

**Saint Joseph's College of Maine  
Teacher Education Department  
Program Review  
2006**

# TABLE OF CONTENTS

<b>Preface</b>	<b>3</b>
<b>Conceptual Framework</b>	<b>4</b>
<b>Standard One: Initial Teacher Candidate Performance</b>	<b>10</b>
<b>Standard Two: Assessment System and Unit Evaluation</b>	<b>18</b>
<b>Standard Three: Field Experiences and Clinical Practice</b>	<b>25</b>
<b>Standard Four: Diversity</b>	<b>31</b>
<b>Standard Five: Faculty Qualifications, Performance and Development</b>	<b>35</b>
<b>Standard Six: Unit Governance and Resources</b>	<b>39</b>

## **PREFACE**

The Teacher Education Department at Saint Joseph's College meets the standards set forth in the 2002 revision of Chapter 114, Purpose, Standards and Procedures for the Review and Approval of Preparation Programs for Educational Personnel. This review will be the first conducted using the 2002 standards.

## **PROGRAMS**

There are three programs offered within the Teacher Education Department: Elementary Education, Physical Education and Secondary Education. Graduates in Elementary Education and Physical Education receive a Bachelor of Science degree while those who minor in Secondary Education receive either a Bachelor of Arts or a Bachelor of Science degree in one of five content areas: History, English, Mathematics, Chemistry or Biology. Over 200 students are presently enrolled in one of the Teacher Education programs. Saint Joseph's College continues to prepare quality teachers.

## **ADMINISTRATIVE STRUCTURE**

Since the last review, the College reorganized the administrative structure of its pre-professional education preparation programs. In 2003, a Director of Teacher Education was appointed to oversee the Elementary Education, Physical Education, and Secondary Education programs. In this capacity, the Director's role was to ensure that there was efficient communication between the programs, with the administration of the college and with all regulatory agencies including the Maine State Education Department and the Federal Government. At the same time, we recognized that while each of our programs have many commonalities and espouse the same outcomes, due to the unique nature of our disciplines, we approach the accomplishment of those outcomes in different ways. In light of this, three Chairs (Elementary Education, Physical Education, and Secondary Education) were appointed to oversee the implementation of the outcomes on a programmatic basis. How we intersect as a unit to meet our outcomes and where and how we differ is delineated throughout the self-study.

## **HISTORY**

In 1912, the Sisters of Mercy founded Saint Joseph's College in Portland, Maine to educate young women to become teachers. In 1915, the College was chartered by the State of Maine to establish "such courses of study, departments and schools as they may elect". From 1912 to 1956, the College was located on the grounds of the Motherhouse in the Deering section of Portland. In 1956, the College moved to its present site in Standish, Maine in order to facilitate growth of its physical plant to accommodate increasing enrollments and expansion of its programs. In 1970, the College became coeducational in response to societal changes. In the past decade, the College has engaged in significant planning and expansion activities.

In 1994, the Board of Overseers and the Board of Trustees approved the following Statement of Mission:

*“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. “*

During the Strategic Planning process in 1999 and again in 2005, the Mission of the College was reviewed and reaffirmed. Based on the recommendation of the Planning Committee and the Board of Overseers (now the Board of Trustees) the following Statement of Strategic Vision was approved in 1999 and continues to guide the 2006 Strategic Plan:

*“Saint Joseph's College will be one of the leading Catholic, residential, co-educational liberal arts colleges in New England as measured by the quality of its faculty and staff, the strength of its curricula, the effectiveness of co-curricular learning, the excellence of its graduates and the distinctiveness of its Mercy mission.”*

In 2000, the Board of Overseers (now Board of Trustees) approved the following Statement of Core Values to give specificity to the phrase in the Statement of Mission, “within a value-centered environment.” Through a process based upon dialog and reflection, the College adopted and espouses the following Core Values that “when taken to heart, exist to our very core; they are made visible in our daily interactions”: faith, excellence, integrity, community, respect, compassion and justice.

Teacher education has been and continues to be an important part of Saint Joseph's College's institutional history and mission. The College prides itself on the graduates from our education programs and continues to strive to enable our current students to exemplify its mission and values as they progress through their undergraduate experience.

## **CONCEPTUAL FRAMEWORK**

The framework statement that was developed during the 2001 accreditation self-study accurately described the conceptual framework of Saint Joseph's College's Teacher Education Program. Ongoing discussions designed to reevaluate the conceptual framework concluded that the existing statement is still valid but would benefit from expansion and additional clarification. Members of the full time Teacher Education faculty met frequently during the 2005-2006 academic year to revise our program outcomes and our conceptual framework. We reached consensus on the outcomes and the conceptual framework in May 2006.

In keeping with the mission of Saint Joseph's College, the Teacher Education Program remains focused on providing a high quality well-rounded curriculum. The broad headings of knowledge, pedagogy, and dispositions serve as organizers for the specific

goals and competencies of the program. These guiding principles, coupled with regulatory mandates, form the foundation for the conceptual framework.

## **OUTCOMES**

Graduates of the Saint Joseph's College Teacher Education Programs will be able to demonstrate their abilities in three areas:

- **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.

## **CONCEPTUAL FRAMEWORK**

The challenge of any teacher education program is to guide the candidate into a developing professional educator equipped with knowledge, versed in pedagogy, and framed with dispositions including leadership and tolerance of diversity. The process occurs over time when a carefully sequenced set of experiences and opportunities engage and encourage a candidate's development.

Saint Joseph's is a small liberal arts college that prides itself in offering assistance and individual attention to students. The mission statement describes the College as a place that "nurtures intellectual, spiritual, and social growth in students of all ages and all faiths within a value-centered environment" (Catalog, 8). Students and faculty feel a deep sense of belonging and support in the college community. In 2005, several new campus-wide initiatives were established to ensure success for all students including an advising program called YEAR.ONE and an academic learning center. This nurturing environment allows an individual to develop the required competencies needed to enter the workforce. In addition to this initial preparation, Saint Joseph's College is dedicated to instilling a desire for continued personal and professional development.

Personal and professional development is further refined via the process of reflection. Dewey (1910) noted the importance of reflection in learning and others have expanded the concept to include teaching:

Reflective teachers constantly replay the events of teaching moments in their minds. In addition, observation of students enables them to become more conscious of their teaching practices and impact. Through the process of reflection, teachers analyze their lessons and remain open to alternative possibilities. (Steffy, Wolfe, Pasch, and Enz, 2000, p. 14).

Reflection serves the purpose of re-evaluating one's progress and setting the direction for continued refinement and growth. Self-evaluation enables and encourages learners to develop. This maturation is refined through the nurturing and value-centered environment referred to in the mission statement of the College and the philosophy of the Teacher Education Program. The program's content supports this growth and instills the needed knowledge, pedagogical skills, and dispositions required of professional educators.

## **KNOWLEDGE**

The critical requirement of content knowledge is a well recognized prerequisite for a teacher to succeed. "Practice must be based on what is known by the profession as a whole ... which requires of professionals that they be aware of the current knowledge base" (Darling-Hammond, Bransford, 2005, p. 15-16). Consistent with this perspective, Maine's Standards for Initial Teaching Certification Standard 1 and 2 (1999) begin their recommendations with the importance of understanding the content one is teaching.

Candidates preparing to teach must be competent in reading, writing, and mathematics, as well as demonstrate a sound knowledge base in the natural, physical and social sciences. "On subject matter, research shows a positive connection between teachers' preparation in subject matter and their performance in the classroom" (Wilson, Floden, Ferrini-Mundy, 2001, Executive Summary p. 2). Candidates must further demonstrate both depth and breadth of understanding in the subject matter they are preparing to teach, and possess an understanding of the modes of inquiry for their discipline.

At Saint Joseph's College, students gain general knowledge of broad content through the 48 semester hours of General College Core in areas such as writing, philosophy, English, history, mathematics, science, social science, and theology. The goal is to produce graduates who "pursue knowledge and understanding of the arts and sciences through disciplined learning and discourse in the search for permanent truths" (Catalog, p. 9).

Knowledge, as related to teacher education, can also be defined as technological literacy. "Teachers in 21<sup>st</sup> century schools must be technology-proficient educators who are well-prepared to meet the learning needs of students in a digital age" (NCTAF, 2003, p. 89). State of the art technologies are incorporated for student use, throughout the program, to facilitate the acquisition of skills necessary to inform the teaching and learning process. All candidates utilize appropriate technologies to support, deepen and communicate their learning.

Cultural literacy acknowledges diversity and facilitates understanding and sensitivity for all learners. To be culturally literate our students need to clearly understand their own culture, see the similarities and the differences between them and others, and to be tolerant of the differences. Maine's Standards for Initial Teacher Certification (1999) for teacher education programs emphasizes the need for effectiveness with a diverse population of students. This can be attained when our graduates recognize and tolerate diversity and find ways to enable each individual to succeed. The United States continues to become more economically, socially and ethnically diverse with each passing decade. As student diversity increases, the instructional process must evolve to meet the classroom challenges (Slavin, 2000). It is essential that every educator understand that with a clear understanding of cultural literacy and tolerance of difference, the "effects of well prepared teachers on student achievement can be stronger than the influences of student background factors such as poverty, language background, and minority status" (Darling-Hammond, 2000, p. 37).

## **PEDAGOGY**

Teachers need a broad and deep understanding of the subjects they teach as well as an understanding of how to teach. According to Parkay and Stanford (2007) accomplished teachers possess pedagogical content knowledge. This is the product of wisdom about teaching, learning, students and content. Candidates isolate essential concepts and skills using national and state learning standards. They create a variety of assessments to measure learning. Then, mindful of variances in learning development and skills within disciplines, they design cohesive lessons that scaffold learning.

The knowledge of pedagogical techniques is what enables teachers to convey what they know to students in meaningful ways. Pedagogical techniques can be grouped into instructional strategies, management strategies, and according to Vygotsky (1986), relationship strategies. Meaningful connections between students and teachers allow for learning to occur. "To act in kind and caring ways, to go beyond the superficialities, to look and listen for power and potential in our students, to be aware of the light in the eyes of a child, all these are qualities of relational consciousness and prepare the way for a pedagogy of depth"( Witte-Townsend & Hill, in press).

Saint Joseph's College students learn instructional strategies related to teaching effectiveness, learning outcomes and assessments. They develop management strategies related to the curriculum and the orchestration of the learning environment. In addition to providing students with current best practices, the concept that differentiation is appropriate to address the needs of all students, is underscored. Additionally, the professional educator must continuously reflect upon optimal teaching strategy (Palmer, 1998). Students are provided multiple opportunities through coursework and teaching experiences to refine their reflective practice techniques. Graduates are clearly able to demonstrate expertise with pedagogical skill.

## **DISPOSITIONS**

At the heart of the Saint Joseph's College community are the core values of: faith, excellence, integrity, community respect, compassion, and justice (Catalog, p. 8). Characteristics of notable teachers include honesty, determination and strong ethical resolve. Saint Joseph's College Teacher Education Program seeks to produce professionals with these characteristics as well as leadership abilities. These teacher leaders are influential beacons to the students they serve on a daily basis. Their knowledge, pedagogy, and dispositions are guiding models for students. Through role model leadership, teachers demonstrate desirable attitudes towards learning, diversity acceptance, and social interactions. Students emulate this modeling and adopt similar desirable characteristics. Patience, excitement and the desire to learn are attributes which will enable all students to become lifelong learners.

The need for leadership extends beyond the walls of the classroom. The Institute for Educational Leadership identifies the classroom teacher as the key to solving many of the educational challenges facing schools (Dozier, 2002). Significant issues such as school and district-wide policies, major program and curriculum revisions, evaluation and reform can and should be influenced by the teacher who can also be a leader.

A teacher leader who collaborates with colleagues can share ideas, concerns and solutions. These associations provide venues for personal growth and professional advancement. Developing partnerships with parents, the community and other local resources will enhance classroom based learning. Participation in local and national professional organizations also affords opportunities to advance learning.

The college's core values support the candidate's development of positive personal attributes. These attributes when modeled in classrooms foster social, emotional, moral and spiritual growth. When the values of honesty, respect, responsibility, fairness, and compassion become the centerpiece for classroom culture, they may influence the way in which adults and children interact, talk, and make daily decisions.

This conceptual framework ensures the Teacher Education Program remains focused on providing a high quality, intensive and professional curriculum. The broad headings of knowledge, pedagogy, and dispositions serve as organizers for the specific goals and

competencies of the program. It is the design of the program to produce competent graduates who are well prepared to enter their chosen discipline and become leaders in their profession.

## REFERENCES

Darling-Hammond, L., Bransford, J. (Eds.) (2005). Preparing teachers for a changing world: What teachers should learn and be able to do. National Academy of Education, Committee on Teacher Education. San Francisco: Jossey Bass, Inc.

Darling-Hammond, L. (2000). How teacher education matters. *Journal of Teacher Education*, 51 (3), 166-173.

Dewey, J. (1910) *How we think*. New York: D.C. Heath.

Dozier, T. (2002) Teachers must be leaders to improve student learning. *Education Digest*, 67, 12-19.

Maine's Ten Standards for Initial Teaching Certification

National Commission on Teaching and America's Future (NCTAF). (2003). *No dream denied: A pledge to america's children*. Washington, DC: Author.

Palmer, P. J. (1998). *The courage to teach*. San Francisco: Jossey-Bass.

Parkay, F. W., & Stanford, B. H. (2007). *Becoming a teacher (7<sup>th</sup> ed.)*. New York: Allyn and Bacon.

Saint Joseph's College Catalog, 2004-2006. Standish, ME

Slavin, R. (2000). *Educational psychology*. Boston: Allyn and Bacon.

Steffy, B. E., Wolfe, M. P., Pasch, S. H., & Enz, B. J. (eds.) (2000). *Life cycle of the career teacher*. Thousand Oaks, CA: Corwin Press.

Vygotsky, L. S. (1986). *Thought and language*. Cambridge, MA: MIT Press.

Wilson, S. M., Floden, R. E., Ferrini-Mundy, J. (2001). *Teacher preparation research: Current knowledge, gaps, and recommendations*. University of Washington, Center for the Study of Teaching and Policy.

Witt-Townsend, D. L., & Hill, A. E. (in press). Light-ness of being in the primary classroom: Inviting conversations of depth across educational communities. *Educational philosophy and theory*.

## **STANDARD ONE: INITIAL TEACHER CANDIDATE PERFORMANCE**

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 Chapter 115: Certification of Educational Personal: Standards and Procedures.

The Teacher Education Department at Saint Joseph's College offers three undergraduate program options which lead to state certification. Elementary Education (K-8) and Physical Education (K-12) candidates complete a Bachelor of Science degree comprised of courses in the college's core curriculum and professional education. Students completing the Secondary Education (7-12) minor may complete the Bachelor of Science in Biology, Chemistry, or Mathematics or a Bachelor of Arts degree in English or History.

Program course requirements are detailed in the college catalog and curriculum guide. Requirements are discussed with students prior to registration each semester. Candidates in Elementary Education and Physical Education are assigned an education advisor. The Chair of Secondary Education serves as a co-advisor with the student's content major advisor to ensure the secondary minor requirements are fulfilled.

The Mission of the College, in conjunction with the Teacher Education Department Outcomes, and the Maine Initial Teaching Standards form the basis of the education programs. All education course syllabi are required to include these three components. The Maine Learning Results are also woven throughout each education course. In addition, the department requires that every student produce a portfolio based on the model set forth by the State of Maine Pilot Standards Based Portfolio (2002-2003). Through the consistent use of the standards in coursework and the portfolio, candidates are able to build a comprehensive understanding of the requirements of the teaching profession.

The Standards Based Portfolio reconfigures the 10 standards into five major components: Instructional Practice, Assessment, Classroom Climate, Unique Learner Needs, and Professional Development and Responsibility. This model will be utilized in addressing Standard One across the three education tracks.

### **INSTRUCTIONAL PRACTICE**

Teacher education candidates complete a course of study that includes 48 credits in the College's core curriculum, courses in professional education, and course work specific to each discipline.

The Core Curriculum is divided into two distinct parts: an Inner Core (24 credits) of required courses and a second tier (24 credits) of elective courses. The courses in the

Inner Core provide students with a shared intellectual experience in which they study the classical civilizations and their basic contributions to the development of western civilization; explore the interrelationships among persuasive writing, thinking, and speaking; explore the metaphysical and epistemological foundations of human life; apply ethical theories to contemporary ethical problems; investigate the phenomenon of religious faith as an enduring concern of the human community; and consider contemporary issues in science.

The second tier of elective courses allows students to "develop and deepen the knowledge, understanding and insight they explored in the Inner Core." Students choose one course each from offerings in Philosophy, Theology, Literature, and Mathematics. In addition, they select two courses (one each from two different areas) from Fine Arts, English, Science, Social Science, and History.

The programs in teacher education specify a sequence of instruction and practice. We recognize that a strong content base provides a foundation upon which the demonstration and application of knowledge proceeds. Therefore, in addition to the core, elementary education students take course work in Children's Literature, American History, Physical and Cultural Geography, Fine Arts, and Technology. Physical education students take course work specific to sport and exercise science that includes Exercise Physiology, Kinesiology/Biomechanics, Strength Training and Conditioning, Foundations of Wellness, and Motor Learning. Candidates in teacher education demonstrate their knowledge base by maintaining an overall 2.7 G.P.A. At this time, we require the passage of Praxis I and we are considering requiring the passage of Praxis II as a graduation requirement because it tests the knowledge base of our students in their discipline.

While the Teacher Education curriculum is grounded in the College core and discipline-specific study, it is based upon a melding of pedagogical theory and practical experiences. It stands that pre-service teachers' skills evolve from sequential and continuous field experiences that augment their methodological preparation. To that end, the Teacher Education Department has developed a program of study that helps students learn pedagogy by creating lesson plans that follow a specific model in their pre-professional courses. Students use the plan in every year as they build their capacities. The lesson plan forms the basis for unit development in the student's junior year, which allows him/her to create thematic areas of study. Knowledge and application of Bloom's Taxonomy allows students to do inquiry-based instruction and to design appropriate assessments. The Maine Learning Results are infused throughout the process.

Portfolio development based on the 10 Initial Teaching Standards begins in the freshman year in ED 100, EH 113, and SE 110. Students continue to develop their portfolios as they proceed through their major (specific components are referenced in standards 2 and 3). The student's portfolio in Elementary Education and in Physical Education is the basis for candidate assessment during Senior Seminar when students demonstrate proficiency in the 10 Initial Teaching Standards.

## **ASSESSMENT**

Teacher Education students at Saint Joseph's College of Maine are dedicated learners who use the program outcomes, and the guides to reflective practice, as tools toward becoming outstanding practitioners who know how to facilitate assessment both for themselves and their students. Faculty in the Teacher Education Department are committed to providing a balance in education courses between content, theory, and pedagogy. Faculty strive to provide appropriate modeling of effective teaching, learning, and assessment, in all courses. Students use a reflective journal in all site-based placements to inform instruction, to evaluate lessons, to report and analyze teaching, practice, philosophy, and experience (Teacher Education Department Student Teaching Handbooks).

Candidates are exposed to multiple assessment techniques and strategies throughout their coursework and site-based placements. It is stressed that assessment is a tool used to inform instruction which often occurs through lesson planning. Students are introduced to the Maine Learning Results and expected to correlate all learning and assessment to them. Additionally, students are exposed to and practice with multiple assessment tools appropriate to each discipline. These include both formal and informal assessment tools from observation to standardized assessment. Our students are familiar with standards-based assessment and the use of rubrics, scoring guides, and the purposes and appropriateness of each.

Students are trained and have the opportunity to use specific assessment techniques in the following courses: ED 100, EH 225, ED 420, ED 425, ED 430, ED 435, and ED 445, PE 303, PE 320 and PE 407. Elementary education and Secondary Education students must include assessment, accommodations, and differentiation on every lesson plan written in all course work, the sophomore practicum, junior internships in reading and math, and senior student teaching. Students in senior student teaching are encouraged to attend conferences and in-service opportunities dealing with assessment.

## **CLASSROOM CLIMATE**

A strong, vital, and inclusive classroom climate is essential to optimal learning. Although it sounds so easy to achieve in theory, in practice, it is one of the most difficult teaching techniques with which pre-service teachers struggle to understand and to employ. The Education Department faculty strives to model proper innovative techniques and classroom management skills that place emphasis on enthusiasm and joy.

Elementary Education majors are well-served in these difficult tasks by performing a two-semester sophomore practicum, two junior internships (1 semester reading and 1 semester math), senior student teaching, and an optional Special Education practicum. These rigorous clinical experiences, coupled with the integrated knowledge of coursework, the guiding hands of talented and capable cooperating teachers, and the feedback and direction of caring, experienced college supervisors help the pre-service teachers realize that in-depth subject matter knowledge, well-planned lessons, and a

caring and empathetic feeling for students' needs serve to create positive classroom climates. Saint Joseph's College pre-service teachers understand the importance of including students, home, school, colleagues, and community in many and varied aspects of a plan to support, to protect, and to enhance the students' intellectual, physical, emotional, social well-being, and intellectual development.

## **UNIQUE LEARNER NEEDS**

At Saint Joseph's College our mission statement reflects our belief in nurturing "the intellectual, spiritual, and social growth in students of all ages and all faiths within a value-centered environment" (Catalog 2004-2006, p. 8). Our core values of integrity, community, respect, and justice are reflected in the coursework designed both for our students as learners and future teachers.

Accepting the responsibility to prepare students for teaching grades K-12, special attention is paid to the needs of all learners in every education course. Returning once again to our core values, all methods courses emphasize and respect the dignity of each learner. All courses include objectives which address becoming more knowledgeable of the complexity of student populations and a variety of instructional techniques to match the diversity. They emphasize the importance of assessment and the variety of methods a teacher can use to determine the progress of students in multiple areas. In addition, each class introduces pre-service teachers to multiple resources that support the students' learning and provides information about teachers' legal and ethical responsibilities.

Specialized classes guide our students more deeply into the needs of special learners. Classroom Management (ED420) introduces students to the variety of situations that impact the instructional setting and ways to curtail situations that affect the learning environment. Mainstreaming Methods in Education (ED340) and Adapted Physical Education and Mainstreaming (PE 315) introduce students to screening procedures and approaches for working with high-risk students and students with physical and emotional disabilities who may need differentiated instruction.

Field-based opportunities throughout the four years provide our students with experiential opportunities to connect the theory of meeting student needs with the actual practice of meeting those needs. At present, Children's Literature (EH113) and Science Methods (ED205) include a service learning component. Adapted Physical Education and Mainstreaming (PE 315) also includes a service learning component that is under the direction of the Adapted Physical Education specialist in a local school. Language Arts Methods (ED200) and Writing Methods (EH224) include a sophomore practicum. During the junior year, students take semester long internships in both reading and math. Following student teaching, elementary and secondary education pre-service teachers can also take advantage of Special Education Internship (ED435) during their last semester. In this course, students work directly with special education students under the direction of a special education teacher in a neighboring school.

The Teacher Education Program includes a comprehensive and cohesive program that immerses students in acknowledging the uniqueness of learners and the responsibilities of teachers towards those learners.

## **PROFESSIONAL DEVELOPMENT AND RESPONSIBILITY**

“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 content, 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” (Catalog 2004-2006, p. 42). The concepts of professionalism and ethics are part of the Teacher Education Program. With field experiences beginning in the first year, students learn how to present oneself in a professional manner. Attire and use of appropriate language are emphasized. Handbooks for practica, internships and student teaching inform students, supervisors and cooperating teachers of the college’s high expectations surrounding behavior, involvement and participation. Information surrounding legal issues, though embedded in multiple education courses, is highlighted during Senior Seminar (ED430).

Our students are urged to connect with professional organizations. They join campus clubs that are linked to professional organizations and service to community. SEAM, the Student Educators Association of Maine, is active on campus and participates in professional workshops and seminars at the local, state, and national levels. This organization has sponsored: a school supply drive, the First Year Teacher Panel, and the Senior Pinning Ceremony (the induction into the teaching profession). Another club, Superkids, often shares in the responsibility for the community literature evenings and also works to provide recreational activities for community youngsters. Physical Education majors are encouraged to join the Maine Association for Health, Physical Education, Recreation, and Dance (MAHPERD) and to attend the annual conference. Since 2002, two students have been chosen by MAHPERD as Outstanding Future Professionals to represent Maine at the American Alliance for Health, Physical Education, Recreation, and Dance national convention, as well as the Eastern District Association annual convention.

The courses within the Teacher Education Program and the courses within the core curriculum combine to form a comprehensive and cohesive program. The on-campus coursework in combination with the field experiences connects theory and practice. The small class size and individualized attention provided for students allows faculty to model appropriate teaching and assessment skills which students can then demonstrate in their practice. The service learning opportunities distinguishes their preparation and instills the core values of our mission.

**ELEMENTARY EDUCATION DEPARTMENT  
ALIGNMENT WITH THE 10 INITIAL TEACHING STANDARDS**

<b>Ten Initial Teacher Standards</b>	<b>I. Demonstrates Knowledge of the Central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students.</b>	<b>II. Demonstrates the ability to integrate the concepts, tools of inquiry, and structures <u>among the disciplines.</u></b>	<b>III. Demonstrates a knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, and social development.</b>	<b>IV. Plans instruction based upon knowledge of subject matter, students, and curriculum goals.</b>	<b>V. Understands and uses a variety of instructional strategies and appropriate technologies.</b>	<b>VI. Creates and maintains a classroom environment which supports and encourages learning.</b>	<b>VII. Demonstrates the ability to support students' learning and well-being by engaging students, home, school, colleagues, and community.</b>	<b>VIII. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.</b>	<b>IX. Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.</b>	<b>X. Demonstrates a strong professional ethic and a desire to contribute to the education profession.</b>
<b>Education Courses</b>	ED 100 ED 205 ED 315 ED 320 ED 325 ED 330 ED 335 ED 340 ED 415 ED 420 ED 415 ED 420 ED 435 AT 202 EH 113 EH 224 AT 202 EH 113 EH 224 GG 201 HY 202 MA325 MU 213 PY212	ED 100 ED 224 ED 315 ED 325 ED 335 ED 415 ED 420 AT 202 EH 113 EH 224 PY 212	ED 100 ED 205 ED 315 ED 320 ED 325 ED 330 ED 440 ED 415 ED 420 ED 435 ED 425 EH 113 EH 224 EH 113 EH 224 EH 113 EH 224 MA 325 MA 325 MU 213 PY 212	ED 100 ED 315 ED 315 ED 335 ED 340 ED 415 ED 420 ED 425 ED 435 EH 113 EH 224 GG 201 MU 213	ED 100 ED 205 ED 320 ED 330 ED 340 ED 415 ED 420 ED 425 ED 435 EH 113 EH 224 MA 325 MU 213 MU 213 PY 212	ED 100 ED 205 ED 320 ED 325 ED 330 ED 340 ED 415 ED 420 ED 435 EH 224 MA 325 MU 213 PY 212	ED 325 ED 340 ED 415 ED 420 AT 202 PY 212	ED 100 ED 205 ED 320 ED 330 ED 335 ED 340 ED 415 ED 420 ED 425 ED 430 ED 435 EH 224 MA 325 MU 213 PY 212	ED 100 ED 205 ED 320 ED 330 ED 340 ED 415 ED 420 ED 430 ED 435 AT 202 MA 325 PY 212	ED 100 ED 4325 ED 340 ED 415 ED 420 ED 430 AT 202 PY 212

\* Core courses contribute to meeting the 10 initial teaching standards.

**PHYSICAL EDUCATION DEPARTMENT  
ALIGNMENT WITH THE 10 INITIAL TEACHING STANDARDS**

<b>Ten Initial Teacher Standards</b>	<b>I. Demonstrates Knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students.</b>	<b>II. Demonstrates the ability to integrate the concepts, tools of inquiry, and structures <u>among the disciplines.</u></b>	<b>III. Demonstrates a knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, and social development.</b>	<b>IV. Plans instruction based upon knowledge of subject matter, students, and curriculum goals.</b>	<b>V. Understands and uses a variety of instructional strategies and appropriate technologies.</b>	<b>VI. Creates and maintains a classroom environment which supports and encourages learning.</b>	<b>VII. Demonstrates the ability to support students' learning and well-being by engaging students, home, school, colleagues, and community.</b>	<b>VIII. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.</b>	<b>IX. Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.</b>	<b>X. Demonstrates a strong professional ethic and a desire to contribute to the education profession.</b>
<b>Physical Education Courses</b>	PE 303 PE 315 PE 316 PE 320 PE 405 PE 407 PE 408  SE 203 SE 205 SE 302 SE 304	PE 303 PE 315 PE 316 PE 320 PE 405 PE 407 PE 408  SE 110 SE 111 SE 203 SE 205 SE 302 SE 304	PE 101-106 PE 303 PE 315 PE 316 PE 320 PE 405 PE 407 PE 408  SE 110 SE 111 SE 203 SE 205	PE 101-106 PE 303 PE 315 PE 405 PE 407 PE 408  SE 110	PE 101-106 PE 303 PE 315 PE 316 PE 405 PE 407 PE 408  SE 110	PE 101-106 PE 303 PE 405 PE 408  SE 110	PE 303 PE 315 PE 405 PE 408	PE 303 PE 315 PE 316 PE 320 PE 405 PE 408  SE 203 SE 205 SE 302 SE 304	PE 303 PE 315 PE 405 PE 407 PE 408  SE 110 SE 203	PE 303 PE 405 PE 407 PE 408

\* Core courses contribute to meeting the 10 initial teaching standards.

**SECONDARY EDUCATION MINOR  
ALIGNMENT WITH THE 10 INITIAL TEACHING STANDARDS**

<b>Ten Initial Teacher Standards</b>	<b>I. Demonstrates Knowledge of the Central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students.</b>	<b>II. Demonstrates the ability to integrate the concepts, tools of inquiry, and structures <u>among the disciplines.</u></b>	<b>III. Demonstrates a knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, and social development.</b>	<b>IV. Plans instruction based upon knowledge of subject matter, students, and curriculum goals.</b>	<b>V. Understands and uses a variety of instructional strategies and appropriate technologies.</b>	<b>VI. Creates and maintains a classroom environment which supports and encourages learning.</b>	<b>VII. Demonstrates the ability to support students' learning and well-being by engaging students, home, school, colleagues, and community.</b>	<b>VIII. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.</b>	<b>IX. Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.</b>	<b>X. Demonstrates a strong professional ethic and a desire to contribute to the education profession.</b>
<b>Education Courses</b>	ED 325 ED 340 ED 440 ED 445 ED 450 GG 201 PY 212	ED 325 ED 340 ED 440 ED 445 ED 450	ED 325 ED 340 ED 425 ED 440 ED 445 ED 450 ED 450 ED 450 GG 201 PY 212	ED 340 ED 425 ED 440 ED 445 ED 450 GG 201	ED 340 ED 440 ED 445 ED 450 PY 212	ED 325 ED 340 ED 440 ED 445 ED 450 PY 212	ED 325 ED 340 ED 450 PY 212	ED 340 ED 425 ED 435 ED 440 ED 445 ED 450	ED 100 ED 340 ED 450 PY 212	ED 100 ED 325 ED 340 ED 450 PY 212

Core courses and courses in the individual academic majors contribute to meeting 10 initial teaching standards.

## **STANDARD TWO: ASSESSMENT SYSTEM AND UNIT EVALUATION**

The teacher education programs at Saint Joseph's College have an assessment system that collects and analyzes data on the qualifications of applicants, the performance of candidates and graduates, and on our operations to evaluate and improve the department and its programs.

In the summer of 2006, the College submitted its interim NEASC report. In the report, the College addressed assessment and our progress in the area since the 2001 report and stated that it "recognizes that there is an ongoing need for improvement in this area" (NEASC report 2006). The Teacher Education Department has made significant improvements in the area of assessment since our last approval visit in 2002. However, we too recognize that we have an ongoing need for improvement in this area.

### **CANDIDATE ASSESSMENT**

In May 2005, the faculty met to develop unit assessments that would be required of all three programs. We agreed upon "gated progression" for all four years: entrance to the College and the major, completion of first year, entry into the professional core of courses, completion of professional core, and program completion.

#### **GATE 1: Entry in the College and the Unit**

Students applying for entry into Saint Joseph's College with a major in Elementary Education, Physical Education or a minor in Secondary Education must meet the same standards as all other Saint Joseph's College applicants.

#### **GATE 2: Completion of First Year**

The professional portfolio is introduced in the Foundations of Education course that all Elementary and Physical Education majors and most Secondary Education students take in the first year. Each student submits a 1<sup>st</sup> year portfolio for review.

All education students are encouraged to take the Praxis I examination by the completion of the first year. Elementary Education students are required to pass Praxis I by the end of the first year, whereas Physical Education and Secondary Education students must do so before they are permitted to student teach.

All Elementary and Physical Education students must pass all courses within their major with a "C" or higher. Students with a minor in Secondary Education are expected to complete all of their education courses with a "C" or higher.

Education students are required to submit writing samples for inclusion into their portfolio. Currently, they write a philosophy statement in the first year a compare and

contrast paper in the second year. An initial rubric for assessing the samples has been developed and is in the process of being field tested.

### **GATE 3: Entry into the Professional Core of Courses**

The professional core of courses in Elementary Education begins in the sophomore year. For this reason, Elementary Education students must have passed Praxis I at the end of the first year to move forward in the professional education core courses.

The professional core of courses in Physical Education begins in the third year. Therefore, we recommend that Physical Education students pass Praxis I by the end of the second year.

Secondary Education students minor in education and work to complete their academic major in addition to the professional core courses. We recommend that they begin the core courses as early as second semester sophomore year. Praxis I passage is not required for admission into the professional core courses.

Ordinarily, all education students must achieve a GPA of at least a 2.7 at entry into the professional core.

### **GATE 4: Completion of Professional Core**

Completion of the professional core occurs at different points in the three programs; Elementary and Secondary Education at the end of the third year and Physical Education at the end of the first semester of the fourth year. Regardless of the completion date, each has the same requirements for application and acceptance for student teaching.

Beginning in 2002, the three education programs incorporated the Ten Initial Teaching Standards and the Specialized Professional Association (SPA) standards throughout the professional core of courses. Program outcomes were added in 2006. The courses are designed to enable students to meet those standards and outcomes. The Education programs utilize multiple assessments to regularly evaluate a candidate's development. Formal criteria may include exams, research papers, class presentations, internships, and portfolio. Through successful completion of the courses with a "C" or better we conclude that the students have successfully met the standards set forth for the professional core courses.

Students apply for student teaching the semester prior to the experience. The faculty reviews their applications for:

- Core courses, including internships, completed
- An overall GPA of 2.7 or better
- Passage of Praxis I

After the student's application form has been processed and approved by the teacher education faculty, the student meets with the departmental advisor regarding the grade

level and school in which the student desires a student teaching placement. After receiving recommendations from appropriate personnel, and noting the student's qualifications and preferences, the department makes an official placement.

## **GATE 5: Program Completion**

### **STUDENT TEACHING**

Student teaching is the pinnacle professional clinical experience at Saint Joseph's College. The student teachers spend a minimum of fifteen weeks in a classroom gradually increasing degrees of responsibility until assuming total responsibility for the instruction in the classroom. The qualified and certified cooperating teacher(s) and college supervisor direct and guide the student teacher throughout the experience.

#### **Elementary Education/Secondary Education**

Elementary and Secondary Education students work in the same school with the same cooperating teacher for the entire 15 weeks. The Student Teaching Handbook for these programs was revised in the spring of 2005 and the revisions were implemented in the fall of 2005.

#### **Physical Education**

Students majoring in Physical Education are qualified to be certified K-12. To ensure exposure to different grade levels, the student teaching experience is divided into two parts. During the first half of the semester, the student teacher is placed in either an elementary, middle, or high school setting. At the end of 7.5 weeks, the student moves to a new site at a different level. The Physical Education Department Student Teacher Handbook was revised in 2005 to reflect alignment with the Ten Initial Teaching Standards.

### **PORTFOLIO**

All graduating seniors in the Teacher Education Department are required to submit a standards based professional portfolio. The Ten Initial Teaching Standards form the basis for the development and assessment of the portfolio in all three programs, however, the manner in which the students choose to demonstrate competence varies from program to program. Rubrics are used to assess the portfolios.

The portfolio process begins in the first year and progresses over the remaining 6 semesters. Students are encouraged to collect artifacts that demonstrate their competence in the Ten Initial Teaching Standards. Elementary Education students are required to include artifacts from courses in each of the four years. Physical Education and Secondary Education students are encouraged to save all artifacts in a working portfolio that will serve as the basis for the final portfolio.

Physical Education students are required to present and defend their professional portfolios before their classmates and the physical Education faculty. In the defense, they address how the portfolio demonstrates their competence in the Ten Initial Teaching Standards.

## **PROGRAM ASSESSMENT**

Saint Joseph's College is committed to formative assessment practices in order to inform its planning processes at all levels and to insure success of the education program and its graduates.

The lack of systematic institutional data collection has hindered many of the attempts at informing the various constituencies at the college of their status relative to stated outcomes at the college, departmental, and student levels. In response to the need for systematic data collection and analysis, the College established the Office of Institutional Research. The Education Department will work closely with the Institutional Research Director to analyze data that we have collected and to use the analysis to inform future practice. There are two on-going endeavors that we will solicit for effective analysis: the correlation between passage of Praxis I, GPA and graduation from the approved programs and a statistical analysis of the responses from recent alumni surveys.

A clear understanding of the relationship between passage of Praxis I, GPA and subsequent graduation from the approved programs will enable us to more effectively advise our students majoring in Education.

In the fall of 2001 and again in the fall of 2005, the Education Department conducted a survey of graduates from all three programs from 1995 to most recent graduates. The focus of the survey was to obtain data on the strengths and needs of the programs in order to assess how we are accomplishing our goals. While the results were both gratifying and helpful to the Education Department, they were only informally assessed. Where large deficiencies were detected they were addressed and used to inform changes in curriculum. However, the more subtle areas generally went undetected and will be addressed. A statistical analysis of the data, particularly the written responses, will provide a rich basis for evaluation.

## **Course Evaluations**

At the end of each semester, formal course evaluations are conducted by the Office of Academic Affairs. These evaluations inform faculty and administrators about pedagogical effectiveness, alignment of course objectives, assessment, appropriateness of assignments. While the instrument used is generic in nature and in many cases does not assess critical points in education, the information provided can enable the reflective practitioner to see trends and to make appropriate adjustments to the course and to the teaching techniques used.

In 2003, the department piloted a formal mechanism to enable cooperating teachers to assess the effectiveness of the preparation program based on the performance of a student

teacher. The instrument underwent two revisions and was formally adopted by the department in 2005. Data from the forms has been incorporated in decisions concerning placements and evaluations in student teaching.

### **Exit Interviews**

In the senior year, all education students are asked to reflect upon their experiences at Saint Joseph's College. They delineate and discuss the strengths and weaknesses and how we could improve the program for future students. While informal, their insights help us to assess our programs.

### **Alumni**

We are a small, liberal arts college and collect data from our alumni through formal and informal methods. The Alumni Office maintains an updated file on the graduates and provides pertinent information to the Education Department through systematic data collection. However, our graduates frequently communicate with us by phone, at professional meetings and via personal notes. Many of our students remain in the area and become our mentor teachers. Our alumni return to share their experiences at our Education Focus Day sponsored by the Office of Admissions and to our first year teacher panel sponsored by S.E.A.M. These opportunities enable us to continue contact with graduates as well as expose our students to our successful alumni.

## **INSTITUTIONAL ASSESSMENT**

In 2006, the college submitted its Fifth Year report to NEASC. In response to Standard Two, Planning and Evaluation, the report identified the most important operational areas of the College that use the findings of institutional assessment as: strategic planning, the annual budget process, and the academic program reviews. The President and Vice Presidents are actively involved in the development and implementation of divisional, office, and departmental planning in support of the Strategic Plan. Since the goals and objectives of the Strategic Plan adopted in 1999 are substantially achieved, the College in 2004-05 evaluated the success of that Strategic Plan, and conducted a process that led to the Renewed Strategic Plan that was approved by the Board of Trustees in September 2005.

The College has improved and enhanced the assessment projects since the 2001 report. The Vice President for Academic Affairs appointed a chief assessment officer for the College. Because of its centrality to the Mission of the College as a Catholic liberal arts college, assessment of the outcomes of the general education core curriculum is of particular importance. With the assistance of a grant from the Davis Foundation, a long-term longitudinal initiative has begun to measure at entry and at graduation students' academic skills (Critical Thinking, College-Level Reading, College-Level Writing, and Mathematics) in the context of three broad academic areas (Humanities, Social Sciences, and Natural Sciences). Each year, the Academic Profile from ETS is administered to a representative sample of entering freshmen and graduating seniors. This instrument

assesses the general education outcomes of the undergraduate curriculum with a focus on the content areas of the core curriculum. The Academic Profile was first administered to a random sample of the graduating class of 2004. Over time, this pre- and post-test longitudinal study will produce data to enable assessment of the College's educational outcomes from the freshman year to graduation.

Since 2001, the Office of Academic Affairs has conducted an extensive study and assessment of the College's retention and graduation rates. Based on this assessment, with particular attention to the academic profile of each year's entering students, the College is determined to raise its retention and graduation rates. In 2005, the College received a substantial grant from the MELMAC Education Foundation to assist this effort. Thus in fall 2005, with the assistance of this grant, the College established The Academic Center with the appointment of a Director and Assistant Director. The Academic Center's first program, again based on analysis and assessment of retention and graduation rates, is the YEAR ONE program of faculty advisors for first-year students.

The Office of Academic Affairs has established a four-year cycle of Departmental Program Reviews. The reviews will establish program objectives and goals, and measures to determine whether desired outcomes are being achieved, specific and appropriate to the academic program. The results will produce curriculum decisions that are informed by systematically collected data.

## ASSESSMENT METHODS

<b>ELEMENTARY EDUCATION</b>								
<b>I Lesson/ Unit Planning</b>	<b>II Journals</b>	<b>III Portfolios/ Portfolio Components</b>	<b>IV Class Presentation</b>	<b>V Quizzes/ Exams</b>	<b>VI Paper Essays</b>	<b>VII Service Learning Project</b>	<b>VIII Performance: Pedagogical/ Physical</b>	<b>IX Peer Evaluation</b>
ED 200 ED 205 ED 315 ED 320 ED 330 ED 335 ED 415 CS 211 MA 325 EH 113 EH 225	ED 220 ED 320 ED 330 ED 415 ED 435 EH 113 EH 225	ED 100 ED 200 ED 205 ED 315 ED 320 ED 325 ED 330 ED 335 ED 415 ED 420 ED 430 ED435 EH 113 EH 225 MA 320	ED 100* ED 205 ED 335 ED 420 ED 430 AT 202 EH 113 EH 225 MU 213 MA 325 PY 212*	ED 100* ED 205 ED 315 ED 325 ED 335 ED 340 ED 420 ED 425 AT 202 EH 113 EH 225 GG 201 MA 325 MU 213 PY 212*	ED 100* ED 205 MA 325 ED 315 ED 325 ED 335 ED 340 ED 420 ED 425 ED 425 EH 225 GG 201 PY 212*	ED 205 EH 113 MA 325 PY 212*	ED 320 ED 325 ED 330 ED 335 ED 415 ED 420 ED 425 ED 435 EH 113 EH 225 AT 202 CS 211 MU 213 PY 212*	ED 320 ED 335 ED 430 CS 211 EH 113 EH 225 MU 213 PY 212*
<b>PHYSICAL EDUCATION</b>								
PE 101-106 PE 303 PE 315 PE 405 PE 408	PE 315 PE 405 PE 407 PE 408 SE 110	PE 303 PE 315 PE 405 PE 407 PE 408 SE 110	PE 101-106 PE 303 PE 315 PE 316 PE 320 SE 110 SE 111 SE 203	PE 101- 106 PE 303 PE 315 PE 316 PE 320 SE 110 SE 111 SE 203 SE 205 SE 302 SE 304	PE 303 PE 315 PE 316 PE 320 SE 110 SE 111 SE 203 SE 205 SE 302 SE 304	PE 303 PE 315 SE 110 SE 111	PE 101-106 PE 303 PE 315 SE 203 SE 205	PE 101-106 PE 303 PE 203 SE 110
<b>SECONDARY EDUCATION</b>								
ED 340 ED 445 ED 440 ED 450	ED 340 ED 435 ED 445 ED 440 ED 450	ED 340 ED 435 ED 445 ED 440 ED 450	ED 340 ED 445 ED 440	ED 325 ED 340 ED 445 ED 440	ED 325 ED 340 ED 445 ED 440		ED 325 ED 425	ED 440 ED 445

\* Courses required in all three programs

## **STANDARD THREE: PRACTICAL AND CLINICAL EXPERIENCES**

Saint Joseph's College and its school partners design implement and evaluate field experiences and clinical practice so that educators, candidates and other school personnel develop and demonstrate the knowledge and skills necessary to help all students learn.

As stated in the Conceptual Framework "The challenge of any teacher education program is to guide the inexperienced candidate into a developing professional educator equipped with knowledge, versed in pedagogy, and framed with dispositions including leadership and tolerance of diversity. The process occurs over time when a carefully sequenced set of experiences and opportunities engage and encourage a candidate's development." Early and continuous field experiences are essential to this process.

### **ELEMENTARY EDUCATION**

The Elementary Education program provides for early and continuous field experience. These experiences afford the students an opportunity to review the theoretical assumptions presented in their courses and apply them to actual K-8 learning environments. Practical experiences are essential for learning because they provide the students regular and meaningful feedback from professional teachers and college supervisors. This feedback allows students to re-examine and refine their views on teaching methodology, curriculum planning, and classroom management. Practical experiences begin early in the program. Students in their first year work with students through a service learning model. The early field experiences provide a foundation upon which students build their knowledge base, skills, and dispositions.

Students have the chance to experience a broad range of grade level experiences during their four year program. Their experiences take place in both formal and informal settings that vary in length and degree of responsibility and culminate with a 15 week student teaching placement. Elementary Education certification covers grades K-8. Therefore, all students must demonstrate teaching experiences at different grade ranges and in different settings. The junior year internships are divided into two field experiences. The reading internship includes a primary placement in grades K-3. The math internship includes a placement in grades 4-8.

All students receive continuous feedback from mentoring teachers and supervisors on a regular basis. Handbooks designed by the Education Department delineate expectations and requirements. Weekly visits by the college supervisor combine with 3-4 formal observations throughout the field experience. In addition, students also meet in weekly seminar sessions with the college supervisor at the school site or on campus.

A revision of the Student Teaching Handbook was completed in August 2006 and was implemented in the fall of 2006. The Handbook clearly describes the roles and responsibilities of the student teacher, the mentor teacher, and the college supervisor. The

assessment tools are in alignment with the stated competencies, performance objectives and the 10 Initial Teaching Standards. The creation of the Internship Handbook was completed in August 2006 and was also implemented in the fall of 2006. The handbook clearly establishes expectations and requirements. The assessment tools are also in alignment with the stated competencies, performance objectives and the State of Maine Teaching Standards. Students enrolled in ED200 and EH 225 participate in a two semester practicum. The associated handbook introduces students to the reflective journal process.

To facilitate its implementation with our school partners, the Teacher Education Department sponsored a breakfast meeting in September 2006 to share the changes and how they will affect the program. This meeting was the second of an annual tradition that we believe will strengthen communication with all stakeholders involved in teacher preparation.

Students are required to maintain a journal for evidence of critical reflection in most of their clinical experiences. One of the new initiatives in Elementary Education has been the development of a reflection process which is infused throughout the curriculum. Guidelines and suggestions are provided in the practicum, internship, and student teaching handbooks.

## **PHYSICAL EDUCATION**

As in the Elementary Education program, the Physical Education program provides a series of field experiences beginning as early as the first year. Because certification in Physical Education includes grades K-12, field experiences (both formal and informal), internships, and student teaching are provided at all levels. Service learning projects provide a vehicle for students majoring in physical education to work with community partners on mutually meaningful projects. Our students interact with children in a variety of physical education settings while applying their knowledge and skills to solve “real problems” in the community. In each of the practical experiences, students are required to submit a portfolio that includes the work completed and a journal in which they reflect upon their experiences.

The student teaching clinical experience is conducted in the spring semester of the student’s senior year for 15 weeks. To ensure exposure to different grade levels, the student experience is divided into two parts. During the first half of the semester, the intern is placed in either an elementary, middle or high school setting. At the end of 7.5 weeks, the student moves to a new site at a different level. A weekly seminar conducted at the college by the college supervisor during the student teaching semester provides a vehicle for linking theory and practice. Students meet to talk about their experiences, to share insights, and to reflect upon what has occurred in their situations.

As in the past, the Physical Education program has designed a separate set of handbooks for student teachers/interns and mentor teachers to guide the clinical experiences. The

handbooks are specific to the experience, comprehensive in scope, and include assessment tools that are aligned with the learning outcomes of the program.

## **SECONDARY EDUCATION**

Students in the secondary education minor 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. In addition to the education field experiences, secondary education students have relevant field experiences as part of their academic majors, for example, the English Department sponsors a tutoring program with Portland Housing Authority as part of service learning. These experiences are followed by student teaching in the fourth year. Student teachers are guided by the same Student Teaching Handbook utilize in Elementary Education.

## **FIELD SITES**

Field sites for our clinical experiences have been developed through long and close relationships between the College and neighboring schools, both public and private. Teacher Education faculty work with principals, assistant principals, curriculum supervisors, and mentor teachers to effectively match interns/student teachers with cooperating teachers who can offer rich and meaningful experiences. We closely monitor our students through their various clinical experiences. We have developed handbooks for most of our internship/student teaching experiences that clearly define goals and expectations relative to the Ten Initial Teaching Standards, the role of the student, the mentoring teacher, and the college supervisor in the cooperative effort. Assessment criteria are clearly defined for all. Our last accreditation visit from the State Education Department suggested that the College provide a field services coordinator/director to facilitate placements. We have not been able to hire a full time coordinator; however, we are working with a ½ time faculty member to provide a more cohesive and supportive system for supervision of our interns. (See standard 2) To assist in the assignment of field sites, a student teaching application has been more formalized since the last program approval visit. Candidates must apply for this capstone experience; they cite a first and second choice for school and/or teacher, but the final decision remains within the Teacher Education Department as to whether or not to honor that request. The cooperating school's principal grants approval for any student teachers in his or her building, and the College respects and supports such decisions.

Generally, field sites are chosen within reasonable commuting distance of the college. This enables our students to continue to live on campus and to attend required classes while student teaching. In addition, it enables us to use our on campus faculty as supervising teachers. Consequently, our clinical sites are found in Cumberland, Oxford and York counties. We have strong partnerships with the public schools in Windham, Raymond, Gorham, Westbrook, and MSAD 6, 15, 17 and 61. We have limited relationships with the Portland Public Schools due to their contractual agreements with the University of Southern Maine and their obligations to other institutions. Secondary and Physical Education students do complete placements in the Portland Schools. We

will discuss issues concerning how we enable our students to work with diverse populations in Standard 4.

## **ASSESSMENT**

Assessment criteria and tools are clearly outlined in the student teaching and internship handbooks for the Elementary, Secondary and Physical Education Departments.

## PRACTICAL AND CLINICAL EXPERIENCES

ELEMENTARY EDUCATION	
<p><b>First Year:</b> EH 113 Children’s Literature (Service Learning)</p>	<p><b>Third Year:</b> ED 320 Reading Internship ED 330 Math Internship ED 340 Mainstreaming Methods MA 325 Math Methods (optional SL)</p>
<p><b>Second Year:</b> ED 100 Language Arts Methods Practicum ED 205 Science Methods in Elementary Education (optional SL) EH 225 Writing Methods Practicum</p>	<p><b>Fourth Year:</b> ED 415 Student Teaching ED 435 Special Education Internship</p>
PHYSICAL EDUCATION	
<p><b>First Year:</b> SE 110 Introduction to Sport, PE and Exercise Science SE 111 Introduction to Wellness (optional SL)</p>	<p><b>Third Year:</b> PE 315 Adapted PE and Mainstreaming PE 303 Methods of Teaching PE</p>
<p><b>Second Year:</b></p>	<p><b>Fourth Year:</b> PE 405 Practicum PE 408 Student Teaching</p>
SECONDARY EDUCATION	
<p><b>First Year:</b></p>	<p><b>Third Year:</b> ED 440 Curriculum Design/Practicum Secondary Education</p>
<p><b>Second Year:</b> ED 445 Teaching Methods in the Secondary School</p>	<p><b>Fourth Year:</b> ED 340 Mainstreaming Methods ED 435 Special Education Internship ED 450 Student Teaching</p>

PRACTICAL AND CLINICAL EXPERIENCE REQUIREMENTS

Course Name	Hours	Requirements
EH 113 Children’s Literature – Service Learning: Book Buddies  Service Learning: Visiting Authors	20 hrs  10 hrs min	1 site visit, 1 hr/week for 15 weeks on-line discussion, question planning, and discussion; 4 hr concluding program: planning, implementing and reflection, Portfolio. 2 site visits minimum, 2 author presentations at schools, 1 author presentation at SJC, activity planning.
ED 100 Language Arts Practicum	12 hrs minimum	Observation, lesson planning, journal/reflection
ED 205 Science Methods in Elementary Education (Optional Service Learning)	10 hrs	4 two hour sessions at Portland Site, preparation for teaching, and reflection in oral and written form
EH 225 Writing Methods Practicum	15 hrs minimum	Observation, learning center, lesson planning, journal/reflection
ED 320 Reading Internship	54 hrs	8 hrs/week over 13 weeks: 4 teaching lessons, observation, small/large group work, reflective practice, portfolio
MA 325 Math Methods	15 hrs	5 one-hour math sessions at STRIVE in Portland; assessment, planning, and implementation of the plan.
ED 330 Math Internship	54 hrs	8 hrs/week over 13 weeks: 4 teaching lessons, observation, small/large group work, reflective practice, portfolio
ED 340 Mainstreaming Methods	5 hrs	Observations/reflection
ED 415 Student Teaching	600 hrs	Lesson, unit planning, journal, reflection, portfolio
ED 435 Special Education Internship	55 hrs	Journal, reflection, behavior plan, PET attendance
SE 110 Introduction to Sport, Physical Education and Exercise Science – Service Learning/observation	10hrs.	Guided Observation, small/large group work, reflective journal, and portfolio
SE 111 Introduction to Wellness (Optional Service Learning)	20 hrs.	Execute walking plan with the school through on site visits and on-line discussion
PE 315 Adapted Physical Education and Mainstreaming	25 hrs	Assessment, lesson plans, journal, portfolio
PE 303 Methods of Elementary and Secondary School Physical Education	Variable	Guided observation, lesson planning, implementation, assessment, reflection
PE 405 Applied Skills and Practicum	50 hrs	25 hours K-5 and 25 hours 6-12 Observation, lesson planning and implementation, reflection and portfolio
PE 408 Student Teaching	600 hrs	15 weeks;Lesson/unit planning, implementation, assessment, reflective journal, and portfolio
ED 440 Curriculum Design/Practicum/Secondary Education	37.5 hrs	Guided observation, classroom assistance, lesson planning and implementation, 10 focus papers reflective journal, notebook.
ED 445 Teaching Methods in Secondary Education	Variable	Guided observation and reflection
ED 450 Student Teaching/Secondary Education	600 hrs	Lesson/unit planning, implementation, assessment, reflective journal, portfolio

## UNIT STANDARD FOUR: DIVERSITY

Saint Joseph's College 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 work with diverse higher education and school faculty, diverse candidates and diverse students in P-12 schools.

Saint Joseph's College welcomes and values diversity for its campus community. In the 2006 NEASC five year report, the College reiterated its commitment to diversity in accord with its Mission and Core Values. The Mission states that Saint Joseph's College is liberal arts college "that nurtures intellectual, spiritual, and social growth in students of all ages and all faiths within a value-centered environment." Education at Saint Joseph's College takes place not just in the classroom, but through the total College experience. Our students live and learn on a diversity conscious campus. The students in the 4 year program are racially and ethnically diverse in nature. According to the College Enrollment report for the Fall 2006, 2.13% are self reported as African American, .48% Asian, .87% Hispanic, .19% Alaskan/American Indian. An additional 13.15% did not indicate Race/Ethnic Background. Therefore, our white/non Hispanic population is 83.17 % which indicates an overall more diverse community than Maine in general. While females out number males 64.51% to 35.49%, this is a trend in American Higher Education.

Providing for diversity among all programs of study for a small, parochial, private, rural college is both challenging and critical to student experience. The college provides multiple opportunities and forums for faculty and students to enhance their cultural and ethnic perspectives.

Intercollegiate athletics is one way students, faculty, staff and alumni of Saint Joseph's College come together in support of "school spirit" and round-out the concept of creating a diverse college campus setting. Intercollegiate athletics satisfies its educational role by complementing classroom instruction with experiences that among others allow for:

- Social development by learning such things as teamwork, self-discipline, group dynamics, and adherence to rules and regulations
- Opportunities to broaden one's education through travel
- Cultural exchange with team members of differing nationalities and ethnic backgrounds.

Service learning is another way for our students to experience diversity. Saint Joseph's is a leader in the field of 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, staffed a rural food pantry, and mentored middle school children who needed extra help. For example, Elementary education students enrolled in Science Methods in Elementary

Education, provided science activities to students at one of the academic centers supported by Portland Housing Authority.

Campus Ministry sponsors the Spring Work Fest mission trips each year to areas such as: Appalachia, inner city New York, Philadelphia, Baltimore, and a Native American reservation in Maine. Students and faculty also participate in a variety of service projects that include international experiences in Haiti, Guatemala, and the Dominican Republic. Faculty and students who participate in these trips return as changed individuals and share their experiences with the campus community in presentations, discussions, and dialogue.

The Ad Hoc Cultural Affairs Committee of the Faculty Senate sponsors lectures and programs on a wide variety of topics. Ethnic immersion evenings have enabled the campus community to experience other cultures. For example, the Evening in Japan program included a Japanese dinner, Japanese folk songs preformed by the college's concert choir, a tea ceremony, and presentations on Japanese baseball and haiku. In addition, panel discussions ranging from Global Warming, to the war in Iraq, to Election Year Issues provide the campus community a forum for lively discussion around current cultural issues and their implications. The Distinguished Lecture series has provided relevant learning opportunities in the areas of capital punishment and immigration.

The Student Government Association sponsors many clubs and organizations that provide community outreach intended to enrich students understanding of the world around them. Outreach involving children and families from surrounding communities, work at the soup kitchens, and tutoring/mentoring opportunities provide concrete real-world experiences that impact students understanding and respect for our diverse world.

As mentioned earlier, providing for racial and ethnic diversity among teacher education programs for a small, parochial, private, rural college in a state that is primarily of European descent is challenging and yet critical to the education student's experience. We are committed to providing our candidates with opportunities in and out of the classroom, within the constraints of our geographical and cultural situation, which will enable them to provide educational experiences necessary to help all students learn. The faculty in the education department brings to its students a rich history of teaching in diverse populations. Many of the current faculty have taught throughout the United States. Students benefit from professors who model diversity understanding from a multi-faceted perspective. All of these varied exposures increase student knowledge and appreciation of diversity in all its definitions. We believe that good teaching and diverse teaching are synonymous.

Courses offered in education are grounded in theory regarding diversity. While Educational Psychology, Mainstreaming, and Adapted Physical Education attend to students with individual needs, most education courses include teaching modifications for a wide spectrum of learners and provide additional diversity experiences through a variety of means that include: guest speakers, special education law, international dance, and required implementation of multicultural literature.

The rich theoretical discussion of diversity is supported by opportunities that bring our students face to face with the socio-economic status, ethnic and cultural diversity of the region. 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.

Students with individual needs are specifically addressed through clinical experiences in the Special Education Internship and Adapted Physical Education and Mainstreaming. In addition, the departmental lesson plan requires student to address the accommodations needed for learners.

As we have stated, Saint Joseph's College is a community that enhances understanding of differences among people by providing a variety of opportunities through programs that highlight our natural, racial, ethnic and socio-economic diversity, coupled with clinical experiences that expose our students to diverse populations and strategies for all.

**Teacher Education Department  
Diversity Preparation and Integration**

	<b>Textbook</b>	<b>Guest Speakers</b>	<b>Student Presentations</b>	<b>Class Discussion/Lesson</b>	<b>Video, film, DVD, etc.</b>
<b>Elementary Education Courses</b>	ED 100*	ED 100*	ED 100*	ED 100*	ED 315
	ED 200	ED 205	ED 325	ED 200	PY 212*
	ED 205	ED 335	ED 335	ED 205	GG 201
	ED 315	ED 340	ED 420	ED 315	
	ED 323	ED 420	ED 430	ED 325	
	ED 335	ED 430	EH 113	ED 330	
	ED 340	GG 201	EH 225	ED 335	
	EH 113	MA 325	GG201	ED 340	
	EH 225	PY 212*	PY 212*	ED 415	
	GG 201			ED 420	
	MA 325			ED 425	
	PY 212*			ED 430	
				EH 113	
			EH 225		
			GG 201		
			MA 325		
			PY 212*		
<b>Physical Education Courses</b>	PE 303	PE 315	PE 303	PE 313	PE 303
	PE 315		PE 315	PE 315	PE 315
	PE 316		SE 110	PE 316	SE 110
	SE 110		SE 203	PE 320	
	SE 111			PE 407	
	SE 203			SE 110	
			SE 203		
<b>Secondary Education Courses</b>	ED 340	ED 445	ED 440	ED 340	
	ED 440	ED 340	ED 445	ED 440	
	ED 445			ED 445	
			ED 450		

## **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 systemically evaluates faculty performance and facilitates professional development.

### **FACULTY QUALIFICATIONS**

Seven full-time faculty are directly engaged in the Teacher Education programs at Saint Joseph's College. There are four in Elementary Education, two in Physical Education and one in Secondary Education. In addition, a half-time position supports the field-based components of the elementary and secondary education programs. All Teacher Education faculty have extensive academic experience beyond the master's degree and five have earned doctorates and one is a doctoral candidate. All elementary and secondary education faculty have K-12 teaching experience and maintain close ties to teaching and learning practices in the K-12 classroom. All faculty in the unit are involved in professional organizations and in professional development ensuring currency in their respective fields.

The programs in Elementary Education, Physical Education, and Secondary Education and are staffed with the following full time and part time faculty.

#### **Full/Half Time Faculty:**

Associate Professor of Education, Karen Lemke, Ed.D.  
Associate Professor of Physical Education, Sue Kelly, Ed.D.  
Associate Professor of Education, June Marshall, Ed.D.  
Assistant Professor of Education, Cynthia Mowles, Ed. D.  
Assistant Professor of Education, Janice Rey, Ed.D.  
Instructor in Education, Kathleen Clements, M.S.  
Instructor in Education, Peter Connolly, M.S.Ed.  
Instructor of Education, Thomas Dann, M.S.

#### **Contributing Saint Joseph's College Faculty:**

Associate Professor of Psychology, Nina Edulgee, Ph.D.  
Assistant Professor of Music, Paul McGovern, D.M.  
Instructor of Art, Scott Fuller, M.F.A.

#### **Adjunct Faculty:**

Lisa Ahearn, M.S.	Michael Arsenault, M. Ed.	Gary Stevens, M. Ed.
Sue Austin, MSW, LCSW	Ralph Dean, M.S. Ed.	Karen Licht, M.S.
Steven Connolly, M. S. Ed.	Robert Goddard, M.S.	
Joni Merrill, M.S. Ed	Sr. Maura Murphy, M.S.	
Norma Richard, M.S. Ed.	Jeffrey Riddle, B.S.	
Mary Ellen Schaper, M.S. Ed.	David Tanguay, B.S.	
Dale Wilson, M.S. Ed.	Tiffany Miller-Gagnon, M.S.	

Additional faculty members participate in instructional delivery through the Core curriculum, liberal arts courses and electives. Vitae are available for all faculty members.

### **Regular Involvement in the Field**

Faculty participate at the local, state, and national level in organizations related to their fields. Education faculty maintain an extensive partnership network with local K-12 schools. New affiliations are developed with K-12 principals and teachers during practicum experiences and during student teaching supervisions. Ongoing and evolving partnerships, in-service teaching, classroom instruction and service learning provide opportunities to develop and maintain regular involvement in the teaching field.

### **Policies for Selection, Retention, and Promotion**

At Saint Joseph's College faculty are expected to be effective in the areas of teaching, scholarship, and professional activity and service to the College. The *Faculty Handbook* approved by the Board of Overseers in 2000 and amended in 2006 clearly frames the guidelines for the selection, retention, and promotion of faculty. Faculty are evaluated on a yearly basis. In addition to formal evaluation of performance, teacher education faculty engage in reflection on their practice through a professional development plan. Each year, faculty outline their goals for the forth-coming academic year in their plan. At the end of the academic year, they write a reflection on their performance as they look forward to the year ahead. The process of planning, action, and reflection are infused throughout the Teacher Education Department for all stake-holders. The faculty models the process for the students.

## **FACULTY PERFORMANCE**

### **Instructional Techniques**

Faculty have a thorough understanding of the content they teach. Their teaching reflects the College's Mission, the department's conceptual framework, research, theories, and current developments in their teaching areas. Class size is typically between 20 and 25 students, enabling several courses to have practicum requirements with placements in local K-12 classrooms. Numerous methodologies are modeled in the teacher education program including lectures, discussions, small group work, cooperative and collaborative groups, student presentations, workshops, seminars, and service-learning opportunities. Equity and respect for diversity is a vital part of all education courses, where both content and practice examine how to effectively reach all learners. A more thorough discussion of the unit's instructional methods and integration of Maine's Learning Results and the Ten Initial Teacher Certification Standards is found in Standard One.

Technology plays a pivotal role in the teacher education program. Within the Elementary Education program, students are required to take a course in Instructional Technology. In

addition, various forms of technology are incorporated into coursework in all three programs. These forms include experiences with Microsoft Office 2003, on-line communication and research, use of email, use of WebCT, inclusion of web page bulletin boards, video and audiotapes. Alfond Hall provides wireless access to the Web in all classrooms. In addition, beginning in 2005, all students are encouraged to purchase and use laptop computers. Ultimately, all first year students will be required to have a laptop computer.

In addition to teaching, faculty provide service to the college and broader communities that are consistent with the unit's mission. Over the past five years, Education faculty have served on the following committees and/or in the following advisory roles within the College:

President and Vice President of the Faculty Senate  
Recording Secretary of the Faculty Senate  
Service Learning Advisory Committee  
Application Days Programs/Admissions  
Graduate Education Policy Committee  
Institutional Review Board/ Chair  
Faculty Athletic Representative to the National Collegiate Athletics Association  
Academic Athletic Committee/Chair  
Educational Policies Committee/Vice Chair  
Student Affairs Committee/Chair  
Educational Standards Committee  
Student Education Association of Maine Organization/Advisor  
State Board of Education Reaccreditation Team  
Year One advisor  
Superkids Advisor  
Writing Across the Curriculum Committee  
Rank and Tenure committee

External to the college and in support of their disciplines the faculty have served on the following committees/advisory roles or as members of the following organizations:

Maine Education Association  
National Education Association  
Maine Principals Association  
National Association of Secondary School Principals  
Member of Executive Board for Maine Council of Social Studies  
Advisory Board for the Margaret Chase Smith Library and Learning Center  
Maine State Police Scholarship Committee  
American Educational Research Association  
Maine Science Teachers Association  
National Council of Teachers of Mathematics  
Maine Association of Science Teacher Education  
Maine Association of Health, Physical Education, Recreation, and Dance

American Alliance of Health, Physical Education, Recreation, and Dance  
Windham Human Resource Advisory Committee  
International Reading Association  
Maine Reading Association  
National Council for the Teachers of English  
Mother/Daughter Book Club, Grades 4-8, Gorham School District  
Volunteer American Red Cross First Aid/CPR Instructor  
Maine Campus Compact, Service Learning in Higher Education  
Sweetser Series, Cultural and Education Programs  
Council for Exceptional Children  
Association for Supervision and Curriculum Development  
The Thomas B. Fordham Foundation  
Maine Administrators of Services for Children with Disabilities  
New England Reading Association  
Maine State Leadership Team/ Put Reading First  
Higher Education Literacy Task Force

## **UNIT 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 unit standards.

### **ORGANIZATION**

Since the last review, the College reorganized the administrative structure of its pre-professional education preparation programs. In 2003, a Director of Teacher Education was appointed to oversee the Elementary Education, Physical Education and Secondary Education programs. In this capacity, the Director's role is to ensure that there is efficient communication between the programs, with the administration of the college and with all regulatory agencies including the Maine State Education Department and the Federal Government. The Director of Teacher Education is responsible to the Vice President for Academic Affairs and Dean of the College. We recognized that while each of our programs espouses the same outcomes we approach the accomplishment of those outcomes in different ways due to the unique nature of our disciplines. In light of this, three Chairs (Elementary Education, Physical Education and Secondary Education) were appointed to oversee the implementation of the outcomes on a programmatic basis. Sue Kelly is the interim Director of Teacher Education and Chair of the Physical Education Department; Kathleen Clements is the Chair of the Elementary Education Department and Cynthia Mowles is the Chair of the Secondary Education Department.

This year for the first time each department has its own program budget. In the past, all education department funds were dispersed through the Director of Teacher Education. We believe that for each program to attain autonomy, it must have a separate budget. In this first budget cycle, the funds were divided among the three programs based upon actual expenditures from the previous year. We will adjust the lines as needed through the academic year and based on an assessment of the expenditures at the end of the fiscal year 06/07 make recommendations to the Vice President for Academic Affairs for the 07/08 budget cycle. The overall budget for the Teacher Education Department is in line with departments of similar size and mission.

### **FACULTY WORKLOAD**

Faculty teaching workloads at the College are consistent with its size and type. Teaching duties for full-time faculty members include a maximum of twelve credit hours each term. Ordinarily, education faculty teach two four credit courses and supervise 5 to 7 student teachers. In semesters in which there are fewer student teachers, faculty may teach an additional 4 credit course or supervise practica and internships as part of their teaching load.

Student advising is a significant ongoing responsibility. Each faculty advises approximately 20-50 students in the Elementary and Physical Education Baccalaureate

Programs. The Secondary Minor oversees in excess of 50 advisees. Education students are advised twice a year prior to registration for the next semester and on an individual as needed basis. Progress through the program is noted for each student using the gateways outlined in Standard Two.

## **FACULTY DEVELOPMENT**

Faculty are expected to engage in scholarly work in their fields of specialization as part of their responsibilities to the college. The college supports their efforts in three direct ways: funding for research and conference presentations from the Faculty Development Committee, funding for membership in professional organizations, and through a Scholarship and Teaching Award program.

The Faculty Development Committee provides funding for support of scholarly endeavors up to \$1000.00 per faculty per year. Education faculty who have participated in the program over the past five years include:

Sue Kelly: Presentation at the National Association for Physical Education in Higher Education on Service Learning; presentations on service learning and on advocacy in physical education at Maine Association for Health, Physical Education, Recreation, and Dance conferences.

June Marshall: presentations on character education and effective pedagogical techniques at American Society for Engineering Educators conferences.

Janice Rey: presentation and participation in the Maine Science Teachers Association; support for research project in Reflective Practice; participation in the Maine ASCD Conference.

The faculty at Saint Joseph's College are entitled to \$150.00 to support membership in professional organizations. All education faculty utilize these funds to enhance their professional activities.

In 2001, Dr. Sheridan, Vice President for Academic Affairs and Dean of the College, instituted a three tiered Faculty Scholarship and Teaching Award program. The awards vary from year to year because they are tied to the overall academic budget for salaries. Tier One is a +/- \$2000 award given to three faculty who have made an outstanding contribution. Tier Two is a +/- \$1000 award given to 6 faculty who have made a significant contribution. Tier three is a \$500 award given to eight faculty for their contribution. Each award is added to the salary of the recipient.

Education faculty who have received a Scholarship and Teaching Award include:

Sue Kelly – tier three 2003

June Marshall – tier two in 2002 and tier three in 2000

Research interests of the education faculty include:

Kathleen Clements: Comparison of faculty and student knowledge and perceptions of postsecondary disability services, special education legislations and the ability for students to access related services in postsecondary education, and the changes between IDEA 2004 and the ADA requirements at the postsecondary level.

Sue Kelly: Service learning in sport and physical education, and sport and recreational opportunities for adults with disabilities.

Karen Lemke: Book in progress on the 79<sup>th</sup> Congress (1944 – 1946) from the perspectives of the 10 female representatives elected to that Congress.

June Marshall: Literacy, character/ethics education, teaching and learning and service learning.

Cynthia Mowles: Children's literature – Book construction as a means to enhance reading interests; using children's authors and illustrators to increase knowledge of literature by local school children and college students.

Janice Rey designed a four year incremental framework and a reflective protocol for use with pre-service teachers. The framework was implemented last year. This research project will continue for the next three years to identify the best place in the teacher education program for implementation. It will also look at sustainability after graduation.

## **RESOURCES**

Saint Joseph's College and the education unit have initiated positive transformations since our program approval visit in 2002. The campus has undergone a significant change with the opening of Alford Hall in the fall of 2004. This four-story academic building houses 32 classrooms, 50 faculty offices, four computer labs, and a 250-seat auditorium. Through the Davis Foundation, the education department has a dedicated teaching classroom, which is outfitted with state-of-the-art teaching technology, materials and supplies. Most education faculty now have their own private office adjacent to each other in the new building. This has greatly facilitated communication between both faculty and students.

The Trinity College library collection acquired in 2001 has been completely integrated into the Saint Joseph's College collection. This brings an additional 67,000 volumes to the SJC collection. In education, the Trinity collection added 4,165 volumes with the addition of 1,960 in the Children's Literature collection, 2,205 in the general Education collection and 1,800 in the Curriculum collection. The total collection to date is 5074 volumes in the general Education collection and 4148 in the Children's Literature collection. In order to facilitate the use of these collections, the library has relocated both the Children's literature and Curriculum collections to the front of the facility and has also provided tables and study carrels for faculty and student use.

Saint Joseph's College makes extensive use of instructional technology in its academic programs and of administrative technology in support of its operations. The Office of Information Systems supports and maintains administrative and information technology services and resources for the College. The Office is responsible for all aspects of information technology, including training of staff and faculty, academic and administrative computing, telecommunications, media services, on-campus help desk, cable TV, and the voice/data/media infrastructure to support these activities.

In the academic arena, Information Systems supports the extensive use of Web-CT, a course development application program running on a dedicated server. An instructional designer works with the faculty of the Four-Year College to promote the use of Web-CT. At present, all freshman courses utilize Web-CT and the faculty are trained in its use. In addition, several upper level courses in Elementary Education and Physical Education utilize WebCT. A College wide goal is to have all courses utilize Web-CT by 2008-09. Starting in the fall of 2005, all incoming students have been strongly advised to bring to campus laptops which meet prescribed specifications. Such laptops will be fully supported by Information Systems. In addition, faculty are being equipped with laptops as older desk top computers are replaced. All classrooms in Alford Hall have wireless access to the internet and most classrooms are equipped with computers and overhead projection units.