish a clear, recordable, summative assessment of student mastery of the 10 Initial Certification Standards in all certification programs.

B. Review Team Decision

This Standard is conditionally met.

Standard Three: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge and skills necessary to help all students learn.

Level: Initial

Findings:

The primary goal of the Education Department is the preparation of competent teachers. The program operates on the premise that theory becomes internalized when learned in context and applied. Early field experiences are designed to provide a strong foundation upon which students build their knowledge base, skills, and competencies and serve as benchmarks which guide their teaching. It is through these field experiences that candidates demonstrate the knowledge, pedagogy and dispositions necessary to become successful teachers. It appears that each of the levels have differing clinical and field experiences throughout, therefore the Elementary, Secondary and Physical Education programs are addressed separately in this section of the report.

Elementary Education:

The Elementary Education students benefit from a variety of ongoing field experiences beginning in the students' first year and culminating in full-time, 15-week student teaching during the fall of their senior year. By enrolling in required field work and service learning during the first two years, required year-long internships in the junior year, and full time student teaching, pre-service teachers are able to work with a wide variety of children, ranging in age and abilities.

In the freshman year, all elementary education candidates are required, through EH 113, to become involved in a semester long "Book Buddy" program. This is the first immersion with children. In this experience, students are matched with youngsters from a local elementary school and communicate via email at least once per week about books they are reading.

In the sophomore year, there are optional service learning projects through ED 205 and MA 325. In the MA 325 program, students are involved in the design and implementation of a math intervention program for young adults with disabilities. In the ED 205 program, science lessons are designed and implemented for a group of 6-8th graders from the Portland Housing Authority. Beginning in the '07-'08 academic year, service learning will be a requirement for all Elementary Education students. Sophomore students are also required, via ED 200 and EH 225, to complete a practicum experience. This is the first classroom experience for most of the students and its goal is to familiarize them with the elementary or middle level classroom. Students are required to be in class a minimum of one hour per week.

Internships are field experiences completed during the junior year of the elementary teacher education program. All students are required to take ED 320 Reading Internship and ED 330 Math Internship. These courses are designed to provide pre-service teachers with a supervised field-based experience in planning and teaching mathematics and reading in the elementary school.

Student teaching is the culminating required field experience in the Elementary Education program. During student teaching, the pre-service teacher is expected to apply his/her acquired knowledge – theoretical and practical – to instruction in the classroom. Student teaching is a 15 week supervised placement in a local public or private school. New sites are constantly being developed, and long term relationships exist between St. Joseph's College of Maine and SAD 6, Raymond, Windham, Gorham, Gray, and Lake Region.

Beyond student teaching, there is an optional internship in Special Education. This internship is for seniors who have previously completed their semester of student teaching in the regular classroom. Students are required to complete a minimum of 55 contact hours in this internship.

Secondary Education:

The faculty reports that due to the number of credits needed in their major programs, early and ongoing field experiences in the Secondary Education program are limited. Students in the secondary education minor may have opportunities to enroll in field experiences during their first two years of study, but do not have a required internship until their junior year. ED 440, taken during the junior year, requires all students to spend a minimum of 3 hours per week in a secondary classroom and to teach at least one 40 minute lesson. This experience is followed by full-time student teaching in the senior year. During student teaching, the pre-service teacher is expected to apply his/her acquired knowledge – theoretical and practical – to instruction in the classroom. Student teaching is a 15 week supervised placement in a local public or private school. Sites are constantly being developed, and long term relationships exist between St. Joseph's College and Deering High School, Bonny Eagle High School, Westbrook High School, Lakes Region High School, Windham High School, Greely High School, and Catherine McAuley High School.

Beyond student teaching, there is an optional internship in Special Education. This internship is for seniors who have previously completed their semester of student teaching in the regular classroom. Students are required to complete a minimum of 55 contact hours in this internship. Although this optional internship is open to secondary students, few of them seem to take advantage of this.

We have found, through evidence uncovered on our site visit, some secondary education students lack the early and ongoing field experiences that are crucial to developing teachers.

Physical Education:

There are many field experiences built into the physical education strand. Students enrolled in this program participate in service learning during their first year through SE 110. This service learning aids in the development of students' awareness of career opportunities and gives them a first hand exposure to some of the projects in the surrounding community. Pre-service teachers also receive field experience in PE 315, which introduces them to mainstreaming in a physical education setting.

During the junior year, students are enrolled in PE 405 and PE 303. These experiences include planning for instruction, guided observations and two practical experience internships under the supervision of an on-site instructor.

The senior level student teaching experience is divided into parts with students having two 7.5 week placements in two out of three school levels (elementary, middle, or secondary schools). Since physical education majors receive a K-12 certification, a divided placement represents best practice for these students.

Overview:

All students in the Education Department are responsible for completing an application the semester before student teaching announcing their intent to student teach. Once that application is given to the appropriate faculty member, an audit of the student's credentials is conducted. All students are expected to have a minimum of C or better in all courses applicable to certification, an overall 2.7 G.P.A. and passing Praxis I scores. At that time, the faculty member and student consult on an appropriate placement in an area school.

Internship, practicum, service learning and student teaching are supervised by full and part time faculty of St. Joseph's College of Maine. The faculty collaborate closely with school personnel and have established long term and strong working relationships. New mentor teachers and site schools are utilized following conversations between faculty, teachers and principals. Most training provided for new mentor teachers comes from the information provided in the handbooks that have been developed. The College sponsors a breakfast for their school partners at the beginning of each school year, which affords all stakeholders the opportunity to discuss the internship handbook and explain the accreditation process. This is also the time for clinical faculty to meet with the college supervisors. The student handbook clearly describes the roles and responsibilities of the student teacher, mentor teacher and college supervisor. Handbooks also list competencies the faculty believes must be demonstrated during student teaching. The handbook clearly outlines Maine's Ten Initial Teaching Standards. Each faculty member in the program supervises approximately 5-6 students per semester as part of their regular teaching load. Since each of the programs manages its own placement of students, there appears to be little coordination among them for this critical program component. The opportunity also exists for their stakeholders in area schools to provide comment at the end of each semester. Although that feedback is shared within the department in an informal basis,

there does not seem to exist a formal method for tabulating, storing, analyzing and disseminating this information.

At various levels within the program, students are required to produce a portfolio of their progress. The Elementary Education portfolio seems to align to the Maine Initial Teaching Standards, as well as the department's conceptual framework and imbedded principles of knowledge, pedagogy and disposition. These are assessed in the senior seminar. The Physical Education portfolio, while holistically tied to the standards, is peer reviewed during the senior seminar. The Secondary portfolio appears to be a professional portfolio that can be used for job interviews and is not tied to Maine's Initial Teacher Certification Standards.

Overall Assessment of Standard

A. Recommendations

The unit must include early and ongoing field experiences in all programs to include secondary education.

A consistent system for the supervision of student teachers across all three levels must be in place.

A more cohesive system for the placement of all education interns and student teachers in order to facilitate the placement process in the schools may be enhanced by the addition of a field services coordinator/director.

B. Commendations

The unit's commitment to maintaining strong working relationships with the local schools through the expectation of its faculty supervising all students in field placements is a true strength of this program.

The team commends the commitment to early and ongoing field experiences in the elementary education and physical education programs.

C. Review Team Decision

The standard is met for Elementary and Physical Education and conditionally met for Secondary Education.

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.

Level: Initial

Findings:

Students in the Education Department have the opportunity for involvement in many facets of diversity across the college. Students can also become involved, through various clubs and activities, in community outreach intended to enrich students' understanding of the world around them. Outreach may involve work with children and families from surrounding communities, employment at the soup kitchens, and tutoring/mentoring opportunities. These all provide concrete real-world experiences that impact students' understanding and respect for our diverse world.

Service learning is another way for students to experience diversity. Saint Joseph's has a commitment to service learning, whereby students achieve academic credit by applying what they learn in the classroom to a real-world setting. In recent years, students who chose a service learning option tutored immigrant children from Somalia, and mentored middle school children who needed extra help. All students in the Elementary Education program will be required, as of the '07-'08 school year, to take part in service learning projects through ED 205 and MA 325. In the MA 325 program, students are involved in the design and implementation of a math intervention program for young adults with disabilities. In the ED 205 program, science lessons are designed and implemented for a group of 6-8th graders from the Portland Housing Authority. There is a required service learning activity for Physical Education Students in the freshman year through SE 110.

Many of the faculty in the Education Department have taught throughout the United States in diverse locations. Pre-service teachers benefit from professors who have lived and worked in other geographic areas. Courses such as ED 325, ED 340, and PE 315 attend to students with individual needs, while other courses within the education department include teaching modifications for a wide spectrum of learners and provide additional diversity experiences through a variety of means.

Pre-service teachers participate in several clinical experiences which provide for exposure to students from diverse socio-economic backgrounds. These experiences, coupled with classroom-based discussion, provide them with techniques for handling issues of neglect, hunger, foster care, abuse and substance abuse. Because field placement in the Education Department is limited to a twenty mile radius around the campus, the opportunity to experience ethnically and culturally diverse student or faculty populations is limited.

Overall Assessment of Standard

A. Recommendations

In order to prepare students to work with children and families from diverse backgrounds, the team encourages the unit to continue their efforts in expanding the number of student teaching and service learning sites.

The team suggests compiling data on the student populations served as a useful tool for informing decisions regarding clinical and field experiences.

B. Review Team Decision

The standard is met.

Standard Five: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Level: Initial

Findings:

The Education faculty of St. Joseph's College are qualified to develop excellent teachers. Of particular note is all Elementary and Secondary Teacher Education faculty have K-12 teaching experience. St. Joseph's also strategically uses adjunct faculty to supplement faculty expertise. Examples of this include use of faculty to provide content methods expertise in part of the Secondary Methods of Teaching course and teaching educational technology.

Faculty are actively involved in their profession. Recent examples of scholarship include chapters in books, a developing book manuscript and scholarly articles submitted for publication. Faculty are actively involved with partner schools. They work with area schools in program development, including use of mentor teacher feedback for program development. Faculty are responsible for arranging placements for all pre-service field experiences, as well as supervision of all field experiences. In the Elementary and Physical Education programs, the involvement of the faculty was obvious during visits to schools with field placements. Faculty are involved in professional development of the schools and are actively involved in the supervision of teacher candidates.

Overall Assessment of Standard

A. Review Team Decision

The standard is met.

Standard Six: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Level: Initial

Findings:

Governance:

Governance at Saint Joseph's College is in a state of transition with the recent resignation of the Vice President of Academic Affairs and Dean of the College, as well as the Associate Dean. In addition, the Interim Director of Teacher Education intends to step down at the end of the academic year. Information gathered through interviews and the self-study indicates the Director of Teacher Education has been responsible for the following:

- Serving as the contact person for the State of Maine Department of Education and the Federal Government;
- Ensuring efficient communication between programs;
- Disseminating information received about changes to regulations;
- Dealing with conflicts as they may arise in areas pertaining to Teacher Education programs;
- Sharing proposals and concerns with the Vice President of Academic Affairs and Dean of the College;
- Advocating for Teacher Education programs as a unit;
- Overseeing the development of the unit's self-study.

The unit houses the Departments of Elementary Education, Secondary Education, and Physical Education. During the summer of 2006, program coordinators were designated department chairs and were given their own budgets to manage, thereby supporting the idea of autonomy and authority within departments. Funds were divided among the three programs based upon actual expenditures from the previous year. The current chair of the Physical Education department also serves as the Interim Director of Teacher Education. According to the Faculty Handbook and department chairs, chairs report directly to the Vice President for Academic Affairs, rather than to the Director of Teacher Education. Department chairs and the Director receive stipends, but no reassigned time.

Through a review of the evidence, it became apparent there is a lack of consensus about the current structure and future direction of unit governance. There is a feeling that the chairs of the departments work well together, meet regularly, and make decisions that cross departmental lines together. In addition, all seven, full-time faculty members in the unit have been meeting weekly and plan on meeting at least bi-monthly. Chairs want to revisit current budget allocations to determine whether they are appropriate or need

modifications. Last summer, the Vice President for Academic Affairs and Dean of the College gave an additional $1,000 to support the work of the unit, so a total of $12,500 was divided among the three departments based on the previous year's spending.

Faculty:

Seven full-time faculty and sixteen adjuncts are associated with Teacher Education programs at St. Joseph's College. Faculty teach a maximum of twelve credit hours each semester, with a typical course load including two four-credit courses and supervising students in student teaching, practica, or internship. Faculty loads also include advising students with each faculty member in Elementary Education advising between 20 and 35 students, Physical Education advising 24 students, and Secondary Education advising slightly more than 50 students. Some advisors also voluntarily advise first-year students outside of education through the YEAR.ONE program.

Faculty indicated a strong need for adding a position in Teacher Education to coordinate placements associated with practica, internships, and student teaching. The amount of time it takes faculty to make placements significantly impacts workload.

Faculty efforts to engage in scholarly activity are supported through multiple means. The Faculty Development Committee provides up to $1000.00 for active participation in original research or artistic expression, and professional meetings. Faculty members wishing to attend professional meetings or activities related to professional development are eligible for funds not to exceed $450.00. All faculty are entitled to $150.00 to support membership in professional organizations.

In 2001, a three tiered Faculty Scholarship and Teaching Award program was instituted. Tier One is a +/- $2000.00 award given to three faculty members who have made an outstanding contribution. Tier Two is a +/- $1000.00 award given to 6 faculty who have made a significant contribution. Tier Three is a +/- $500 award given to eight faculty for their contribution. Three of these awards have gone to Education faculty since the program's inception.

The institution has also developed Faculty Professorship Awards to support faculty development. These multi-year awards can total up to $4000.00/year for up to three years for each recipient. One award was given in 2005, with the expectation that another would be available in 2006-2007, and again in 2007-2008. These awards are limited to tenured associate or full professors with demonstrated excellence in teaching, scholarship and service to Saint Joseph's. If a recipient of the award, the faculty member would not be eligible for other faculty development funds during that time period.

Resources:

Evidence suggests a strong commitment to teacher education programs and a campus that is healthy financially. The physical plant has changed dramatically since the last visit,

and there are plans to embark on a capital campaign to support needed renovations, additional buildings, and grow the institution's endowment.

With the addition of Alfond Hall, Saint Joseph's College has gained 32 classrooms, 50 faculty offices, 4 computer labs, and a 250 seat auditorium. The entire building is wireless, as are the library, the Alfond Center, and the Chalet. All residence halls are wired for technology. Through the Davis Foundation, the Education Department has a dedicated teaching classroom, equipped with state-of-the art technology, materials and supplies. Most classrooms in Alfond Hall are equipped with computers and overhead projection units. In addition, technology staff are housed in Alfond Hall to support the integration of technology into classes.

The library is a very dynamic part of Saint Joseph's. The Trinity College library collection, acquired in 2001, has been completely integrated into Saint Joseph's College collection. The library's budget is $227,000 which increases approximately 5-7% each year. Spending on journals, databases, and books is approximately equal.

Membership in several consortia, and access to multiple on-line databases, provides students with the opportunity to access thousands of journals. The library supports a very active interlibrary loan program through which students can make an unlimited number of requests at no charge. On campus, Education students have access to 4191 books housed in the children's literature collection and 5074 volumes in general education. In addition, there is a curriculum collection, which staff are hoping to further develop so materials will stay current and reflective of best practice.

Three librarians with an MLS, 4 in classified positions, and 10-13 student workers staff the library. Librarians offer information literacy programs to classes and have developed electronic reserves so students can have access to articles on reserve 24 hours a day.

Information Systems supports the use of Web-CT which is utilized in all freshman courses. Several upper level courses in Elementary Education and Physical Education also utilize Web-CT.

Overall Assessment of Standard

A. Recommendations

1. The addition of a field services coordinator/director to facilitate practica, internship and student teaching placements should be considered.
2. The faculty in teacher education programs are strongly encouraged to commit to a governance structure that will promote the growth and development of the program so that students can benefit from a coherent and cohesive set of expectations and standards related to teacher education.

B. Commendations

1. The addition of an outstanding new teaching and learning facility, Alfond Hall, supports the education of students and will assist in recruiting students of quality to the campus.
2. Faculty are extremely committed to knowing their students and supporting their success.

C. Review Team Decision

The Standard is met.

IV. Recommendation to the State Board of Education

The recommendation of the team to the State Board of Education is that conditional approval be granted through December 31, 2009. An interim report addressing the recommendations stated in Standards 2 and 3 will be due December 31, 2009.

V. List of Individuals Interviewed and Sources of Evidence

A. Individuals Interviewed

The faculty that attended the core meeting were:
Dr. Elizabeth Auger
Rick Dennison
Dr. Michelle Laughran
Dr. David Pinchbeck
Dr. Edward Rielly
Dr. Greg Teegarden.

The alumni were:
Nikki LaFlamme
Leanne Morton
Ann Marie Ouellette
Jennifer Dunn

Students attending Monday lunch:
Julia Peaslee—Elementary Education
Iris Guimond—Elementary Education
Dorothy Baker—Elementary Education
Laurie Brulette—Elementary Education
Sarah Bouchard—Elementary Education, Mathematics minor
Ashley Perry—Elementary Education
Megan Farrell—Physical Education
Caitlin Cargill—Physical Education
Vincent Orsillo—English-Secondary Education

Additional people spoken with/interviewed:
Kassy Clements
June Marshall
Karen Lemke
Janice Rey
Cynthia Mowles
Peter Connolly
Sue Kelly
Vince Kloskowski
Natalie Hutchinson
Brian Curtin

Philip Yauch
John Zerillo
Joseph Lee
Dan Sheridan
Sr. Mary George
Steve Seligman
Lynn Brown

B. Sources of Evidence

Index of Exhibits
Standard 1
Box 1

1. Contents
2. Program of Study-Curriculum Guide
3. College Catalog
4. Advisor Lists
5. Student Rosters
6. Maine's Standards for Initial Teaching Certification
7. Maine Learning Results
8. Revised Maine Learning Results
9. Basic Approval Standards-Public Schools
10. Education Methods Syllabi
11. Education Syllabi
12. Core Syllabi
13. Education Department Portfolio Document
14. Lesson Plan Framework
15. Lesson Plan Examples
16. Praxis Information
17. Mission Statement and Core Values
18. S.E.A.M. Student Education Association of Maine
19. Super Kids

Four-Year Demonstration of Competence
Contents
Box 1A

Freshman Year:	Children's Literature Book File
Sophomore Year:	Language Arts Learning Center
Junior Year:	Social Studies Unit
Senior Year:	Professional Portfolio

(Example-Sophomore pre-professional portfolio)

Standard 2
Box 2

1. Contents
2. First Year Portfolio
3. Praxis Scores
4. Title II
5. Curriculum Templates
6. Sample Assessment Rubrics
7. Student Teaching Handbooks
8. Course Evaluation
9. Alumni Survey
10. Exit Interview
11. Fifth year NEASC Report
12. Academic Profile Results

Standard 3
Box 3

1. Contents
2. Service Learning (tabbed in syllabi)
   PY212 Human Growth and Development
   EH113 Children's Literature
   MA325 Math Methods in Elementary Education
   ED205 Science Methods in Elementary Education
   SE 110 Foundations of PE and Sport
3. Service Learning Faculty Description for MA325
   Service Learning Faculty Description for ED205
   Service Learning Schedule for EH 113, Maine Humanities Council Outreach Grants
   Service Learning Project Description for PE 110
4. Service Learning Samples
   Notebook for ED205
   Notebook for MA325
   Journal Samples for EH 113
5. Practicum Handbooks
   Placement Information (PE in handbook)
   ED 200 Language Arts Methods & Practicum
   EH 225 Writing Methods & Practicum
6. Internship Handbooks
   ED320 Reading Methods & ED330 Math Methods
   ED435 Special Education
   PE 315 Adapted PE and Mainstreaming
   PE 405 Applied Skills / Practicum
7. Student Teaching Handbooks

Placement Information
Elementary Education
Secondary Education
Physical Education

8. Field Placement Communication
   Annual Breakfast Meeting
9. Student Samples of Journals (Refer to yellow-tabbed sections)
   Freshman Year
   El Ed - EH113 Children's Literature
   Sophomore Year
   Practicum
   El Ed ED 200 Language Arts Methods & Practicum
   El Ed EH 225 Writing Methods & Practicum
   Junior Year
   Practicum
   Sec Ed ED 440 Curriculum Design
   PE 315 Adapted PE and Mainstreaming
   PE 405 Applied Skills / Practicum
   Internships
   El ED ED320 Reading
   Senior
   Student Teaching
   ED 415 Element

Standard Four
Box 4

1. Contents
2. Admissions Policy
3. Human Resource policy
4. Cultural Affairs Programs
5. Workfest
6. Site Placement Diversity
7. Service Learning
8. Examples of Diversity in Coursework
9. Enrollment Reports

Standard Five
Box 5

1. Contents
2. Faculty Vitae

Standard 6
Box 5

1. Contents
2. Teacher Education Organizational Chart
3. Advisee Lists
4. Teaching and Supervisory Responsibilities
5. Faculty Development
    a. Faculty Handbook
    b. Faculty Development Committee Guidelines for Grant Applications, Fall 2006
    c. Report on Faculty Scholarship 2002-05
    d. Research Interests – Consult vitae
6. WebCT
    a. Process
    b. Classes

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