

**Program Self Study**  
March 2010  
University of Maine Fort Kent  
Division of Teacher Education

*The academic mission of the Division of Education is to prepare students as undergraduate teachers who are prepared to be reflective scholars, instructional leaders, and global citizens.*



*Educators for the 21<sup>st</sup> Century*  
*Preparing Teachers Since 1878*

**Education Division**  
**University of Maine Fort Kent**

**Introduction**

The University of Maine at Fort Kent has been educating teachers for over a century and has a long tradition of quality academics and effective education programs. It has played a vital role, along with the area public schools in serving the educational needs of the St. John valley. Founded in 1878, UMFK, formerly the Madawaska Training School, exclusively trained young men and women to be teachers. Currently the education division offers course work that prepares individuals as elementary and secondary teachers. Following the long tradition of the institution, the division strives toward continued excellence in its teacher education programs and prides itself on the quality of our graduates. The following paragraphs outline the University's mission and vision and the institutional commitment to teacher education.

**Campus Vision**

The University of Maine at Fort Kent will be a leading small public university in student success through quality academic programs and our hallmark experiential learning, which build upon our unique rural, environmental, and Franco-American cultural heritage.

We are therefore committed to:

- *Holistic development* of students through active engagement in scholarly and co-curricular activities designed to support success of academic, personal, and social goals
- *Affordable and accessible education*
- *High quality education* by making academic excellence pervasive through strong liberal-arts based education, high impact teaching and learning strategies, and program accreditation
- *Core and signature programs* that transform students for ethical lives, productive careers, and responsible citizenship within a changing global community
- Expansion of educational programs through *innovative technology and distance learning*
- Academics centered around a hallmark of *experiential learning* incorporated in each program that builds upon our distinguishing characteristics of culture, rural environment, and international location as the foundation of a broad-based educational experience
- *A sense of community* through *personalized* faculty- to-student interactions and a *small student-to-faculty ratio*
- Development of a *distinctly rural-based identity* and *sustainable practices* through realization of the *Center for Rural Sustainable Development* mission
- *Transformational learning* through interactive study and immersion in Northern Maine's pristine natural environment, historic community, and *great outdoor sports and recreation*
- Promoting our distinctive identity as the *cultural and intellectual center* of northern Maine

- Actively engaging in the *revitalization of the unique Acadian and Franco-American heritage, culture, and language* of the St. John Valley through the realization of the *Acadian Archives/Archives acadiennes* mission
- Preparing successful students *via quality of place, people, and education*, thereby providing students with *quality of life and work*

### **Education Division - Vision Statement**

The UMFK Education Program will create an environment for optimal learning that emphasizes knowledge, values, and experiences by integrating these with teaching, learning, and service within our academic discipline while maintaining our program's ethical and unique practices.

### **Education Division - Mission Statement**

The academic mission of the Division of Education is 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 you to become a "reflective scholar, instructional leader, and global educator," the Division prepares you to serve a key role in a profession that is progressive and improving. You 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.

## **Introduction**

The Education Division provides programs for both elementary and secondary education. Our programs are as follows: 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, but students who qualify for secondary or K-12 certification complete their major in the academic discipline.

## **Elementary Education**

### **Overview/Program Description:**

The Bachelor of Science Degree in Elementary Education is a four-year program designed for students to develop the knowledge, skills and abilities they will need to be effective elementary teachers. We are currently offering a 3 year option in Elementary Education, called the STARS program, for students who have excelled academically in high school and are ready to start a more aggressive curriculum timeline. The elementary program is focused on our pre-service teachers developing effective teaching practices, working with diverse populations of students, and excelling in their content and pedagogical knowledge.

The program is aligned with the division's conceptual framework, the State of Maine Learning Results, and Maine's Ten Initial Teacher Certification Standards (MTITCS). Students are introduced to the ten standards for pre-service teachers during their freshman year and begin early on field experiences during the first two years of their program. Each student takes one education course per semester as they complete the general education core for the BS degree and fulfill the requirements for a 42-credit liberal arts core for their education program. Students are introduced to the portfolio process during this time period. Specific program requirements and suggested course work for students are outlined in Appendix A.

## **Secondary Education and K-12 programs**

### **Overview/Program Description:**

Students who are in secondary or K-12 programs must complete their academic major in the subject areas they are seeking certification in. Once a student has indicated they are interested in teacher certification they are assigned an education advisor along with their academic advisor to ensure they meet all program requirements.

The secondary core is a program of classes that are aligned with the Maine Learning Results, MTITCS, and the programs conceptual framework. The secondary core is focused on our pre-service teachers developing effective teaching practices, working with diverse populations of students, and excelling in their content and pedagogical knowledge. Each student takes one education course per semester as they complete the general education core for the BS degree and fulfill the requirements for a 42-credit liberal arts core for their education program. Students are introduced to the portfolio process during this time period.

**Common to both programs:**

All students are required to take the Praxis I exam at the end of their sophomore year or the beginning of their junior year. For students who fail any section of the exam, workshops and tutoring is available for them to remediate any content and skills they are lacking. The successful completion of the exam is required for student teaching placement. This flexible approach is to aid students who have failed parts of the exam and has proven to be successful. Therefore the division has decided to maintain this practice, while stressing the importance of completion of Praxis I during their junior year to allow preparation time for Praxis II. Both exams are required for student teaching.

The division's conceptual framework is in the process of being re-developed. During the recently completed UMFK strategic planning process the campus took on a new focus and direction. While still maintaining all its historical roots, the campus is moving all programs forward to involve students in experiential learning, helping them develop environmental stewardship and understanding and promoting rural sustainability. (To see a copy of UMFK's new strategic plan see Exhibit 1-A.) The division felt it was important that these components be integrated into our conceptual framework and has begun a process of developing a new framework. To start this process Dr. Suchan has been working with a group of students to review our old framework and begin the exploration and integration of these new areas. While the final product will be drafted and approved by the faculty, we thought it appropriate to start with student input. While this process is ongoing we are still using our current framework as presented here and will retain many of the core components which have served the division well over the past 5 years.

**University of Maine Fort Kent  
Education Division's**

***Conceptual Framework***

The education division at the University of Maine at Fort Kent (UMFK) is responsible for the development and approval of the course work that makes up the core curriculum of our educational programs. It is our belief, as outlined in our mission statement, that there are many qualities that are part of being an effective teacher. The focus on reflective practice, social awareness, leadership and citizenry are essential parts of our overall mission and are focused on the core belief that educators need to be life-long learners who understand and participate in the ever-changing world of education.

The curriculum of our educational programs are based on the premise that each student is a unique learner who must not only have course content on methodologies, but should be personally immersed into learning environments where he/she can apply content knowledge and pedagogical skills to create products that demonstrate his/her competency. Our programs stress that students need to be content knowledgeable in the disciplines they teach and that they should have a solid working knowledge of the processes and skills that are associated with disciplines.

By blending content, methodology and assessment, while at the same time focusing on the creation of products to demonstrate their abilities, the program guides students to take ownership of educational processes and the skills needed to be effective teachers. The program also stresses the needs of individual learners and helps students address issues such as diversity and exceptionality.

The basis for this framework is found in progressivism, particularly constructivism, and is described by Hennigar, (2004) and illustrated in the works of Dewey (1929), Piaget (1950) and Vygotsky (1978). While not all faculty refer to this approach from the historical and philosophical lenses, it is quite evident from syllabi, instructional techniques, and by student products that the division not only promotes this approach, but models it in the coursework it offers.

Students are expected to create lessons and units that demonstrate they have a working knowledge in the discipline they teach and can illustrate the skills needed to plan an effective learning experience. The review of the secondary program by the faculty last fall resulted in expanding Secondary Methods courses to a two semester sequence, which gives students ample time to build self-knowledge and the ability to plan secondary-level course work.

In both cases, elementary and secondary, there are rubrics that define the parameters of lessons/units that ensure that students can demonstrate they personally have the skills needed to build effective teaching plans.

Carol Ann Tomlinson (2005) in The Differentiated Classroom outlines how this foundational approach would work in classroom instruction. Tomlinson identifies three core components a learning experience should include to increase the effectiveness of a planned lesson. Teachers need to plan experiences which allow students to gain essential content, to develop associated skills/processes and they should provide students the opportunities to create products to demonstrate competency. She further explains that teachers need to be well versed in instructional technique, assessment tools and multiple approaches to instruction. UMFK's programs focus on the pre-service teacher understanding and planning curriculum for a diverse group of students.

The importance of knowing and using content in effective teaching can also be seen in Marzano, (1997) Dimensions of Learning, where dimensions two, three and four are focused on knowledge and the ability to use that knowledge. The dimensions of learning are:

1. Influencing attitudes and Perceptions
2. Acquiring and integrating knowledge
3. Extending and refining knowledge
4. Using knowledge in meaningfully ways
5. Developing habits of the mind

Again, this approach relies on a well-prepared teacher who can modify instruction, understand a variety of assessments and who can plan learning experiences where students can demonstrate their knowledge and abilities in a multitude of ways.

The division also aligns this framework with the State of Maine Learning Results (2007) and Maine's Ten Standards for Beginning Teachers. The Learning Results indicate the essential content that students should know and the processes they should be able to complete in the academic disciplines for different grade-level groups. In their opening comments concerning the development of the Learning Results (1997, p. iv) the authors stress that:

students need a common factual frame of reference grounded in the events of history, the structure of geography, the discoveries of science and the riches of art, music and literature; and they must also learn to think, how to search and investigate, and how to evaluate, filter and process the information that they uncover.

The ten standards for beginning teachers served as the core fiber in our alignment of programs with the conceptual framework. The standards illustrate the skills and abilities that pre-service teachers should have when they first enter the profession. The first two standards address the issues of content and associated processes within different disciplines. Standard three focuses on diversity, individual learners and the ability to incorporate the developmental characteristics of students into educational planning and teaching. Standards four through eight focuses on the ability to plan, teach, and assess effective learning experiences. The last two standards focus on understanding the responsibilities and obligations that are essential parts of the teaching profession and experience.

Overall, the framework stresses that teachers must be reflective practitioners who understand the multiple ways in which teachers adapt curriculum, methods, and behaviors to improve instruction for a diverse group of learners. Equally important to the pedagogical issues of instruction, educators must have solid knowledge of the subjects they teach and the associated process and methodologies of content disciplines. Effective teachers create learning experiences where their students can learn the essential content and develop the ability to take that content to create meaningful products.

### **Reflective practice:**

The faculty are committed to reflective practices as being the core of our programs and our academic work. Appreciating that each of us are different in our approaches to teaching the concept of reflection can be seen in course syllabi, assessment practices, in portfolio construction and in student work. Throughout the artifacts available for team members there are many examples of how reflective practice infiltrates the curriculum and student thinking.

### **Leadership and Citizenry:**

The education students at UMFK, through their course work and other opportunities on campus, participate in the Student Teachers Education Professional Society (STEPS) (see Exhibit 1-B), and work on leadership and citizenry as part of their academic life at the university. Students are asked to participate in many activities such as assisting with revamping the conceptual framework and are placed in situations where they must take ownership of their learning. Examples are student writing and directing plays, making movies, writing children's stories, creating puppet shows, poster presentations, etc. See Exhibit 1-C for examples of student work.

### **Blending Content, Methodology and Assessment**

The division faculty are committed to the premise that teachers need to be content knowledgeable, particularly in one's ability to understand concepts, tools of inquiry and structure of disciplines. Along with content knowledge, students must demonstrate the concept of integration as it applies to helping the pupils they teach see interconnects and the wholeness of knowledge. To bring the content to life for a student they must be able to use assessment and instruction methods that excite and engage the learner. As can be seen in assessment tools in (Exhibit 1- C) units and lessons are assessed for the excellence in content knowledge and to teach and assess student learning.

## References:

Michael Hennigar (2004) The Teaching Experience, Merrill Press, Ohio, 2004

Tomlinson (2005) The Differentiated Classroom, Prentice Hall

Marzano (1997) Dimensions of Learning

(2007) State of Maine Learning Results

(2007) Maine's Ten Standards for Beginning Teachers.

## **Unit Standard One: Initial Teacher Candidate Performance**

Teacher Education Students: The Education division has agreed that education students will use the same admissions process as any perspective first year student.

The Education Division is not involved in the selection process of new or transfer students, with the exception of new students in the STARS program where faculty will help review files when necessary. The admissions requirements for the university are listed in UMFK's catalog and are available in the Exhibit A –Standard One.

The Education Division requirement for students seeking certification take four introductory classes to prepare them for entrance into the elementary major or the secondary core. These four classes have planned school experiences, work to introduce students to the education profession, help students to begin the portfolio process and prepares students to take the Praxis I exam at the end of their sophomore year.

Successful completion of the Praxis I exam and the Praxis II content exam are required before students can participate in student teaching. Both exams are seen as gateways for students to demonstrate proficiencies in the areas the exams assess. Along with the exams, students are required to complete all professional and supportive course work with a grade of “C” or better and maintain a 2.5 GPA as they progress through the programs. Each student must complete a portfolio which demonstrates they have reached proficiency in all of the ten beginning standards for pre-service teachers. The portfolio process begins in earnest during their junior year and proceeds through-out the student teaching experience. Examples of student portfolios are available in Exhibit B –Standard One.

UMFK teacher education programs are integrated with the Maine Ten Initial Teacher Certification Standards (MTITCS). Each syllabus aligns course objectives and assessments with identified standards (see Figure I and II). Meeting these standards during student teaching is essential. Candidates demonstrate these outcomes from a very extensive review process which begins on campus as part of the student teaching application. As students prepare for their student teaching application they must meet with an education advisor who will evaluate their portfolio.

The portfolio review at this juncture is about reviewing rationales that students have written in relationship to the artifacts they have included in the portfolio. There is a rubric (see Appendix B) that the advisors and students use to review the portfolio. Candidates at this juncture must demonstrate a proficiency that is relevant to an on campus student who has not started student teaching. Throughout their course work, faculty discuss and encourage students to use certain assignments and projects as artifacts. The student is ready to move into the student teaching practicum after the advisor has signed off on the portfolio and the student has met all other requirements.

Elementary Education Learning Objectives Alignment with Maine's Initial Teacher Standards  
 1. Central Concepts 2. Integration 3. Diverse Learners 4. Lesson Plans 5. Instructional technology  
 6. Classroom Management 7. Community 8. Assessment 9. Ethical/Legal 10. Professional Development

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
Edu 100 - Educational Foundations							3	2	2	
Edu 214 - Classroom Communication		2	1		2					
Edu 299 - Intro to Multi Cultural Ed	3	2	2	3	1	2	1	3	2	1
Edu 302 - Classroom Assessment	3	2	2	2	1	2	1	4	3	1
Edu 303 - Educating Except Child	1	2	3	3	3	2	2	2	2	3
Edu 327 - Curriculum & Instruction I	3	3	3	4	1	1	1	2	3	1
Edu 327L - Arts Lab		2	3	3	4		4	3	2	1
Edu 328L - Technology Lab		2			4				2	3
Edu 339 - Classroom Management	3		4			4	3		3	3
Edu 367 - Legal Foundations	4	3	3	3	4	3	3	3	4	4
Edu 401 - Educational Psychology	1	2	3	3	4	4	3	4	3	1
Edu 403 - Intervention Strategies	1	2	3	3	3	3	3	3	2	3
Edu 406 - Student Teaching	3	3	3	4	4	3	3	3	3	3
Edu 411 - Teaching of Social Studies	3	2	3	3	2	1	2	2	3	
Edu 412 - Teaching of Math	3	4	2	2	3	2	1	3	2	1
Edu 412L - Math Lab	3	2	3	3		1	2	3	2	
Edu 415 - Teaching of Science	4	4	3	4	2			2		
Edu 451 - Reading for Elem Teachers	1	2	3	2	4	4	4	4	3	3
Edu 463 - Writing for Elem Teach	1	2	3	4	4	4	4	4	3	3
Edu 477 - Bilingual Curriculum Design		3	3	3	1	2	2	2	2	1
Composite Rating:	37	44	49	47	47	38	44	49	46	38

Figure I

Scale: 1 = Introductory  
 2 = Application

3 = Analysis  
 4 = Mastery

Secondary Education Learning Objectives Alignment with Maine's Initial Teacher Standards  
 1. Central Concepts 2. Integration 3. Diverse Learners 4. Lesson Plans 5. Instructional  
 technology 6. Classroom Management 7. Community 8. Assessment 9. Ethical/Legal 10.  
 Professional Development

	1	2	3	4	5	6	7	8	9	10
Edu 100 - Educational Foundations							3	2	2	
Edu 214 - Classroom Communication		2	1		2					
Edu 299 - Intro to Multi Cultural Ed	3	2	2	3	1	2	1	3	2	1
Edu 302 - Classroom Assessment	3	2	2	2	1	2	1	4	3	1
Edu 303 - Educating Except Child	1	2	3	2	2	2	2	2	2	3
Edu 327 - Curriculum & Instruction	3	3	3	4	1	1	1	2	3	1
Edu 327 L - Arts Lab		2	3	3	4		4	3	2	1
Edu 358 - Secondary Methods I	3	3	2	4	1	2	1	3	2	2
Edu 359 - Secondary Methods II	4	4	2	4	1	2	1	3	2	2
Edu 401 - Educational Psychology	1	2	3	3	4	4	3	4	3	1
Edu 403 - Intervention Strategies	1	2	3	3	2	3	3	3	2	3
Edu 406 - Student Teaching	3	3	3	4	4	3	3	3	3	3
Edu 454 - Read & Writ Across Sec Cur	1	1	3	2	1	4	2	2	2	1
Edu 477 - Bilingual Cur Design		3	3	3	1	2	2	2	2	1
Edu 208 - Instructional Design	3	2	2	3	1	2	1	3	2	1
Edu 367 – Legal Foundations	4	3	3	3	4	3	3	3	4	4
Composite Rating:	29	31	38	43	28	32	31	42	36	24

Figure 2

Scale: 1 = Introductory      3 = Analysis  
 2 = Application              4 = Mastery

In the last 5 years the education division has traveled to distant placement sites and has created materials to train our supervisors and mentors about the portfolio process and how it relates to the student teaching experience. The evaluation forms and assessment practices during student teaching are aligned with the MTITCS. (Further descriptions of these processes are outlined under standard three.) Each mentor teacher evaluates the student portfolio as part of the review process and each supervisor must review and assess the student portfolio as part of the evaluation process. Students who are lacking in any area of the portfolio begin the mentoring process to ensure successful completion of the student teaching process. In some cases where student have not reached this potential an ALERT form (see Appendix C) is filed and a review process begins. This could result in an action plan.

The following examples identify evidence that students may include in their portfolio that demonstrates the standard(s) have been met.

**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.**

**2. Demonstrates the ability to integrate the concepts, tools of inquiry, and structure among the disciplines.**

Students in the Elementary, Secondary and K-12 programs must complete UMFK's general education requirements (see catalog Exhibit A – Standard One), along with 42 credit liberal arts core for elementary majors, or a content major for secondary/K-12 students to ensure a solid background in the disciplines and content they will teach. Along with these requirements, education students are expected to demonstrate content knowledge which represents their understanding of disciplines in their unit and lesson plans. Courses such as Curriculum & Instruction, Teaching of Social Studies, Teaching of Math, Teaching of Science, Reading for Elementary Teachers, Writing for Elementary Teachers, Methods of Instruction I and Methods of Instruction II require students to study content, concepts, inquiry, and structure of the discipline they are studying as well as planning, assessment, and instruction. Each course also expects students to apply their content knowledge in education formats, for example, when teaching lessons, creating models, creating labs, leading demonstrations or some other pedagogical practices common to the disciplines they are studying.

**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.**

Elementary, Secondary and K-12 programs have many opportunities to learn about diversity issues and the social and emotional development of learners. All students are required to take Teaching of Exceptional Children, Intervention Strategies in Special Education, Educational Psychology, Curriculum and Instruction and Bilingual Multi-cultural Curriculum. 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 are expected to demonstrate their competency of this standard during their student teaching experience.

**4. Plans instruction based upon knowledge of subject matter, students, and curriculum goals.**

All students are expected to build lesson plans and unit plans to demonstrate their competency in educational planning. These types of assignments are criteria based and graded using rubrics which define the qualities and components of effective plans (see Exhibit C-Standard One for sample rubrics). Students are expected to demonstrate their competency as

they take courses in the major and a grade of “C” or better is required in all course work. Students are also expected to demonstrate their competency in this standard as part of Student Teaching where their mentor teacher and supervisor evaluate and provide feedback to the student regarding the ability to align their planning, instruction and assessments.

#### **5. Understands and uses a variety of instructional strategies and appropriate technologies.**

All students must take the technology lab as part of their program. In this lab they are exposed to the use of technology in curriculum and instruction, as well as other areas such as assessment and planning. Throughout their program they are required to use technology as part of their instructional planning and course work. The lab is designed to introduce students to technological concepts and skills needed in the classroom and the core courses of the program is where students apply those skills to their own learning and teaching. Education students must demonstrate their ability to build a web presence as a teacher, incorporate research from the internet and demonstrate proficiency in their computer skills. The integration of technology into planning and instruction are often required in lesson plans for other classes. Technology based assignments are graded using rubrics to ensure that students own the ability to use technology effective in teaching. Students are expected to demonstrate their competency of this standard during their student teaching experience.

#### **6. Creates and maintains a classroom environment which supports and encourages learning.**

Students are introduced to classroom management as part of their course work in Educational Psychology, Teaching Exceptional Children, Intervention Strategies, Teaching of Social Studies and Curriculum and Instruction. In these courses students have multiple opportunities to work on the concepts of effective classrooms that support learning. Many of our students have been taking Classroom Management as their education elective and have indicated through surveys and course evaluations that they find this valuable. Based on the data collected, the division has made Classroom Management a required course for all students starting in 2010.

#### **7. Demonstrates the ability to support students’ learning and well being by engaging students, home, school, colleagues, and community.**

This topic is covered in various ways throughout the educational programs. Students are exposed to some of the issues concerning home, school, colleagues, and community through their practicum work at schools. The full-time faculty, as well as most of our adjuncts, have many years working in the public schools and share with students past experiences as part of their daily course work. Curriculum and Instruction and Educational Psychology are two core courses where students gain experience with this standard. Students are expected to build competency in this standard as part of their student teaching experience and to demonstrate their competency of this standard as part of their professional portfolio.

## **8. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.**

All students in the major must complete the Classroom Assessment course. Throughout the course students must take ownership of their ability to match assessment tools to outcomes and instructional technique. Students are asked to construct tools and use them to evaluate learning experiences. Faculty also incorporates many alternative assessment tools in their own courses and education students get to experience how the tools work from a student's perspective. A more detailed discussion of assessment is under standard two.

## **9. Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.**

Standard nine is stressed throughout the program and all students and faculty are expected to practice ethical and responsible behavior while they are part of the education program. Three years ago the division adopted an alert process (see Appendix C) to focus faculty attention on students who were demonstrating behaviors that was a concern, but not academically related. This could include rude and discourteous behavior, difficulty relating to peers, or any other issues that revolves around ethical behaviors for teachers. Once an alert is filed, a meeting is arranged with the student, and a group of faculty to discuss the issues. This process has been used to address plagiarism, aggressiveness and peer relationships. While it has the potential for negative consequences for a student who continues to demonstrate unethical behavior, it is primarily a vehicle to open a forthright discussion about the responsibilities of the profession.

Students also gain tremendous insight into this standard in their pre-student teaching school experiences such as helping in a teacher's classroom or working in after school programs like our French Education program. Specific details can be found in Exhibit D –Standard One. The French Education class was an after school program offered by our students in the French Education program. During the student teaching experience they are expected to demonstrate competency regarding this standard as they finish their 16 week practicum.

## **10. Demonstrates a strong professional ethic and a desire to contribute to the education profession.**

Students are encouraged to participate in the Student Teacher Educational Professional Society (STEPS, see Exhibit 1- A) as part of their educational experience at UMFK. This group holds workshops and discussions about a variety of educational topics, as well as, serving as a host for numerous campus social events. Students are encouraged to read journals, follow updates in educational research and to promote quality in their course work. The participation in in-service workshops on educational topics is excellent and promotes the attitude of life-long learning. Students also write children's books as part of the writing class and share these books with their peers and other students. The division promotes teaching as a desirable profession in both the course work and within the academic community.

## **Unit Standard Two: Assessment System and Unit Evaluation**

The Education Division at UMFK is committed to the systematic collection of data for assessment of our curriculum, our programs and for student success in meeting our program outcomes, the ten standards for beginning teachers, and to ensure that our teacher candidates are competent educators. To achieve this goal we review data annually from multiple sources, modify and adjust curriculum, evolve assessment protocols and evaluate the overall effectiveness of our programs. Samples of admission requirements and the quality of incoming students can be found in Exhibit A-Standard Two.

### Student Advising

The advising program follows a student from freshman to senior year to ensure that they are taking the right course work, are familiar with the ten program standards, are developing the structure of the portfolio and are completing all required field work needed to make adequate progress towards the requirements to enter the education course work. This includes workshops on Praxis I if needed.

During work in the education major, students are reviewed by faculty for professionalism, as well as, academic issues. The faculty use an Alert form (Appendix C) anytime they feel student behavior is unprofessional and not conducive to being an educator. A faculty team meets with any student who has questionable behavior to address these concerns. The process is meant to be corrective, not punitive, but a student with multiple alerts could be removed from the program. We have used this process several times to address issues of plagiarism, aggressive behavior towards others, and in helping a student seek other academic interest beyond education.

### Post admission performance expectations

The system for collecting data on student performance and qualifications for candidacy is a multimodal approach. The division requires the completion of Praxis I (data can be seen in Exhibit B – Standard Two) by students to enter the education major for the elementary program and the educational core for the secondary students. The student must also maintain a 2.5 average throughout their academic program and must have a grade of “C” or better in all professional and required support courses. Students also have early field experiences where faculty can judge behavior and professional behavior. Students who might have trouble with these professional traits would be advised under the Alert process.

The portfolio process, along with the ten standards, are introduced to students in their first education course which is taught by a full-time education faculty member and includes course work on professional qualities and attitudes of educators. The faculty of this course also reviews the vision, mission and conceptual framework of the division, so they are familiar with these documents early on in their programs. As students enter the education major (elementary) or the education core (secondary) (see Appendix A) they work with an academic advisor who will facilitate their portfolio process. The student’s portfolio (for an example see Exhibit C-

Standard Two) must address each of the ten standards and candidates must have artifacts that are appropriate for a pre-service teacher who is involved in the course work phase of the program. The portfolio is reviewed again in student teaching by each mentor teacher, the University Supervisor and finally by the Director of Student Teaching.

Course syllabi (see Exhibit D – Standard Two) are aligned with the standards and each course has relevant assignments and assessment that can be used by students to document their progression in meeting the ten standards. To ensure all faculty are part of this process the division has created an adjunct faculty handbook and holds an annual meeting of all program faculty to review the vision, mission, conceptual framework, and assessment procedures to ensure all stakeholders are aware of and participating in the evaluation of the division.

Information and assessments concerning the portfolio review process can be found in Exhibit E –Standard Two, along with other examples of collected data, such as student surveys and Praxis I and II reviews found in Exhibit B-Standard Two.

### Standardized exams

The university provides workshops and sessions for Praxis I and II for students as needed. Students must pass all three exams in Praxis I to enter the education major/core and prepare for the Praxis II while they are taking their education course work. Students need to pass Praxis I exams and Praxis II content before they can apply for student teaching. Students are encouraged at the end of their sophomore year to complete Praxis I. The program is somewhat flexible in allowing students to continue even if they have missed one part of the exam. Students who experience difficulty with the exams work with academic services for tutoring. In no case do students proceed into to student teaching without Praxis I completed.

### Mid-program benchmarks

All students in the K-12, Secondary and Elementary programs must pass the praxis exam to enter their professional course work at the junior level. Students are informed of the Praxis requirement in freshman and sophomore classes. Students who have difficulty with any aspect of the exam are guided by advisors to take additional support courses or to attend workshops and test preparation sessions. The divisional goal is to have all students pass by the end of their sophomore year, but advisors may work with students to achieve this goal during the first semester of their junior year if adequate progress is being made by the student. Student GPA is reviewed by advisors each year and all upper level education courses have a pre-requisite that students must be in their junior year of study and have completed the 42 credit liberal arts core. All students must maintain a GPA of 2.5 to advance to student teaching. Advisors are vital to making this mid-program review successful for the students.

### Student Teaching Applications requirement

\*\*Students apply to the Director of Student Teaching during the semester prior to the student teaching assignment. Course work is not permitted during student teaching without permission of

the Education Division. At the time of student teaching assignment, students must have completed the following requirements:

- 6 credits of English\*\*
  - 6 credits of Mathematics\*\*
  - 6 credits of Science\*\*
  - 6 credits of Social Science\*\*
  - 18 credits of elective liberal art courses (9 of which are upper level)
2. Professional Education Major
  3. Cumulative GPA of 2.5
  4. A minimum grade of “C” in all professional education courses and content area of liberal arts core.
  5. Successful completion of the Praxis I exam (required to begin major).
  6. Successful completion of the Praxis II exam.

\*Liberal Arts includes courses in the following areas: Anthropology, Biology, Chemistry, Economics, English, French, Geography, Government, History, Mathematics, Physics, and Political Science.

\*\*A minimum grade of “C” is required.

The student portfolio is used as part of the student teaching application process. The student working with their advisor uses the divisional approved rubric and evaluates the status of the student in regards to meeting the ten program standards. Both the student and the advisor must agree and sign the form indicating the student performance is adequate to begin the student teaching experience. Exhibit E-Standard Two provides evidence of how this form is used by the student and the advisor. Along with this requirement all students must meet a GPA of 2.5, pass Praxis II, have a grade of “C” or better in each required content and education course and be in good academic standing with the University.

### Student teaching Assessment protocols

Student teaching assessment protocols can be found in Appendix D. All assessments are aligned with the MTITCS and include mentor teacher evaluations, supervisor evaluations, review of the professional portfolio and oversight of the process and final evaluation by the director of student teaching.

Once a student begins the student teaching experience, they work directly with their supervising faculty and their mentor teachers to continue work on their portfolio. Appendix E documents the rubrics used by mentors and supervisors to evaluate student performance with the ten standards. Along with the portfolio rubric the formative and summative assessment used by mentor and supervising teachers have been aligned with the standards to bring consistency in our assessment of initial student performance (see Appendix D)

At anytime during the student teaching process a mentor or supervising teacher can indicate a student is in danger of not meeting a standard or is exhibiting non-professional behavior. Immediate intervention is made by the director of student teaching and the student to

rectify the issue. A student who does not improve after intervention will be withdrawn from the student teaching course, until such time as the issue has been addressed to the satisfaction of the director.

Because we have education students in distant placements we wanted to ensure that our supervisors were familiar with our policies. To that end, the division created a web-based site for students, mentor teachers and supervisors (see Exhibit F –Standard Two) that outlines the standards and the portfolio protocols. We also have a Blackboard component of the student teaching class where all students are involved with group discussion and have direct contact with the Director of Student Teaching. We send each supervising faculty a text on the creation of professional portfolio and the role of educational standards in teacher education programs.

To augment this effort, faculty members along with the Director of Student Teaching, travel to Halifax, Nova Scotia to meet directly with area supervisors to review the vision, mission, and conceptual framework of the education programs and to outline the portfolio process and their role in making it a success.

### Assessment of the Unit

The Education Division at UMFK has a systematic process for collection and review of data for the assessment of our curriculum and our programs. The information is collected and reviewed by the division faculty and includes data from student performance on Praxis I and II, Professional Portfolio rubrics, summative evaluations from student teaching, and exit and alumni survey reports. The division sends out alumni surveys every other year and collects summative evaluation data, exit surveys and portfolio rubrics through the student teaching office annually. This data is reviewed by faculty and is kept on hand for further reference if needed. Examples are provided in Appendix F and a more thorough collection of data sampling is provided in Exhibit E-Standard Two. The Praxis I and II data is provided by ETS and serves as a review of student performance on content and pedagogy. The administration has provided support in this area through the office of institutional research.

The faculty also has course evaluations which are part of the student assessment of our courses and faculty. These evaluations are reviewed by the faculty, the divisional chair, the Vice-President of Academic Affairs and the Peer Review Committee. Most issues are resolved at the program level.

This data review process has provided insight into the program's effectiveness and has resulted in the modification of the academic majors at the K-12, Elementary and Secondary levels. The program changes include modifications on how we teach educational technology. To increase pedagogy education at the elementary level we increased the special education requirements, included Historical and Legal Foundations of Education, and Bilingual Multicultural Education. Documents related to these changes can be found in Exhibit G-Standard Two.

Along with the core components listed above, the division also looks at anecdotal data, such as, student emails to professors, student comments on blackboard (from courses, including student teaching) and student letters to faculty. The faculty also brings to the division issues they

believe affect our programs based on their own perceptions and/or student comments in their classes. These concerns may surface during any division meeting, as well as, during our bi-annual data meetings.

The Education advisory board, which is composed of area teachers, school administrators and education students, also plays a significant role in our program review. The advisory board meets once per year and provides an opportunity to have individuals outside of our program review and discuss our effectiveness. At each meeting faculty present information about the programs and seek input from the board regarding program improvement. The annual board meeting provides an opportunity for our educators and the division to talk openly about collaborative efforts between our schools and the University.

#### Evaluation and assessment for program improvement

The division evaluates data as it becomes available throughout the year, but has at least 1 meeting per semester dedicated to data review. Program evaluation takes places throughout the year and the data is used as issues are addressed. The restructuring of the majors was a thorough and lengthy process and the data was essential to our understanding of change.

### **Standard Three: Field Experiences and Clinical Practices**

The division has designed practicum experiences aligned with our conceptual framework which serves as hands-on experiences for our pre-service teachers. The practicum experiences are vital parts of our K-12, elementary education and secondary programs.

#### Field experiences leading to Student Teaching Practicum

During year one student's complete 10 hours or more of practicum work per semester as part of their required early education courses. The focus of these early experiences is observation and working with teachers in the classroom. Students also have an additional 20 hours of observation during their sophomore year as part of the Foundations of Education, Intro to Multicultural Education courses, with the focus on student diversity and understanding the classroom experience. Students have practicum work in Curriculum and Instruction, Secondary Methods, Educating the Exceptional Child, Bilingual Curriculum Design, and Classroom Management. The total of practicum hours varies per course and this work may be completed in an area school or near the student's home. The practicum schedule has been in flux for the past two years as the faculty adjust to the new academic majors and the reduced number of certification students. The divisional plan for early field experiences for the 2010-2011 year can be found in Exhibit A – Standard Three.

Along with this early practicum the division requires 16 weeks of Student Teaching for all students in the education programs as a capstone experience. Students must meet placement requirements to begin their practicum which are outlined in standard one. The student teaching handbook can be found in Exhibit B-Standard Three. The practicum has 5 specific goals:

#### Student Teaching – Course Goals

Provide each student with two mentor teachers and one supervisor for the 16 week practicum. Each mentor will be an experienced educator who exemplifies professional attitudes and ethical behavior and demonstrates good teaching, one who can involve student teachers in a wide range of activities so that they may understand the scope of the total school program. All mentor and supervisors are knowledgeable about the assessment of the professional portfolio and capable of helping students overcome deficiencies to reach competence in meeting the initial 10 teaching standards.

Provide experiences that allow students to successfully translate theory into practice, particularly in classroom leadership;

Encourage students to assume the responsibility of experimenting with a variety of techniques and selecting those which are appropriate to the learners;

Make as real as possible the concepts, generalizations, and understandings students have gained from professional courses;

Identify professional competencies and skills required for teaching so that students can reflect about their practice, complete their professional portfolio and learn to evaluate their own strengths and areas for growth.

### Role of Mentor Teacher

The mentor teacher involves the student teacher in the planning, implementing, and evaluation process. As the practicum progresses, the student teaching workload will be increased and students work toward competency with each of the ten initial teacher standards. . The mentor teacher helps the candidates to identify strengths and weaknesses, helps the student incorporate artifacts and write rationales for their portfolio, and keeps records on appropriate evaluation forms. The total evaluation process involves the student teacher, mentor, supervisor and the director of student teaching. The mentor teacher will assess the candidate's progress by means of daily short conferences and written evaluations. They will also assist with any problems or questions that may arise as part of the practicum.

### The Role of the University Supervisor

The university supervisor plays an important role in serving as a liaison between the University of Maine at Fort Kent and the receiving school(s). The responsibilities of the supervisor include:

- Providing personal guidance and professional counseling to student teachers as they progress through the practicum.
- Sharing the university's viewpoints and philosophy of the student teaching program, including the Ten Standards of Practice for Beginning Teachers.
- Assisting Director of Student Teaching in providing in-service programs and seminars for student teachers.

One of the most important roles of a supervisor is to collaborate with the mentor teachers in the evaluation of the entire internship and the professional portfolio. In the event of a serious problem, the university supervisor notifies the Director of Student Teaching. All other questions and/or concerns need to be resolved through a cooperative effort involving the student teacher, the mentor teacher, and the university supervisor.

The university supervisor visits the school at least three times during an eight-week session. During the first or second week of the internship, the supervisor visits the school to introduce him/herself to the principal, secretary, mentor teacher, and student teacher. They then arrange a time to make the first observation of the student teacher's classroom teaching. At this time the supervisor and the student will make plans to collect future schedules and observation forms. In the following weeks, the university supervisor conducts classroom observations, during which he/she observes the student teacher in the process of teaching. After the lesson, the supervisor conducts a post-observation conference to make sure the student teacher and the

mentor teacher receive accurate and clear feedback regarding the competencies observed by the supervisor during the lesson presentation. At the end of each four weeks, the supervisor and the mentor teacher collaborate in filling out a mid-session and end of session Evaluation Form (see Exhibit C- Standard Three) which addresses each of the ten standards.

This information is also shared with the student teacher and all parties sign the evaluation, which indicates they were aware of its contents. The supervisor then reviews the portfolio in relationship to the assessments (Exhibit C- Standard Two), as they address each of the ten initial teaching standards. At the end of the internship, the university supervisor's responsibility is to make certain summative evaluation forms and portfolio assessments are delivered to the University.

### Candidate Evaluation

The cumulating activity of the internship is the candidate's demonstration that all ten standards for initial certification have been satisfactorily met. This is completed through a final evaluation of the professional portfolio, including artifacts and rationales, done through a joint assessment of mentors teachers and supervisors. Samples can be seen in Exhibit D- Standard Three. All of the supervisors and mentors are trained in this process, even those at distances. To keep all lines of communication open between, all students are linked through blackboard as a part of their student teaching experience and can contact the director of student teaching at anytime in the process. The division ensures that mentors and supervisors are up to date on our assessment process by visiting local schools, visiting distance site locations and using web-based technology.

The final portfolio review is then transmitted to the director of student teaching as a part of the final assessment process. Any issues in the portfolio are then addressed by the director or by the education division if necessary.

## **Unit Standard Four: Diversity**

### **UMFK: Diversity Statement**

The University of Maine at Fort Kent values the diversity of individuals, experiences, ideas, beliefs, and world cultures, including their traditions and arts. Based on this belief, we cultivate respect for human differences. We serve as a center for the visual and performing arts for both the campus and the surrounding communities. We foster an atmosphere for research and academic programming focused on the unique French-Acadian heritage of the greater St. John Valley and traditions of the peoples of the world and pursues recruitment of a diverse faculty, staff and student body.

### **Education Division: Diversity**

The UMFK education faculty are committed to our students having a solid working knowledge with students of diverse backgrounds. Students are introduced to multicultural and diversity issues early on in their program through Edu 299 Introduction to Multicultural Education. Throughout the programs at UMFK students must consider these concerns when planning educational lessons and units and address differentiation in the curriculum and in assessments. Samples of assignments, assessments can be found in Exhibit A- Standard Four.

All UMFK students must take 6 credits in special education courses as part of their curriculum. We require Edu 303 Educating Exceptional Children and Edu 403 Intervention Strategies to ensure students are knowledgeable about specific areas of special education. This decision was made two years ago to fulfill a need that was evident from our review of student surveys that more work with specific disabilities would benefit our graduates once they enter the classroom.

In a similar fashion 3 years ago, our secondary students who were taking the Edu 477 Bilingual Multicultural Curriculum surveyed elementary students as part of their course and concluded that the students felt they would also benefit from taking this course. The division's decision to require Edu 477 Bilingual Multicultural Curriculum, along with the already required Edu 299 Introduction to Multicultural Education, came with a project to provide all of our students with experiential learning opportunities with a diverse population of students, through a 2 day program with the Portland public schools. This project is a well planned event and our students prepare for this trip throughout the class. As part of the assessment protocols for the course, students must complete reflective responses demonstrating their meaningful appreciation of their work with Portland students. Samples of these reflections are available in Exhibit B- Standard Four.

Grace Velensuela, Director of the Multilingual/Multi Cultural Center for the Portland public schools, presents the students with an informative lecture and discussion about Portland's diversity and the related educational implications. This is followed up by our students working in the schools with students during the second day of the project. This experience enhances our students understanding the need for diversity consciousness in effective educational planning.

Examples of students work, course assignments and samples of rubrics where this component are integrated are available in Exhibit A- Standard Four.

Along Edu 401 Educational Psychology, starting in the fall of 2010, Edu 399 Classroom Management is required for elementary and secondary programs. In this course students study management models and different types of student behavior and traits. As part of this class each student must interview a classroom teacher regarding their experience dealing with different student populations and then use this information, along with their class knowledge to build a classroom management plan. Samples of student interviews with classroom teachers can be found in Exhibit B –Standard Four.

One of the major goals of the division as outlined in our mission statement is to help our students become global citizens. By addressing issues of diversity and stressing the importance of living in a global community the division works toward a more tolerant society. The conceptual framework also illustrates a commitment to the concepts of students as diverse learners and the need for quality teachers who can plan instruction for all children. The division has a faculty member who serves on the campus diversity committee and the UMFK campus is dedicated, along with the greater University Maine System, to seek out qualified individuals, with diverse backgrounds to serve in the education program. All advertisements for positions encourage minorities and individuals with diverse backgrounds to apply.

#### Descriptions of Core Classes Related to Diversity:

##### Edu 299 Multicultural Education

Prerequisites: None. An introduction to multicultural education for anyone who is working in a multicultural/bilingual context and/or interested in multiculturalism and bilingualism. It will present the different aspects of multiculturalism and multicultural education, explore innovative approaches to multicultural education practices in bilingual context, and develop a better understanding of living in a pluralistic society. The course will be interactive and will be based on realistic situations as well as students' and in-service teachers' own experiences and appreciation of multiculturalism and bilingualism. 3 credit hours

##### Edu 303 Education of Exceptional Children

Prerequisites: Junior level completed the liberal arts core or permission of instructor. Explores exceptionality including characteristics of exceptional child and principles of mainstreaming. Analyzes teacher's role in developing individual education programs. 3 credit hours

##### Edu 403 Intervention Strategies

Prerequisites: Junior level completed the liberal arts core or permission of instructor This course is designed to provide both the regular classroom teacher and the special education and update on the Current Best Practices & duo; relevant to No Child Left Behind, the mandates for Scientifically Based Instruction (SBI), Response to Intervention (RTI), and referral process for special education services. Students will review successful interventional strategies, supplemental aids and services, program modifications and curriculum accommodations to reach and teach all students in their classes. Students will proactively plan and develop Individual Education Programs (IEP & risqué; for their students. 3 credit hours

#### Edu 477 Bilingual Curriculum Design

Prerequisites: Junior level completed the liberal arts core or permission of instructor. To have practicing and pre-service teachers develop a sophisticated understanding of the increasing racial, ethnic, cultural and social-class diversity in our classrooms, communities, and work places. To help develop the knowledge and skills needed to teach and work effectively with students, parents, teachers, and communities of diverse backgrounds and cultures. 3 credits

#### Edu 339 Classroom Management

Prerequisites: Junior standing or permission of instructor. This course works towards helping pre-service and classroom teachers build a positive classroom environment that supports democracy, equality, and dignity while producing an atmosphere that is conducive to learning. 3 credit hours

#### Edu 401 Educational Psychology

Prerequisites: Junior standing or instructor's permission; completion of a minimum of 18 credits in the candidate's subject area discipline with a minimum grade of "C" in each course. Analyzes psychological foundations of teaching, including individual differences in learning styles, intelligence, motivation, social-emotional development, and classroom management techniques to create optimal development. 3 credit hours

## **Standard Five –Faculty Qualifications, Performance and Development**

### Faculty Qualifications:

The division of education has 5 full-time faculty members. Four faculties have doctorates, one is ABD. The division also employs two half-time time faculty members, both who have Certificates of Advanced Graduate Studies (CAGS), as well as a half-time director of student teaching who has a master's degree. Vitae are available for all faculty in Exhibit A- Standard Five. 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. Faculty vitae can be found in Exhibit A –Standard Five

Full-time faculty members hold memberships in numerous professional organizations, such as Phi Delta Kappa, International Reading Association, Maine Reading Association, and the Association of Supervision and Curriculum Development.

### Scholarship and Research

Faculty are involved in scholarship and service in many ways. Several faculty have consulted and has done work for the area public schools, have written for various publications and attended and presented at conferences. Please review vitae for complete list of faculty scholarship and publications. During the past three years faculty development funds have been limited which has reduced faculty involvement in conferences. Please review vitae in Exhibit A-Standard Five.

### Connections with K-12 schools

This year the education division faculty and chair have been meeting with principals and superintendents concerning how the education division and the public schools can help each other. Over the past 5 years faculty have done work in all area school systems and our students have completed visitations and student teaching in these area schools. While our program has always had many field hours included in the course work, we have developed the STARS program and are working on creating an experiential based school component. This component would involve all students applying for their Educational Technician I and II certificates and as they proceed through the program could work with students in the public schools. This program starts in the fall 2010 semester.

### Teaching Strategies of the Faculty:

As described in our conceptual framework, the education division faculty are devoted to active, reflective learning. Teacher certification courses include, but are not limited to, 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.

### Faculty Review:

The faculty of the education division promote reflective practice as a corner stone of quality teachers. It is quite common for faculty to discuss course evaluations and student's likes and dislikes at divisional meetings and in small faculty groups. The division also collects numerous sources of data such as surveys, portfolio reviews, praxis data and teacher evaluations. This data

influences curriculum choices and teacher performance. The details of this data are outlined in standard two.

Faculty receive course evaluations each semester and these are used as part of their application for tenure in the division. We currently have only one faculty member who is in a tenure-track position. For the three tenured faculty in the division, faculty evaluations become a part of our post-tenure review. Faculty working full-time, but are not in a tenured position are evaluated yearly through a divisional process. Excellence in teaching is an important part of the division's mission and framework.

Each year faculty fill out an annual report that are incorporated into the annual divisional report. These reports outline faculty engagement in the community, campus service and scholarship. All faculty are periodically reviewed by the faculty assemblies peer review process. Education has a member that serves on this committee. Tenure and promoting guidelines, sample faculty reports and divisional annual reports can be found in Exhibit B – Standard Five.

## **Standard Six: Unit Governance and Resources**

**UMFK Governance:** The following is taken from UMFK's NEASC self-study:

The University of Maine at Fort Kent (UMFK) is governed by a two-tiered organizational structure. The Board of Trustees (BOT) governs the seven-campus University of Maine System (UMS). Relevant system-level decisions are then passed to the governing officers of UMFK, which include the President, Vice Presidents of Administration and Academic Affairs, and an Executive Director for Human Resources. A Board of Visitors and a broad range of UMFK personnel, who serve on a variety of committees and advisory councils, are also involved in governance at the institutional level. The overriding goal of these formal structures is to establish clear lines of communication for advancing the mission of the University.

As described in the *BOT Policy Manual*, (see website) the BOT is the legal governing body for the UMS. The BOT holds the property and assets of the system and has final authority over all educational, public service, research and financial policies, and over the relation of the University System to the state and federal governments. The BOT is constituted of 14 members with 5-year terms, the Commissioner of Educational and Cultural Services, and a voting student member. Members are intended to represent the interests of residents across the state and are appointed by the Governor of the state.

\*UMS Board of Trustees Policy Manual

<http://www.maine.edu/policy.html>

The BOT sets and reviews operating and capital budgets, tuition rates, and educational and research policy. The BOT appoints and evaluates a Chancellor who serves as the Chief Administrative and Educational Officer of UMS and who implements and manages the above duties. Finally, the BOT advocates for higher education within the State of Maine and at the federal level.

The BOT's duties regarding the particular campuses include its evaluation of the campus Presidents and its review and approval of all programs at each of the seven campuses. Finally, the BOT meets at least once each calendar quarter with Presidents and Faculty Representatives from each campus to establish and maintain communication between the BOT and the various.

Upon the recommendation of the Chancellor, the BOT appoints the President of UMFK as its Chief Executive Officer (CEO). The President is responsible for implementing plans, policies, and directives from the BOT and the Chancellor. The President is responsible for providing campus leadership and for cultivating its relationship with the public, the Governor, and the legislature. The President leads the faculty, and the professional and classified staff to accomplish the campus mission through established planning processes. Administration of campus affairs affecting student life, and campus operational and auxiliary enterprise budgets including establishment of processes for expenditures are the responsibility of the President. The President annually sets goals and reports on their accomplishment to the BOT, the Board of Visitors, and the public.

The BOT operates through the System Office located in Bangor. With a staff of 142, it oversees the UMS as a whole and offers system-wide services such as accounting, funds management, human resources, payroll, budget, auditing, and physical facilities.

Faculty at UMFK play a substantial role in assuring the academic integrity of the institution's educational programs and policies. The governing structures through which this is accomplished include the Faculty Chairs, academic divisions, and various committees. Subject to the Vice - President for Academic Affairs' (VPAA) approval, the Assembly determines academic policies within the University structure and is responsible for the curriculum, instructional methods, degree requirements, and aspects of student life related to the educational process. The Faculty Assembly meets monthly and is led by a Faculty Chair elected annually.

Faculty members also govern through one of the institution's four academic divisions: Arts & Humanities, Education, Natural and Behavioral Science, and Nursing. Divisions consider issues related to academic programs housed in that division. Three of the academic divisions elect a Division Chair from its membership. The University President appoints a Director of Nursing to chair the Nursing division. The Chairs and VPAA comprise the Council of Division Chairs, which meets every two weeks to review budgets, initiate curriculum development, and conduct program reviews.

Faculty also govern the institution's educational programs and policies by participating on several standing committees. The Academic Council evaluates proposals for curriculum changes, reviews existing programs, and conducts periodic reviews of academic policies, standards and procedures. The Strategic Planning Steering Committee guides the development and implementation of strategic planning and assessment programs on campus.

Faculty help assure the academic integrity of the institution also by their substantive voice in determining faculty personnel. On search committees, faculty make hiring recommendations to the VPAA. As members of the Peer Review Committee, faculty make recommendations for faculty reappointment, promotion, and tenure. Division Chairs conduct annual reviews of faculty performance.

### **Governance: Education Division**

The Education Division is made up of eight core faculty members, one of which is dually appointed with French, two who work half-time and five who are full-time faculty members, this includes our Director of Student Teaching. Annually, this body elects one of its members to serve a Chair of the Division. The Chair serves as the leader of the division and oversees all aspects of the unit, including curriculum, budget, advising, tenure and promotion process, and conflict resolution between parties.

The division faculty are responsible for the curriculum decisions concerning programs and regularly discuss course offerings, program requirements and outcomes. Faculty are also responsible for decisions regarding qualifications for new hires and for decisions regarding adjunct faculty. The division faculty have granted the chair the authority to hire adjuncts with the consultation of faculty in the content area where the adjunct will teach.

The Education Division has drafted and adopted its own criteria for promotion and tenure. The campus peer review committee and the Vice-President for Academics have responsibilities working with tenure-tracked faculty toward a successful tenure at the institution.

The Education Division has its own budget and the University allocates the funds needed to run an efficient program, including all aspects of the student teaching process. Currently the division is working with the Vice-President of Finance to create a separate budget for student teaching.

The Education Division functions well within the academic structure of the University and is supported throughout the academic community. As an academic division the education unit has control of all aspects of the program needed to ensure the quality of our academic programs and to run an efficient unit.

Faculty in the Education Division work on a 12 credit teaching load per semester and receive additional compensation for any teaching over that amount. Teaching overloads is optional for faculty and is never required. The division works with qualified adjuncts to offer sections of courses when student populations warrant it.

#### Library resources:

The library at UMFK is an excellent resource for both faculty and students. The staff is very supportive of working with education candidates and is instrumental in research efforts of students. Outlined below are many of the excellent resources available to the UMFK community.

#### [Acadian Archives/Archives acadiennes](#)

This collection includes materials which document the culture, way of life and history of the Upper St. John Valley. This collection is housed in the new Acadian Archives/Archives acadiennes building adjacent to Blake Library (see [map](#)). For more information on this collection, please contact the [Archives](#).

#### **Audio-Visual Materials**

The Library has a growing collection of videocassettes, CDs, audio cassettes and vinyl records. The videos, DVD's, CDs and vinyl records may be checked out for three days; the loan period for audio cassettes is one week. Viewing and listening equipment is available in the Library. For a complete list of our video collection go to our [video list](#) web page. If you are looking for a particular video or other audio-visual materials or you are looking for audio-visual materials by a particular subject, simply use [URSUS](#), our online catalog, to find what you want.

#### **Circulating Collection**

The majority of the Library's book holdings are in the circulating collection. The shelves where these books are located are called 'the stacks'. These materials may be checked out for four weeks to students and community patrons, and by semester to faculty and staff. See the maps for [downstairs](#) and [upstairs](#).

### **Curriculum Center Collection**

This collection includes items for education students and teachers such as textbooks, manipulative and other classroom materials. These items circulate for one week at a time to all patrons. For more information, please see our Curriculum Center Collection Development [Policy](#).

### **Juvenile Collection**

The Juvenile Collection is located in the education center (see [map](#)), and includes materials for young readers. The Library has compiled several [bibliographies](#) to help patrons find juvenile materials on specific subjects. These materials circulate to students and community patrons for two weeks and to faculty and staff by semester. This also includes an excellent collection of French children's literature.

### **Maine State Documents**

The Blake Library is a depository for Maine State Documents. These materials are catalogued in URSUS, our online catalog. Maine Documents circulate for four weeks to students and community patrons, and by semester to faculty and staff.

### **Periodical Collection**

Articles in periodicals may be found by searching the online indexes and databases. Current issues of periodicals are displayed on the first floor (see [map](#)). Ask for assistance at the Front Desk to obtain past issues. A list of the Library's periodical holdings is available online and at the Library. Some of our periodicals have corresponding web sites; you can search a list of these periodicals by [subject](#). Most periodicals do not circulate to students and community patrons, however periodicals shelved in the stacks or Curriculum Collection do circulate. Faculty and staff may check out periodicals for one week, or may request certain periodicals be routed to them.

### **Reference Collection**

The Reference Collection includes books of highly organized factual information such as dictionaries and encyclopedias. These items do not circulate, but faculty may make special arrangements to borrow reference materials when necessary.

### **Special Collections**

The Special Collections includes rare books and materials on the State of Maine and Aroostook County. Also housed here are University publications spanning several decades. These items do not circulate. For more information, please see our Special Collections [Policy](#).

### **Young Adult Collection**

The Library has recently created a Young Adult section for materials suited to adolescents and mature young readers. Young Adult books circulate for a period of four weeks to all patrons and are located in the education center. For more information, please see our Young Adult Collection Development Policy.

## Appendix A

### Elementary Education – Bachelor of Science

#### Program Requirements

During the Freshman and Sophomore years of the program, students study various content areas as they work toward completing the requirements of the liberal arts core and the general education requirements of the Bachelor of Science degree. At the same time, students **are required to** participate in one education course per semester which helps prepare them for the education major taken during their junior and senior years. All of these early courses have a practicum component whereby students spend time in area public schools. These four classes are as follows:

CRN	Course Name	Credits
Edu 100	Foundations of Education	3 credits
Edu 214	Classroom Communication	3 credits
Edu 299	Introduction to Multicultural Education	3 credits
Edu 253	Child and Adolescent Literature	3 credits

#### Professional Education Major

CRN	Course Name	Credits
Edu 339	Classroom Management	3 credits
Edu 303	Education of Exceptional Children*	3 credits
Edu 327	Curriculum & Instruction	3 credits
Edu 327L	Arts Lab	1 credit
Edu 302	Classroom Assessment	3 credits
Edu 328L	Technology Lab	1 credit
Edu 367	Intervention Strategies	3 credits
Edu 401	Educational Psychology*	3 credits
Edu 411	Teaching of Social Studies	3 credits
Edu 412	Teaching of Math	3 credits
Edu 483L	Teaching of Math Lab	0 credit
Edu 415	Teaching of Science	3 credits
Edu 451	Reading for Elementary Teachers*	3 credits
Edu 463	Writing for Elementary Teachers*	3 credits
Edu 477	Bilingual/Curriculum Design	3 credits
Edu 406	Student Teaching**	15 credits
<b>Total</b>		<b>53 credits</b>

**Suggested Course Schedule – 4 Year Elementary Education Students  
Fall Semester Freshmen Year**

CRN	Course Name	Credits
Hum 100	First Year Experience	3 credits
Eng 100	English Composition I	3 credits
Mat 128	College Algebra or	
Mat 180	Finite Math I	3 credits
Psy 100	Introduction to Psychology	3 credits
Edu 100	Foundations of Education	3 credits
<b>Total</b>		<b>15 credits</b>

**Spring Semester Freshman Year**

CRN	Course Name	Credits
Edu 214	Classroom Communication	3 credits
Eng 101	English Composition II	3 credits
Bio 100	General Biology	4 credits
Gov 200	American Government	3 credits
Geo 203	World Geography	3 credits
<b>Total</b>		<b>16 credits</b>

**Fall Semester Sophomore Year**

CRN	Course Name	Credits
Cos 103	Introduction to Information Technology	4 credits
Hty 102	US History I	3 credits
Phs 100	Physical Science I	4 credits
Edu 299	Introduction to Multicultural Education	3 credits
Mat 180	Finite Math or	
Mat 351	Statistics I	3 credits
<b>Total</b>		<b>17 credits</b>

**Spring Semester Sophomore Year**

CRN	Course Name	Credits
Edu 299	Introduction to Bilingual Multicultural Education	3 credits
	Upper Level Science or Math	3 credits
	Language General Education elective	3 credits
Env 200	Principles of Environmental Science	3 credits
Edu 253	Child and Adolescent Literature	3 credits
<b>Total</b>		<b>15 credits</b>

**Praxis I Exam – required to begin professional core**

**Fall Semester Junior Year**

CRN	Course Name	Credits
Edu 303	Educating Exceptional Children	3 credits
Edu 367	Legal and Historical Foundations	3 credits
Edu 451	Reading for Elementary Teachers	3 credits

	Arts & Humanities General Education Elective	3 credits
Edu 401	Educational Psychology	3 credits
<b>Total</b>		<b>15 credits</b>

### Spring Semester Junior Year

CRN	Course Name	Credits
Edu 327	Curriculum & Instruction	3 credits
Edu 327L	Arts Lab	1 credit
Edu 403	Intervention Strategies	3 credits
Edu 411	Teaching of Social Studies	3 credits
Edu 463	Writing for Elementary Teachers	3 credits
	Elective	3 credits
<b>Total</b>		<b>16 credits</b>

### Fall Semester Senior Year

CRN	Course Name	Credits
Edu 302	Classroom Assessment	3 credits
Edu 328L	Technology Lab	1 credit
Edu 412	Teaching of Math	3 credits
Edu 483L	Teaching of Math Lab	0 credit
Edu 477	Bilingual/Curriculum Design	3 credits
Edu 415	Teaching of Science	3 credits
	Elective	3 credits
<b>Total</b>		<b>16 credits</b>

### Praxis II exam must be passed before beginning Student Teaching

#### Spring Semester Senior Year

CRN	Course Name	Credits
Edu 406	Student Teaching (see requirements)	15 credits
<b>Total</b>		<b>15 credits</b>

### Secondary Education – Bachelor of Science Program Requirements

The Education Division offers secondary or K-12 teacher certification for students who are majoring in English, French, Biology, Social Sciences, and Computer Applications. We also have a specialized degree in secondary mathematics. When students decide to pursue their teaching certificates, they will be assigned an education advisor, who will work with their content advisor, to make sure they complete all requirements in a timely fashion. In some cases students might need to complete an extra semester to finish their 16 week student teaching practicum.

To begin work on the secondary core students must:

1. have completed the General Education,
2. have passed all their Praxis I exams,
3. have at least 24 credits of the academic major completed with a grade of "C" or better,
4. have completed the four introductory classes or have documented 40 hours of classroom practicum,
5. have a GPA of 2.5 or better,
6. be in good academic standing with the University
7. the Secondary Education Core consists of the following courses. (Note that the courses are listed in a sequential order).

### Secondary Education Core

CRN	Course Name	Credits
Edu 339	Classroom Management	3 credits
Edu 303	Curriculum & Instruction	3 credits
Edu 327L	Arts Lab	1 credit
Edu 302	Classroom Assessment	3 credits
Edu 328L	Technology Lab	1 credit
Edu 358	Secondary Methods I	3 credits
Edu 359	Secondary Methods II	3 credits
Edu 367	Legal and Historical Foundations	3 credits
Edu 401	Educational Psychology	3 credits
Edu 454	Reading & Writing Across Secondary Curriculum	3 credits
Edu 477	Bilingual Curriculum Design	3 credits
Edu 403	Intervention Strategies	3 credits
Edu 406	Student Teaching*	15 credits
<b>Total</b>		<b>50 credits</b>

## Appendix B

### Portfolio Assessment Ten Standards for Beginning Teachers UMFK Teacher Education Program

\_\_\_\_\_'s name (Please Print)

Please work with your Mentor Teacher to reflect on where you are in meeting the ten standards listed below. The completion of this assessment is part of your student teaching responsibilities and must be signed by your mentor and included with the last evaluation of your practicum. One form needs to be completed at the end student teaching.

**ELEMENTARY**       **SECONDARY**

At what level does your portfolio meet the following standards?

Standard	Meet standard		Somewhat meet standard		Does not meet standard		Comments
	Artifact	Rationale	Artifact	Rationale	Artifact	Rationale	
1. Demonstrates knowledge of the central concepts, tools of inquiry and structures of the discipline(s) s/he teaches; can create learning experiences that make these aspects of subject matter meaningful to students.	✓	✓					Remember to change paper color! Bibliography of books read! Add Final Word
2. Demonstrates the ability to integrate the concepts, tools of inquiry and structures among the disciplines.	✓	✓					Edt + s' combine rationales
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.	✓	✓					
4. Plans instruction based upon knowledge of subject matter, students, and curriculum goals.	✓	✓					Season change, grammar?
5. Understands and uses a variety of instructional strategies and appropriate technologies.	✓	✓					
6. Creates and maintains a classroom environment which supports and encourages learning.	✓	✓					add that!
7. Demonstrates the ability to support students' learning and well-being by engaging students, home, school, colleagues and community.	✓	✓					teacher(s)
8. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.	✓	✓					Combine rationales
9. Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.	✓	✓					Bring sack lunch, add/cost Interested in volunteering @ field
10. Demonstrates a strong professional ethic and a desire to contribute to the education profession.	✓	✓					

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor's signature

\_\_\_\_\_  
Date

**Appendix C**  
**University of Maine at Fort Kent**  
**Teacher Education ALERT Form**

This form is for use by practicing professionals connected with the teacher education program to identify a student in the program whose professional performances or approach is weak. Because grades reflect the student's academic performance, this form should generally NOT be used to report academic problems. Rather, it should be used when there is strong concern about the student's ability to become a teacher. For example, a student may exhibit a genuine dislike for children or have attitudes toward education which seem inconsistent with the requirements of the profession. It is in these and related situations when an ALERT form should be filed.

When an ALERT form has been filed, the student and her faculty advisor will be notified. Confirmation of this notification will be sent to the person who filed the ALERT. Except in very serious situations, two ALERTS must be received before a student's case will be reviewed by the Division. It is assumed that in most cases corrective action will be taken although such a review can result in termination of the student. The intent of this system is to add an important source of professional judgment to the teacher education process.

If you have questions about the use of this form, call the Chairperson or Coordinator of Education Student Services.

\*\*\*\*\*

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student's ID#: \_\_\_\_\_

Name and position of the person filing this ALERT: \_\_\_\_\_

List the reasons which prompt you to file this ALERT. Use the back of this form if more space is needed.

Signature: \_\_\_\_\_

Please indicate where you can be contacted for additional information

\_\_\_\_\_  
 Business Address

\_\_\_\_\_  
 Business Phone

\_\_\_\_\_  
 Home Address

\_\_\_\_\_  
 Home Phone

Return this form to:      Chairperson, Division of Education  
 University of Maine at Fort Kent  
 23 University Drive  
 Fort Kent, ME 04743

**UNIVERSITY OF MAINE AT FORT KENT EDUCATION DIVISION**

**ASSESSMENT OF PROFESSIONAL POTENTIAL**

**UNIVERSITY OF MAINE AT FORT KENT EDUCATION DIVISION**

**ASSESSMENT OF PROFESSIONAL POTENTIAL**

\_\_\_\_\_  
Teacher Education Candidate

\_\_\_\_\_  
Evaluator

**Personal and Professional Self-Actualization**

Directions: Check any area(s) of concern about the identified teacher education candidate. Explain the circumstances/reasons for your concerns in the comments section of that category.

CODE: E = Excellent, S = Satisfactory, N = Needs Improvement, O = Not Observed

- | E                        | S                        | N                        | O                        | <b>I. PERSONAL AND PROFESSIONAL RESPONSIBILITY</b>                        |
|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>A.</b> Meets obligations and deadlines by appropriate planning         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>B.</b> Accepts procedures and rules                                    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>C.</b> Seeks exceptions under appropriate circumstances                |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>D.</b> Submits work that reflects high personal standards              |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>E.</b> Demonstrates effective use of                                   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>F.</b> Demonstrates tenacity and self-reliance in pursuit of solutions |

COMMENTS:

- | E                        | S                        | N                        | O                        | <b>II. SOCIAL/EMOTIONAL WELL-BEING</b>         |
|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>A.</b> Solves problems in constructive ways |

- |                          |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B. Displays appropriate affect and emotions                                      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C. Demonstrates awareness of social and professional behaviors and expectations  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | D. Reflects upon and takes responsibility for own behavior                       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | E. Accepts suggestions positively and modifies behavior appropriately            |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | F. Demonstrates awareness of self and sets reasonable goals and expectations     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | G. Demonstrates ability to make the best of all experiences                      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | H. Demonstrates a high energy level and generally positive attitude              |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I. Understands the role of both positive and negative experiences in development |

COMMENTS:

E	S	N	O	<b>III. INTERPERSONAL RELATIONSHIPS</b>
---	---	---	---	---

- |                          |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A. Demonstrates respect for the feelings, opinions, knowledge and abilities of others |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B. Is genuine and authentic in relationships  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C. Is empathetic and resonates with the feelings of others                            |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | D. Demonstrates effective interpersonal skills  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | E. Functions effectively in a variety of group roles                                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | F. Solicits and considers alternative viewpoints                                      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | G. Speaks with clarity, fluency, and appropriate grammar                              |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | H. Communicates effectively with diverse audiences                                    |

COMMENTS:

- E      S      N      O      **IV. MY OVERALL JUDGMENT REGARDING THIS STUDENT IS:**
- A. I highly recommend this person as a candidate for teaching
- B. I recommend this person as a candidate for teaching
- C. I have reservations about this person as a future teacher
- D. I do not believe this person is a good candidate as a future teacher at this time

COMMENTS:

**V. RESPONSE OF PERSON REVIEWED:**

- \_\_\_ I agree with this evaluation
- \_\_\_ I agree with this evaluation with the exception of the points noted below
- \_\_\_ I disagree with this evaluation for the reasons noted below

Comments:

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor's Signature

\_\_\_\_\_  
Date

## Appendix D

### University of Maine at Fort Kent

#### Summative Evaluation based on the Ten Standards for Beginning Teachers

Student Teacher \_\_\_\_\_ Subject and/or Grade \_\_\_\_\_  
 School \_\_\_\_\_ Date \_\_\_\_\_  
 Period of Evaluation \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Late \_\_\_\_\_

***Context and Classroom Climate:***

***(Standard 6)*** Creates and maintains a classroom environment which supports and encourages learning.

***Preparation, Planning and Organization:***

***(Standard 1)*** Demonstrates knowledge of the central concepts, tools of inquiry and structures of the disciplines and creates learning experiences meaningful to the students.

***(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.

***(Standard 4)*** Plans instruction based upon knowledge of subject matter, students, and curriculum goals.

***Communication:***

***(Standard 7)*** *DemonOrifesstrates* the ability to support students' learning and well-Being by engaging students, home, school, colleagues and community.

***Understands and uses a variety of assessment strategies:***

**(Standard 8)** Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.

***Professional and Personal Qualities:***

**(Standard 9)** Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.

**(Standard 10)** Demonstrates a strong professional ethic and a desire to contribute to the education profession.

***Uses a variety of instructional strategies and appropriate technologies:***

**(Standard 5)** Understands and uses a variety of instructional strategies and appropriate technologies.

***Interdisciplinary Teaching Strategies:***

**(Standard 2)** Demonstrates the ability to integrate the concepts, tools of inquiry and structures among the disciplines.

***General Comments:***

---

Date

---

Signature of Student Teacher

---

Signature of University Supervisor

---

Signature of Mentor Teacher

**This evaluation form needs to be completed, dated and signed every four weeks.**

Appendix E

Portfolio Assessment  
Ten Standards for Beginning Teachers  
UMFK Teacher Education Program

\_\_\_\_\_  
Student's name (Please Print)

Please work with your Mentor Teacher to reflect on where you are in meeting the ten standards listed below. The completion of this assessment is part of your student teaching responsibilities and must be signed by your mentor and included with the last evaluation of your practicum. One form needs to be completed at the end student teaching.

✓ ELEMENTARY \_\_\_\_\_ SECONDARY

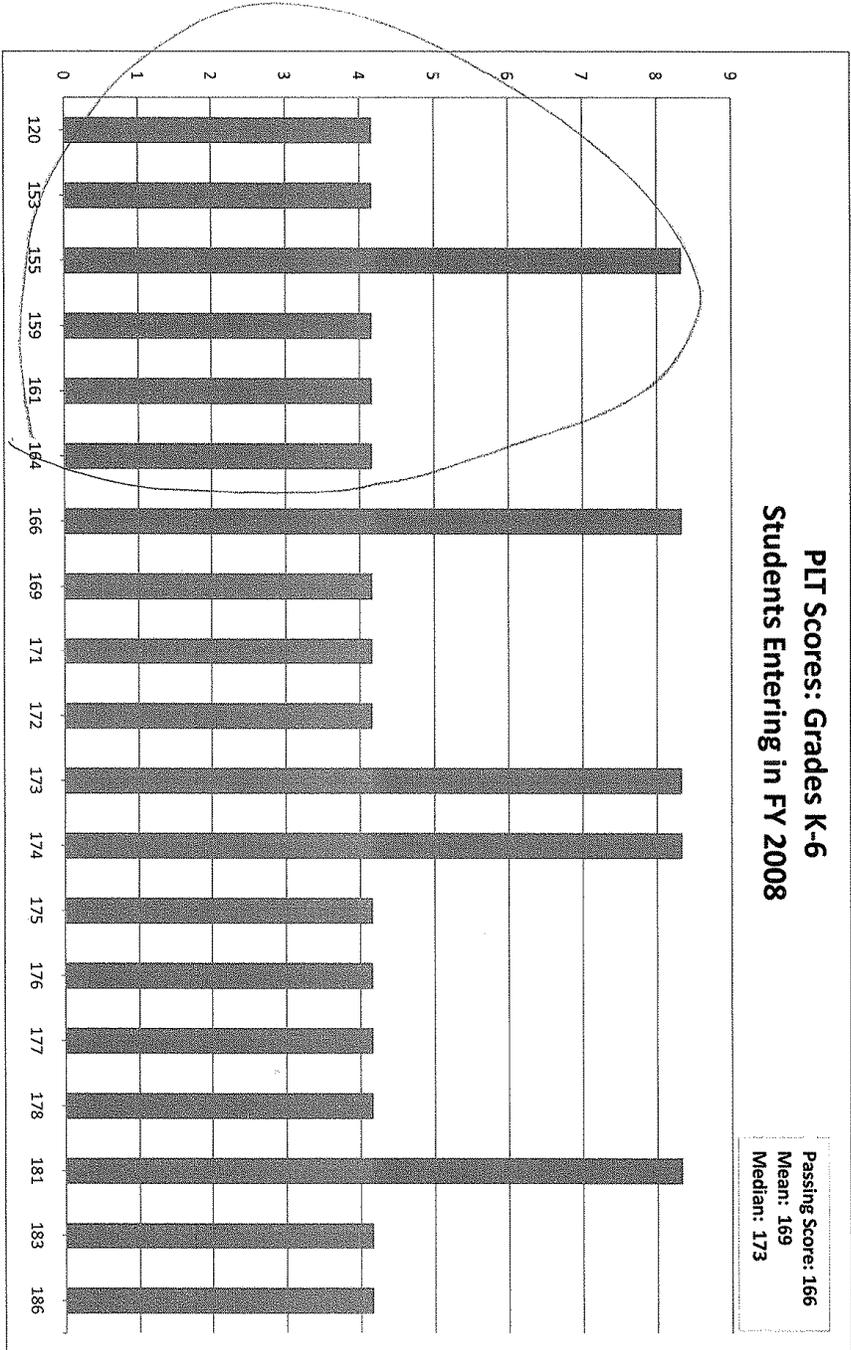
At what level does your portfolio meet the following standards?

Standard	Meet standard		Somewhat meet standard		Does not meet standard		Comments
	Artifact	Rationale	Artifact	Rationale	Artifact	Rationale	
1. Demonstrates knowledge of the central concepts, tools of inquiry and structures of the discipline(s) s/he teaches; can create learning experiences that make these aspects of subject matter meaningful to students.	✓	✓					<p>Portfolio is completely updated, with materials from both parts of her practicum - Agendas + notes from meetings, In-services, etc. - A valuable resource + reflection of her work to date. JM.</p> <p>- Lesson Plan for morning routine - Gr. incorporates Math, Language</p> <p>Grade 6 Lesson Plan re: Classification of species incorporating Science + Visual Arts</p> <p>- Lesson Plan, Gr. 2 Science - re "egg" - L. Arts, Science, Visual Arts, Hands-on</p> <p>- Gr. 2 Science L. Plan - Science, Language + Phys. Ed.</p> <p>L. Plan - "Animals in Winter" + Gr. 6 L. Plan - Data Management - used overhead projector</p> <p>- Chemistry - Gr. 2, L. Plan (math + lang using overhead)</p> <p>- used computer lab + LCD projector.</p> <p>- Works on appropriate seating arrangements...</p> <p>- P. 6 Report Form enclosed - attended P-T meetings - has notes on this</p> <p>- See Science Test enclosed - copy of CVRSB Gr. 1-6 Report Card</p> <p>- Student Discipline Policy for N/Side - Vict. Board enclosed</p> <p>- In-Service Agenda / + reflection</p> <p>- Attended 2-day In-service re "Klic play"</p> <p>- Attended Technology In-service</p>
2. Demonstrates the ability to integrate the concepts, tools of inquiry and structures among the disciplines.	✓	✓					
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.	✓	✓					
4. Plans instruction based upon knowledge of subject matter, students, and curriculum goals.	✓	✓					
5. Understands and uses a variety of instructional strategies and appropriate technologies.	✓	✓					
6. Creates and maintains a classroom environment which supports and encourages learning.	✓	✓					
7. Demonstrates the ability to support students' learning and well-being by engaging students, home, school, colleagues and community.	✓	✓					
8. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.	✓	✓					
9. Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.	✓	✓					
10. Demonstrates a strong professional ethic and a desire to contribute to the education profession.	✓	✓					

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
University Supervisor's signature

Date \_\_\_\_\_  
Date \_\_\_\_\_  
Date \_\_\_\_\_

Appendix F



Office of Institutional Research  
Spencer Jacoby

DRAFT

PLT\_Grades PDF.xlsx  
7/14/2009

**Student Evaluation of Education Program for Secondary**  
**What is your content area:** \_\_\_\_\_

Semester: Fall 2009

FAX: (207) 834-7500

*Section 1: Rate how well your course work prepared you for student teaching.*  
*Section 2: Rate student teaching experiences.*  
*Section 3: Rate how well you were prepared to meet the Ten Standards for Beginning Teachers and the portfolio process.*

Section 1: Education Methods Preparation	Excellent	Adequate	Poor	Explanation of rating
	Secondary Methods I	9		
Secondary Methods II	9			<p>Excellent: #1,2,3,4,5,6,7,8,9 Adequate: # ; No Response:                      1.No comment                      2.No comment                      3.It was good to reinforce the ideas from the class before. It gave me more confidence to use the methods.                      4.No comment                      5.No comment                      6.See comment above                      7.No comment                      8.No comment                      9.No comment</p>
Reading and Writing Across the Curriculum	9			<p>Excellent: #1,2,3,4,5,6,7,8,9 Adequate: # No Response: #                      1.Helped me for dealing with students who have a poor reading level.                      2.No comment                      3.I used <u>so many</u> methods – professor showed us and I was better able to help students who needed more help reading.                      4.No comment                      5.No comment                      6.This class benefited even me, who already incorporates reading and writing.                      7.Amazing and so incredibly helpful.                      8.No comment                      9.I continue to encourage all my students the importance of reading and assign readings on a regular basis.</p>
Bilingual Multicultural Curriculum	8	1		<p>Excellent: #1,2,3,4,5,6,8,9 Adequate: #7 No Response: #                      1.I'm working at a multicultural school so I've learned to gear lessons to them from what I learned here.</p>