REVIEW TEAM REPORT

Teacher Certification Program Review Visit to:

University of Maine Fort Kent

Educator Preparation Programs

Fort Kent, Maine

March 21-24, 2010

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INTRODUCTION

Education Division - University of Maine Fort Kent

This report of findings is based upon a review of the self-study developed by the Education Division of the University of Maine at Fort Kent (UMFK) as an application for renewal of State program approval. The UMFK Status Report was evaluated; data was collected; program specific exhibits were examined; and a sampling of student artifacts was reviewed during the on-site visit that was conducted by the program review Team from Sunday, March 21 through Wednesday, March 24, 2010. The review Team was comprised of the following individuals: Dr. Gerry Saunders, Director of Teacher Education at Unity College; Dr. Michelle Zelkowitz, Coordinator and Associate Professor of the Art Education Program, Maine College of Art; Dr. Catherine Fallona, Associate Dean, Director of Teacher Education, University of Southern Maine; Dr. Daniel Qualls, Associate Professor of Education, University of Maine at Machias; and Mark Cyr, Coordinator of Certification, Maine Department of Education. Dr. Steven M. Pound served as Observer, representing the State Board of Education and Harry Osgood, Higher Education Specialist, Maine Department of Education served as liaison and facilitator for the Team throughout the campus visit.

The Team review consisted of numerous interviews with Division faculty; Arts and Sciences faculty; university administrators; information technology staff; library administration; traditional and non-traditional teacher education students; cooperating mentor teachers; cooperating principals; area superintendents of schools; and Division program alumni employed in area schools. In addition, a campus tour of program relevant facilities was conducted for the Team by two current teacher education program candidates.

The University of Maine at Fort Kent has been educating teachers for well over a century and has established a tradition for quality academics and the delivery of effective education preparation programs. The Education Division has played a vital role, along with the area public schools, in serving the educational needs of the St. John Valley and of the neighboring communities throughout northern Maine. Founded in 1878, UMFK, formerly known as the Madawaska Training School, exclusively trained young men and women to be teachers. Currently the Education Division is one of four (4) academic divisions on campus - the other divisions are: Arts and Sciences; Environmental Studies; and Nursing. The Education Division offers a formalized curriculum designed to prepare individuals as elementary and secondary school teachers. The Division strives toward excellence in its teacher preparation programs and prides itself on the quality of its graduates, many of whom represent a significant staff presence throughout northern Maine's elementary and secondary schools.

The academic mission of the Division of Education is stated as follows: ". . . to prepare students as undergraduate teachers who are prepared to be reflective scholars, instructional leaders, and global citizens. Reflective scholars pursue knowledge with an open minded and whole hearted attitude. The process for becoming reflective is the basis of the entire program, because persons who teach from this perspective actively analyze their teaching practices and the

educational, social, and political contexts in which their teaching is embedded. The teacher as instructional leader responds to the question 'reflective about what and to what purpose?' Teacher as global citizen responds to the current social, economic and political realities. The growing global interdependence must be clearly faced if prospective teachers are to be equipped with the necessary tools for teaching. One of the Division's goals is to empower new teachers with the tools necessary to respond to the future demands of education. By preparing (a candidate) to become a 'reflective scholar, instructional leader, and global educator,' the Division prepares (a candidate) to serve a key role in a profession that is progressive and improving. (Each candidate) will be qualified to educate tomorrow's adults to reach their full individual potential and prepare them not only for a life of work, but for a life of worth".

The UMFK State Team's visit focused upon the Education Division's preparatory programs for both elementary and secondary education. Division students may fulfill a complete academic major in Elementary Education; however, students who qualify for secondary or K-12 certification endorsement areas are required to complete their major in an academic discipline.

The following teacher preparation programs were evaluated by the Review Team for renewal of State program approval:

- Elementary Education (K-8),
- Modern and Classical Languages (K-12),
- Computer Technology (K-12),
- Secondary Life Sciences (7-12),
- Secondary Social Studies (7-12), and
- English /Language Arts (7-12).

Summary of Findings for Each Standard

Standard One: Initial Teacher Candidate Performance

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

Findings:

Overview

The Education Division provides programs for both elementary and secondary education. Certification is offered in Elementary Education (K-8), Modern and Classical Languages (K-12), Computer Technology (K-12), Secondary Life Sciences (7-12), Secondary Social Studies (7-12), and English /Language Arts (7-12). Students may fulfill a complete academic major in Elementary Education. Students pursuing secondary or K-12 certification complete their major in the academic discipline, and add Teacher Certification to their major.

Students in all programs are required to take a common core of education classes that are designed to introduce students to public education, certification requirements and principles of learning. Following the core, students take additional course work in curriculum, methods of teaching, education of exceptional children and classroom management.

Students take Praxis 1 as sophomores. If students do not pass Praxis, tutorials and remediation are provided. Praxis 1 and 2 must be passed prior to student teaching. Students must maintain a 2.5 overall GPA. Any course grades below a C must be retaken. 2006 pass rates for Praxis 1 ranged from 61%-68%. Pass rates for Praxis 2 ranged from 56%-100%. Content area faculty expressed an interest in learning more about the Praxis 2 exam in order to help prepare students for the Praxis 2.

Course Alignment with Maine Certification Standards

All course syllabi reference the Maine Certification Standards. A matrix indicating progression of performance from Introductory through Mastery within the Maine Certification Standards is presented for both Elementary and Secondary Certification programs. Evidence of this progression was not found beyond the matrix. It would be helpful for assignments to be explicitly connected with Standards and Performance Indicators.

Early Field Experiences

Early field experiences are associated with several classes. Many of these are described as “volunteer hours”, even though they are required by the class. Students and faculty both report that students frequently go beyond the minimum number of hours required by the class. In conversations with students, faculty and teachers, it was found that alignment with course content, school needs, and assessment of observation experiences were inconsistent between classes and instructors. Some students had to find their own placement, others were arranged by faculty. When sections of the same class were taught by different instructors, frequently expectations were inconsistent. Students also expressed a need for more frequent field experiences early in their programs.

Assessment of Student Maine 10 Initial Certification Standards
Assessment of student performance relative to the Initial Certification Standards is done through a combination of performance on in-class assignments and development of an assessment portfolio. The assessment portfolio is developed and evaluated at two points in the program, at the time of applying for student teaching and at the completion of student teaching. An initial portfolio is developed before student teaching with artifacts primarily collected from course assignments. At each step, students select one or two artifacts to represent their overall abilities related to the standard. All syllabi reference the standards and provide opportunities for students to develop artifacts, but it is up to the students to select specific artifacts for each standard and develop a rationale for how it demonstrates proficiency. The pre-student teaching portfolio is evaluated by the student's advisor and must be rated satisfactory for all standards to advance to student teaching. The portfolio is redone during student teaching with artifacts developed during student teaching. Students work closely with their cooperating teacher in the development of this final portfolio. This final portfolio is evaluated by the director of student teaching. A rating sheet for each standard is used for both the pre and post student teaching portfolio. However, a rubric for what characterizes an acceptable artifact and reflection is not available and no evidence of an effort to ensure inter-rater reliability was found.

During interviews with students, it was mentioned several times they feel well prepared in general methods of teaching. However, when asked about specific content areas, elementary teachers mentioned they felt poorly prepared to teach reading and mathematics. Students seeking secondary certification mentioned a desire for methods in teaching their specific content areas. Literature, mathematics and biology were specifically mentioned as areas where secondary students felt poorly prepared in how to teach their specific content areas. In conversations with content Program Coordinators, all of them expressed a willingness to work with education faculty teaching methods courses to address this problem.

Students expressed confidence in their ability to teach diverse populations and multilingual students. This was perception supported by school faculty and administrators.

Overall Assessment of Standard
A. Commendation:

The use of the Standards based portfolio as a pre-student teaching assessment then having it completely redone during student teaching, recognizes the transition from being a pre-professional to a beginning professional and the differences between completing assignments and accomplishing tasks based on their own initiative.

B. Recommendations:

- The Division needs to require students present a more complete body of evidence demonstrating proficiency of each Certification Standard.
- The Unit needs to establish and articulate consistent expectations between sections of classes. This is particularly important for the field experiences and practica program coursework.

<u>Review Team Decision: This standard is conditionally met.</u>

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.

Findings:
The unit has developed an assessment system that reflects Maine's Ten Initial Teacher Certification Standards. The unit's system includes multiple evaluation measures to monitor candidate performance and to improve the program.

Performance of Candidates
Education students are admitted using the process and admissions criteria as all other applicants to the UMFK. Education faculty are not involved in the selection of candidates. However, there is evidence from a variety of sources indicating that from the moment students are accepted in the programs, different kinds of assessment are utilized to monitor their performance and progress through their respective programs. Decisions about candidate performance are based on multiple assessments made at admission into programs, at appropriate transition points and at program completion. Students are expected to meet mid-program benchmarks. These include passing Praxis I and maintaining an overall GPA of 2.5. At the time of admission to student teaching, students must have completed their general education, liberal arts, and major (elementary education or disciplinary) coursework with grades of C or better in each course and an overall GPA of 2.5. Additionally, they must have passed Praxis I and II. As students prepare for their student teaching application their education advisor evaluates their portfolio for satisfactory progress toward meeting the Maine's Ten Initial Teacher Certification Standards. When there are student concerns, practicing professionals connected with the teacher education program may use the *Teacher Education Alert Form* to inform the faculty advisor and the student of his or her concerns. The *Teacher Education Alert Form* is used to identify a student in the program whose professional performances or approach is weak. Following two *Alerts*, the Education faculty will review a student's case and make determinations regarding the student's continuation in the program. There was no data provided related to the number of students who successfully complete the pre-service portion of the program or to the number of students placed on *Alert.*
During student teaching, the student teacher's progress toward meeting Maine's Ten Initial Teacher Certification Standards is evaluated by the mentor and supervisor. This evaluation is done through observations of instruction, the *Summative Evaluation Based on the Ten Standards for Beginning Teachers* and a summative *Portfolio Assessment*. A final review of the portfolio is done by the Director of Student Teaching.

Program Evaluation
The program regularly and systematically compiles, summarizes, and analyzes data to improve candidate performance, program quality, and unit operations. The program collects data from candidates, recent graduates, faculty, and personnel in local school districts. These data include performance on Praxis I and II, Professional Portfolio rubrics, summative evaluations from student teaching, and exit survey reports. Based upon the data from these sources, the program initiates changes. For example, there is evidence that curricular changes have been made based

upon exit survey results. The summary of survey results indicates that courses were eliminated or revised based upon the exiting students' feedback.
Although there is reference to alumni surveys, neither the survey instrument nor the survey data was found. Therefore, it is difficult to see how the program systematically gather and review data on graduates.

The unit has developed multiple measures for assessing candidate performance and evaluating the program, and they use this data to inform decisions related to candidate performance and program quality. However, there does not appear to be a comprehensive system for tracking this data in a way that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality.

A. <u>Commendation:</u>

1. The unit has been responsive to feedback from students and local school districts, and it has used that feedback to make program improvements.

2. **<u>Recommendations:</u>**

1. Although the unit has multiple measures for assessing candidate performance related to Maine's Ten Initial Teacher Certification Standards, the criteria for meeting each standard is not clear. The unit should further develop the *Summative Evaluation based on the Ten Standards for Beginning Teachers* form to include performance indicators that clearly describe proficiency levels.
2. The unit should continue to work with their Institutional Research Office to develop a system for collecting and maintaining data related to candidate performance and program quality.

<u>Review Team Decision: The standard is met.</u>

Standard Three: Field Experience and Clinical Practice

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

Findings:

Collaboration Between Unit and School Partners

UMFK and its school partners design, implement, and evaluate field experiences and clinical knowledge and skills necessary to help all students learn. Throughout the written guidelines for pre-service fieldwork, and through interviews with UMFK faculty, teacher candidates, their mentor teachers and principals, the review team found evidence of the conceptual framework.

The criteria, time line, and logistics for field experience are clearly outlined for education students. There is evidence that all the required guidelines, procedures, and forms are available to students, are included in coursework, and included in faculty advising. However, some students, notably non-traditional, certification, and transfer students, stated that they did not receive adequate explanation of these materials and timelines.

According to the principals who were interviewed, the cooperating teachers that mentor student interns are fully certified veteran educators with at least three of teaching experience; "the average is about 10 years of experience." For training, cooperating teachers receive a packet that includes forms and a practicum handbook; some teachers reported that they often receive this information only a day or two in advance of a student teacher's arrival. They also stated that simply receiving the practicum handbook was not enough training to fully prepare them and to understand the expectations of the unit. Likewise, a principal suggested that an "orientation with a specific agenda (including policies on dress codes, expectations, planning, management, etc.) be orchestrated by the unit" to ensure student interns and cooperating teachers understand the expectations of the unit and the school.

A teacher advisory board meets once a year to discuss educational topics. Additionally, a group of superintendents, principals, teachers, and alumni recently worked on program revision and helped develop the new Student Teachers Aspiring to Meet the Real Challenges of Schools (STARS) program. These supportive groups advise the unit and provide valuable input on the education and training of new teachers at UMFK.

Candidate Knowledge, Skills, and Attitudes to Help All Students Learn

In alignment with UMFK's experiential learning focus, the unit provides students with several settings in which to plan and facilitate learning for a diverse population. While recognizing that students have some choice in their student teaching placement, all education students need to have the opportunity to learn, observe and apply strategies for working with ethnically and culturally diverse populations. Therefore, the unit sends students to several K-12 schools in the Portland school district for a day of observations and teaching experiences that incorporate a major reflective piece.

Conversations with students and cooperating teachers revealed that students generally feel prepared for the student teaching experience and that the program of coursework provides them with the knowledge, skills and attitudes to work in classrooms. When student teachers were asked what type of teachers the unit was producing, they responded several times with "reflective" and "well-rounded." However, several elementary student teachers noted that they were ill equipped to teach reading and math methods, and secondary student teachers noted they were not prepared with adequate science methodology.

Education students demonstrated in interviews that they know the interrelationship of content, pedagogy, clinical experience, and the Maine Initial Teacher Certification Standards. The team consistently heard from education students at all levels some of the common language of the UMFK Education Program: being reflective practitioners, differentiated learning, flexibility, Maine's Learning Results, and Maine's Initial Teacher Certification Standards.

Design, Implementation, Evaluation, of Field Experiences

Students address the Maine Initial Teaching Certification Standards through their education coursework and can articulate in conversation how the teaching standards are translated into practice. The portfolio concept is introduced sophomore year and students begin collecting artifacts to include in their pre-service portfolio. The capstone clinical experience is student teaching where the students are placed in two eight-week public school placements in two different grade levels, with two different cooperating teachers. The practicum handbook contains complete information about the student teaching experience and related forms and rubrics.

In addition to a cooperating mentor teacher, UMFK hires a veteran teacher to supervise the student teachers. In the past, unit faculty participated in the supervision of student teachers, but that is no longer the case. The student teacher, with assistance from their cooperating teacher and university supervisor, develop the portfolio. The student teaching placement concludes with a discussion of the student's portfolio with the university supervisor. Creation of the student teaching portfolio is a standards-based process. A check-off list exists for the portfolio, however, criteria and a rubric are not provided.

The review team found a discrepancy in the number of hours reported in school-based experiences prior to student teaching. Document exhibits reported numbers that were significantly higher than hours reported by students. The primary inconsistency was with the pre-practicum experience of the methods courses. Most of the student teachers the team interviewed stated that they needed "more hours in the schools sooner." The review team acknowledges that the unit has identified this need, and a plan is in place to address this student teacher concern.

Practicum and cooperating teachers through interviews offered several constructive suggestions on what would better prepare student teachers: more instruction on teaching, specifically reading methods, and a variety of current research-based teaching strategies, in particular, more "hands-on instruction" techniques. The cooperating teachers also suggested that the unit consider a workshop or seminar, prior to student teaching, for cooperating teachers and student teachers to review expectations (specifically with dress codes and professionalism), roles, and procedures for student teachers, cooperating teachers, and the university supervisors. The group of cooperating teachers unanimously noted on how enthusiastic the UMFK students were and how powerful the experience has been for both their classroom students and their own professional development.

Additionally, students, student teachers, and cooperating teachers all expressed the need for increased preparation in classroom management, especially multiple modes of managing behaviors. The review team has evidence that the unit discovered this deficiency and starting fall 2010, the classroom management course will be a required course.

In summary, the unit has a well-designed student teacher program complete with an innovative pre-service portfolio. The review team realizes that the unit is in a major transition both based on a new campus focus and conceptual framework, as well as a significant reduction in student enrollment, and that the quality of field based experiences and student teaching may have suffered in this transition. Additionally, the review team noted that changes in personnel and the increased workload on teacher education faculty and staff greatly affected many aspects of the components of this standard. However, it is critical that more structured collaboration and regular communication take place between all parties involved in teacher education and field placements to ensure students receive the best education possible.

Overall Assessment of Standard
A. Recommendations:

Based on artifacts and conversations with faculty, students, and cooperating school personnel the following areas were identified in which improvements in services must be realized:

1. Build upon established school and community partnerships to increase opportunities for students to have real time in classrooms, and have designated faculty direct and monitor these required field experiences. Students should be engaged early and often in classroom settings.
2. For each field experience, as well as student teaching experiences, set clear goals and expectations for students, supervisors, and school faculty.
3. Develop a clearly articulated system to coordinate field placements for practicum experiences to meet the needs of traditional pathway and non-traditional pathway students, as well as the needs of the incoming students of the newly initiated STARS program, which begins in the fall of 2010. The practicum handbook should clearly address all pathways to student teaching.
4. Develop purposeful, frequent and open communication avenues between the Director of Student Teaching, Education faculty, cooperating school personnel, university supervisors and student interns to support the professional development and collaboration among all constituents. For example, institute a formal student teacher orientation to address key points of the student teaching process.
5. Curriculum should reflect current pedagogy and the diverse methods (mechanics) of teaching specific content. In particular, in elementary education, students should be exposed to current methodology in teaching reading and math skills; in secondary education students should be exposed to teaching science skills. Additionally, all students should have more opportunities throughout their coursework and in field placements to develop classroom management skills.
6. Address the discrepancies between the required number of pre-practicum hours, especially in the methods courses, and those reported by students. Review syllabi and make students accountable for pre-practicum experiences.
7. Either the teacher advisory board, or a new version of a collaborative team, should meet

minimally once per semester as a working team and once a year for an informal social gathering. The charge of the team should be to inform constituents of not only best practices and current trends in education, but also the realities of working in the school culture in the 21st century.

Review Team Decision: The standard is conditionally met

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.

Findings:

Given the location of the campus and the demographics of the region, the unit is making good faith efforts to attract a diverse student body; to provide their students with opportunities to interact in classroom settings on campus and in schools with diverse ethnic, racial, and gender groups; and to ensure that students are aware of the needs of students with diverse backgrounds.

The UMFK's teacher education programs primarily attract two groups of students. There are four year education students from the local geographic region as well as Canadian students who have already completed a bachelor's degree and are attending UMFK to earn their teacher certification. These students work together on committees and education projects related to education and the content areas.

Through the curriculum, the unit provides opportunities for students to learn to develop and teach lessons that highlight the significance of diversity and to develop a classroom climate that values diversity. All but one of the education courses address diversity, requiring that students either analyze or apply their knowledge to diversity issues. Specifically, all students take five courses that focus on diversity. These courses include Teaching of Exceptional Children, Intervention Strategies in Special Education, Educational Psychology, Curriculum and Instruction and Bilingual Multi-cultural Curriculum. Through these and the content methods courses, the unit helps students become aware of the diversity of learners and different teaching styles. Course assignments require the students to adapt instruction for all students, including students with exceptionalities. Based upon interviews with education faculty and students, students are expected to address the developmental characteristics of learners, multi-culturalism, gender, and other related issues of diversity when teaching or planning educational experiences.

Students demonstrate their knowledge of the diverse ways in which students develop and learn during their preservice and student teaching experience. As a part of their preservice coursework, students are required to complete a number of assignments related to diversity.

These include creating the following: instructional units with differentiated curriculum, multicultural learning centers, multiple intelligence museum exhibits, an annotative bibliography related to Response To Intervention (RTI) and scientifically based instructional practices.

During student teaching, students demonstrate their knowledge of diversity through the *Summative Evaluation Based on the Ten Standards for Beginning Teachers* and a summative *Portfolio Assessment.*

The program has been designed to allow students to interact in classroom settings with diverse ethnic, racial, and gender groups. Locally, students interact with students of varying abilities, intelligences, learning styles, and economic backgrounds. As a part of the Bilingual Multi-cultural Curriculum course, students participate in an Odyssey to Portland. Students spend a day visiting schools in Portland to develop their understanding of working with English Language Learners.

As a result of all of these learning opportunities, students articulate a commitment to serving the needs of diverse learners.

Overall Assessment of Standard

A. Commendation:
   1. The inclusion of diversity courses beyond the minimal state requirement is commendable.
   2. UMFK's support for the Portland trip that provides students with the opportunity to interact with culturally and linguistically diverse students is commendable.

Review Team Decision: The standard is met.

Standard Five: Faculty Qualifications, Performance, and Development

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

Findings:

The division of education has five full-time faculty members. Four have doctorates, and one is ABD. The division also employs two half-time time faculty members, both of whom have Certificates of Advanced Graduate Studies (CAGS), as well as a half-time director of student teaching who has a master's degree. Vitae on all education faculty were made available. University supervisors are all veteran teachers who are well qualified to help pre-service teachers, and all mentor teachers are licensed educators in the areas they teach and have multiple years of experience.

The review team found that the unit was aware of a faculty deficiency in the area of math education. The unit has conducted four unsuccessful searches to fill this critical position. Also, from interviewing cooperating teachers and principals in local schools, the review team found

that the school personnel felt that there was a need for more communication and collaboration from some faculty members, especially those that have methods practicum requirements in their courses.

As evidenced through the self study, course syllabi, faculty interviews, and classroom observations, the faculty employ a variety of teaching strategies including prior knowledge activities, lecture, small and large group discussion, questioning and application of content, case study analysis, collaborative learning, cooperative learning, multi-media presentation, guided reading and reflective writing, role playing, modeling, plays, and video construction. An inconsistency exists in that some students, alumni, and cooperating teachers interviewed stated that the teaching strategies employed by some faculty are not current or diverse.

Faculty members have demonstrated a commitment to publication and professional membership. Examples of professional memberships include: Association for Supervision and Curriculum Development, International Reading Association, Affiliated Faculty of the University of Maine, American Association of School Administrators, American Political Science Association, North New England Philosophy Association, National Association of Bilingual Educators, Le Club Francais de la Vallee St-Jean, American Speech-Language Hearing Association, Council for Exceptional Children, and National Council of Teachers of Mathematics. Faculty vitae exhibited evidence of publications including book chapters, journal articles, newspaper contributions, and curricular materials. Examples of community contributions, connections to area schools' in-service needs, and membership on local boards and/or organizations were also evident.

A conversation with the Vice President of Academic Affairs (VPAA) indicated that professional development funds have been seriously curtailed; thereby hindering the level of support for professional development the institution would like to provide. There is a plan to reinstate the budget to a more acceptable level of $25,000. Recent expenditures ranged from $8,000 to $10,000. It was indicated that the incoming president supports this increased level of funding. The faculty has been empowered with increased involvement in recruitment and retention plans. A focus on a new three-year accelerated certification program, along with online special education and elementary methods courses hold promise for the faculty.

According to the self-study, the unit promotes reflective practice as a corner stone of quality teachers. It is evident that the faculty discusses course evaluations and students' likes and dislikes at divisional meetings and in small faculty groups. There is also evidence that the unit collects numerous sources of data such as surveys, portfolio reviews, Praxis data and teacher evaluations. These data influence curriculum choices and teacher performance. Faculty receives course evaluations each semester and these are used as part of their application for tenure in the division. The unit currently has four faculty members who are tenured. For these members in the division, faculty evaluations are a part of the post-tenure review. The team found evidence that adjunct faculty who are not in a tenured position are evaluated yearly through a divisional process. There is also evidence that excellence in teaching is an important part of the division's mission and framework.

Each year, the faculty fill out an annual division report that outlines faculty engagement in the community, campus service and scholarship. All faculty on campus are periodically reviewed by the faculty assembly's peer review process, and the unit has a member that serves on this committee. The university's faculty handbook, provided as part of the collection of

documentation, clearly outlines policies for faculty evaluation, tenure, and promotion policies. These policies support the statements in the self-study.

Overall Assessment of Standard:

A. Commendations
   1. Adjunct faculty are experts in their field; these faculty include three members specializing in technology, speech/special education, and elementary mathematics methods.
B. Recommendations
   1. The education students would benefit from increased efforts at collaboration between UMFK faculty and local education communities.
   2. The unit should continue finding current and research tested methods of teaching and continue modeling these techniques in their instruction.
   3. The unit should work to solve the current deficiency which exists in preparing candidates to effectively teach mathematics.

Review Team Decision: Standard five is met.

Standard Six: Unit Governance and Resources

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

Findings:

Unit Governance
UMFK is organized in a two-tiered organizational structure with the Board of Trustees governing seven campuses in the University of Maine System. System decisions are passed on to the governing officers of UMFK.

The UMFK faculty is governed through four academic divisions: Arts & Humanities, Education, Natural and Behavioral Science, and Nursing. The Education Division elects a Division Chair from its membership. The chair belongs to the Council of Division Chairs that also includes the VPAA. They meet every two weeks to review budgets, initiate curriculum development, and conduct program reviews.

The visiting team found evidence of, and heard testimony from, various constituencies that the education division chair is qualified, competent, respected, well liked and effective in his oversight of the unit. He has been re-elected on numerous occasions, and this supports his effectiveness as division chair. The team confirms this assessment.

Personnel
Evidence is provided that education faculty generally carry a full course load. Due to a change in recent enrollment trends, the administration stated there is an exception to this standard in that a couple of faculty are presently at an under load. Two faculty members are retiring at the end of the semester, and the VPAA stated that only one position would be rehired. This may alleviate the under load situation.

Qualified and effective adjunct faculty are strategically used and placed in courses where they are credentialed and experienced. The adjunct faculty requested that the review team stress that they would like to have a more involved interaction with the unit. They stated that they were unable to attend during scheduled meeting times, but would like to attend.

Facilities and Resources
The team observed appropriate facilities and technology for the program. There are appropriate offices, computer labs, and classrooms with integrated instructional technology. For example, the unit has access to classrooms that include, but are not limited to: computers, projectors (overhead, LCD, and document camera), and DVD players. There are also four Smartboards on campus that are utilized by some of the unit faculty. The faculty and candidates also have full access to campus IT support.

The unit's faculty and candidates have access both to sufficient and current library and curricular resources and electronic information. The Associate Director of the Library acts as the liaison to the unit and provides training in library services and research skills. She conducts a bibliography instruction session in the First Year Experience as well as the curriculum classes. The library has a variety of services including the wide array of University system services, plus such education specific on-line library systems such as *Education Full Text*, *Education Resources Information Center* (ERIC), *Academic Search Premier*, *Primary Search/Middle Search Plus*, *Novel Lists K-8*, and several other services related to education. There is a section of the library dedicated to children's literature as well as K-12 curriculum materials and guides. The library also displays student made children's books that are made in EDU 463 "Writing For Elementary Teachers." Additionally, the library has 24 Mac laptops that can be checked out by students and faculty.

The visiting team heard some concern from both cooperating teachers and placement/supervision personnel that not all student teachers started their school placement with proficient training in incorporating technology into the classroom. A wide range of skills was reported with some students not adequately prepared to use instructional technology while others demonstrated high proficiency. This was reported from both current student teachers as well as cooperating teachers. This is inconsistent with the sufficient access that education students have to resources and instruction regarding technology. Similarly, some students were frustrated that Mac computers were used exclusively in the public schools, but were not incorporated into the education courses. This may be addressed through more effective use of the Mac laptops housed in the library.

In summary, evidence was found that the unit has appropriate governance and facilities for the education program at UMMK to meet expectations. The unit has strong support from the UMFK administration.

Overall Assessment of Standard

A. Recommendations

1. We recommend that in order for the unit to bring consistency to the technology skill deficiency, the unit should continue to explore and discuss the notion of increasing the one-hour Technology Lab tied to Curriculum II to a three-credit course.
2. We suggest pursuit of external grant support for increasing Mac availability on campus.

Review Team Decision: Standard six is met.

Appendix 1:

Evidence examined in preparation of this report:

All documents and samples of student work provided by UMFK were examined by at least one team member. In addition, the following people were interviewed during the 2010 Accreditation Visit to University of Maine Ft. Kent.

Faculty/Staff/Administration

Priscilla Daigle: Director of Student Teaching
Dolores Dumont: University supervisor of student teachers, Ft. Kent region
Richard Cost: President
Rachel Albert: VPAA
Terry Murphy Reading for Elementary Teachers
Roland Caron
Doris Metz
Vladimir Sucham
Nicki Oulette
John Metz
Albert Raymond
Bruno Hicks
Pat Richards
Dale Bailey
Sofia Birden – Associate Director, Library Liaison Education Division

Students

Alicia Paton
Chris Turner
Ashley Morneault
Matt Cupstick
Kristin Hebert
Andrew Albert
Maureen Bard
Rebecca Dean
Kimberly Cheeseman

Madawaska Middle/High School

Gisele Faucher – Science teacher
Teresa Cyr – Language Arts teacher
Louise Albert – Language Arts teacher
Wayne Anderson – Principal

Ft. Kent Elementary School

UMFK student teachers
Charissa Carter
Melanie Dlourde
Gary Stevens – Principal
Sheila Ouelette – teacher
Tamar Philbrook- teacher

Fern Desjardins- Superintendent Frenchville/St Agatha
Todd LeRoy – Superintendent Madawaska