



Teacher Education Program
Self Study Document

Submitted To: State of Maine, Department of Education

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Introduction to Unity College

Unity College is an independent, four-year, private liberal arts college, with 545 students. It is located in rural Waldo County in the mid-coast area of Maine. The College is known as “America’s Environmental College” as all academic programs are focused on the environment and natural resources. The mid-coast Maine location is ideal as there is easy access to a wide variety of ecosystems that serve as the field laboratories for the degree programs: from ocean to coastal wetlands, inland wetlands, farmland, forests and mountains. By focusing on environmental majors, Unity College combines the advantage of being a small college with the advantage of having a large group of students with similar interests.

Unity College is emerging as an exemplary environmental college. We educate a diverse population of students, including many underserved students, to engage in stewardship, sustainability, and conservation. The College offers a practical, real-world approach to education, meeting the needs of both the contemporary student and science-based environmental professions.

The college currently offers a Bachelor of General Studies degree, two Bachelor of Arts degrees in environmental humanities and environmental writing, and 17 Bachelor of Science degrees. All students, regardless of the degree choice, participate in the *Environmental Stewardship Core Curriculum*; an interdisciplinary course of study delivered over a student’s four-year enrollment. The courses include The Unity Experience, Perspectives on the Environment, Human Ecology and Culture and the Environment.

History of the Teacher Education Program

For over ten years faculty at Unity College deliberated upon the idea of implementing a teacher education program at the college. The first official recommendation was submitted by a small four-person committee in 1994. It was deemed as not economically viable for the college to pursue at that time and was put on hold. Then, in early 2002, environmental education professor Dave Oakes assembled a second teacher education committee to re-explore program viability at Unity College.

Thus, a dialogue began with the State Department of Education about certification requirements. Following an initial review of the college curriculum, it was determined that the college needed to have more methods courses put into place to fill out the educational offerings. Initially the committee was exploring an academy model (hiring master teachers as education adjuncts) and deciding upon what certification options to offer. Key stakeholders determined that Unity’s science-rich curriculum and its innovative, student-active pedagogy would combine to offer a useful complement to the institutions presently offering teacher certification. At the end of spring semester 2002, a

report was delivered to the president outlining recommendations to move forward with phase I of the program, transcript analysis.

The following year implementation plans moved forward; developing course syllabi, finding a program director to spearhead implementation efforts and hiring a part time assistant director.

Certification through transcript analysis began in 2003. The college also hired an education consultant, Christine Anderson Morehouse, to facilitate the implementation of phase II, program certification through the Department of Education. She worked with the teacher education committee to align courses with the standards and develop assessment tools.

Last year was a year full of accomplishments for the program. Partnerships were finalized with MSAD 3 and Nokomis High School, the conceptual framework was developed and the teacher education student handbook completed. In addition, the College also hired a full time professor in science education.

The Teacher Education Program: The Conceptual Framework

The conceptual framework guides the development of the program within the larger context of the mission of Unity College. The mission of the College, and Teacher Education Program is further reinforced by the mission and structure of the General Education Program.

Unity College Mission

Unity College is a small, private college in rural Maine that provides dedicated, engaged students with a liberal arts education that emphasizes the environment and natural resources. Unity College graduates are prepared to be environmental stewards, effective leaders and responsible citizens through active learning experiences within a supportive community.

At Unity College, the General Education Program is comprised of the Environmental Stewardship Curriculum, and the Disciplinary Core (p38-39 2006-2007 College Catalog). This curriculum is designed to teach important academic skills, knowledge and dispositions through interdisciplinary and more traditional courses that stress the connections and inter-relatedness of the various disciplines that comprise environmental studies.

The General Education Curriculum is comprised of two parts, the Disciplinary Core and the Interdisciplinary Core. The Disciplinary Core is designed to provide students with a diverse, base knowledge in the breadth of academic fields.

The second part of the Environmental Stewardship Curriculum is the Interdisciplinary Core. The Interdisciplinary Core is a unique and essential feature of a Unity College education. It is this core of four courses that provides the basis for developing environmentally knowledgeable and socially involved citizens. This series of courses is designed to progressively develop students to be engaged community members (The Unity Experience), effective organizers (Perspectives on Environment), committed citizen-scientists (Human Ecology) and inspired environmental leaders (Culture and Environment).

The Environmental Stewardship Curriculum was developed as part of an overall analysis of the vision and mission of Unity College. Implementation began in Fall 2002. A review was conducted in 2003 which resulted in shifting the first core course from a topic-based first year seminar (Perspectives on Nature) to a Unity-specific college success course (The Unity Experience). Another review was begun in 2006 and continues. Recommendations include continuing to reorganize the Environmental Stewardship Core along the development model piloted successfully in The Unity Experience.

The hope and promise of teacher education at Unity College lies in its deep connection to our institutional mission. At Unity College, through hands on methods, we educate dedicated and engaged students for a lifetime as environmental stewards and active

citizens. The Unity College General Education Curriculum fosters engagement, features powerful experiential education and guarantees breadth in the environmental sciences, humanities and social sciences. The Unity College Teacher Education E3 Conceptual Framework applies our institutional commitments to the specific task of teacher training. This framework is intended to complement the mission of the College, while preparing highly qualified teachers to be educational leaders. It serves as the touch stone for overall program development and curriculum for individual courses.

Unity College Teacher Education Program

Vision

The Unity College Teacher Education Program will thrive as a recognized leader of certification programs preparing environmentally aware, experientially oriented and personally engaged teachers.

Mission

The Unity College Teacher Education Program prepares dedicated students for professional practice as engaged and environmentally aware experiential educators. Graduates of the Program are qualified for certification as secondary science teachers in the state of Maine.

Conceptual Framework E³ : Experience, Engagement and Environment

E3: Experience, Engagement and Environment—Institutional research (National Survey of Student Engagement and STAMATS marketing research) shows that Unity’s great strengths as an educational institution are our people, our experiential pedagogy and our commitment to the environment and environmental programs. The Unity College Teacher Education Program is built on the strength of these core values. Hands on/minds on teaching and learning experiences are modeled, evaluated and compared with complementary pedagogical practice. The Teacher Education Program embraces personal involvement in program, institution and community as a building block to lifelong professional commitment.



At Unity College we believe that learning happens most powerfully when effective people are deeply involved with the natural world, their communities and each other. The Unity College Teacher Education Program *E³ Conceptual Framework* translates Unity College’s singular educational and environmental mission into a practical programmatic philosophy. The *E³ Conceptual Framework: Experience, Engagement and Environment* guides the development, describes the commitments and provides the inspiration for the Unity College Teacher Education Program.

Experience (Program and Pedagogy)

Unity College students expect hands-on/minds-on, practical and authentic learning experiences. The Teacher Education Program is committed to delivering a program that not only employs experiential learning strategies, but also examines and evaluates experiential teaching and learning as pedagogy.

Unity College Teacher Education Program faculty, staff and students...

- Collaborate to create a supportive, authentic and exploratory learning community;
- Investigate, plan and employ diverse styles, strategies and philosophies of teaching and learning;
- Value early and ongoing professional practice, project-based learning, constant feedback and continual reflection.

Engagement (People and Professionalism)

Unity College enjoys a culture of participation that encourages a high degree of involvement and responsibility. As members of the Teacher Education Program, students are treated as professional partners in teaching and learning and demonstrate the highest character in the classroom and in life.

Unity College Teacher Education Program faculty, staff and students...

- Are dedicated, collegial and empathetic professionals;
- Fulfill moral, legal and professional obligations;
- Celebrate diversity, commit to service and engage community;
- Value and engage in purposeful teaching and learning;
- Keep pace with technological and professional developments.

Environment (Place and Purpose)

In keeping with our mission, all Unity College students are prepared to live lives of Environmental Stewardship. By extension, Teacher Education Program members value the environment, nature and place as both ecological and pedagogical resources.

Unity College Teacher Education Program faculty, staff and students...

- Are environmentally aware citizens who apply insight and information to teaching and to life;
- Utilize the natural world as a laboratory and understand the educational value and power of place;
- Deliberately set and evaluate the intellectual, physical, emotional and social conditions that facilitate learning.

Philosophical base

The conceptual framework of the Unity College teacher education program is grounded in Dewey, Haun and contemporary science educators such as Bybee. We embrace Dewey's position that education should be more than the teaching of facts without context or "continuity" (Dewey, 1938). Facts should be taught within the context of development and application. Also, it is imperative that these skills and knowledge be integrated into their lives as involved citizens (McDermott, 1981). One facet of Dewey's

philosophy of instrumentalism was the belief that “truth is an instrument used by human beings to solve their problems” (White, 1943). The application of this philosophy is evident in the service learning experiences of the Integrated Core of the Environmental Stewardship Curriculum and the integrated field experiences of our Education Core classes.

It is from the work of Dewey and Piaget that the ideas of constructivism emerged. The core of constructivism is that learners develop new knowledge through active construction and organization of knowledge (Good and Brophy, 1997). Combined with the awareness that students do not arrive as empty vessels, but come with prior experience and knowledge, teachers must present students with situations where they are expected to use their prior knowledge and confront their existing conceptions to develop new knowledge organized in rich schema (Donovan, Bransford, Pellegrino, 1999). This mode of teaching is advocated by the National Science Education Standards (NRC, 1996) and modeled by faculty at Unity College.

If Dewey provides the active-learning backbone of Unity College pedagogy, Kurt Haun speaks to the faith present in the Unity mission and our E³ Conceptual Framework. Without necessarily embracing the more metaphysical elements of his philosophy, Unity teacher education faculty are committed, as was Haun, to an optimistic humanism—a view of children and adult learners that demands more by insisting that there’s more to you than even you know. In addition, Unity College is a place where an environmental education is offered not only as vehicle for social and global change, but also as a means for personal transformation and character development. This faith is embodied in the work and person of our college president, Mitch Thomashow (*Bringing the Biosphere Home* and *Ecological Identity*).

Roger Bybee describes a hierarchy of science literacy, beginning with nominal and functional levels of literacy in which a person memorizes and can identify basic terms and concepts but has little personal experience with the concepts and frequently has misconceptions about the nature of the concepts. From this entry level, people progressively develop more complex understanding until a multidimensional level of literacy is reached. At this level people understand relationships between science concepts from a range of science disciplines, their history and society (BSCS, 1993, Uno and Bybee, 1994). We recognize that the progression from nominal to multidimensional literacy is not simply a matter of pumping in more vocabulary without context or Dewey’s “continuity”. It is necessary to provide a rich variety of experiences in a range of meaningful contexts or environments. We embrace this goal for our teacher education program, and see it developed through the structure of the Environmental Stewardship curriculum, particularly in the Interdisciplinary Core. We emphasize the ability to connect science and teaching with the larger community through several avenues. These avenues include focused observation and application in our education core classes, the project based instruction frequently applied in the science content classes, and through opportunities to provide science outreach to the larger community through our partner schools and the Vibrant Community program. Again, experience, engagement and the environment are central to the curriculum throughout the students’ time at Unity College.

Knowledge base

The conceptual framework, the 10 Maine Standards for Teacher Certification, the Maine Learning Results, and selected national documents form the basis for establishing the knowledge base expected of all teachers. The importance of a solid knowledge base in both pedagogy and content is well established in the literature (Schulman, 1986, Schulman, 1987, Ball and McDiarmid, 1990). Schulman (1986) referred to the ability to apply professional and content knowledge to specific teaching situations as pedagogical content knowledge. The breadth and depth of knowledge required by the skilled novice practitioner is debatable, but the integration of content knowledge, skill in application of teaching, and knowledge of context is central to developing teachers at Unity College. We are using a combination of local and national documents to form the basis for this knowledge. The Benchmarks for Science Literacy (AAAS, 1993) National Science Education Standards (NRC 1996) and the Maine Learning Results for Science and Technology are all used as guides for content selection.

The content curriculum and the Environmental Stewardship Curriculum supports the conceptual framework through a strong tradition of using the local environment for teaching. Project based instruction, using investigations of local systems provides engagement with the content and connection to the local environment. Presenting the project results each semester at a campus poster night, provides experience sharing knowledge in a quasi professional setting. Faculty and students demonstrate their commitment to the broader community, including K-12 schools, through extensive outreach and service learning projects. (Appendix 1) This model of combining depth of content, presented in context of place, and integration within and across content areas is strongly supported in the literature (Louv, 2005, Lieberman and Hoody, 1998, Sobel, 2005, Novak and Gowin, 1984, Bransford, J.D., Brown, A.L., Cocking, R.R. (Eds), 2000).

An integral part of the Unity College teacher education program is extensive field experience and reflection on the experiences. Embedded in the core education classes are focused field experiences. Along with these are two extensive practicum classes leading up to student teaching. This model is based on the premise that people learn best by being active participants in their learning, having the opportunity to apply their learning in meaningful ways, and reflecting on these experiences (NRC, 1996, Brophy, 1983, Lieberman, and Hoody, 1998).

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2.1 UNIT 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 Maine Department of Education Regulation Chapter 115.

Teacher Candidate Preparation

Unity College develops teachers who are “dedicated students [prepared] for professional practice as engaged and environmentally aware experiential educators.” (TCP Mission Statement) The academic program, anchored in the general education program, is designed to “help a student develop coherent ideas and effective commitments regarding self, other, community, environment, and life work. Unity College cultivates discerning individuals characterized by intellectual and moral curiosity, open-mindedness, and informed action.” Our E³ conceptual framework provides an organization for accomplishing this. This framework of experience, engagement and environment establishes a context for learning and development.

An integral part of the preparation of teachers at Unity College is the Environmental Stewardship Curriculum. This program, required of all students, is designed to teach important academic skills, knowledge and dispositions through interdisciplinary and traditional courses that stress connections and inter-relatedness of the various disciplines that comprise environmental studies. Together with professional degree requirements, these courses prepare Unity graduates for leadership roles in solving environmental issues and education. The Environmental Stewardship Curriculum is comprised of two components, the Disciplinary Core and the Interdisciplinary Core (Table 1). Together these courses prepare students to:

- **Reason creatively, ethically and critically**
- Communicate effectively and purposefully
- Become environmental stewards and responsible citizens
- Make interdisciplinary connections
- Understand and participate in the workings of community

An integral part of the Interdisciplinary Core is to help develop students with a responsible environmental ethic who are actively involved citizens. This is accomplished through service learning and critical analysis of contemporary and historical case studies. (See course descriptions, p 99 2006-07 Catalog, and course syllabi in Artifacts collection)

The outcomes for the Interdisciplinary Core include:

- Graduates will be informed stewards of the environment.
- Graduates will be familiar with methods of inquiry appropriate for use in the sciences (natural and social) and in the humanities, their roles and limitations.
- Graduates will be able to communicate effectively.
- Graduates will be able to think critically.
- Graduates will understand and participate in the workings of community.

The Interdisciplinary Core is a unique and essential feature of a Unity College education. It is this core that provides the basis for developing environmentally knowledgeable and

socially involved citizens. These principles are further developed through the electives students take and their major area courses.

Table 1: Disciplinary Core Classes in Environmental Stewardship Curriculum

Disciplinary Core Classes	Interdisciplinary Core Classes
<ul style="list-style-type: none"> • EH 1113 College Composition • A Computer Science course • A Mathematics course • A Physical Science course • A Life Science course • A Humanities course • A Social Science course • An Arts course • An Oral Communication: <ul style="list-style-type: none"> ◦ PR 1023 recommended for Teacher Certification Candidates • Seminar, Internship, independent study, thesis, or academic field experience (student teaching meets this requirement for most majors) 	<ul style="list-style-type: none"> • IC 1113 The Unity Experience • IC 1223 Perspectives on the Environment • IC 2113 Human Ecology • IC 3113 Culture and the Environment

Admission and Retention within Teacher Education Program

Admission to Unity College is based on academic achievement, grade point average, class rank, essay, extracurricular and co-curricular involvement, work experience, special talents, and motivation to succeed. Unity College reaffirms the principle that all of its students, faculty, and staff have a right to be free from discrimination on the basis of race, creed, color, national/ethnic origin, gender, age, sexual orientation, religion, disability, veteran status, or other status protected under state or federal law.

For overall retention in the College, a sliding cumulative grade point average is used to determine if a student is maintaining a minimum satisfactory academic progress (Table 2).

Credit Attempted	Cumulative Grade Point Average
0-23	1.70
24-47	1.80
48-71	1.90
72 or more credits	2.00

Admission into the Teacher Education Program (TEP) is based on an initial Declaration of Interest. Retention is determined by academic progress and performance in designated courses. Students demonstrate their degree of engagement and the proficiencies they develop while involved in experiences in the TCP through grade performance, evaluations by cooperating teachers in field placements and development and evaluation of a performance portfolio designed around the Maine Teacher Certification Standards.

The TEP is designed to supplement the education of students within the broader mission of the College. Through selected coursework, students meet the State of Maine

requirements for either 7-12 Physical Science Certification or 7-12 Life Science Certification. The requirements of all Teacher Candidates include:

- Formal Declaration of Interest
- Passing both Praxis I and II. Praxis I must be passed prior to full admission into the program and taking Practicum I. Praxis II in the Area of Certification must be passed prior to student teaching (p 6 Teacher Certification Handbook [TCH]).
- Completion of the Professional Courses (Table 4) (refer to pp 8-10 TCH for Course Descriptions)
- Completion of 24 credit hours of either Physical Science or Life Science courses from the list of approved courses with a grade of C or better in all courses. (Table 3)
- Completion of the Professional Courses (Table 4) (refer to pp 8-10 TCH for Course Descriptions)

Table 3: Approved Science Courses to Meet Teacher Certification Requirements

Life Science Courses

AF 2112 Gross & Microscopic Anatomy of Fish	BI 3184 Freshwater Ecology/Limnology
AF 3114 Principles of Aquaculture	BI 3233 Ichthyology
AF 3113 Applied Fish Physiology	BI 3243 General Genetics
AF 3324 Fisheries Science and Techniques	BI 3273 Mammalogy
AF 3334 Fish Disease/Pathology	BI 3283 Ornithology
AF 4343 Fish Disease/Diagnostic Techniques	BI 3323 Conservation Biology
BI 1014 Biology I: Cellular and Organismal Function	BI 3464 Advanced Ecology
BI 1024 Biology II: Evolution and Diversity	BI 3654 Microbiology
BI 2004 General Ecology	BI 4IS3 Senior Thesis
BI 2033 Marine Biology	LH 3043 Arboriculture
BI 2303 Cell Biology	LH 3173 Plant Insects and Diseases
BI 2043 Dendrology	LH 3363 Soil Fertility
BI 2053 Systematic Botany	FY 3544 Silviculture
BI 3003 Research Methods and Design	FY 3794 Forest Management
BI 3133 Environmental Plant Physiology	WF 1001 North American Wildlife Identification
BI 3254 Comparative Animal Physiology	WF 2132 North American Wildlife
BI 3173 Animal Behavior	WF 2433 Wildlife Techniques

Table 3 (cont)

Physical Science Courses

CH 1104	General Chemistry	ES 3013	Oceanography (08)
CH 1114	General Chemistry II	ES 4544	Environmental Analysis
CH2324	Organic Chemistry		
CH 2334	Analytical Chemistry	GL 1003	Physical Geology
PS 2303	Physics	GL 1013	Weather and Climate
PS 2313	Physics II	GL 2003	Geology of Environmental Problems
		GL 3433	Soil Science: Principles and Applications
		GL 3044	Surface and Groundwater Hydrology

Table 4: Professional Education Core Classes

Course Title	Individual Field Experience Hours
Ed 2014 Foundations of Education	12
Ed 2102 Education Field Practicum I	25
ED 2113 Instruction and Evaluation Design	5
ED 3122 Education Field Practicum II	25
ED 3223 Curriculum Development and Assessment	
ED 3333 Education for Exceptional Children & Youth	10
ED 3444 Teaching Science in the Secondary Schools	12
PY 1003 Introduction to Psychology for Teaching and Learning	
PY 2013 Human Development	8
PY 3123 Educational psychology	Full time in the school
IN 4912 Senior Internship: Student Teaching in Secondary Science	

The Professional Education classes are anchored on three converging tracks of experiences. The first track is a set of experiences that takes place within general education core classes and the Profession Education classes of Unity College. These classes develop the attitudes, general knowledge base and the theoretical basis for becoming an excellent educator. The second track is a set of focused experiences that are integral parts of many of these courses. These 46 hours of focused field experiences give the students the opportunity to observe authentic settings and apply the knowledge, skills and behaviors they have been developing in the classroom. These focused field placements primarily take place in our partner schools. Some experiences take place in non-formal education settings. We believe this is an important aspect of our TEP because it allows our students to see how science education is part of a system that extends beyond the classroom and that all of these work together to develop knowledgeable, scientific and environmentally literate citizens. The third track is a series of progressive involvement experiences that provide the opportunity for the student to become actively involved in the classroom and to apply the skills observed and learned about in the first two tracks. This final track is made up of ED 2102: Field Practicum I, ED 3122: Field Practicum II, and INT 4912: Internship – Student Teaching. These experiences provide an additional 50 hours of field experience prior to student teaching, that engage the student in authentic settings within a supportive learning environment. The core idea of

this sequence is to provide the student with the opportunity to progressively become more involved in the classroom, supporting confidence and skill development.

There are currently seven students who have filed a Declaration of Interest and taken at least one education class. Two students have graduated and received certification through transcript analysis. Provisional admission to the program is based on a Declaration of Interest and passing the Praxis 1 exam. Students are granted full admission after successful completion of Practicum I, completing a minimum of 16 hours of either life or physical science with a GPA in science courses equal or above 2.5 and completion of a minimum of 14 hours of professional education classes, (pp 8-10 TCP Handbook) with a minimum 2.5 GPA in these courses. Continuation in the program is maintained by successfully completing certification requirements, including presentation of the developing portfolio to the Teacher Education Committee prior and at the conclusion of student teaching.

Following announcement of the certification program in the Fall of 2004, there was an initial spurt of students filing Declaration Interests. This was followed a year later by a group of students withdrawing from the program. In follow up interviews, the most common reasons for withdrawing were changes in career goals and realization that obtaining certification would require 2-3 extra semesters of school, depending on their majors and where they were in their programs. Since the initial turmoil, there has been a decline in withdrawals. Of the nine students filing the Declaration of Interest in the last three semesters, two have withdrawn from the program, one because of academic suspension and one student passed away. A summary of the number of students having filed Declaration of Interest can be seen in Table 5.

Table 5: Number of Students Filing Declaration of Interest in Teacher Certification Year

Year	Number Declaring	Graduating	Withdrawn	Total in Program
Fall 2004	13			13
Spring 2005	5	2		16
Fall 2005	1		6	11
Spring 2006	4		5	10
Fall 2006	4		1	13

Advising and monitoring of progress

Advising of students is done through consultation between the students’ academic advisors and the Director of Teacher Education. Beginning in the Spring of 2007, a conference between the Director of Teacher Education, the academic advisor, and the student will be held as soon as possible following receipt of the Declaration of Interest. The purposes of this conference are to open and maintain communication between the Teacher Education Program, the student and the academic advisor, and to ensure that all parties involved in advising are familiar with the certification process and requirements.

After filing a Declaration of Interest, students establish a plan of study. In the first two years of transcript analysis, students have been entering the program as late as their junior year. However, the majority of students are declaring in their sophomore year and begin taking the education core courses during that year. The preferred sequence of the education core can be seen on p 44 of the TEH.

As students near completion of their professional education classes and the required 24 credit hours of either life or physical science, they apply for student teaching. Candidates seeking certification must formally apply for student teaching placements in the public schools, and they are required to give the TEP office a minimum of three months notification. Applications are necessary for candidates expecting to student teach, and applications must be approved by the Teacher Education Committee. Key events of the TEP are summarized in Table 6.

Table 6: Key Events in Obtaining Teacher Certification

Event	When
<ul style="list-style-type: none"> • Declaration of Intent • Meet with Education Advisor • Student, Major Advisor and Ed Advisor meet to establish plan of study • Begin taking Professional Education Classes 	<ul style="list-style-type: none"> • Usually Fr. of So. Year • Immediately after filing Declaration • Immediately after filing Declaration
<ul style="list-style-type: none"> • Take and Pass Praxis I • Begin Portfolio • Practicum I 	<ul style="list-style-type: none"> • As soon as schedule allows. Student can begin taking classes prior to filing Declaration • By 2nd semester So. year • With Foundations of Ed, and Practicum I • Jr. year (Initial portfolio review by Director of Education)
<ul style="list-style-type: none"> • Practicum II 	<ul style="list-style-type: none"> • Semester prior to student teaching (second portfolio review) • Fall Sr. year
<ul style="list-style-type: none"> • ED 3444 Science Methods • Apply for Student teaching 	<ul style="list-style-type: none"> • Beginning of semester prior to student teaching • 12 credits hours, semester after Practicum II
<ul style="list-style-type: none"> • Student teaching (Take as IN 4912) • Final portfolio review 	<ul style="list-style-type: none"> • End of student teaching

Student progress through the program is monitored continuously and annually. Student performance in both education and science classes is part of the criteria for full admission and maintaining good standing as a teacher candidate. (TEP Handbook, p 7) Students develop and present a professional portfolio demonstrating their development in relation to the Maine Teacher Certification Standards. In addition, performance on Praxis I and Praxis II are used as indicators of content knowledge. This portfolio is reviewed incrementally as part of the assessment of selected core courses of the TEP and by the entire Teacher Education Committee at the time the candidate applies for student teaching.

Content Proficiency

Content proficiency is assessed formally through passing the appropriate Praxis II exam prior to student teaching. Informally, grades in science classes are monitored. Grades of C or better must be obtained in a minimum of 24 science credits prior to being recommended for certification. The overall GPA for all current, active teacher candidates is 3.55, with a range of 3.81 to 3.21.

Next Steps:

- Review of content science courses for support of Maine Learning Results and National Science Education Standards.
- Assemble a faculty curriculum committee of IN 4912 as Student Teaching course
- Curriculum review of classes in the education core to ensure effective integration of formal and informal education.

2.2 UNIT STANDARD TWO: Assessment System and Unit Evaluation

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

Assessment of Students in the Teacher Education Program

Admission into the College

Student requirements for admission into the college include the submission of a college application, high school transcript, two recommendations and an essay. Test scores, such as SAT or ACT are optional. Specifically, our review of applications is characterized by considering the specific background of each applicant. In arriving at a decision, the admission committee looks for evidence of the following:

- Academic preparation and achievement
- Demonstrated interest in the natural environment
- Desire to be part of a small college community
- Intellectual curiosity and an enthusiasm for hands-on learning
- Two years of lab sciences
- Three years of college prep math

The entering class of 2006 had an average GPA of 2.99 and overall combined SAT (of those submitted) of 1017. This includes a range of students, from those with a 1.65 GPA to a 4.0 GPA.

Transfer students are required to submit a college application and all college transcripts. All courses must have a minimum of “C” to transfer into the college.

In addition, if students are in need of extra assistance in beginning their college career, students are admitted on a contingent basis, requiring that they participate in the colleges SAGE (student academic growth experience) program. Criteria evaluated for entry into the program include low GPA and/or SAT, disclosed learning disability and recommendation from the director of the learning resource center.

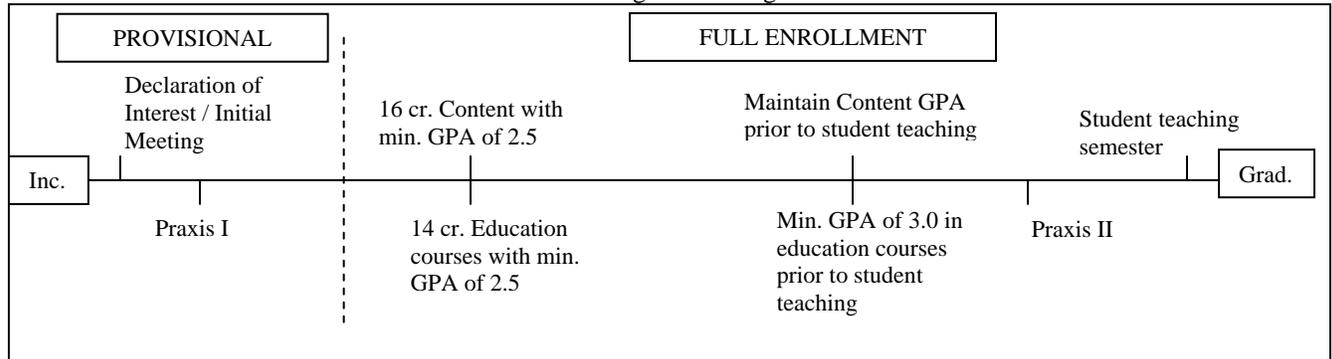
Admission into the Program

Since teacher education is not currently a major at Unity College, students can begin the program only once they are registered for enrollment. The initial step for any student interested is completing the Declaration of Interest form (Appendix.8). Students disclose contact information as well as education and content courses previously taken. An advising meeting between the student and the Director of the Teacher Education Program is scheduled as soon as possible to discuss the student’s interest in the program and completion feasibility.

If a student then decides to pursue enrollment in the program, s/he must then complete the Praxis I exam, earning the passing scores for the state of Maine, to gain provisional

acceptance into the program. Full admission into the program begins upon completion of 16 credit hours in the content area with a minimum GPA of 2.5 and 14 credit hours in education courses, including Field Practicum I, with a minimum GPA of 2.5. Students must have a 3.0 average in their education courses prior to student teaching. The credit and GPA provisions were added in the Fall of 2006, thus only students enrolling in the program after this time can be held to these standards.

Table 7: Benchmarks for student assessment from incoming student to graduate



Student Coursework

Students enrolled in the Teacher Education Program must complete 10 education courses that total 30 credit hours and 97 hours of field experiences, 24 credit hours in their science certification content area and a 12 credit student teaching semester at the end of the program.

All students are evaluated in the course by specific guidelines set forth in course syllabi. Course assessments range from written tests to portfolios, essays, reflective writing, and performance tasks. Grades of A, B, C, D or F are given on a 4.0 GPA scale.

Student Testing

In alignment with Maine State Teacher Standards and Highly Qualified Teacher requirements, all students in the teacher education program must take both Praxis I and II in order to complete the program. Passing scores on the Praxis I are required for full enrollment into the program. Exam scores help us assess and advise students as they enter the next phase of the program. Thus far Unity has had six current students take the Praxis I exams; all scored equal to or above Maine cut scores for math the first time and only one student had to retake the reading and writing sections to reach the minimum score. If the three subject tests are counted separately, a total of 16 tests have been taken and only two of them needed to be retaken, equaling an 87.5% success rate for first-time test takers. To date no students have taken the Praxis II content area exam. The two students who graduated from the program (through transcript analysis) did so prior to the August 2005 change in state certification criteria.

Student Portfolio

The portfolio requirement is introduced in the Foundations of Education course (ED 2014) where students are also directed to begin saving work that can be used as artifacts in the future. Actual work on the portfolio begins in the Field Practicum I course. As part

of the course, students review all ten beginning teacher standards in depth and begin developing their philosophy on education as reflected in the portfolio. Students are expected to have a written reflection and at least one artifact for each standard accomplished by the end of the course.

It is up to the students to continue adding artifacts to the portfolio throughout the rest of their coursework and field experiences. Program staff meet informally with students to review their portfolios periodically. The portfolio is then revisited as a major part of a course in the Field Practicum II. All candidates for student teaching must present their portfolios to the teacher education committee for review as part of the application process.

Student Teaching Semester

Application Process

An application to student teach (Appendix 9) must be submitted to the director of the program at least three months prior to the beginning of student teaching. Submission of the application prompts the director to review student files and ensure that all previous requirements have been met, such as maintaining GPA, passing Praxis scores, cumulative field experience hours, number of credits earned, etc. If students have met the application requirements, they will then be prompted to submit two letters of recommendation, one from an education faculty member and one from a content area faculty member. Once submitted, the letters are reviewed and the director sets up a meeting with the student to discuss student progress, complete an official transcript review and set the time frame for the pre-student teaching portfolio review by the Teacher Education Committee.

Pre-review

Candidates must meet with the teacher education committee in order for the committee to assess preparedness to student teach. The candidates begin the review by meeting with the committee to present their portfolios and to have an interview. Students are given a list of the five standard questions asked of all candidates (Appendix 5), understanding that additional questions will be asked based on the candidate's responses and unique characteristics. The student then leaves the portfolio so each committee member may do an in-depth progress review. Each committee member has two days to complete his/her review before it is passed on to the next member. Once all members have had a chance to review the portfolio (Appendix 6) the committee meets to discuss the individual student assessments and come to a consensus on allowing the candidate to enter student teaching. A second meeting is convened with the student, where recommendations and commendations are given along with the committee's decision about student teaching.

Student Teaching Formative and Summative Evaluations

The student teaching semester assessment begins with a joint meeting with both the college supervisor and cooperating teacher to discuss specific goals for the candidate as well as setting up the observation schedule for the semester. (Previous preparation meetings take place with the cooperating teacher.) Each candidate is observed a minimum of five times by the college supervisor, including a mid-term and end-of-term

formal review that includes the cooperating teacher. In addition, the cooperating teacher gives continuous feedback to the candidate and also records when the candidate accomplished an activity to satisfy the ten initial teacher standards (Appendix 10)

Post- review

Final Review process enables certification candidates to reflect on their own professional development and prepares them to present themselves as competent educators. By reviewing their portfolios with the committee, the candidates should provide evidence that they have met the professional standards of Chapter 114 and that they are ready to enter public or private schools as fully qualified 7-12 science teachers. Once all work pertaining to certification has been completed, including student teaching, the student must graduate to obtain the Teacher Education Committee’s letter of recommendation for certification. The committee’s assessment of the candidate’s ability to perform the responsibilities of the profession will affect the outcome of this process. A copy of the candidate’s letter of recommendation will be filed in the Director’s office and also sent to the state of Maine certification office.

Assessment Linked to the Conceptual Framework

The three E’s of the conceptual framework -- engagement, experience and environment -- align with the current student assessment system. Each E depicts a certain set of student characteristics and dispositions that are assessed and correlated with the ten initial teacher standards.

Table 8: Conceptual framework alignment with 10 initial teaching standards

<p>ENGAGEMENT</p> <ul style="list-style-type: none"> • Are dedicated, collegial and empathetic professionals • Fulfill moral, legal and professional obligations • Celebrate diversity, commit to service and engage community. Value and engage in purposeful teaching and learning • Keep pace with technological and professional developments 	<p>2.1.9, 2.1.10 2.1.9 2.1.3, 2.1.7, 2.1.10 2.1.1, 2.1.2 2.1.5, 2.1.10</p>
<p>EXPERIENCE</p> <ul style="list-style-type: none"> • Collaborate to create a supportive, authentic and exploratory learning community • Investigate, plan and employ diverse styles, strategies and philosophies of teaching and learning • Value early and ongoing professional practice, project-based learning, constant feedback and continual reflection 	<p>2.1.6 2.1.2, 2.1.4, 2.1.5, 2.1.6 2.1.1, 2.1.7, 2.1.8, 2.1.9</p>
<p>ENVIRONMENT</p> <ul style="list-style-type: none"> • Are environmentally aware citizens who apply insight and information to teaching and to life • Utilize the natural world as a laboratory and understand the educational value and power of place • Deliberately set and evaluate the intellectual, physical, emotional and social conditions that facilitate learning 	<p>2.1.2, 2.1.4, 2.1.10 2.1.1, 2.1.3 2.1.3, 2.1.8</p>

Specific student assessments are used throughout the program to determine if students are meeting the criteria set forth in the conceptual framework, beginning with admission and ending with the student teaching semester and finally graduation.

Table 9: Summary of assessments aligned with the conceptual framework

Experience	Engagement	Environment
<ul style="list-style-type: none"> • Admissions evaluates students' high school experiences and how they will contribute to college community • Faculty Assess field reflections and lesson plans through course grades • Portfolio begins in Foundations course • Student teaching evaluation process 	<ul style="list-style-type: none"> • Emphasis on assessment in field practicum courses • Emphasis on life long learning activities in portfolio • Field placement assessments • Praxis exams offer evidence of professional competency • Course grades measure engagement with curriculum • Student teaching evaluation process 	<ul style="list-style-type: none"> • Portfolio emphasizes student choices in lesson and unit design • Grades in Unity Core part II: Environmental Stewardship Curriculum • Student teaching evaluation process

Assessment of the Unit

Advisory board

Since its inception in the Fall of 2006, the role of the board has been to give candid and insightful feedback about the curriculum, policies and assessment of the program. Members will recommend program improvements and bring forth new ideas and approaches for student field experiences. Current members represent Mount View High School, MOFGA (Maine Organic Farmers and Gardeners Association), Unity Barn Raisers, and an education consultant. We are working to expand the board to include representatives from Nokomis High School and the Unity Rotary Club. The board is currently scheduled to meet three times a year.

Teacher Education Committee

The Teacher Education Committee (TEC) is responsible for setting teacher certification program policy, establishing certification requirements that are in compliance with the Maine State Standards for the supervision of teacher certification candidates, and ultimately, recommending candidates for certification to the Maine Department of

Education. Through regular advising and a formal review of candidates' work, the TEC supervises candidates' progress, advises candidates with regard to academic planning, assesses candidates' competency in meeting established standards and recommends candidates for certification. The membership of the TEC includes full-time faculty as well as the Director of the Teacher Education Program. Meetings of the Committee dealing with program and policy issues are open to faculty at Unity College. However, meetings which consider a candidate's formal or final review are confidential and therefore open to only the candidate and the membership of the TEC. In line with the philosophy of Unity College, the TEC operates by consensus.

Faculty Assessment

Unity College is committed to supporting, guiding and challenging our faculty through formative and summative evaluation. Faculty complete annual individual reports and work plans in order to help facilitate resource planning and to ensure that faculty contributions are connected to strategic planning and institutional need.

Along with annual formative evaluation, faculty are peer-evaluated at the completion of each contract period based on the criteria of teaching and learning, professional development and service in furtherance of the mission of the college. Higher standards for promotion than for retention ensure faculty are challenged to maintain currency and grow as professionals.

Course Assessment

All courses at Unity College are assessed using student course evaluation forms at the end of the semester. The forms are recorded by the Registrar's office and copies are given to the course instructor and vice chair of the faculty for the purpose of review and course improvement. Additional questionnaires are also used in the first two science methods courses offered as a way to gauge if the course is meeting goals and living up to student expectations. The first time science methods was offered a mid-semester and additional end-of-semester assessment were used. The second time, only an additional end-of-semester assessment was used. (Appendix 11). Specific adjustments that were made to the course included more opportunities to teach by including mini-lessons as a regular part of the course curriculum. A validation came as students supported the inclusion of field hours as part of the course requirement.

School Partners

There are several ways in which teachers and administrators participate in the assessment of the teacher education program. First, each school partner has a representative position on the program's advisory board. We have one representative from MSAD 3 and the position for MSAD 48 is currently vacant (hopefully filled soon). The program also solicits feedback from partner school principals and their science departments on program structure, policies and procedures. During the development of both the program handbook and conceptual framework, feedback was provided by the high school science teachers.

We have also discussed the issue of field experience assessment with science department faculty. The common goal of assessing student professionalism came out of necessity. The question was asked, "How do you assess a student who is there to simply observe?" As a result, with input from cooperating teachers, a brief field experience assessment of student professional demeanor was developed (Appendix 12). Completed assessment forms are collected in the department head's office to be periodically picked up by program staff. However, with the departure of the assistant director, we have had to rely on individual course instructors to ensure the forms are filled out and returned. In the spring, we will revisit the assessment procedure to ensure the data is being collected.

Student and Alumni Feedback

Students contribute course related feedback via the college's course evaluation system. As stated previously, instructors receive copies of student evaluations for feedback and improvement purposes. In the Fall of 2006 we implemented the use of student focus groups to gather program-specific information. We intend for this to become an annual program assessment. In regards to student advising, two program changes were implemented as a result of the focus group: a) a program progression timeline was created for students as a guide to navigate program requirements. b) when a student declares interest in the program, a joint advisory meeting will be held with the student, academic advisor, and teacher education advisor.

Alumni questionnaires are also used to gather data about program effectiveness (Appendix 13). The initial use of the questionnaire was conducted as a pilot study (since we only have two graduates), but certainly holds promise for the future. The pilot study was conducted a year and a half after the students graduated. In the future, the questionnaire will be distributed closer to one year out vs. 1.5 years.

Faculty Feedback

The faculty, as a whole, are utilized as part of the assessment process for larger programmatic decisions. One specific example is the conceptual framework development process. During a department meeting in the Fall of 2005, the Teacher Education Committee conducted a session, focused on gathering faculty feedback, at a department meeting. We posted the three Es of our framework around a classroom and asked faculty to wander around the room, read each one and provide feedback on how well the framework fit with the mission of the program.

The committee has also solicited faculty input regarding the teacher education handbook. At a small institution like ours, it is important for the faculty's voice to be heard and taken into consideration. The faculty as a whole is interested in the development and success of the teacher education program. With this in mind, we regularly report to the entire faculty on progress of the program and results of assessments. This information – feedback loop has helped the program develop and become an integral part of Unity College offerings.

Next Steps:

- Re-establish field observation assessment procedure
- Strengthen field observation by Unity faculty
- Clarify connection of candidate portfolio to the conceptual framework

2.3 UNIT STANDARD THREE: Field Experience and Clinical Practice

The Unit 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.

Candidate Field Experience

The field experiences at Unity College are a series of carefully designed experiences to provide the teacher candidate with the tools to become an exceptional teacher. The design of the field experiences is grounded in conceptual framework, providing rich, mentored experiences in a supportive environment. The experiences begin early in the program and become progressively more complex, culminating in a full semester of student teaching. A minimum of 96 hours of experience with students and teachers is required before student teaching. Formal Memoranda of Understanding have been signed with Maine School Administration District 3 (MSAD 3) and Nokomis High School, in Newport, Maine. The relationship with MSAD 3 allows for experiences Pre-K through high school. The relationship with Nokomis High School allows experiences in secondary classrooms. In addition we are developing a relationship with Goodwill Hinckley Secondary School. Informal relationships with the Chewonki Outdoor Center and the L. C. Bates Museum allow our students to have experiences in non-formal educational settings.

Partnerships

The partnership with MSAD 3 is proving particularly rich with opportunities. One example of this is the joint planning for a three-day camp experience involving all seventh-grade students from Mt. View Middle School. The program takes place at Camp Susan Curtis in western Maine. The primary goals of the program are to provide opportunities for Mt. View students to develop self confidence, improve their ability to work together, and increase ecological awareness and sense of place. A leadership team of Unity College students assumes responsibility for planning the program, selecting activities, and meeting with parents and teachers. The affective portions of the program are planned by Adventure Education students. The planning for the science portion of the trip has been incorporated into ED 3444, Teaching in the Secondary Schools. This is consistent with our conceptual framework by providing collaborative, authentic experiences. It also provides a very high degree of involvement and responsibility. Students truly are professional partners with the school and the camp.

A second example of extending the partnerships (beyond placing our students in the school classrooms) involved a Nokomis High School honors biology class presentation for our teacher candidates and Wildlife Care and Education majors about their course and community projects. An outcome of the visit was to encourage student discussion of partnership ideas between the two institutions. In the spring, the Unity College Science Educators club will do a return visit to Nokomis High School to help with the Envirothon competition. Nokomis High School students will be helping with the Able in April program providing adventure experiences for special needs students.

Organization of Field Experiences

Taken together, the field experiences and clinical practices can be viewed as two tracks of development. The first track is a set of focused experiences that are integral parts of the professional education core courses (Table 10). These 46 hours of focused field experiences give the students the opportunity to observe in authentic settings and apply the knowledge, skills, and behaviors they have been developing in the classroom. These focused field placements primarily take place in our partner schools. Some experiences take place in non-formal educational settings. We believe this is an important aspect of our TEP because it allows our students to see how science education is part of a system that extends beyond the classroom and that all of these parts work together to develop knowledgeable scientifically and environmentally literate citizens. A key part of this track is that the experiences are tied directly to the content of specific courses. These are not generic field experiences, rather times to observe, reflect, and practice specific components of the developing practitioner.

The second track is a series of experiences that provide the opportunity for the student to become progressively more actively involved in the classroom. This allows the student to incrementally apply the skills observed and learned about in the classroom and in the focused field experiences. This final track is made up of Ed 2102: Field Practicum I, ED 3122: Field Practicum II, and Student Teaching, INT 4912. These experiences provide an additional 50 hours of field experience prior to student teaching, while engaging the student in authentic settings in a supportive learning environment. The core idea of this sequence is to provide the student with opportunities to become progressively more involved in the classroom, supporting confidence and skill development.

The primary emphases of Field Practicum I, ED 2102, are to become familiar with school structure, develop knowledge of the Maine 10 Initial Certification Standards, and begin developing skills associated with working with students in small groups. During Field Practicum I, students spend a minimum of 25 contact hours in one of our partner schools. This is comprised of at least 20 hours in the classroom and 5 hours of service to the school, helping support the extracurricular portion of the school's program. In addition, students attend a weekly seminar. During this seminar, students become familiar with the 10 Initial Certification Standards, begin development of their professional standards portfolio, and reflect on what they are observing and doing in the schools.

During Field Practicum II, ED 3122, students spend a minimum of 25 hours in the classroom and attend a weekly seminar on campus. The emphases are continued development of the professional standards portfolio, reflection on learning, and refinement of planning and instructional skills. The students are expected to teach a minimum of four lessons, three of which must be formally observed by either the cooperating teacher or the Unity College supervisor. In seminar, students reflect on what they are observing in the schools and begin to connect curriculum, practice, and the research literature. As a summative project, students develop a work sample that includes lesson plans for development of a major science concept appropriate for the class they are observing. This work sample must include planned instruction for a

minimum of five sequential lessons and evidence of student learning as a result of teaching.

Table 10: Two Complimentary Tracks of Field Experiences

Focused Field Experiences	Field Hours	Progressive Involvement Experiences	Field Hours
ED 2014 Foundations of Education	12	ED 2102 Practicum I	25
ED 2113 Instruction and Evaluation Design	5		
ED 3333 Education for Exceptional Children and Youth	10	ED 3122 Practicum II	25
ED 3444 Teaching Science in the Secondary Schools	12		
PY 3123 Educational Psychology	8		
Student Teaching: 12 credit hours, Full time in school for one semester			

As a general policy, students are expected to do one practicum at each partner school. In addition, they are expected to complete one of the three major clinical experiences, Practicum I, Practicum II and student teaching at the middle school level, and one at the high school level. The third is at the level of the student's preference.

We are working with our partner schools to establish a bank of qualified teachers willing to have students in their classrooms for focused field experiences and Practicum I and II. Currently this is done through general recruitment at beginning-of-the-year faculty meetings and through personal contact with teachers and administrators. All teachers at Nokomis High meet the Highly Qualified criteria. One of our cooperating teachers has been recognized as a State Teacher of the Year. Student teaching placements are determined depending upon the location in which the student prefers to student teach and the quality of the potential cooperating teachers. Prior to contacting the potential cooperating teacher, a preliminary screening is done through the building administrator. In the screening, we look for teachers who hold a current Maine Professional Teaching Certificate, meet the criteria for being Highly Qualified in the area of certification being sought by the candidate, are actively involved in the profession, are leaders within their building, and, ideally, have had prior mentoring experience. A more complete description of the cooperating teacher's duties is on page 17 of the TEP Handbook.

Application for Student Teaching

Candidates seeking certification must formally apply for student teaching placements in public schools and are required to give the Teacher Education Program office a minimum of three months notification. Applications are necessary for candidates expecting to student teach and applications must be approved by the Teacher Education Committee. At the time of application, the student must meet the requirements for Full Admission into the Teacher Education Program (p. 6, TEP Handbook). In addition, each candidate must do the following:

1. Successfully complete Field Experience I and Field Experience II;

2. Take and receive a passing score on Praxis II Exam 0235 for Life Science Certification and Exam 0481 for Physical Science Certification
3. Have achieved a minimum GPA of 3.0 in the Education Core classes (Ed 2014, ED 2102, ED 2113, ED 3122, ED 3223, ED 3333, ED 3444, PY 1003, PY 2013, and PY 3123);
4. Have completed a minimum of 24 credit hours of approved credits in either Life Science or Physical Science with a minimum GPA of 2.5 in these courses prior to student teaching;
5. Submit the Student Teaching Application to the Director of the program the semester prior to student teaching. If a student is planning to student teach in the Spring semester, applications must be received by October 1 of the Fall semester prior to student teaching. If student teaching is planned for the Fall semester, applications must be received by February 15 of the Spring semester prior to student teaching;
6. Provide Field Experience Logs for the required ninety-six hours of field experience in the teaching portfolio;
7. Provide at least two letters of recommendation: one from program staff/faculty and one from science faculty. Additional letters of recommendation are optional;
8. Complete an internal transcript review by the Director of the Teacher Education Program;
9. Present the teaching portfolio to the Teacher Education Committee;
10. Submit the teaching portfolio to the Committee for the Formal Review and comments;
11. Meet with the Committee for feedback and approval status;

The Teacher Education Committee may waive some of the above requirements under unusual circumstances. The request for waiver and supporting rationale for waiver must be submitted in writing to the Director of Teacher Education at the time of application for Student Teaching.

Appendices 2, 3, 4, 5, and 6 provide additional detail about the expectations within specific courses and the portfolio review.

Next Steps

- Evaluate amount and distribution of individual field experience hours associated with profession education classes.
- Develop evaluation rubrics for professional portfolio based on the conceptual framework and the Maine 10 Certification Standards.

2.4 UNIT STANDARD FOUR: Diversity

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

Diversity in the Curriculum

The teacher education curriculum at Unity College offers many opportunities for students to explore diversity issues in their preparation to become certified educators. All of the education courses address diversity in various ways, from introductory courses to senior-level courses. For example, in the Introduction to Psychology for Teaching and Learning course, students learn about cultural bias in intelligence tests and the variance in mental disorders between industrialized and non-industrialized nations. These issues are revisited in Educational Psychology, where subtle differences in communication styles among different ethnic groups are also explored and practiced. This course also covers cultural bias in educational programming and racial and ethnic dimensions of high-stakes testing programs, including *No Child Left Behind*. In the upper-level science methods course, students conduct a 20 minute lesson that includes accommodations for a specific student need, including deafness, dyslexia and ADHD. Another student in the course takes on the role of the special needs student during the lesson. Thus, each student in the course must teach to a specific student need and learn about another well enough to simulate a special needs student. In Education for Exceptional Children and Youth, students are required to plan and conduct a lesson for students with a specific diagnosed disability in either a mainstreamed or self-contained classroom setting.

Specific courses in the curriculum, including Educational Psychology, Education for Exceptional Children, and Youth and Human Development are designed to address diversity as a major component throughout the courses. The field project for the Education for Exceptional Children and Youth must include working in the public school system with a student who has a disability.

In the field practicum courses and student teaching semester, pre-service educators will be interacting with students in classrooms, giving the pre-service teacher hands-on experiences with diverse students. Teacher candidates then reflect upon and share with classmates to ensure they are experiencing diversity from multiple perspectives. Candidates receive the most authentic education surrounding socio-economic diversity in actual classroom; the local school partners we work with have some of the lowest reported household incomes in the state.

Unity also requires all students to participate in the Environmental Stewardship Interdisciplinary Core Curriculum. The Core consists of four courses, one taken during each year of study, which focus on an interdisciplinary approach to environmental issues and includes diversity topics. The first course in the series is the Unity Experience (UE),

a seminar course that all first-year students take. UE diversity curriculum includes exploration of sexual and gender diversity through participating in Speak Out!, a program that includes gay, lesbian, bisexual, transgender, and questioning (GLBTQ) persons or family members who talk to groups of students to educate them on related issues. Students also participate in a program called Equalogy, an acquaintance rape awareness play that includes information on gender roles and sexism. One of the explicit goals of Unity Experience is for students to “appreciate the value of diverse people and ideas.”

The sophomore level course, Perspectives on the Environment, focuses on the diversity of environmental opinion, beliefs and the causes behind both. Human Ecology, taken in the third year, applies science and social science skills to environmental issues, including climate change and sustainable living. One of the issues looked at in depth at the beginning of the course is race and how we define race in a scientific context. The course also uses China as a model of converging cultural, economic and environmental development.

Finally, students participate in Culture and the Environment, a course devoted to inspiring students to lifetimes of environmental citizenship. One section of this course is based on how culture influences food choice and farming. Students visit local ethnic restaurants to interview owners about purchasing practices and to sample ethnic cuisine.

Thus, combining the education gained through both the Core and education curriculum, pre-service educators gain a solid grounding in all aspects of diversity (social, cultural, religious, and sexual) upon completion of the program. Candidates are expected to show a thorough understanding of diversity and demonstrate that they can address it professionally in the classroom

Diversity of Students Enrolled in the Teacher Education Program

The college regularly reports student body information to IPEDS on a yearly basis. Based on this information, for the Fall of 2005, Unity College has a student population that is 97.7% white, non-Hispanic. However, the college experiences much success with enrolling first generation students. Approximately one-third (32.5%) of all incoming classes since the Fall of 2000 have been first-generation college students.

The diversity within the program reflects that of the institution, except in the area of gender balance. The program has enrolled more female students since its inception. The college student population has a male–female ratio of approximately 2:1. Within the Teacher Certification Program, the male-female ratio is a more balanced 1:1.

Students enrolled in the program bring with them a myriad of experiences surrounding diversity. One of our candidates participated in the Semester-at-Sea program, studying in over 20 different countries. Another has studied in South Africa. Some students have also

volunteered at the Special Olympics (held at Sugarloaf) for multiple years and participated in a Big Brothers/Big Sisters program for disadvantaged children and youth.

Of the two graduates the program has had thus far, one was an international student from Canada, the other a student with a diagnosed learning disability who is now teaching in a school for learning disabled children.

Diversity of College Faculty

Unity College is an equal opportunity employer and makes every effort to search for and employ faculty of diverse backgrounds. The college uses guidelines during the search process to ensure non-discrimination of applicants.

Excerpt from the college non-discrimination policy:

Unity College does not discriminate on the basis of race, color, ancestry or national origin, religion, sex, sexual orientation, marital status, age, disability, veteran status, status as a recipient or former recipient of workers compensation benefits, whistleblower status, or other status protected under local, state or federal laws in the recruitment and employment of its employees. We offer reasonable accommodation to applicants and to qualified individuals with disabilities, including accommodation in the application process. Unity College is an equal opportunity employer and operates in accordance with federal and state laws regarding non-discrimination.

Excerpt from the hiring procedures policy:

Hiring committees are responsible for making a special effort to recruit minorities and women and to attract qualified candidates that will diversify the workforce. The college also seeks to attract employees who share a commitment to the environment and to human diversity.

Currently of the 33 full time faculty members, five are international. In addition, the college is also aiming to reach the goal of gender balance within the faculty (just as we are for the student body). Thus, recruiting and retaining female faculty is a high priority for the campus. Of the five faculty searches conducted last year, three of the hires were female.

Education faculty and staff have extensive experience in working with diverse students. One has a specialization in working with exceptional populations and is also the director of our campus learning resource center. Another has taught high school for eighteen years, having worked with students of various backgrounds.

Promoting Campus-Wide diversity

With the understanding that our campus population does not necessarily reflect that of a larger global community, Unity strives to bring experiences to the campus in order to better prepare students for living and working in diverse environments.

Unity has maintained a relationship with Sakae Institute of Study Abroad for several years. This institute works as an independent counselor/ locator for students in Japan wanting to enroll in and graduate from an American college. Unity admits, on average, one student every other year from Sakae. Currently there are three students enrolled at Unity from this program.

The Safe Zone Project at Unity College seeks to create an atmosphere of understanding, respect, and celebration of Gay, Lesbian, Bisexual, Transgender, Questioning and Allied (GLBTQA) students, faculty and staff. The Project works toward ending homophobia, heterosexism, prejudice, discrimination and negative stereotyping as these relate to the GLBTQA community. Safe Zone training is offered on the campus once per semester and typically has 20-30 attendees at each session. Those faculty and staff who feel comfortable in discussing GLBTQA issues place a Safe Zone sticker on their office door, signifying that they are available to talk.

The college also has a Women's Environmental Leadership group (WeLead) that focuses on educating and empowering female students, faculty and staff to become socially conscious environmental stewards and proactive members of the community. The group sponsors a speaker series bringing women environmental leaders to campus. WeLead also gives awards to outstanding women leaders at the high school, college and professional level.

Extensive outreach is currently being conducted with three Native American groups: the Passamaquoddy in Maine, the Mashantucket Pequots in Connecticut and the Navajo in Arizona. The college's clinical counselor has met with the Passamaquoddy several times to bring native health and wellness education to the campus. The Pequots conducted a ceremonial planting of a Sugar Maple tree last year as symbol of their ancestry. This spring semester (shortly after the review) a group of 18 students will be traveling to Diné College, the higher education institution of the Navajo Nation, as a first step towards creating an educational student exchange, based in service-learning and leadership pedagogy.

Partner School Diversity

The three partner schools with which we work -- Mt. View Junior High School, Mt. View High School and Nokomis Regional High School -- are all located in very rural parts of the state, as is the college. This makes for a predominantly homogenous population in all three locations. The one exception is the level of socio-economic status present in each school. Nokomis has a population of 773 students. Of that population, 60% are defined

as economically disadvantaged. Over half (54%) of the students at Mt.View Junior High School are eligible for free and reduced lunch.

In addition, all three schools have a significant population of special needs students: Nokomis, 21.6% of the student population, Mt.View Junior High School, 13% and Mt.View High School, 17.8%. Given the level of special need student inclusion in today's public schools, it is highly likely that our candidates will be working with special needs students in virtually every classroom interaction.

Next Steps:

- Continue to develop partnership with Averill High School at Good Will Hinckley.
- Create a matrix of diversity topics taught in education courses to ensure that we are including enough diversity education at the right points in the program.

2.5 UNIT STANDARD FIVE: Faculty Qualifications, Performance and Development

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

Faculty Qualifications and Performance

Program Leadership

At Unity College, teacher education is carried out by a team of teachers representing the involved disciplines. This team is comprised entirely of full-time faculty, including one whose full-time assignment is teacher education. Additional faculty members have portions of their teaching and service loads assigned to teacher preparation. All faculty hold advanced degrees in their area of contribution. These include PhD in Curriculum and Instruction, Ed.D. in Counselor Education, and MA in Special Education. Collectively, faculty involved in teacher education also have over 25 years secondary science teaching experience. Curriculum Vitae for all contributing faculty are available as part of the supporting documents collection.

Primary program leadership is the responsibility of Alisa Gray and Gerry Saunders. Ms. Gray has a BA degree in Biology from Wheaton College, MA, and MAT from the University of Maine, Orono. She has 2 years high school science teaching experience. Professionally, Alisa was a member of teacher accreditation review teams for two colleges in Maine. She also was a representative on the State Department of Education Stakeholders meetings for Ch. 114 revisions. During her tenure as Director of Teacher Education, Alisa has been active in East Alliance Conferences that address inclusion of students with disabilities in STEM (Science, Technology, Engineering and Mathematics) careers. In addition she has completed facilitator training for Project Learning Tree and has served as a science fair judge several times.

Gerry Saunders, is a new faculty member at the College. He has a BS degree in Biology, with emphases in Ecology and Science Teaching, MS degree from University of Idaho in Zoology and PhD in Curriculum and Instruction from the University of Nebraska – Lincoln. Prior to joining the Unity College faculty he taught high school and middle school science for 18 years. He was also Assistant Professor of Science and Environmental Education at Southern Illinois University – Carbondale and Associate Professor of Biology Education at University of Northern Colorado. His professional involvement includes serving as Colorado Coordinator for Project WET, and numerous professional presentations and publications at the state, regional and national levels. While in Colorado, he was active in the science and environmental education communities, serving on the committee to align Project WET, WILD and Learning Tree activities with Colorado Model Content Standards. He is a member of NSTA, ASTE, and NAAEE.

Professional Involvement

Faculty are actively involved in their profession. Individually, faculty belong to numerous professional organizations including Association of Science Teacher Educators, the National Science Teachers, and the New England Association of Environmental Educators. In addition, faculty regularly present at national and regional conferences such as the Association of Science Teacher Educators, Colorado Association of Science Teachers, Maine Counseling Association Conference, Association of Counselor Educators and Supervisors, International Adolescent Conference of the Institute for Adolescents with Behavioral Disorders, and the International Conference for First-Year Experience and the National Association for Developmental Education.

Other examples of professional involvement include faculty who have served as State Coordinators for Project Learning Tree and Project WET. Tom Mullin, Assistant Professor of Parks, Recreation and Tourism was actively involved in correlating Project Learning Tree activities with the Maine Learning Results. Gerry Saunders was involved with a similar project correlating Projects WET, WILD and Learning Tree with Colorado Model Content Standards. Alisa Gray has served as a member of State Accreditation review teams, as well as the State Department of Education Stakeholders meetings for Ch. 114. Examples of different forms of professional involvement by our education faculty are Don Lynch's conducting professional counseling psychology work, maintaining his connection with the field of psychology and Jim Horan providing training and education on education and disability issues for staff and foster parents. This last project was sponsored by the Maine Department of Human Services.

Three of our core Teacher Certification faculty and staff have K-12 teaching experience. In addition, 12 other College faculty have K-12 teaching experience in areas including mathematics, science, art, physical education, elementary levels and special education. These faculty members serve important functions in recruitment as well as providing examples of how course content and skills can be applied to teaching.

Teacher Education faculty provide extensive service to the College. Faculty are involved in strategic planning, faculty assessment and program evaluation among other functions.

Collaboration Between Faculty

Collaboration occurs within the core teacher education faculty and staff, across program areas and outside the College to provide educational opportunities for our students and improve science education for the general public. Guidance for the Teacher Education Program is provided by a team of faculty and staff representing psychology, special education, science education, and the sciences. The Teacher Education Committee is comprised of representatives of key campus constituencies including scientists, education specialists and faculty who teach core education classes. They are responsible for providing oversight and to support program development. Across the college, faculty work together to provide integrated learning experiences suitable for a diverse audience of different majors and different interests. Being a new program in a small college, most of our courses are taken by students from different, yet related majors, such as environmental education, adventure education, wildlife care and education, in addition to students seeking

secondary teacher certification. Faculty collaborate on the planning of these courses to try to ensure that the needs of this mixed audience are met. In many of these courses, we collaborate with partners outside the college, such as partner schools or nature centers, to provide rich, contextual learning experiences. An example of the collaboration between faculty, non-formal education centers and partner schools, is a three-day field program for all Mt View Middle School seventh-grade students held at Camp Susan Curtis. This program involves elements of science education, environmental education, and adventure education. Program planning is led by a team of students representing the different disciplines involved. While at the camp, all teaching and primary supervision of the students is done by Unity College students. Planning for the program is integrated into the curriculum of certain classes, such as Methods of Teaching Secondary Science and the Outward Bound Immersion semester. Collectively they provide a program integrated into the goals of Mt. View Middle School to improve students' knowledge of ecology, their understanding of sense of place, and self efficacy. Other examples of collaborative efforts between Unity College faculty and students and the general public can be found in Appendix 1. It is important to note that Unity College recognizes that science and environmental education goes beyond the classroom, and we work as part of a larger system to develop scientifically and environmentally literate citizens. In addition, several faculty consistently work with students during the summer on individual environmentally oriented research projects. Examples of these include Dave Potter, Aimee Phillippi, Amy Arnett and David Glenn-Lewin. Many of these projects include public scientific awareness and outreach components so that students involved not only get experience with conducting science, but with how to present results and content to the lay public.

Collaboration with the Community

Institutionally, a model for collaboration between the College and community is the Vibrant Community Project (VCP). VCP is co-sponsored by the Unity Barn Raisers, a local community involvement organization, and Unity College. The coordinator is housed on campus and is responsible for seeking opportunities for service learning and coordinating projects throughout the campus community. Many of these projects involve Unity College students developing and implementing science educational activities for the local schools. Appendix 1 highlights projects from the past year. VCP has served to strengthen the sense of commitment our students have and their recognition that they are part of a larger community. It has also served to strengthen the connections between the College and the surrounding community.

Teaching Methods Related to Conceptual Framework

The key elements of the E³ conceptual framework are Environment, Engagement, and Experience. This framework is reflected throughout the teacher certification program and, in fact, throughout the College. It is evident throughout the interdisciplinary core, science content courses, and the core education classes. The interdisciplinary core is a series of four courses, one each during the freshman, sophomore, junior, and senior years. These courses provide a set of common experiences for all students. The primary purposes of these courses are to develop the knowledge, motivation, and skills for students to become, caring, knowledgeable, and actively involved citizens upon graduation. This is accomplished through involvement in service learning projects initially directed by faculty

in the Unity Experience IC 1113 and later selected and planned by students in Perspectives on the Environment IC 1223. In the final two Core courses, students explore selected environmental problems and develop the skills to analyze and become actively involved in resolving issues associated with these problems. This active involvement is reinforced through the expectation of service projects for all student clubs on campus.

In the sciences, there is a strong conviction among the faculty that students learn best when actively engaged in the process of science. Faculty ground teaching in application and context. Teaching utilizes the local environment and then the general principles are expanded to global environments and issues. This grounding in the local environment provides a rich model for our future teachers on how to use local resources and the outdoors as effective teaching tools.

The E³ framework is strongly reflected in the core education classes. Experience is provided through both in-class and out-of-class work. The in-class work provides theory and guided inquiry for knowledge acquisition and skill development. The field experiences provide opportunity to observe professionals applying the concepts and for the teacher candidates to begin to apply their developing knowledge and skills in an incremental manner. Reflection is emphasized in a number of courses as students are expected to find connections among diverse content areas and examine the significance and importance of environmental problems and their effect on humanity.

Support for Faculty Development

Faculty development is broadly supported by the College. Each faculty member is allotted \$1500 for two years professional development. There is a very high level of flexibility allowed in the use of these funds. The College also has discretionary funds set aside for research support and development of general skills and knowledge, such as attending workshops or training related to assessment, general education, or other defined needs.

There are five days set aside in the College calendar for professional development. Examples of past activities that have taken place during these days are workshops on educational applications of GIS, application of project based instruction, and revision of general education curriculum. Unity College staff and faculty are expected to attend monthly “Unity Summit” professional development sessions for workplace trainings, software application workshops, pedagogical presentations and presentations regarding trends in higher education.

As part of our institutional renewal efforts, a revised process of faculty evaluation is being instituted this year. The new process places an increased emphasis on effective student-centered instruction, along with the use of local resources and community connection through service learning. Based loosely on the Boyer model as presented in “Scholarship Reconsidered,” faculty are evaluated on the standards of teaching and mentoring, scholarship and service to the mission of the college. All of these elements are consistent with our conceptual framework and are expected of faculty throughout the college.

Ongoing evaluation of faculty performance is an integral part of faculty development. New faculty members are observed during the second year of employment. After that, faculty are observed during the year of contract renewal. The teaching observation is designed to be formative in nature. The faculty member is observed and supporting materials are critiqued. This is followed by a meeting with the observer(s). The evaluation criteria place a strong emphasis on student-centered, quality teaching (Appendix 7). The observation is used as a basis for establishing a plan for instructional improvement. Follow-up observations and meetings are conducted as needed.

Next Steps:

- Create Institute for Quality Teaching and Learning for Unity College faculty.
- Review General Education program to ensure innovative support of mission.
- Consider possible contribution to teacher education when hiring new faculty in any area.
- Continue development of Vibrant Community Project connection with teacher education students.

2.6 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.

College Governance and Organization

Unity College is governed by a Board of Trustees that have the power to manage all aspects of the college. Authority that rests with the Board and other campus constituents is outlined in the by-laws of the college (last amended in fall 2003). In regard to the teacher education program, the Board has the authority to, “establish and review the educational programs of the college submitted to it upon recommendation of the faculty.” To oversee academic programs, the Board includes an academic affairs committee, consisting of at least four board members, a president’s designee (usually the provost) and the faculty representative to the board.

The president is the official advisor to and executive agent of the Board. It is the responsibility of the president to uphold the mission of the college, to ensure the functioning of governance structures, to develop friends of the college and donors and represent the college on a national scale. In addition, the president is responsible to the college community and Board for the fiscal management of the college.

Last year, the College took on the task of reviewing campus-wide governance and analyzed how the campus should govern itself, what procedures to pursue for information-based decision making and how to discuss and debate institutional issues. Three governance documents were developed: campus shared governance principles, re-organization of faculty governance and staff governance. Currently, the faculty governance documents have been ratified by the board, the staff document will be reviewed at the February 2007 board retreat and the governance principles are on deck, to be discussed in May 2007.

Program Leadership and Organization

Since the inception of the teacher- education program at Unity, the program has had a part time director responsible for the administrative functions of the program. Major responsibilities include communication with the Maine Department of Education, development and maintenance of the teacher education handbook and assuring that the program adheres to Chapter 114 standards.

During the first three years of program implementation, the college also employed a part time assistant director whose main responsibilities included school outreach and oversight of student field experiences. At the end of last year, the assistant director stepped down from his position. Duties and responsibilities have been distributed

between the program director and the new education faculty member. A major role of this position was the oversight and scheduling of student field placements.

The program director also chairs the teacher education committee, consisting of program faculty, content area faculty and a college administrator as an ex-officio member. The committee meets on a weekly basis to develop the policies and assessments of the program. All decisions are made by consensus and any programmatic recommendations made by the committee are brought forward to the faculty as a whole.

In addition, a teacher education advisory board was established during fall 2006. The advisory board's role is to give candid and insightful feedback about the curriculum, policies and assessment of the program. Members will also recommend program modifications and bring forth new ideas and approaches for student field experiences. The board currently includes education professionals and community members as well as a representative from one of our partner schools. We plan to broaden membership to include representatives from our other partner schools and additional community partners. We hope to create a broad-based advisory board that represents diverse educational perspectives and practices.

Faculty Governance

The re-organization of the faculty consists of two faculty governance structures: the faculty meeting and the Department of Instruction and Advising Services (DIAS). The purposes of the department include: administration of faculty support services; facilitation of delivery, assessment and improvement of courses, academic programs, and academic services; implementing new programs in conformity with strategic plan priorities; coordination between faculty, professional academic staff, administrators, and students and to provide a forum for discussion and action on departmental matters.

Roles and Responsibilities of the Faculty

The Unity College Bylaws establish basic roles and responsibilities of the faculty:

- to recommend the educational programs of the college to the board of trustees;
- to recommend the award of degrees in courses and honorary degrees for board of trustees;
- to be responsible for the organization and delivery of the academic program, subject to the direction of the president and the approval of the board of trustees.

Faculty responsibilities include teaching and advising, professional development, and service in furtherance of the college mission. Faculty undergo regular peer review by an elected faculty evaluation committee and by several levels of academic administrators. Unity does not have a tenure system but faculty serve under multi-year contracts. The teaching workload for Unity College full-time faculty is defined as 21 total laboratory,

lecture, and field based credits per academic year. In addition, January and May intersession teaching may be components of the academic year workload.

Budget

The college has an instructional budget that is under the purview of both the chief academic officer and faculty chair. The estimated budget for 2006-2007 is \$2,807,901 which includes salaries, operations, faculty development, equipment and supplies.

Teacher education is not a stand-alone major, but the program receives resources and consideration equal to that of major programs. For example, all majors have a single program coordinator (a faculty member), whereas teacher education also has administrative staff dedicated to the program in addition to the faculty program coordinator.

The instructional budget is sufficient enough to pay for expenses incurred from visiting partner schools, paying cooperating teachers and supporting professional development activities. Faculty are offered \$1500 every two years towards professional development. Individuals can choose to spend it in one lump sum or use small increments over the two-year period. Additional professional development and research funds are available on a competitive basis.

Facilities

The director of the program has an office located in an administrative wing of the campus in the North Coop building. Our education faculty member is located in South Coop. His office is the main resource area for education students. We are currently in the process of establishing his office as the Science and Environmental Education Resource Center; a process that will be complete by the time of the review. The center will be used for storage and display of educational materials, including reference books and curriculum materials.

The college has 13 general classrooms and 8 science laboratory classrooms that are available to all education program courses. Typically education courses are offered in classrooms that are equipped with AV technology. The science methods class is held in a laboratory classroom, having full access to scientific equipment and portable laptop computers.

Additional Program Resources

Information Technology

Unity College has an Information Technology staff of four people. One of those people is dedicated to desktop support of both employees and students. Another person is primarily the system administrator and secondarily a backup to the desktop person.

The College has a goal of every classroom containing a PC, DVD/VCR connected to a projector for instructional use. We currently have all classrooms but three set up. The last three will be equipped within the next two budget cycles. Every regular faculty member is provided with a PC either portable or desktop for their use. These PC's are less than four years old and replaced as they approach or reach four years. Twenty PC's are available for general student use in public areas. We have a science lab and a GIS lab with 21 PC's in each and eight PC's in the chemistry lab for the students to use during and after class. Additionally, each residence hall has one or two PC's in the lobby, depending on the number of students living there. All buildings on the campus are connected to our local area network which connects to a multiple T1 Internet connection. All residence halls are equipped with wireless hubs. Additionally the science building, library, and student center are wireless. Unity College has a goal of all buildings being wireless. Every employee and student is supplied with an email account and disk storage space on the college servers. Faculty and students have access to high quality laser printers throughout the campus.

Library

The Quimby Library is the core of the college's academic life. There are 15 desktop computers available in the library for student use and an additional 15 laptops available for circulation. The library can seat more than 50 patrons, or about 10% of the student population. The library is open and staffed 87 hours per week during the academic year and more than 40 hours per week during the summer and semester recesses. The staff of three full-time and two part-time librarians provides traditional reference assistance and also general assistance with Internet research and other library resources.

Library Collections

The library houses a collection of about 53,000 titles, which translates to almost 60,000 items. Annually the college purchases about 800 titles selected primarily to support the College's curriculum. Donations more than double that number, so that collection growth is near 2,000 items per year. Our audio/video collection now has over 2,100 titles. During the past calendar year, 140 new A/V titles, mostly DVDs, were added.

The reference librarian has been locating and cataloging a broad variety of electronic resources, including e-books, government publications, journals and reference resources. Once cataloged, these titles appear in the library databases alongside our paper holdings, with a link to the online resource. The library also has access to a substantial collection of e-books available through *NetLibrary*. Access to this collection is provided by the Maine State Library.

The library's holdings can be searched through Athena, the online catalog. It is available in the library and through the web.

Also, the library subscribes to the print versions of more than 300 scholarly and general-interest periodicals and newsletters and provides computerized access to the full-text of many more periodicals. The addition this year of 3 *JSTOR* collections provides students with full-text access to another 300 journal titles. To date, the library's *journal*

locator lists over 1000 titles for which the library owns or accesses some full-text content.

Library Services

For those materials that the library does not own, our affiliations with *Nelinet/OCLC* and *Maine InfoNet* enable us to borrow from other libraries in Maine and around the world. With electronic delivery of many articles, and a van delivery service for books requested from other Maine libraries, we are seeing turn-around times of five days or fewer for 50% of our requests. It is not unusual for journal articles to be electronically delivered on the same day as we make the request.

Library resources to support the Teacher Education Program

The library is well positioned to support Unity College's new teacher certification program

In the late 1990's a renewed emphasis in preparing students to qualify for positions as environmental educators led to the creation of a separate Environmental Education collection in the library. To this were added a number of resources, already in the library collection, which addressed environmental education theories and practices. At present this virtual collection contains more than 200 items.

The library continues to purchase books and DVDs which directly support the teacher education curriculum. Over the past two years, the library has expended more than \$2,000 on books and videos relating to teaching and education. The library's online catalog currently list over 200 titles directly relevant to the study and teaching of science, mathematics or the environment.

The library provides access to more than 70 journals which focus on k-12 education and related topics. Indexing for most of these journals is available through *EBSCOhost Academic Search Premier* and especially through their new *Teacher Reference Center*, and *ERIC: the Educational Resource Information Center*. The *ERIC* database provides access to information from journals included in the *Current Index of Journals in Education* and *Resources in Education Index*. *ERIC* provides full text of more than 2,200 digests along with references for additional information and citations and abstracts from over 1,000 educational and education-related journals. *ERIC*'s indexing and abstracting service is now backed up by full-text documents. In addition to its indexing and abstracting, *Academic Search* provides full-text for over 3600 scholarly publications.

Because the Quimby Library is also the area public library, we have an extensive children's collection that has about 1700 non-fiction titles. Many of these titles are excellent resources for lesson planning in science and mathematics.

A satellite Science and Environmental Education Resource Center is being established. This collection of current secondary science curricula, activity guides, and professional reference books is available for student and faculty use. The collection includes resource material for classroom and outdoor instructional settings as well as supporting both formal and non-formal educators. This collection is in the process of being cataloged and added to the library's data base. At present the available resources are housed in a faculty

office. As cataloging continues, the Center will be complete by the time of the review in March 2007.

Next steps:

- Enter all uncatalogued educational resources into the library database
- Continue the development of a Mac computer lab
- Hire a replacement position for current director, beginning July 07

Appendix 1: Examples of Community Involvement Spring and Fall 2006

- **Able in April** – a Saturday of adventure experiences for special needs students. This program is run by Adventure Education majors;
- A **working partnership with SAD 3** to assist the district in achieving various objectives outlined in its recently released strategic plan;
- Creation of a **backyard garden habitat and greenhouse at Unity Elementary School**. Students will participate in the planning, design and planting of both gardening areas and ultimately carry out small scale food production and horticulture as they become increasingly responsible for managing these domains;
- A **young authors program** for second graders (at Unity Elementary) to write, edit, illustrate and publish their own hard cover books under the direction and mentoring of Unity College Environmental Writing students;
- **Hands-on science lessons** that bring **students in grades four through six into Unity College laboratories** under the direction and guidance of College science faculty and students representing a diverse range of disciplinary expertise;
- **Camp Susan Curtis** – a three day science and adventure education program for all 7th grade students at Mt. View Middle School. This program is designed to develop students' sense of community at Mt. View MS and their knowledge of Maine ecology.
- Continued development of **Triplet Park as an outdoor laboratory and classroom for ecological study** and exploration.
- A **trails training series** for local trails enthusiasts to learn intermediate and advanced techniques. Made possible through a **partnership between Unity College students and CommUnity Trails volunteers** in Unity, the result has been a growing volunteer base, improved collaboration and strengthened local capacity to effectively steward the CommUnity Trails Network as a vital source of public recreation;
- **Baseline studies** by fisheries, ecology and environmental analysis students on the **effects of water contaminants and run-off** as related to **wetlands habitat preservation**;
- A **local hunger awareness project** to raise funds for **Unity Area Food Pantry** and **People to People** food program in Belfast. **Empty Bowls**, now in its 12th year in Unity, is a collaborative effort between Unity College pottery classes and community partners that combines art and education to support local food distribution programs.
- Strategies for **sustainable economic growth and healthy living** through continued brokering of local farm products into SAD 3 schools, creation of a publication which highlights local farm products, markets for those products and local businesses that use these products and; feasibility studies of potential cottage industries that may enhance the region's ability to generate greater economic activity;

Appendix 2: Field Experiences Associated with Secondary Science Licensure

Course	Minimum Hours Field Experience	Major Goal(s)	Assignments
ED 2014 Foundations of Education	12	<ul style="list-style-type: none"> • Become familiar with nature and structure of secondary schools • Provide service to partner school 	<ul style="list-style-type: none"> • Observation Log • Mid term reflection • Final reflection • Initiation of Licensure Portfolio • Host teacher evaluation of student • Philosophy of Learning
ED 2102 Educational Field Practicum I	25	<ul style="list-style-type: none"> • Become familiar with structure of secondary school • Develop skill in individual and small group instruction • Initiate Licensure Portfolio • Recognize and describe diversity of students, impact on instruction and class environment 	<ul style="list-style-type: none"> • Continue development Licensure portfolio: • Host teacher evaluation • Documentation log of observations and experiences • Analytical essay on each of 10 Certification Standards
ED 2113 Instruction and Evaluation Design	5	<ul style="list-style-type: none"> • Demonstrate knowledge of diverse ways in which students develop and learn • Plan instruction based upon PCK • Understand and use a variety of instructional strategies and appropriate technologies • Create and maintain a classroom environment which supports and encourages learning • Understand and use a variety of formal and informal assessment strategies to evaluate and support learning 	<ul style="list-style-type: none"> • Interview instructor exploring instructional decision making • Observe instruction, paying particular attention to instructional strategies, assessment strategies and student response

ED 3122 Educational Field Practicum II	25	<ul style="list-style-type: none"> • Develop skill in lesson planning and unit development • Develop skill in individual, small group and whole class instruction 	<ul style="list-style-type: none"> • Teach a minimum of 3 lessons that are observed and evaluated by either the host teacher or Unity College faculty. At least one must be observed by a Unity College faculty. 1A • Conduct pre-post assessment evaluating the effectiveness of at least one lesson • Preliminary Worksample • Lab safety analysis
ED 3333 Education for Exceptional Children and Youth	10	<ul style="list-style-type: none"> • Develop understanding of characteristics and needs of exceptional students 	<ul style="list-style-type: none"> • Develop IEP for fictitious student • Essay on major educational topic • Peer teach simulate special needs student
ED 3444 Teaching Science in the Secondary Schools	12	<ul style="list-style-type: none"> • Develop skill in planning effective science instruction • Develop skill in sequencing instruction to promote learning • Develop knowledge and skills in planning and conducting science instruction 	<ul style="list-style-type: none"> • 5 hour Unit plan • Develop lesson for informal setting/field trip (Camp Susan Curtis) • Mini-teach effectively demonstrating 3 different instructional strategies • Mini-teach demonstrating the ability to adapt lesson for student with special need
PY 3123 Educational Psychology	8	<ul style="list-style-type: none"> • Develop understanding of the nature of learning 	<ul style="list-style-type: none"> • Field journals • In a field setting, observe and reflect on cognitive and emotional development of students • Peer teach
Total Hours	97		
IN 4912: Internship: Student Teaching	Full time, for 15 weeks		

Appendix 3: Matrix of Maine Teacher Certification Standards and Student Development

Maine Teacher Certification Standards

Standard 1: 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. Candidate performance demonstrating the following capabilities informs this standard.

PL= Performance Level

Performance Indicator	Introduced	Practiced	Applied
a. Use multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior learning	PY 1003, PY 2013,	Ed 3444, PY 1003, ED 3122, PY 2013	ED 3444, St Teach
b. Evaluate teaching resources and curriculum materials for comprehensiveness, accuracy, usefulness and for representing particular ideas and concepts in clear and meaningful ways	ED 3444	ED 3444	St. Teach
c. Engage students in generating knowledge and testing hypothesis according to the methods of inquiry and standards of evidence used in the discipline	PY 1003, PY 2013	ED 3444, PY 1003, ED 3122, PY 2013	St. Teach
d. Model the use of the tools of the discipline through the inclusion of technology and create opportunities for students to practice the use of these tools	ED 3444	ED 3444, ED 3122	St. Teach
e. Incorporate knowledge of students' experiences in the planning, execution, and evaluation of learning experiences	PY 1003 PY 2013	ED 3122, PY 1003, PY 2013	St. Teach
f. Explain important principles and concepts delineated within their discipline and link them with professional, state and unit standards	ED 3122	ED 3122	St. Teach

Maine Teacher Certification Standards

Standard 2: Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines. Candidate performance demonstrating the following capabilities informs this standard.

PL= Performance Level

Performance Indicator	Introduced	Practiced	Applied
a. Create learning experiences in which students are required to construct knowledge and test hypotheses using the methods of inquiry and standards of evidence of multiple disciplines	ED 3444	ED 3444, ED 3122	St. Teach
b. Encourage students to recognize and respect interdependence of all knowledge and ideas by combining and integrating knowledge of different disciplines	PY 1003, PY 2013	PY 1003, PY 2013	St. Teach
c. Pursue and acquire material and human resources in various disciplines for classroom use.	PY 1003, PY 2013	ED 3444, PY 1003, PY 2013	St. Teach

Maine Teacher Certification Standards

Standard 3: Demonstrates knowledge of the diverse ways in which students develop and learn by providing learning opportunities that support students’ intellectual, physical, emotional, and social development. Candidate performance demonstrating the following capabilities informs this standard.

PL= Performance Level

Performance Indicator	Introduced	Practiced	Applied
a. Discern individual, student and group differences (e.g., intellectual, cultural, social)	ED 2014, PY 1003, PY 2013, PY 3123	ED 3122, PY 1003, PY 2013	St. Teach
b. Support individual student’s physical, social, emotional, cognitive, and moral development	PY 1003, PY 2013, PY 3123	PY 3123, ED 3444	St. Teach
c. Observe how students learn and thus ascertain different learning styles	PY 3123	ED 3444, PY 3123	St. Teach
d. Identify when and how to access appropriate services or resources to meet learner’s needs	ED 3333	ED 3122	St. Teach
e. Identify and design instruction appropriate to students stages of development, learning styles, strengths, and needs.	ED 2113, PY 3123	ED 3122, ED 3333, ED 2113	St. Teach
f. Make appropriate provisions and adaptations for individual students who have particular learning differences or needs.	PY 1003, ED 3333	ED 3444, PY 1003, ED 3333	ED 3333, St. Teach
g. Understand and make connections to students’ experiences and backgrounds in planning and implements curriculum.	ED 2014, ED 2113	ED 3122, ED 3223	St. Teach
h. Demonstrate understanding of and sensitivity to issue of diversity and equity during the design and assessment of instruction	ED 2014, ED 2113, PY 3123	ED 3223	St. Teach

Maine Teacher Certification Standards

Standard 4: Plans instructions based upon knowledge of subject matter, students, and curriculum goals. Candidate performance demonstrating the following capabilities informs this standard

PL= Performance Level

Performance Indicator	Introduced	Practiced	Applied
a. Plan for learning opportunities that recognize and address variation in developmental level, learning styles, performance modes, and individual needs	ED 2014, PY 2013, PY 3123, ED 3333, ED 2113,	ED 3122, ED 3333, ED 3444, PY 2013,	ED 3333, St. Teach
b. Develop daily, weekly , and long-range lesson plans that are linked to student needs and performance, and adapt them to ensure that the plans capitalize on student progress and motivation.	ED 2113	ED 3122, ED 3444	St. Teach
c. Demonstrate originality in lesson development within the parameters of existing school curriculum.	ED 3235, ED 2102	Ed 3122	St. Teach
d. Articulate lesson goals and provide educationally and ethically defensible rationales for those goals.	ED 2014, ED 2113, ED 3333	ED 2113, ED 3122, ED 3444	St. Teach
e. Plan collaboratively with colleagues on curriculum goals and frameworks both for the classroom and for schools.	PY 2013	ED 3444, PY 2013	St. Teach

Maine Teacher Certification Standards

Standard 5: Understands and uses a variety of instructional strategies and appropriate technologies. Candidate performance demonstrating the following capabilities informs this standard

PL= Performance Level

Performance Indicator	Introduced	Practiced	Applied
a. Choose effective teaching strategies and materials to meet different learning goals and student needs.	ED 2113, ED 3333, PY 3123	ED 3444, ED 3333, PY 3123, ED 3122, ED 2113	Ed 3122, ED 3333, St. Teach
b. Use multiple teaching and learning strategies to engage students in active learning opportunities and to help students take responsibility for their own learning.	ED 2113, ED 3333, PY 3123	ED 3444, ED 3122, ED 2113, ED 3333, PY 3123	ED 3122, St. Teach
c. Monitor and adjust strategies in response to learner feedback	ED 3444	ED 3444, ED 3122, ED 2113	St. Teach
d. Vary her or his role in the instructional process depending on the content, purposes and student needs.	ED 3444	ED 3444, ED 3122	St. Teach
e. Develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and providing diverse perspectives to encourage critical thinking.	ED 3444, Ed 3333, PY 3123	ED 3122, ED 3444	ED 3444, St. Teach
f. Employ a wide ranges of questions and discussion techniques that elicit responses at a variety of affective and cognitive levels	ED 2113, ED 3444, PY 3123	ED 3122, ED 3444	St. Teach
g. Use educational technology to broaden student knowledge about technology as well as to deliver instruction.	ED 3444	ED 3122, Ed 3444	St. Teach
h. Encourage students to use technology and help them to access that technology	Ed 3444	ED 3122, ED 3444,	St. Teach
i. Provide students with strategies for evaluating the content encountered via technology (i.e. Internet, list serves)	ED 3444	ED3122, ED 3444	St. Teach

Maine Teacher Certification Standards

Standard 6: Creates and maintains a classroom environment which supports and encourages learning. Candidate performance demonstrating the following capabilities informs this standard

PL= Performance Level

Performance Indicator	Introduced	Practiced	Applied
a. Create a comfortable, well-organized physical environment	ED 211, ED 3333, ED 3444, PY 3123	ED 2113, ED 3122, ED 3333, PY 3123	ED 3333, ED 3122, St. Teach
b. Establish a classroom climate of openness, mutual respect, support and inquiry	Ed 2113, ED 3444, PY 3123	ED 2113, ED 3122, PY 3123	St. Teach
c. Work with students to manage their own behaviors and assume responsibility for their own learning	ED 3333, ED 3444	ED 3122, ED 3333	St. Teach
d. Use principles of effective classroom organization.	Ed 2113, ED 3444, PY 3123	ED 3122	St. Teach
e. Use a variety of strategies to increase students' desire and opportunity to learn.	ED 2113, ED 3444, PY 2013, PY 3123	ED 3122, ED 3333	ED 3333, St. Teach
f. Create an environment in which students work both cooperatively and independently.	ED 2113, ED 3444, PY 3123	ED 3122, ED 3333	St. Teach

Maine Teacher Certification Standards

Standard 7: Demonstrates the ability to support students' learning and well being by engaging students, home, school, colleagues and community. Candidate performance demonstrating the following capabilities informs this standard

PL= Performance Level

Performance Indicator	Introduced	Practiced	Applied
a. Advocate for students while respecting their privacy and right to confidentiality	ED 3333, ED 3444, PY 3123	St. Teach	St. Teach
b. Identify strategies to link school, home, and community to enhance student performance and well being.	ED 3333, ED 3444	ED 3122	St. Teach
c. Describe ways to proactively develop partnerships with parents and guardians in support of students' learning and well being.	ED 3333	ED 3122, ED 3333	St. Teach
d. Recognize when it is appropriate to consult with other school professionals concerning a student's learning or health	ED 3333, PY 2013	ED 3122, PY 2013	St. Teach
e. Describe ways to work with community agencies to foster student growth.	ED 3333	ED 3122, ED 3333	St. Teach
f. Work with other school personnel, representatives of community agencies, and representatives of other professional and education organizations with the goal of supporting student learning and well being.	PY 1003, ED 3333	PY 1003, ED 3122,	St. Teach

Maine Teacher Certification Standards

Standard 8: Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner. Candidate performance demonstrating the following capabilities informs this standard

PL= Performance Level

Performance Indicator	Introduced	Practiced	Applied
a. Describe the purposes of assessment	PY 1003, PY 2013, PY 3123, ED 2113, ED 3333	ED 3122, PY 1003, PY 2013	St. Teach
b. Use a variety of formal and informal strategies to assess student outcomes	PY 3123, Ed 2113, ED 3333	ED 2113, ED 3122, PY 3123	St. Teach
c. Match assessment strategies and instruments to Learning Results and program objectives	Ed 2113, ED 3444	Ed 2113, ED 3122	St. Teach
d. Use concepts of reliability, validity and generalizability to design and improve high quality assessments	PY 1003, PY 2013	PY 1003, PY 2013	St. Teach
e. Employ a variety of assessment techniques to collect knowledge of learners, student learning progress, and program effectiveness.	Ed 2113	ED 3122	St. Teach
f. Use assessments and evaluation to modify teaching and learning strategies and for diagnostic purposes.	ED 2113, ED 3333	ED 3122	St. Teach
g. Communicate responsibly and knowledgeably to students, parents, communities and agencies about student achievement and program outcomes.	ED 2102	ED 3122	St. Teach
h. Involve learners in self assessment and goal setting for learning.	ED 3223	ED 3122	St. Teach
i. Document learning using a variety of methods such as portfolios, school records, and other long-term indices of the multiple ability of students.	ED 3223	ED 3122, ED 3223	St. Teach

Maine Teacher Certification Standards

Standard 9: Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher. Candidate performance demonstrating the following capabilities informs this standard.

PL= Performance Level

Performance Indicator	Introduced	Practiced	Applied
a. Maintain confidentiality concerning all dealings with students, parents, teachers and school personnel.	PY 1003, PY 2013, ED 3333	ED 3122, PY 1003, PY 2013	St. Teach
b. Adhere to a code of ethics that demonstrates an understanding of the laws that govern students' rights and teacher responsibilities.	ED 2102	Ed 3122, ED 3444	St. Teach
c. Demonstrate knowledge of situations which make one vulnerable to liability actions. Demonstrate awareness of professional liability insurance and follow appropriate school and district procedures to avoid liability	ED 3444	ED 3122	St. Teach
d. Comply with school policies related to health and safety issues, such as administrations of medication and reporting concerns of physical and sexual abuse.	PY 1003, PY 2013	ED 3122, Ed 3444, PY 1003, PY 2013	St. Teach
e. Adhere to affirmative action policies pertaining to school and classroom settings, interact with all students in an equitable manner. He/she does not discriminate in employment, housing or access to public accommodations on account of race, color, sex, physical or mental disability, religion, ancestry or national origin; and in employment, does not discriminate on account of age or because of the previous assertion of a claim or right under former Title 39 or Title 39-A; and, in education does not discriminate on account of sex, or physical or mental disability.	ED 2102, ED 3122	ED 3122	St. Teach
f. understand how beliefs, values, traditions and requirements of various religious groups interact with school life (e.g. dietary restrictions, fasting, mandatory observance or non-observance of holidays, activities which are forbidden expectations regarding gender relations, issues of deference); take religious diversity into account when planning and implementing lessons and activities.	ED 2014	ED 2102, ED 3122	St. Teach

Standard 9 (cont)

g. Understand the meaning of sexual harassment and how it impact students and staff, and assist students in understanding the meaning of sexual harassment, how to avoid harassing others, and what to do if they feel harassed.	ED 3444	ED 3122	St. Teach
h. Treat others with respect, and honor the dignity of all people.	PY 1003, PY 2013, PY 3123, ED 2113, ED 3333	Ed 3122, ED 3444, PY 1003, PY 2013	St. Teach
i. Document incidents which may have legal or ethical implications.	ED 3444, ED 3333?	ED 3122	St. Teach
j. Take appropriate steps to obtain and maintain professional certification/licensure.	ED 2102, ED 3444	St. Teach	St. Teach
k. Recognize and demonstrate appropriate use of language in the classroom (i.e. avoid profanity, name-calling, racial slurs, etc.).	ED 2014	ED 3122, ED 3444	St. Teach

Maine Teacher Certification Standards

Standard 10: Demonstrates a strong professional ethic and a desire to contribute to the education profession. Candidate performance demonstrating the following capabilities informs this standard.

PL= Performance Level

Performance Indicator	Introduced	Practiced	Applied
a. Be an active, contributing member of work teams and committees	ED 2014	ED 3122, ED 3444	St. Teach
b. Participate in staff development opportunities and training sessions and apply information and strategies gained as a result of those experiences in his/her own teaching.	ED 2014,	ED 3444, ED 3122	St. Teach
c. Utilize information gained from reading professional journals.	ED 3444	ED 3122, ED 3444	St. Teach
d. Apply information gathered during attendance at professional conferences.	ED 3444	ED 3122, ED 3444	St. Teach
e. Develop associations with organizations dedicated to learning.	ED 3444	ED 3122	St. Teach
f. Reflect upon and strengthens his/her teaching by evaluating (alone and with colleagues) lesson taught and making appropriate improvements.	ED 3122, ED 3444	ED 3444, ED 3122	St. Teach
g. Stay abreast of and employ new teaching strategies and technologies.	ED 2102	ED 3444, ED 3223	St. Teach
h. Develop and implement a personal development plan to enhance his/her professional growth	ED 2014	ED 2102, Ed 3122	St. Teach
i. Maintain a professional demeanor and recognize the teacher's role as a model for students.	ED 2014,	ED 2102. ED 3122, ED 3444	St. Teach
j. Work with colleagues to achieve school and district goals and to address problems in the school.	ED 2102	ED 3122, ED 3444	St. Teach

Appendix 4: Guidelines for Student Teaching

Unity College Teacher Certification Education Program Guidelines for Student Teaching

- A. Candidates will apply for student teaching by completing the following tasks:
 - Achieve passing scores on Praxis I
 - Complete an informal transcript analysis;
 - Complete all pre-professional courses with a 3.0 GPA;
 - Present portfolio to Teacher Certification Education Committee;
 - Provide a 15 minute teaching video
 - Provide two letters of recommendation (a third letter is optional);
 - Submit a completed Student Teaching Application;
 - Provide a written summary of educational experiences (include in portfolio);
- B. The TCEC will determine each candidate's readiness to student teach based on an assessment of all of the above criteria.
- C. Student teaching will be a fifteen week experience in grades 7-12 in a public school with life and/or physical science cooperating teachers. Student teaching can be a fifteen week experience with one teacher at the middle school or high school or an 8 week experience at one level and a 7 week experience at another level, or an 8week experience and a 7 week experience at the same level but with different teachers.
- D. Beginning in the fall of 2005, all student teaching placements will take place in one of the College's partner schools
- E. Student teaching placements will be arranged by the candidate in coordination with the Program's Assistant Director.
- F. Candidates will be required to attend a weekly, semester-long, on-campus seminar. during student teaching
- G. Candidates will adhere to the public/ private school calendar during the student teaching experience
- H. During the first two weeks of student teaching, candidates will familiarize themselves with and adhere to all school policies, rules, administrative directives and regulations.
- I. Candidates will begin teaching at least one course on their own by the third week of. student teaching
- J. Candidates will teach a full load and do all the requisite planning and assessment for the final six weeks of the placement.
- K. Candidates will be evaluated by their cooperating teachers. These evaluations will

focus on the candidates' abilities to manage classroom behaviors; maintain positive learning environments; prepare lesson plans and unit plans which align with Maine's Learning Results, address the goals and objectives of the school's curriculum and meet the needs of a diverse group of students; develop formative assessments (both conventional and authentic) that inform learning; provide appropriate accommodations for students with exceptionalities and achieve the student goals and objectives outlined in the schools' curriculums. In addition, Candidates will also receive regular, formative feedback from their cooperating teachers throughout their teaching assignment.

L. Candidates will be formally observed in the classroom and evaluated a minimum of twice by the Program's Assistant Director during each placement (a total of four observations/evaluations during a semester of student teaching). Evaluations will be based on the candidates' demonstrated knowledge and understanding of the Maine Learning Results, Chapter 114 Standards and best pedagogical practices as defined by current research.

M. Candidates will use the lesson plan format adopted by the TCEP Committee to develop written lesson plans for each lesson taught, and have those lesson plans approved by their cooperating teachers (approved lesson plans should be added to portfolio).

N. Candidates will continue to develop their portfolios throughout their student teaching experience; providing artifacts and evidence to document mastery of Chapter 114 Standards.

O. Candidates will be expected to follow all school policies, rules, procedures and administrative directives during their student teaching assignments.

P. Candidates will follow the school's established curriculums unless given administrative approval to do otherwise

Q. Candidates are expected to dress and act in a manner befitting a professional educator; professional dress and decorum will usually be defined in the Faculty/Staff Handbook.

R. Candidates are expected to maintain student confidentiality at all times, both in and out of the school setting.

S. Candidates are expected to have exemplary attendance and punctuality during their student teaching assignments.

T. Candidates' on-site supervisors will be their cooperating teachers. Cooperating teachers will be responsible for addressing issues or concerns that arise during the student teaching experience. Issues that can't be resolved at the school level will be addressed by the Assistant Director of the TCEP and/or the Teacher Certification Education Program Committee.

U. Candidates will be evaluated by the Teacher Certification Education Program Committee at the end of their student teaching experience to determine their readiness to teach successfully. The completeness of the candidates' portfolios will be an important consideration during this evaluative process as well as the candidates' cooperating teachers' evaluations and the evaluations of the Assistant Director.

V. Candidates who agree to substitute teach in the absence of their cooperating teachers will receive remuneration and will be treated as a school system employee.

Appendix 5: Final Review Guidelines and Rubric

Unity College Teacher Education Program

Interview Rubric Form Candidate Name _____
Date _____

Directions to students for preparing for student teaching semester

The purpose of the presentation is to establish your preparedness for student teaching and evaluate how you are developing as a future teacher. Please dress appropriately for a professional interview and bring your portfolio to answer questions, explain your ideas, but also point to evidence from your organizational portfolio. You should be prepared to give an initial presentation and answer questions from the committee. Your portfolio will remain with the committee for further review. Two weeks from this date, the Teacher Certification Committee will meet with you again to return the portfolio and give feedback to the student.

During your presentation with the Teacher Education Committee, be prepared to address the following:

1. What experience and knowledge have you gained that will make you an effective student teacher?
2. Explain what it means to be an effective teacher and describe where you are in the growth process to becoming one.
3. What experiences have increased your understanding of diversity and human relations as you work with students?
4. Give examples from your portfolio that illustrate your understanding of the subject matter and content you will be teaching.
5. Define your classroom management style and why it would work in a secondary classroom?

Evaluation of your presentation

Your presentation and the knowledge you reveal will be evaluated using the rubric on the following page. For the initial presentation, before student teaching, the first three columns of the rubric will be used. Thus evaluation will range from does not meet to meets the goals. Upon completion of student teaching, the same rubric will be utilized using all four columns.

RUBRIC FOR Oral presentation of Portfolio (Teacher Education Committee Interview)

Goal	Does Not Meet	Partially Meets	Meets	Exceeds	Rating
Understanding of what it means to be an effective teacher.	Revealed little thinking, unable to explain what effective means or why it might be critical in today's schools.	Revealed some thinking either about what effective means and why it might be critical on today's schools	Revealed thoughts about what being an effective teacher means and why this is critical in today's schools	Revealed significant thoughts about what being an effective teacher means and why this is critical in today's schools	
Understanding of content knowledge and subject matter	Revealed little thinking subject matter or content knowledge	Revealed some thinking about subject matter and content knowledge.	Revealed reflective thought about subject matter and content knowledge.	Revealed significant reflective thought about subject matter and content knowledge.	
Understanding of issues related to diversity and human relations.	Revealed few insightful thought or inappropriate; unable to discuss plans and efforts in addressing diversity and human relations issues.	Revealed some insightful thoughts but was less able to discuss plans and efforts in addressing diversity and human relations issues.	Revealed insightful thoughts and was able to discuss plans and efforts in addressing diversity and human relations issues.	Revealed significant insightful thoughts in discussing plans and efforts in addressing diversity and human relations issues.	
Ability to give examples to illustrate understanding of content, lifelong learning, diversity and culture.	Unclear in explaining ideas and using examples.	Somewhat clear in explaining all ideas using examples or very clearly explained only some ideas with examples.	Clearly explains all ideas using examples	Clearly and completely explains all ideas using examples	
Ability to explain ideas clearly and completely.	Unclear in responding to questions regarding portfolio.	Was able to respond clearly to some questions regarding portfolio.	Clearly responded to questions regarding portfolio.	Clearly and completely responded to questions regarding the portfolio.	
Ability to demonstrate appropriate poise and demeanor during the interview.	Demonstrated little or no poise and inappropriate demeanor during the presentation	Demonstrated some poise and demeanor during presentation.	Demonstrated adequate poise and demeanor during presentation.	Demonstrated appropriate poise and demeanor during presentation.	
Ability to accept comments for improvement and recognize areas of improvement.	Unclear in benefits of improving artifacts and not able to accept comments.	Somewhat clear in the benefits of improving artifacts and accepts some comments.	Clear on the benefits of improving artifacts and can identify artifacts to improve.	Clear in the artifacts that need to be improved, and understands the process involved.	

Appendix 6: Portfolio Review Sheet

Student Name:

Reviewer:

Section 1:

	NO	YES- Meets	Comments
Student teaching app.			
Resume			
Transcripts			
Transcript Analysis			
Recommendations			
Field Experience Log			
Proof of Praxis			

Section 2:

Philosophy Statements

Section 3:

	Does meet	not Partially Meets	Meets	Exceeds
2.1.1 a				
2.1.1 b				
2.1.1 c				
2.1.1 d				
2.1.1 e				
2.1.1 f				
2.1.2 a				
2.1.2 b				
2.1.2 c				
2.1.3 a				
2.1.3 b				
2.1.3 c				
2.1.3 d				

Appendix 7: Guidelines for Faculty Evaluation

FACULTY EVALUATION GUIDELINES FOR FACULTY SEEKING EVALUATION UNDER THE NEW PPP

Developed by the Faculty Evaluation Committee

And

Approved by the Faculty,

In support of the

2006 Edition Unity College Faculty Personnel Policy and Procedures (*new PPP*)

established by the Board of Trustees July 28, 2006

1. Authority. The new PPP IV.C.1. provides: “Consistent with these policies and procedures, the faculty evaluation committee will prepare and periodically revise its evaluation guidelines, and the faculty will vote its approval of them. The guidelines will include: suggested good practices examples for the three evaluation criteria; documentation guidelines including examples of evaluated student work products; teaching evaluation procedures including classroom observations; and the committee’s procedures.”

2. Faculty covered by these guidelines. The new PPP IV.C.9. provides that regular faculty with prior service on September 1, 2005 have the option to be evaluated *once* under the old PPP, or may choose to be evaluated under the new PPP. This set of guidelines apply only to those faculty who choose evaluation under the *new* PPP. If you are electing evaluation under the old PPP’s standards, please use the other FEC guidelines.

3. Timeline for AY 2006-2007 evaluations and thereafter. The new PPP IV.C.2.h. provides that in AY 2006-2007 only, *all* evaluations will be conducted pursuant to the *old* PPP’s timeline, regardless of whether the standards applied are under the old PPP or the new PPP. It further provides that beginning in AY 2007-2008, *all* evaluations will be conducted pursuant to the *new* PPP’s timeline.

4. Examples of Good Practices under the Three Performance Criteria. The new PPP IV.C.3. establishes performance criteria in three areas (teaching and advising; professional development; service in furtherance of the college mission). You should read these criteria carefully, and be prepared to fully demonstrate your level of performance in each area. You should also read carefully the sections on renewal without promotion (IV.C.4.) and renewal with promotion (IV.C.5.) to ascertain the appropriate level you need to demonstrate.

The Faculty Evaluation Committee uses the following categories of “scholarship” to evaluate performance under the criteria of professional development:

“Substantive accomplishment is encouraged in one or more of the four Carnegie categories of scholarship (E. L. Boyer, *Scholarship reconsidered*, 1990):

- Scholarship of Teaching: Substantive scholarship that enhances the

quality of teaching and learning. It consists of multiple elements that indicate increased coherence and meaning for the learner.

- Scholarship of Application/Practice: The rigorous application of knowledge to consequential societal problems through internal and external scholarly service.
- Scholarship of Integration: Scholarly work that crosses disciplinary boundaries to interpret and synthesize information in creative ways. This type of scholarship results in identifying new insights and meanings and recognizing new relationships between knowledge and information.
- Scholarship of Discovery: Traditional published, refereed research which contributes to the growth of a discipline or profession.”

The Faculty Evaluation Committee is charged with informing all faculty of the practices it finds meet the criteria. Over time, these “good practices” will be derived from the evaluations of Unity faculty. At present we can only offer suggestions on what we believe will be “good practices” resulting in successful evaluations. These are only suggestions – it remains the responsibility of faculty seeking evaluation to demonstrate that performance criteria have been met.

I. Examples of evidence for student-centered teaching and advising include:

- a. Clearly defining course outcomes and requirements.
- b. Using assessment to improve course delivery.
- c. Using a variety of teaching methods in the classroom to meet the needs of students with different learning styles.
- d. Creating an atmosphere in which students learn from each other and value diverse perspectives.
- e. Using exercises designed to improve communication skills (oral and written).
- f. Involving students in service learning projects appropriate for course content.
- g. Fostering problem-based learning through experiential education.
- h. Developing applied learning curriculum
- i. Utilizing applied learning to connect class content to occupational settings.
- j. Examples of student success and achievement subsequent to the completion of course or studies.

II. Examples of evidence of professional development and scholarship includes:

- a. Publication in scholarly journals or books of disciplinary, interdisciplinary or pedagogical theory and research, at least some of which are refereed.
- b. Presentation of a scholarly paper to a professional society, or a paper in one’s field(s) of expertise to any group, at least some of which are refereed. For faculty in the arts, regular creation, practice, and performance of creative work is expected.
- c. Submission and implementation of grants.

- d. Written description of work in progress (e.g., grant proposals; book contracts).
- e. Editing, refereeing manuscripts, or writing book reviews for professional journals.
- f. Evidence of collaborative publications and presentations
- g. Development of program and/or general education curricula incorporating new pedagogies and practices.
- h. Development of community-based service learning projects.
- i. Participating in meetings, conferences and conventions of professional associations.
- j. Service to one's professional societies.
- k. Professional practice

III. Examples of evidence of service to the mission of Unity College includes:

- a. Effective and responsible participation in committee work.
- b. Participation in the administration of degree programs, general education, and/or academic support services
- c. Review and assessment of degree programs, general education, and/or academic support services.
- d. Administration of grants.
- e. Participation in the development of college policies.
- f. Advising student organizations.
- g. Other administrative duties.
- h. Professional presentations to community groups.
- i. Participation in projects that benefit the community.
- j. Consulting for governmental agencies, community groups, schools or other organizations.
- k. Representing the college or one's profession in a community or governmental organization.
- l. Incorporating service learning into one's classes.

5. Documentation guidelines including examples of evaluated student work products. The new PPP IV.C.7.b. provides "Evaluation recommendations and decisions will be based solely on the written materials assembled for the evaluation procedure." The written materials consist of your professional dossier, plus materials provided by the administration and by the faculty evaluation committee. The goal is to reduce excessive documentation, while still providing sufficient information for the committee to conclude that you have demonstrated performance meeting all criteria.

Please read carefully the requirements for your professional dossier:

- The dossier should be concise and complete.
- Your vita should be comprehensive, as it is your primary documentation of your professional development and service activities.
- The teaching materials should be selected to provide a reasonable sample of the range of your teaching content and methods, including samples of critiqued

student work (with student names obscured). You should consult with the committee's representative when selecting sample teaching materials.

- The student evaluations of instructors should include all data you have received since your last evaluation.
- The self-evaluation should fully address all performance criteria at the level you seek.

6. Teaching evaluation procedures: formative assistance through review of course materials and classroom observations. During the semester preceding evaluations, individual members of the Faculty Evaluation Committee meet with faculty to support development of effective dossiers. These activities, which are one of multiple factors considered by the committee, include a review of comprehensive written course materials for at least one course, plus one or more classroom observations. These activities are considered formative and supportive in nature, with the results also contributing to the best possible evidence of teaching performance in the dossier.

- The course materials should document the complete record of activities related to the delivery of a single course. You should choose a course that is representative of your overall teaching strategies and practices, and that exhibits your approach to student centered teaching. The materials should include the following: evidence of pre-semester planning; examples of typical lessons and learning activities; all assignments and handouts distributed to students; all examinations; evidence of in-semester assessments of student learning and related adjustments; examples of critiqued student work; records of student performance evaluations; and post-semester assessments and planning for subsequent versions of the course. While most of these materials should be copies of original teaching work products, some of the materials may be created especially for purposes of this evaluation (for example, a post-semester assessment of student learning).
- The new PPP IV.C.7.b.i.x provides that the faculty evaluation committee will contribute one or more classroom observation reports to the materials considered for evaluation. You identify a class and a date (prior to Thanksgiving break) for at least one classroom observation. You may have additional classroom observation(s). After the observation, the committee member will write a draft report. You may comment on the draft, which may then be revised before it is made a part of the written materials considered for your evaluation. You are entitled to submit a written response to the committee member's report.

7. Faculty Evaluation Committee Internal Procedures. The members of the Faculty Evaluation Committee engage in ongoing professional development as effective peer evaluators. After the conclusion of each year's evaluations, the committee assesses the results of its procedures, drafts revisions to these guidelines for consideration of the faculty, and prepares its annual report. Committee members are trained annually in "norming" of classroom observations, including use of the committee's classroom observation form (attached). While the committee's work on individual evaluations is confidential, the general challenges it faces and the results it achieves are shared with the faculty for everyone's improvement.

8. Committee Timeline for AY 2006-2007.

The timeline for the 2006-2007 cycle of evaluations is the same as previously followed under the old PPP. Pertinent dates include:

October 2006 Administration notifies faculty members whose contracts expire at the end of Spring semester are informed of the need to initiate the evaluation process

October 2006 Faculty Evaluation Committee and Administration agree on procedures and timelines for this year's evaluation procedures

Tuesday 31 October, 2006 General information meeting for all faculty seeking evaluation this year. Any faculty desiring evaluation for promotion should notify the committee and the chair of DIAS of their intentions by this date.

November 2006 Faculty members seeking evaluation work with the committee member assigned as the primary contact to prepare the dossier. This work includes arrangements for conducting classroom observations at mutually convenient times prior to Monday, November 20th, and consultations on the sufficiency of documentation for inclusion in the dossier. Faculty members seeking evaluation should also consult with the chair or vice chair who will be writing the faculty administrator evaluation report for inclusion in the dossier (PPP p.8 item f.). Faculty members seeking evaluation should feel free to consult with other members of the committee or other representatives of the administration at any time during the evaluation process.

December 1, 2006 Faculty members seeking evaluation will receive their classroom observation report by this date. Inclusion of the report in the dossier is not required; however, the FEC may raise its contents during the meeting between FEC and individual faculty members up for review.

December 2006-January 2007 Faculty members compile and organize dossiers, and write self-evaluations. On or before the end of Fall semester, committee's primary contact person will provide a summary report on the classroom observations for inclusion in Part II of the dossier.

Monday January 8, 2007. **COMPLETE DOSSIERS ARE DUE ON THIS DATE - the first day of Professional Development week.** Deliver the dossiers to the Provost's office (PPP p.8).

Tuesday & Wednesday January 9 & 10, 2007 Committee members review all dossiers submitted.

Thursday & Friday January 11 & 12, 2007. The full committee will meet separately with each individual faculty member seeking evaluation. The chairperson of DIAS responsible for the administration's evaluation report will be asked to attend the meeting for the purpose of clarifying any matters contained in that report. Any additions or corrections to the dossier shall be agreed upon at this meeting, with any such additions to

be submitted not later than Wednesday January 24. Contract renewal meetings will be scheduled in two-hour time blocks, with the first hour devoted to meeting with the faculty member and chair, and the second hour devoted to committee deliberations. Promotion meetings will be scheduled in three-hour time blocks, with a similar division of time between mutual conversation and committee deliberation.

Monday January 29, 2007 First drafts of committee reports are due in the committee chair's office, for redistribution to the full committee for comment and review. The committee will conduct meetings to fully consider the contents of all drafts, make necessary revisions, and conduct final votes on recommendations. If necessary, majority and minority reports will be written (PPP p.9-10).

February 12, 2007 All committee evaluation reports will be submitted to the Provost, with a copy delivered to each faculty member seeking evaluation. Upon receipt of the committee's evaluation report, any faculty member seeking evaluation may elect to prepare a written response – the response must be filed within five working days of the receipt of the committee's report (PPP p.9).

April 13, 2007 The Provost reviews the full evaluation record (dossier with any permitted additions, committee evaluation report, and any written response to committee evaluation report), judges it, and makes a written recommendation by this date. The Provost may recall the committee to discuss its report and recommendations, prior to making a final judgment on contract renewal or promotion. Upon receipt of the Provost's report, the faculty member may elect to prepare a written response – the response must be filed within five working days of the receipt of the committee's report (PPP p.9). At the end of this time period, the full record is forwarded to the President.

June 1, 2007 After review of the record, and judgment, the President reports the final decision in writing to the faculty member, the Provost, the chairperson, and the committee (PPP p.9). The President's reports concludes the evaluation process. Any further actions concerning the evaluation process or the contract status of the faculty member are conducted under the regulations on Grievance Procedures (PPP p.14-17).

The timeline for the 2007-2008 cycle of evaluations will follow the new PPP, and are scheduled to begin during spring semester 2007.

IV. EVALUATION

A major goal of Unity College is the appointment, retention and rewarding of regular faculty who demonstrate teaching effectiveness, advising skill, professional growth, and service in furtherance of the college mission. Regular faculty evaluation systems are used to measure performance. The provost initiates faculty evaluation procedures.

A. Annual Faculty Activity Reports

By August 24 of each year, all regular faculty members submit to the department chair an updated curriculum vita, a report of their professional activities for the previous year, and

a statement of professional goals to be undertaken for the next three or more semesters. The department chair may provide individuals with written comments on the report.

B. Early Renewal Evaluation Procedures

1. If the provost or the department chair is not satisfied that a faculty member is meeting workload assignments or pursuing activities that are likely to result in achieving standards for renewal in rank, the department chair will request a revised statement of professional goals that addresses all deficiencies. If the revised statement is unsatisfactory, or if satisfactory progress in achieving the goals is not demonstrated within the ensuing year, then the department chair may recommend initiation of an early evaluation procedure.

2. Not later than January 30, the recommendation for early evaluation will be provided to the faculty member and to the provost. Upon receipt, the faculty member has five working days in which to respond in writing. If the department chair's recommendation is accepted by the provost, the faculty member will be notified not later than April 15, and an early contract renewal evaluation will be scheduled for the following year.

C. Periodic Evaluation for Renewal or Promotion

Periodic evaluation of regular and temporary faculty performance is both necessary and healthy. The purpose of evaluation is threefold:

- 1) to guide professional development;
- 2) to provide a basis for contract decisions; and
- 3) to determine the appropriate level of achievement for promotion.

1. Faculty Evaluation Committee. The faculty evaluation committee and its chair are elected by the faculty. The committee has five members representing a range of disciplines, with at least two holding the rank of professor. The chair will be elected annually. Committee members will normally be elected to rotating three year terms; however, no faculty member will serve on the committee during a year in which that member is scheduled for evaluation. The department chair may attend all committee meetings and deliberations, and may contribute to discussion of individual cases, but does not vote.

Consistent with these policies and procedures, the faculty evaluation committee will prepare and periodically revise its evaluation guidelines, and the faculty will vote its approval of them. The guidelines will include: suggested good practices examples for the three evaluation criteria; documentation guidelines including examples of evaluated student work products; teaching evaluation procedures including classroom observations; and the committee's procedures.

2. Evaluations timeline.

- a. By April 1 the provost will inform eligible faculty members of their option to initiate the evaluation process for the following evaluation cycle.
- b. By April 15 faculty whose contracts are expiring may request evaluation for renewal, and faculty who are eligible for promotion may request evaluation for promotion.
- c. By May 15 all requested renewal and promotion evaluations will be scheduled for review in the fall semester, and each faculty member to be evaluated will be notified of the date the review will occur.

- d. Not later than August 24, every faculty member scheduled for evaluation will submit the required documentation to the office of the provost.
- e. Evaluation meetings will be completed, and the faculty evaluation committee will submit its reports and recommendations not later than December 1.
- f. Notice from the provost to the individual faculty member concerning intention of renewal or non-renewal will be provided no later than February 28.
- g. Notice from the president to individual faculty members concerning contract renewal and/or promotion will be provided no later than March 30.
- h. Exception: The evaluations scheduled for academic year 2006-2007 will follow the timeline established in the edition of this document as last amended October 18, 2002.

3. Three Primary Evaluation Criteria.

Evaluation of Unity College faculty for renewal and promotion will be based on performance in three areas: teaching and advising; professional development; service in furtherance of the college mission. Quality teaching and advising are considered the primary role in faculty evaluations at Unity College. Faculty members are also expected to demonstrate substantive accomplishment in the areas of professional development and service to the college mission. In weighing the overall performance and unique contributions of each faculty member, consideration will be given to the ways in which the individual serves the multifaceted demands of the institution. It is recognized that individual workloads may include differing emphases in teaching, advising, professional development and service activities.

a. Teaching and Advising. Unity College expects faculty to focus on student centered teaching that emphasizes active learning experiences, critical thinking, communication skills, and mastery of course content. In addition to staying current in their fields, faculty should incorporate these emphases by continuously assessing learning outcomes and using results to update and revise courses. Faculty members are also expected to serve as advisors for students by helping them to achieve their educational and professional goals. As a guide to all faculty members, the faculty evaluation committee includes in its guidelines multiple examples of good teaching and advising practices.

b. Professional Development. All faculty members are expected to engage in continuing professional growth and development that is appropriate to their positions and ranks, and that results in substantive accomplishments. Continuing professional development will include activities to maintain currency in the discipline and in any other areas of current or prospective responsibility. Scholarship, as broadly defined by the faculty evaluation committee guidelines, is a primary means for demonstrating substantive accomplishment in this criterion. As a guide to all faculty members, the faculty evaluation committee includes in its guidelines multiple examples of good professional development and scholarship practices.

c. Service in furtherance of the mission of the college.

Continuing service activities that result in substantive accomplishment are expected. Service activities will be evaluated in two categories:

- The first is participation in and service to the college community related to student life, cultural enhancement, governance and administrative responsibilities.

- The second are external activities that enhance the college's reputation for excellence; that enhance the faculty member's reputation in their discipline; that support the mission of the college by serving the larger community through constructive civic engagement, or by active participation in professional associations, at the local, state, regional, national or international levels; or by some combination of these or similar activities.

It is recognized that individual contributions will vary. As a guide to all faculty members, the faculty evaluation committee includes in its guidelines multiple examples of good practices in providing college community and academic services.

4. Standard for renewal without promotion.

- a. The standard for renewal is a demonstration that during the previous contract period the faculty member has continued to perform at the level required for promotion to that rank
- b. Renewal after five years initial service requires a demonstration that the individual is successful in meeting performance standards for teaching and advising, is actively working to increase mastery and to maintain currency in the discipline, and is contributing effective service to the mission of the college.
- c. A determination that performance has not met the required standards will result in either a probationary contract or a terminal contract.

5. Standards for renewal with promotion.

In addition to the above criteria, the following guidelines will be used for promotion. At each rank, the minimum qualifications must be met, and the performance in every criterion must be continuous and persistent over multiple years before a promotion will be granted. Faculty may request review for promotion in any year they believe that the standards have been met.

- a. Assistant Professor: An assistant professor will have the appropriate terminal degree. Faculty seeking promotion to the rank of assistant professor must exhibit professional competence in teaching assignments, be actively engaged in professional development including scholarship, and be providing effective service to the mission of the college. An assistant professor must demonstrate commitment to maintaining and improving professional competence.
- b. Associate Professor: An associate professor will have a terminal degree, and either five years at the rank of assistant professor or at least five years as a regular faculty member at Unity College. Faculty seeking promotion to associate professor must have clearly demonstrated professional competence and consistently practiced professional performance. An associate professor will demonstrate significant progress toward establishing a good reputation in teaching and scholarly endeavors, and be achieving substantive goals that advance the mission of the college.
- c. Professor: A professor will have the appropriate terminal degree and five years at the rank of associate professor. Faculty seeking promotion to professor must demonstrate innovation and excellence in teaching, as well as a sustained portfolio of professional development and scholarship. A professor is expected to provide an exemplary model of competence and effective performance and to maintain a leadership role in advancing the mission of Unity College.

6. Exception: promotion for outstanding performance

It is specifically recognized that the college may benefit from faculty whose education and/or experience may be different from the stated requirements. Exceptions to the minimum time in rank, terminal degree, or experience qualifications for rank will be based on outstanding academic performance and/or outstanding professional experience that significantly exceed the normal expectations.

7. Documentation Required for Contract Renewal and/or Promotion.

a. Each faculty member maintains a professional dossier of information relevant to his or her professional career, professional capabilities, qualifications and performance. When submitted for official review, the dossier is kept on file in the chief academic officer's office until the process is completed, at which time copies of all evaluation reports are maintained permanently and the dossier is returned to the faculty member. Once submitted, the dossier is a document of record, and documents in it cannot be removed. Materials can be added to the dossier with the permission of the faculty evaluation committee. Subsequent reports at each stage of the process and the written responses from the faculty member, if any, become a permanent part of the evaluation record.

b. Evaluation recommendations and decisions will be based solely on the written materials assembled for the evaluation procedure.

The faculty member's dossier submitted for renewal evaluation will include:

- i. Updated, current vita;
- ii. Copies of annual faculty activity reports since the prior evaluation;
- iii. Teaching materials including syllabi, assignments, assessments, and critiqued student work;
- iv. Summary data of student course evaluations;
- v. Self-evaluation, including performance during the evaluation period on all criteria, and goals for the future.

The administration will provide:

- vi. copy of current contract and any supplemental agreements;
- vii. past evaluation report by the faculty evaluation committee, provost, and president;
- viii. evaluation report(s), if any, by department chair.

The faculty evaluation committee will provide copies of:

- ix. peer classroom observation(s) report;
- x. other reports or summaries required by committee guidelines.

c. The materials for evaluation related to promotion include all of the above, plus adequate documentation in the faculty member's portfolio of the achievements related to appropriate standards for the rank sought.

8. Procedures for Contract Renewal and/or Promotion Review

a. The faculty evaluation committee will meet with each faculty member being evaluated at the agreed time and place to discuss and evaluate the assembled evidence. The committee may request supplemental documentation from the faculty member being evaluated or from the administration. The faculty member being evaluated will not be present when the committee makes its final decision concerning retention and/or promotion. Any recommendation of the committee must be supported by the assembled evidence measured against the evaluation criteria. In the case of a unanimous decision, the committee will report its recommendations in writing, citing criteria and evidence.

In the case of a split decision, the majority and the minority will similarly state their positions in writing, citing criteria and evidence. Copies of the evaluation committee report are provided to the provost and to the faculty member. Upon receipt, the faculty member has five working days in which to respond in writing to the report, and to deliver copies of the response to the chair of the faculty evaluation committee and to the provost.

b. The provost reviews the documentation for each criterion, judges the standard achieved, and makes a written recommendation specific to contract renewal and/or promotion to the faculty member with a copy to the evaluation committee. If the provost finds fault or error in the content of the evaluation committee report that prevents a conclusion being reached, the committee is recalled to discuss the differences. Upon receipt of the provost's report the faculty member has five working days in which to respond in writing. The report and response become part of the dossier that is then forwarded to the president.

c. The president reviews the documentation for each criterion, judges the standard achieved, makes the final decision specific to contract renewal and/or promotion, and reports it in writing to all participants.

9. **Prior Service.** Beginning fall semester 2006, regular faculty members will begin participating in the procedures for annual activity reports. Regular faculty members with prior service, defined as those with continuing appointments as of September 1, 2005, may elect to be evaluated once in accordance with the renewal and promotion performance standards in effect on that date (i.e., the edition of this document as last amended October 18, 2002). Eligible prior service evaluations will be scheduled at the end of the faculty member's current contract cycle, or earlier if the individual seeks early promotion. Successful evaluation under this prior service provision will result in the award of a five-year contract.

Appendix 8: Declaration of Interest Form

**Declaration of Interest
Teacher Education Program**

Name: _____ Major: _____

Class: _____ Expected date of Graduation: _____

Contact information:

E-mail: _____

Telephone: _____

Mailing Address: _____

Science courses taken:

(continue on reverse side if needed)

Education courses taken:

I, _____, am officially expressing an interest in the Teacher Education Program at Unity College. This declaration can be recorded with the registrar and the director of teacher education.

Signature _____

Date: _____

Appendix 9: Student Teaching Application

Unity College
Application to Student Teach

Name: _____ Date: _____

Class Status: _____

Major: _____ Date of Graduation: _____

Intended dates of student teaching: _____

Academic Requirements:

_____ Credit Hours of Physical Science (24 credit hours required)

_____ Credit Hours of Life Science (24 credit hours required)

Professional Requirements: (Please check below the professional courses you have completed)

_____ ED 2014 Foundations of Education

_____ ED 2113 Instruction & Evaluation Design

_____ ED 3223 Curriculum Development & Assessment

_____ ED 3333 Education for Exceptional Children & Youth

_____ ED 3444 Teaching Science in the Secondary School

_____ PY 1003 Introduction to Psychology for Teaching & Learning

_____ PY 2013 Human Development

_____ PY 3123 Educational Psychology Field Experience:

Total Field Experience Hours _____ (Provide Documentation)

Praxis I pass date: _____

Praxis II pass date: _____

Signature: _____ Date: _____

Appendix 10: Cooperating Teacher Evaluation

Unity College

Cooperating Teacher's Formative and Summative Evaluation Form

I. Evidence and/or examples of positive academic expectations for student success:
II. Evidence and/or examples of classroom practices and procedures that promote an environment conducive to instruction and learning (classroom management):
III. Evidence and/or examples of appropriate planning for lessons and or units:
IV. Evidence and/or examples of the Maine Learning Results in the planning of daily lessons and units:
V. Evidence and/or examples that daily lesson plans as well as units are aligned and support the school's curriculums:
VI. Evidence and/or examples that daily lessons, assignments and units, are designed to meet the needs of a diverse group of students:
VII. Evidence and/or examples that modifications are incorporated into the daily lessons, assignments and units that allow for accommodations for exceptional students:

VIII. Evidence and/or examples that students are mastering the objectives and outcomes of the school's curriculums:

IX. Evidence and/or examples that assessments are being used which inform instruction:

X. Evidence and/or examples that formative assessments are based on the use of multiple assessment strategies both traditional and authentic:

School

Class/Grade

Days Absent

Times Tardy

Signature of Cooperating Teacher

Date

Signature of Student Teacher

Date

Appendix 11: Science Methods Course Evaluation

Please rate this course compared to other education courses you have completed.

1	2	3	4	5	N/A
Low				High	

Please rate the textbook.

1	2	3	4	5	N/A
Low				High	

Is the overall pace of this course consistent with other 3000 level courses you have taken at Unity College? Explain.

Are the topics covered in this course consistent with your initial expectations of what you would learn?

Do you think the field experience is a beneficial component of the course? Why?

Are there any ways to improve upon the field experience component?

Do you feel that you are getting a clear understanding of teaching science in grades 7-12? Explain.

Do you agree or disagree that the portfolio for this class should be aligned with the Maine State Standards for teachers? Why or Why not? Other suggestions.

GENERAL COMMENTS

Positive

Negative

Appendix 12: Field Experience Assessment

Unity College Pre-Service Teacher Field Experience Assessment

As a professional educator supporting this field experience activity, you are asked to take a few minutes to give your assessment of a student's professionalism in your classroom. Your feedback is critical in assisting both the individual student and the teacher education program.

Thank You.

Student _____ Name: _____
Date: _____

Teacher _____ Name: _____
Class: _____

1. Student arrived to your class on time Yes_____ No_____
2. Student introduced him/herself Yes_____ No_____
3. Student was appropriately dressed* Yes_____ No_____
4. Student was attentive to classroom activities Yes_____ No_____
5. Student was engaged in his/her own learning Yes_____ No_____

Other Comments:

Appendix 13: Teacher Education Alumni Questionnaire

Teacher Education Alumni Questionnaire

1. What prompted you to enroll in the teacher education program?
2. Once enrolled, did you feel supported in your pursuit of certification by teacher education staff?
3. Do you feel that the education courses prepared you for student teaching and, ultimately, a job in a professional education setting?
4. How satisfied were you with the student teaching application process (prior to student teaching)?
5. a) How satisfied were you with the amount of supervision from both your college supervisor and cooperation teacher during your student teaching semester?

b) Did you receive adequate feedback that helped improve your teaching?
6. Were the weekly seminars, held on campus during the student teaching semester, helpful to your development as a professional?
7. How well do you feel the program worked as an “add-on” to your major?
8. If the college offered a science education major, focused on obtaining certification, would that have interest you?
9. Were you able to find a job in education upon graduation from Unity College?
How long did it take?

10. Please list the name and location of your current employer.

11. Rate your overall experience with the teacher education program at Unity College
Poor 1 2 3 4 5 Excellent

12. Suggestions for program improvement (list below):