# Review Team Report

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**Program Approval Visit to**

**University of Southern Maine**

**Educator Preparation Programs**

**Gorham, Maine**

**March 8-11, 2009**

**Program Review Team**

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## Introduction

This report results from consideration of evidence found throughout a review of the University of Southern Maine's (USM) *Institutional Report* (as submitted to the Maine Department of Education); the *USM Inquiry Brief* (as submitted to TEAC); the electronic exhibits in support of both documents; the exhibits placed in the team work room; and information gathered from multiple interviews, classroom observations, and school visitations that were conducted during the State Team on-site visit March 8-11, 2009.

One of seven institutions within the University of Maine System, the University of Southern Maine has campuses located in Portland, Gorham, and Lewiston-Auburn. The institution has provided higher education for approximately 125 years, although it has been known by multiple names. The University of Southern Maine has deep roots in the Normal School tradition and was first known as the Western Maine Normal School back in 1878. After several name changes, the University has been known as the University of Southern Maine since 1978.

The USM Teacher Education Unit is comprised of eight unique and distinctive programs which are housed in the College of Education and Human Development (CEHD), the College of Arts and Sciences (CAS) and Lewiston-Auburn College. Programs include Art Education, Counselor Education, CLASS, Educational Leadership, Literacy, Music Education, School Psychology, and Teacher Education. Initial teacher preparation programs in Art Education and Music Education are housed in the College of Arts and Sciences, and CLASS is located at the Lewiston-Auburn College. The Teacher Education Program, housed in the CEHD, includes the Extended Teacher Education program (ETEP) and Teachers for Elementary And Middle Schools (TEAMS). The CEHD also houses continuing professional education programs leading to state certification. These include Counselor Education, Educational Leadership, Literacy, and School Psychology.

While the USM *Inquiry Brief* concerning the TEAMS and ETEP programs documents compliance with the State Board's performance standards, TEAC's role was to examine and report upon whether the evidence, as verified by the TEAC Team Auditors, supports the Board adopted standards and TEAC's quality principles and standards, and whether there are credible alternative hypotheses to USM's claims that it meets the MSBE standards and TEAC's quality principles and standards. With the exception of ETEP and TEAMS, which were reviewed by the TEAC Audit Team, as agreed upon by the State Board of Education, all other programs have been reviewed by the State Team for State program approval and constitute the focus of this report.

Enrollment in USM educator preparation programs varies with 30 students enrolled in the Art Education program, 74 students in Music Education, 52 students in School Counseling, 23 students in CLASS, 6 students in the M.S. School Psychology program, 22 students in the Psy.D. program, 91 students in the Literacy Masters, and 41 students in the post-Masters Certificate of Advanced Studies (CAS). The Educational Leadership program has two strands. In the Administrative Leadership strand, there are 72 candidates seeking an M.S.Ed, with 62 seeking principal certification and 10 seeking Director of Special Education certification. There are also 80 candidates in the Assistant Principal Certificate Program, 7 candidates in the Athletic

Administrator Certificate program, and 40 post-masters candidates in the CAS in Educational Leadership program.

The CEHD has 36 regular or tenure-track faculty, 1 grant-supported faculty member, and 3 temporary faculty members. In addition, there are 26 professional staff members, 15 of whom are grant-funded, and 6 classified staff, including one who is grant supported. The College of Arts and Sciences supports three education professors and CLASS has 2 full-time faculty members.

The focus of the Review Team visit centered upon renewal of State program approval for the following educator preparation programs:

- Art Education
- CLASS (LAC)
- Educational Leadership
- Literacy
- Music Education
- School Counseling
- School Psychology

A summary of the Team's findings for each of the education preparation program standards follows.

## I. Summary of the Unit's Conceptual Framework

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

The College of Education and Human Development (CEHD) met during a two-year period from 2006-2008 to develop a Conceptual Framework. On March 12, 2008, the CEHD faculty approved seven core values that would relate to all CEHD programs. These seven core values together with the college's mission statement serve as the Conceptual Framework. Although the Institutional Report on page 6 references solely the CEHD in crafting and adopting the Conceptual Framework, it was found through on-campus interviews that faculty members in the Art Education and Music Education Programs from the College of Arts and Sciences (CAS) had input through their participation on the Teacher Education Council.

The following mission statement anchors the Conceptual Framework:

> "We seek to foster respectful and collaborative learning communities, well-informed decision-making, valid reasoning, and a concern for equity and social justice in the fields of education and human development."

The identified seven core values are as follows:

- ⇨ Democracy
- ⇨ Civility and Caring
- ⇨ Equity and Diversity
- ⇨ Social Justice
- ⇨ Ethical Practice
- ⇨ Scholarship
- ⇨ Professional Learning and Continuous Improvement

Each of these values is defined in terms of student outcomes and a bibliography is placed separately comprised of a selection of three to ten articles or books under each value. However, no narrative was found to demonstrate how this literature informed and supported the selection of these values. Although the core values are praiseworthy and one can see facial evidence of how equity and social justice emerges from the mission statement, the Conceptual Framework would be strengthened by a narrative showing how the bibliographic resources informed the development of the core values and the overall mission statement.

An additional development has been for programs to design core *practices* that emerge from the mission statement and core values and are defined as the operational values of the program. In the Conceptual Framework section of the report, an alignment chart is found between the CEHD Conceptual Framework and the Initial Teacher Education programs. Core practices from the programs outside of the initial teacher education programs were not included.

Faculty members across programs were cognizant of the Conceptual Framework and mentioned that it informs their teaching and guides them in the development of their courses. Students could articulate the core values, not specifically, but in response to the question of what type of practitioner (teacher, counselor, educational leader, school psychologist) USM was trying to produce. For instance, they readily listed "caring about all students," "fostering continuous learning," "ethical practice," "modifications for all students," and "change agent." These qualities correspond to the seven core values, even if they were not named as such. When asked directly about the Conceptual Framework, the students appeared confused and then spoke about the USM Teacher Certification Standards or the ISLLC standards for school administrators. Thus, it appears that the core values of the Conceptual Framework are lived, but as a specific document the students are not necessarily attuned. As one faculty member mentioned, "I have used the Conceptual Framework to inform my teaching, but I don't teach the Conceptual Framework to my students."

Similar results occurred when interviewing the stakeholders within the field. When asked about the Conceptual Framework, they would relay the USM Teacher Certification Standards or the national standards within that professional area such as ISLLC or CACREP.

In reviewing the CEHD website http://usm.maine.edu/cedh/About-US/mission.htm the Conceptual Framework including the mission statement, core values, and bibliography can be found. In examining course syllabi, however, neither the mission statement nor the core values were listed in the syllabi available for review. In fact, this absence is not limited to the Conceptual Framework since it was found that some programs do not include anything related to state or national or program standards. Other syllabi in **some** of the programs, and generally limited to syllabi dated summer of 2008 and after, **may** have the core practices included that have been developed by that specific program (e.g. 10 core practices for one; 5 core practices for two). A composite of "Course Blueprints" was available through the Electronic Exhibit Room. The review of these documents reveal alignment of courses in most programs with the core values, but this is not consistently present with a few using different core values from the seven identified ones. It is not clear from the Institutional Report whether these "Course Blueprints" are shared with students and other stakeholders. Thus, it appears that the Conceptual Framework is not widely disseminated with stakeholders other than through the CEHD website and consequently it is not clear how the Conceptual Framework has been integrated into the unit's programs and practices.

**Recommendations**

The knowledge base supporting the tenets of the Conceptual Framework needs to be explicated in a narrative, so that it can be clearly discerned that this base informed the development of both the mission statement and the core values. This explanation would serve to meet the regulation requiring the Conceptual Framework to be based on evidence.

The Conceptual Framework needs to be fully articulated and explicitly shared with all stakeholders demonstrating that it has been fully integrated into the unit's programs and practices.

## II. Summary Findings for Each Standard

### Standard One: Initial Teacher Candidate Performance

*The curriculum for educators must prepare candidates for the areas in which they will seek certificates in accordance with the requirements specified in the Maine Department of Education Regulation Chapter 115: Certification of Educational Personnel: Standards and Procedures.*

The College of Education and Human Development (CEHD) is organized into three academic departments—Teacher Education, Professional Education, and Human Resource Development. It offers nine programs with more than 30 options at the undergraduate, master's, post-master's, and doctoral levels. The graduate certificate in Educational Leadership, and the Doctor of Psychology Program (PsyD) in School Psychology, the only program of its type in northern New

England, are two examples of how the College continues to respond to the needs of the professional community in Maine.

There is clear and consistent evidence of an emphasis on standards-based instruction and assessment throughout the programs. Each program bases its student expectations upon its own national content association or accrediting agency's standards and the Maine State Regulation Chapter 114 Unit Standards. For example: USM's Counselor Education program maintains professional standards through national program accreditation and licensing. The Clinical Mental Health Counseling and School Counseling concentrations are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and the Rehabilitation Counseling concentration is accredited by the Council on Rehabilitation Counseling (CORE); The Educational Leadership Programs use the *Educational Leadership Policy Standards: ISLLC 2008.* The M.S. in School Psychology is accredited by the National Association of School Psychologists.

When candidates were interviewed, their responses to questions about the teaching standards indicated a thorough knowledge of the USM Teacher Certification Standards. Portfolios and assessment assignments were clearly aligned with and addressed USM Teacher Certification Standards and the appropriate accrediting agency content standards. These responses did not indicate that candidates clearly understood the differences between these standards and Maine's Initial Teacher Certification Standards.

Syllabi, program handbooks, course blueprints, and similar descriptive program documents indicate that all Initial Certification Programs are similarly based upon University of Southern Maine Teacher Certification Standards. These standards are aligned with Maine's Initial Teacher Certification Standards in separate documents available to candidates.

Knowledge and integration of the central concepts, tools of inquiry, and structures of the discipline are demonstrated by students in several ways. Portfolio entries show examples of interdisciplinary papers and critical analysis of pedagogy in content areas. Students' pedagogical content knowledge is assessed through course requirements for lesson and unit development based on the *Maine Learning Results,* the use of appropriate instructional technology, and their participation in assigned teaching and learning projects.

**Commendations**

The faculty is dedicated to the success of all candidates enrolled in their respective programs, and they devote great effort to tailor instruction to meet the needs and strengths of each of their candidates.

**Recommendation**

Candidates would be better served if all syllabi for initial certification programs are more clearly referenced to Maine's Initial Teacher Certification Standards, not solely the USM Teacher Certification Standards. Candidates need to clearly know, early on, what the Maine Initial

Teacher Certification Standards are and that their being granted Maine Certification will be dependent upon demonstration of proficiency against these standards.

**The standard is met.**

## Standard Two: Assessment System and Unit Evaluation

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

Programs within the unit clearly spell out admission requirements. There is evidence from a variety of sources indicating that from the moment students are accepted in the programs, different kinds of assessment are utilized to monitor their performance and progress through their respective programs.

Evidence from examination of candidate portfolios, program documents, interviews with faculty and candidates shows that the various sources through which performance-based data are collected include: portfolio, self-assessment, reflection, embedded course assessments, case studies, practicum and clinical experiences, and surveys of current students and graduates. Course syllabi clearly outline course evaluation criteria. Course evaluations and surveys consistently indicate a high rate of student satisfaction with instruction across programs. Internship and student teaching evaluation forms are aligned with standards. A review of program information on professional exams (Praxis II, CACREP) provides proof that candidates attain high rates of performance.

There is evidence that program improvement decisions are based on data or insights derived from a variety of sources, such as, course evaluations, graduate surveys, program advisory committees' recommendations, and mentors' recommendations.

There is considerable evidence that instruction and assessment in all the programs are standards-based. Programs are aligned with their respective specialized professional association standards and/or state standards. The Counselor Education program, for example, is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The Educational Leadership Program is aligned with the Interstate School Leaders Licensure Consortium (ISLLC) Standards, while the Literacy Program is aligned with the International Reading Association (IRA). The School Psychology program instruction and assessment is aligned with the standards of both the American Psychological Association and the National Association of School Psychologists.

Evidence from various sources indicates that candidates are familiar with program information and course expectations. Interviews with candidates and mentors provide proof of efforts to inform students and mentors of program expectations. The interviews also affirmed that program faculty members have developed a culture of strong collaborative partnerships with K-12 schools and internship sites. Mentors and alumni interviewed speak highly of the programs.

In an interview with the Review Team, an administrator used the term "distributed system" to characterize the approach to assessment within the unit. The distributed system locates assessment activities and responsibilities within each of the programs. While there is evidence from multiple sources that the distributed system adequately monitors candidate progress and informs program improvement, there is no evidence that a structured and systematic process for monitoring unit operations exists at this time. It should be noted that the position assigned with this assessment function was eliminated due to budget constraints.

**Recommendation**

The unit should reflect upon the depth and breadth of the assessment data that are currently collected and determine what data sets, not currently collected, would best serve to systematize data for monitoring and improving unit operations.

**The standard is met.**

## Standard Three: Field Experience and Clinical Practice

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

In addition to work at the per-course level, candidates are required to participate in several practicum experiences as well as a capstone/clinical event. Depending on the program, the capstone event varies by title (student teaching, internship, field experience, or practicum). Supervised clinical experiences clearly include the development and evaluation of specific skills and dispositions critical to the professional area of study. The capstone events provide a synthesizing experience under the guidance of practicing professionals.

Candidates participate in intensive capstone/clinical events where schools serve as learning laboratories allowing candidates to practice the ideas and concepts they have been studying in their professional courses. These experiences provide candidates with opportunities to be placed with practicing professionals and provide them with in-depth opportunities to connect content and pedagogy. The different programs have established various relationships/collaborations with area Maine districts and continue to be well connected to these school partners. This relationship, as described by mentors, is a "two-way street" as the candidates bring a "bridge between the generations" to the public school while the mentors provide practical, experienced support to the

prospective school professional. “We both have a lot to offer,” said one art mentor from Deering High School. The capstone/clinical events serve as a relevant account of the “real world” work of a teacher/clinician.

The collaboration between cooperating schools/mentors and USM is strong and responsive. Capstone/clinical events are generally approved by USM faculty and are closely monitored and supported by both the local school and the college. Committed to equitable and engaging learning, the faculty works closely with school partners to ensure that the prospective school professionals whether teachers, counselors, or psychologists are competent, caring, and qualified.

Requirements for the final clinical experiences vary by program as follows:

**Art Education** - “Student Teaching” is for two semesters and is arranged by the art faculty and/or students in consultation with K-12 art teachers. This program has a fully developed handbook outlining the complete process for this experience. This book is a guideline for mentor teachers as well as for the candidate.

**CLASS** - Two “Internships” for a total of two semesters. This program has candidates in the field as freshmen and includes three levels of exposure. During the internship, a USM faculty member observes the student teacher, debriefs with him/her, and writes an observation report.

**Counselor Education** - 600 hour “Internships” take place in self-selected sites which are approved by USM personnel. USM offers a 30 hour training, free of charge, to site supervisors outlining expectations and offering assistance in the supervision role.

**Educational Leadership** - 240 hour “Placements” are approved by co-directors of the program.

**Literacy** - “Clinical Experience” takes place in the 5 week summer program, whereby candidates meet five days a week for four hours a day. This is a small personal program where email is the common connection for planning placements.

**Music Education** - “Student Teaching” takes place for fifteen weeks at two placements. A fully documented handbook is regularly updated for this program. Details of placement, orientation, and evaluation are included. Candidates become familiar with the requirements at an orientation meeting at which the handbook is reviewed in detail.

**School Psychology** - M.S. candidates have 1500 hour "Internships" and doctoral candidates have 1500-2000 hour "Internships" depending on the date of admission into the program. Sites are self-selected and approved by USM personnel.

All clinical experiences are highly structured three-way partnerships between USM, the field advisor, and the candidate. While the procedural elements vary by program, the outcome of a new, fully capable professional remains the same for each program. It is clear that these candidates, regardless of program, are well prepared and have ample opportunities to practice in the field as part of their formal educator preparation education.

**The standard is met.**

**Standard Four: Diversity**

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

The University of Southern Maine addresses the issue of diversity across programs through a variety of activities and initiatives. USM is committed to educating students about the nature of human diversity, providing a safe and welcoming climate for all students, and providing equitable opportunities for all to learn. They fulfill this obligation to students and programming as is evidenced through syllabi, course blueprints and objectives, and is corroborated in interviews with faculty, mentors, students and program directors.

As candidates progress through the seven programs (Art Education, School Psychology, Music Education, Literacy Education, Educational Leadership, Counselor Education, and CLASS), the theme of diversity is threaded throughout the coursework as they lead to certification or degree awards. The design, implementation, modeling, and application are embedded in many courses such as EDU 600 "Research Methods and Teaching in Professional Education" for the Education Leadership program, EDU 620 "Reading Development and Instruction" and EDU 514 "Improving Teaching in the Content Areas through Literacy" in the Literacy Program. These courses, to name a few, include lessons that support and build a foundational understanding of diversity, and encourage application and critical thinking. Faculty demonstrate instructional strategies through modeling, case studies, seminars, core readings, class discussion, video, and guest speakers. They blend and balance the various facets of diversity by studying the diverse learner, SES, family background, race, gender, age, nationality, physical, gifted and talented, and others aspects of diversity. HRD 699 "Independent Study in Mentoring" in the Counselor Education Program offers an experience via Polycom technology. This technology allows USM graduate counseling students to serve as mentors to German, Dutch and Norwegian undergraduate counseling students who are working with immigrant and underserved populations in their respective countries.

Through practicum experiences, required in all programs, candidates are given opportunities to interact with students from a variety of diverse backgrounds often in diverse learning environments. Candidates are required to do various projects that lead them to become reflective practitioners while revealing information critical to the culture of the community. Through these various venues of learning, candidates experience access and equity issues which have been, by design, included in the course. All programs include curriculum and field experiences that focus on the importance of diversity.

While Maine is somewhat limited in a traditional definition of diversity, the USM faculty develops a "perspective beyond Maine" in their candidates. Current Educational Leadership candidates echoed the effective preparation they have received in their program, feeling very well prepared to handle situations with students, faculty and the community in the "real" world. There is a real sense that schools promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

**The standard is met.**

**Standard Five: Faculty Qualifications, Performance, and Development**

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

The USM Institutional Report indicates there are 37 full-time faculty members in CEHD. However, this number includes the TEAMS and ETEP faculty members, which falls solely under the purview of TEAC. Thus, within the seven programs within this State Review Team's focus, there are 24 full-time faculty and approximately 11-15 part-time faculty members; the latter number dependent on a particular semester's need. This total number includes 1 full-time art education faculty member and 2 full-time music education faculty members who are housed within the College of Arts and Sciences.

All full-time faculty members have terminal degrees and hold memberships in numerous professional organizations applicable to their area of expertise. Evidence of scholarship is prevalent throughout all programs. Full-time faculty furthermore showed evidence of close connections and service to P-12 schools and other clinical sites. Part-time faculty members are practitioners who have at least a master's degree (several have terminal degrees) coupled with a depth of experience in their area of training.

Workload for full-time faculty is 12 contact hours per semester, re: University of Maine Board of Trustees Policy. Generally all USM faculty members' workload is reduced to 9/9 with the reduction being associated with a high expectation for scholarship. Some faculty, once tenured,

may be assigned a 12/12 teaching load, if teaching becomes their emphasis with limited focus on scholarship. Evaluation is adjusted accordingly.

A system of mentoring is established across the University that connects new faculty members to seasoned faculty. The new faculty member initiates contact; therefore, the extent of mentoring matches the needs as felt and expressed by the beginning faculty member.

The review and evaluation process for full-time faculty is systematic and rigorous. Since there are slightly different processes for CEHD versus CAS, a short explanation follows to substantiate this statement. If a faculty member begins his/her appointment having a terminal degree (most often a doctorate) and no college teaching experience, he/she participates in a peer review every 2 years. In CEHD, the College Peer Committee, comprised of six elected tenured faculty members—two from each department (there are three departments in CEHD), conduct these reviews. Additionally, the Dean, Provost and President in succession complete a review, considering all prior reviews that have occurred at the other levels. In the sixth year, the review involves a determination of tenure and promotion to Associate Professor which is then forwarded to the University of Maine System's Board of Trustees for approval. In the case where a faculty member has prior college teaching experience, he/she can bring in a maximum of 3 years prior experience; in such case, there would be an initial review in 2 years followed by a tenure review one year later. A faculty member could "come up early" for tenure, but the case would need to be compelling and this rarely happens. In CEHD, on alternate years prior to tenure review, a Department Peer Committee conducts what is called a "mid-appointment review." This Committee is comprised of all full-time faculty department members. No action occurs, but this review provides important feedback to the non-tenured faculty with a copy of the letter forwarded to the Dean. All reviews examine the candidate's teaching, scholarship, and service. Teaching expertise is triangulated with peer review classroom observations and student course evaluations. In CEHD, the Boyer model of scholarship is applied in which the scholarship of discovery, integration, application, and teaching are valued. Service is two-pronged: (a) the faculty member's sharing of his/her expertise with the larger community, and (b) serving on college and university committees.

In the College of Arts and Sciences where Art Education and Music Education are housed, the process is slightly different, but with similar rigor. Here there is a sub-committee of 3 called the Personnel Committee jointly appointed by the faculty member and the CAS Dean's office. In the School of Music, the faculty review and evaluation process is completed by a committee comprised of all full-time tenured or tenure track music faculty. In the Art Department the Personnel Committee is comprise of the fulltime faculty. A Chair is chosen by the committee each year. For each faculty being reviewed a sub-committee of three is formed to create a draft review. Members of this sub-committee are chosen one each by the Chair of the Personnel Committee, the faculty being reviewed, and the Department Chair. The draft review goes back to the full Personnel Committee for presentation, revision, and vote. Teaching and service are assessed similarly to CEHD. With scholarship, CAS has each program define what can be considered scholarly activity; for instance, installments and works of art (art education) or recitals and concerts (music education) are considered along with more traditional artifacts such as conference presentations and publications. Since there is currently only one faculty member in Art Education, the Personnel Committee's letter is sent directly to the Dean with further

review by the Provost and President. With music, the Personnel Committee's letter is sent to the Director of the School of Music who may write a letter of comment that accompanies the Personnel Committee's letter to the Dean and then the process continues through to the Provost and President.

Once tenured, a post-tenure review is conducted every four years. Assessment occurs based on the assigned workload of 9/9 or 12/12 as mentioned earlier, but generally teaching, scholarship, and service are examined. A positive post-tenure review parallels the peer review reappointment process and, in the past, has been linked to salary increases.

Part-time faculty members are reviewed according to their appointment; for instance, based on their effectiveness in clinical supervision or teaching. With the latter it is conducted mainly by reviewing the course evaluations. It was reported by faculty and administration that this cadre of faculty overall are stable with numerous years of experience at USM, and thus a known entity.

Professional development opportunities are available, although the current fiscal situation has resulted in a freeze for all travel. Funds still exist for other expenditures such as equipment or software needed for research. In CEHD, the Dean allots an amount to the department (currently it has been $700 for each faculty member) and the department prioritizes needs and distributes the funds. There also is a Martin Pond endowment, the interest of which is earmarked to support tenure-track faculty in their scholarship. University-wide there is a Faculty Senate Research Program ($40,000-50,000 a year) as well as 3 or 4 other scholarly programs. Fifteen sabbaticals are available per year through a competitive application process. Although these opportunities are present, overall the faculty voiced deep concerns with respect to the limited professional development monies, especially with respect to the curtailment of any travel funds.

It was found that faculty expertise in teaching was highlighted by ALL students. Students reported faculty's expansive use of instructional strategies such as modeling protocols for discussion, role-playing, scaffolding instruction, facilitating group work, assigning peer teaching and videotaping sessions, having speakers present to class, etc. Classes that were observed during the review demonstrated the use of discussions and reflective writing. A session involving the use of Polycom was viewed linking students from several countries. Reports of faculty using Blackboard, Skype, and Web cam to enrich their teaching were mentioned. Clearly the faculty members demonstrate a commitment and dedication to providing a wide array of experiential opportunities to prepare their candidates for the professional world.

**The standard is met.**

## Standard Six: Unit Governance and Resources

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

Teacher Education programs are housed in the College of Education and Human Development (CEHD), the College of Arts and Sciences (CAS), and at Lewiston-Auburn College (LAC), although no new cohorts are being admitted to CLASS at LAC as it is being "taught out". The Deans of the CEHD and the CAS have a close working relationship and the importance of teacher education is well understood. The CEHD is organized into Teacher Education, Professional Education, and Human Resource Development Departments, as well as partnerships, centers, and grant-funded projects that support the College's mission. The unit is led by the Dean of the College who has overall academic and administrative responsibility for programs and personnel in the College. Other positions of leadership in the CEHD include: 1) the Director of Teacher Education; 2) the Assistant Dean for Finance and Administration; and 3) the Coordinator of Student Affairs. The CEHD previously had an Associate Dean and an additional Assistant Dean, but those positions no longer exist because of budget issues.

The Leadership Council and the Professional Education Council, formerly known as the Teacher Education Council, serve as two advisory and mentoring bodies to the Dean and the Unit. As stated in the CEHD governance document, the Leadership Council is convened by the Dean for "discussion of College policies, procedures, operations, and new initiatives, as well as College responses to, or involvement in, University issues and decisions". It is comprised of department chairs, the Director of Teacher Education, the Assistant Dean for Finance and Administration, the Director of the Professional Development Center, and the Classified and Professional Staff chair.

The Professional Education Council serves as an important vehicle for communication and collaboration. Chaired by the Director of Teacher Education, the Council is comprised of faculty coordinators for each program, including Music and Art Education which are housed in the College of Arts and Sciences, and three representatives of partner school districts and/or community agencies. The Dean of the CEHD (or designee), the Dean of the CAS (or designee), and the Director of the Professional Development Center are ex-officio members. In addition to being a means of communication, the Council serves as an advisory group to the Dean, reviewing and recommending policies and procedures, curriculum changes and evaluation studies related to initial teacher certification.

The work of the CEHD is also conducted through nine standing committees: 1) Admissions and Retention; 2) College Peer Committee; 3) Committee on Digital Collaboration, Learning, and Teaching; 4) Curriculum; 5) Faculty Development; 6) Libra; 7) Multicultural Learning Collaborative; 8) Professional Development Center Steering Committee; and 9) Scholarships and Awards.

During interviews, the Administration voiced a strong commitment to its Education programs. Sparked by extremely challenging budgetary times, the University is developing a strategic plan that will be completed by the end of the spring semester, and implemented beginning in the fall of 2009. The Dean of the CEHD has been invited to work with a small group of other Deans to discuss academic and organizational changes, specifically considering how a 21st century curriculum and organization should look. While organizational changes may take place

throughout the institution, it was said that programs in Education and Human Development will remain a critical part of the work of the University.

The University of Southern Maine's budget has sufficiently and equitably supported programs associated with Education. While cuts have been made over the past few years, the institution has tried to prevent cuts from negatively impacting students. In fact, funding for graduate assistantships and tuition waivers has remained intact, thereby allowing for the continued recruitment of students who may not otherwise be able to afford a graduate education. When cuts have been made, each College has received a proportionate cut from its budget so there has been equity. Faculty voiced concerns about reinstating cut or frozen positions. In addition, they were very concerned about the lack of travel money available for faculty, particularly those in tenure-track positions.

The CEHD has thirty-six regular or tenure-track faculty, one grant-supported faculty member, and three temporary faculty members. In addition, there are twenty-six professional staff members, fifteen of whom are grant funded, and six classified staff including one who is grant supported. The College of Arts and Sciences supports three education professors and CLASS has two full-time faculty members.

Tenure-track faculty have a twelve credit load, with the expectation they will teach three courses per semester (9 credits) and dedicate the other three credits to scholarly activities. Prior to tenure, faculty are evaluated annually, with post-tenure reviews occurring every four years once tenure is earned.

The CEHD is housed in Bailey Hall, while the Music Education program is housed in Corthell Hall, and the Art Education program is housed in Robie-Andrews Hall. The CLASS program is located on the Lewiston-Auburn campus. Facilities serving both the Art and Music programs have an acute need for renovations.

All academic buildings are wireless, and most of the technology equipment for the second and third floors of Bailey Hall is relatively new. Media staff and student workers are available to deliver equipment and provide support for faculty and students between the hours of 7:30 A.M. and 10:00 P.M. Additional technological support is available to assist faculty with course design and delivery in on-line and blended formats through the Center for Technology Enhanced Learning (CTEL). While primarily housed on the Portland campus, two CTEL staff members are available in Bailey Hall two days a week. The faculty in the CEHD lead the institution in the number of on-line courses and full-program offerings. Most faculty use Blackboard which is supported by the Information and Technology staff.

Students in the educator preparation programs have access to the Glickman Library on the Portland campus, the Gorham Campus Library located in Bailey Hall, and the Lewiston-Auburn College Library. The Gorham and Lewiston-Auburn Libraries also include a computer lab in their facilities. The Portland and Gorham libraries are open seven days a week, and the Lewiston-Auburn library is open six days a week. While approximately 60% of the journals are electronic, a goal of the library is to move to 100% electronic journals to increase students' access. Students and faculty regularly utilize inter-library loan through which an endless

collection of books and articles are made available to them in a short period of time. Each academic department is assigned a liaison from the library to increase communication. Librarians teach classes and create customized guides for courses using Lib Guides.

**The standard is met.**

## III. Recommendation to the State Board of Education

**The USM Review Team recommends the State Board of Education grant renewal of state program approval for the following University of Southern Maine educator preparation programs: Art Education, CLASS, Educational Leadership, Literacy, Music Education, School Counseling, and School Psychology.**

## IV. List of Individuals Interviewed and Sources of Evidence

Monday morning Breakfast:

1. Selma Botman, President, University of Southern Maine
2. Mark Lapping, Provost, University of Southern Maine
3. Dick Campbell, Chief Financial Officer, University of Southern Maine
4. Betty Lou Whitford, Dean, College of Education and Human Development
5. Devinder Molhatra, Dean, College of Arts and Sciences
6. David Nutty, University Librarian
7. Marv Druker, Interim Dean, Lewiston-Auburn College
8. Ken Jones, Director of Teacher Education
9. Cathie Fallona, Chair, Teacher Education Department
10. Jim Curry, Chair, Professional Education Department
11. Mike Brady, Chair, Human Resource Development Department
12. Tom Edwards, Educational Leadership Program
13. Margo Wood, Dean of Graduate Studies
14. Michele Kaschub, Music Education Program
15. Doug Owens, Music Education Program
16. Bumper White, CLASS Program
17. Trudy Wilson, Art Education Program
18. Rachel Brown-Chidsey, School Psychology Program
19. Lori Schnieders, Counselor Education Program

20. Zark Van Zandt, Counselor Education Program
21. Kathy Yardley, Program Review Team, Maine Department of Education
22. Dan Conley, Program Review Team, Maine Department of Education
23. Susan Hillman, Program Review Team, Maine Department of Education
24. Shelley Lane, Program Review Team, Maine Department of Education
25. Reginald Nnazor, Program Review Team, Maine Department of Education
26. Ann Weisleder. Program Review Team, Maine Department of Education
27. James Banks, Program Review Team, Maine Department of Education
28. Harry Osgood, Program Review Team, Maine Department of Education
29. Wanda Monthey, Program Review Team, Maine Department of Education
30. Frank Murray, TEAC Audit Team
31. Rebecca Pelton, TEAC Audit Team
32. Sue Hanley, Assistant Principal, Gorham Middle School, TEAC Audit Team

Monday Lunch with Students:

1. Christina Thibault, Art Education (Student Teacher)
2. Adam Corriveau, Art Education (Student Teacher)
3. Scott Emery, CLASS (Intern)
4. Nicole Caron, CLASS (Intern)
5. Meredith Morgan, Counselor Education
6. Tim Hayes, Counselor Education
7. Jean Beaulieu, Educational Leadership
8. Melanie Chasse, Educational Leadership
9. Lyn Smith, Literacy
10. Monica Redlevske, Literacy
11. Amy Dresser, Music Education
12. Joel Graham, Music Education
13. Rebekah Bickford, School Psychology
14. Mary Scammon. School Psychology (Graduate)

Art Education Interview:

1. Trudy Wilson, USM Faculty
2. Mary Ledue-Bell, Part-time Instructor
3. Jennifer Hall, Program Graduate and First Year Teacher, ALUM
4. Peg Maxwell, Mentor Teacher

CLASS Interview:

1. Paul Caron, USM Faculty
2. Bumper White, USM Faculty
3. Carol Miller, Program Site coordinator and Supervisor
4. Katy Grondin, Assistant Superintendent, Auburn Public Schools

5. Judy Gosselin, Mentor Teacher

Counselor Education Interview:

1. Lori Schneiders, USM Faculty
2. Zark Van Zandt, USM Faculty
3. Tim Walker, Director of Guidance, Westbrook Public Schools (program supervisor)
4. Becky Waters, School Counselor, Gorham Public Schools (program supervisor) (Graduate)
5. Margaret Evans, Principal, Gorham Public Schools – (Graduate of EDL program)

Educational Leadership Interview:

1. Tom Edwards, USM Faculty
2. Jody Capelutti, USM Faculty
3. Lee Goldsberry, USM Faculty
4. Jeffrey Beaudry, USM Faculty
5. Ken Murphy, Superintendent, Yarmouth Public Schools
6. Pam Anderson, Part-time Instructor
7. Jeanne Crocker, Principal, South Portland HS
8. Chris Toy, Part-time Instructor

Literacy Program Interview:

1. Margo Wood, USM Faculty
2. Susanne MacArthur, Part-time Faculty
3. Denise Enrico, Part-time Faculty
4. Nancy Hutton, Part-time Faculty
5. Laura Boldebook, Part-time Faculty

Music Education Interview:

1. Doug Owens, USM Faculty
2. Michele Kaschub, USM Faculty
3. Scott Harris, Director, School of Music

School Psychology Interview:

1. Rachel Brown-Chidsey, USM Faculty
2. Deborah Ledoux, M.S. (Intern)
3. Iride Piechocki, Psy.D. (Student)
4. Jeanmarie Tekverk, Psy.D. (Student)
5. Alexis Berry, Psy.D. (Student)

6. Aaron Gritter, (Doctoral Intern)

Others:

1. Bill Wells, Associate Provost for Technology
2. Stephen Hauser, Director Information and Technology
3. Robin Day, Assistant Dean for Finance and Administration
4. Peter Lancia, Principal Congin Elementary School

## Exhibits Reviewed by the Team

The following index of artifacts represents a partial listing of all materials made available to the visiting team. Each item included here was reviewed by at least one member of the visiting team.

### ELECTRONIC EXHIBIT LIST

**Exhibit List: Standard 1 Candidate Performance**

Electronic Exhibits

_x__1.1 Art Education – Degree Sheet
____1.2 Art Education – Interview Questions
_x__1.3 Art Education – 4-Year Plan
_x__1.4 Art Education – Program Sheet
_x__1.5 Art Education – USM BFA-AE Standards
_x__1.6 Art Education – Assignment Reference Chart
_x__1.7 Art Education – 4 Standards Chart
_x__1.8 Art Education – Final Standards Review Form
____1.9 Art Education – Student Data *(Available Upon Request)*
_x__1.10 Counselor Education – Student Handbook
_x__1.11 Counselor Education – Program Documents
_x__1.12 Counselor Education – Practicum Performance Criteria
____1.13 Educational Leadership – Graduate Catalog
_x__1.14 Educational Leadership – USM Policy on Transfer of Graduate Credit
_x__1.15 Educational Leadership – Program Documents
_x__1.16 Music Education – Advising Form
_x__1.17 Music Education – Admissions Materials
_x__1.18 Music Education – Student Teaching Application
_x__1.19 Music Education – Data
_x__1.20 Music Education – Program Overview
_x__1.21 Music Education – Student Teaching Handbook
_x__1.22 Music Education – Representative Course Syllabi
_x__1.23 Music Education – Praxis GPA
_x__1.24 School Psychology – Program Handbooks
____1.25 School Psychology – Graduate Catalog
_x__1.26 School Psychology – Practicum and Internship Forms
____1.27 School Psychology – Nationally Certified School Psychologist (NCSP)

**Exhibit List: Standard 2 Assessment System and Unit Evaluation**

Electronic Exhibits

_x__2.1 Art Education – 4 Standards Chart
_x__2.2 Art Education – Core Practices
_x__2.3 Art Education – Representative Course Syllabi
_x__2.4 Art Education – Interview Questions
_x__2.5 Art Education – Degree Sheet
_x__2.6 Art Education – Final Standards Review Form
_x__2.7 Art Education – Course Evaluation Chart
_x__2.8 Art Education – Student Teaching Handbook
_x__2.9 Art Education – Art Education Exit Survey 07
_x__2.10 Art Education – Exit Survey from 07-08
_x__2.11 CLASS – CLASS Student Handbook
_x__2.12 CLASS – Course Blueprints
_x__2.13 Educational Leadership – Course Evaluation Summaries
_x__2.14 Educational Leadership – 1997 CEPARE EDL Student Evaluations
_x__2.15 Educational Leadership – 2008 EDL Student Evaluation
_x__2.16 Literacy – Program Documents
_x__2.17 Literacy – Literacy Program Comprehensive Exam Scoring Rubric
_x__2.18 Music Education – Admissions Materials
_x__2.19 Music Education – Music Education Curriculum
_x__2.20 Music Education – Teacher Certification Standards
_x__2.21 Music Education – Representative Course Syllabi
_x__2.22 Music Education – Data
_x__2.23 Music Education – Sample Journals
_x__2.24 Music Education – Observation Form Used by University Observer
_x__2.25 Music Education – Mid-Term Evaluation – First Placement
_x__2.26 Music Education – Final Evaluation – First Placement
_x__2.27 Music Education – Evaluation of the First Placement Mentor
_x__2.28 Music Education – Evaluation of the University Observer
_x__2.29 Music Education – NASM Self-Study 2001
_x__2.30 Music Education – Data
_x__2.31 Music Education – Interview Questions
_x__2.32 Music Education – Music Education Curriculum
_x__2.33 School Psychology – Representative Course Syllabi
_x__2.34 School Psychology – Practicum and Internship Forms
_x__2.35 School Psychology – M.S. Degree Portfolio
_x__2.36 School Psychology – Form 10.3: Portfolio Evaluation Rubric
____2.37 School Psychology – Nationally Certified School Psychologist (NCSP)
____2.38 School Psychology – Comprehensive Case Study Evaluation Rubric
____2.39 School Psychology – VII. Research Activities in the Psy.D.
____2.40 School Psychology – Matriculated Student Annual Report
_x__ Course Blueprints for 7 Programs
_x__ Syllabi for 7 Programs

**Exhibit List: Standard 3 Field Experiences and Clinical Practices**

Electronic Exhibits

_x__3.1 Art Education – Representative Course Syllabi
_x__3.2 Art Education – Interview Questions
_x__3.3 Art Education – Student Teaching Handbook
_x__3.4 CLASS – Professional Development School Partnership Agreement
_x__3.5 Counselor Education – Internship Handbook
____3.6 Music Education – Mentor List
_x__3.7 Music Education – Music Education Field Experience/Observation Form
_x__3.8 Music Education – Guidelines for Field Observation
_x__3.9 Music Education – Teacher Certification Standards
____3.10 Music Education – National Standards Music Education
_x__3.11 Music Education – ME Learning Results for Visual and Performing Arts
____3.12 Music Education – Music Educators National Conference
_x__3.13 Music Education – Student Teaching Handbook
_x__3.14 Music Education – Student Teaching Handbook
_x__3.15 Music Education – Observation Form Used by University Observer
_x__3.16 Music Education – Sample Journals
_x__3.17 School Psychology – Program Handbooks
_x__3.18 School Psychology – Internship Contract
_x__3.19 School Psychology – Internship Memorandum of Understanding
____3.20 School Psychology – Blinded Transcripts (BB, BQ, JW, VC)
____3.21 School Psychology – Comprehensive Case Study Evaluation Rubric
_x__3.22 School Psychology – Form 10.3: Portfolio Evaluation Rubric
_x__3.23 School Psychology – Internship Summary Form

**Exhibit List: Standard 4 Diversity**

Electronic Exhibits

_x__4.1 President's Council on Diversity
_x__4.2 Multicultural Student Affairs
____4.3 University Ombuds Office
____4.4 USM English for Speakers of Other Languages
____4.5 USM Center for Sexuality and Gender Diversity
_x__4.6 Office of Support for Students with Disabilities
____4.7 Interfaith Chaplaincy
____4.8 University Counseling Services
____4.9 Osher Lifelong Learning Institute at USM
____4.10 CEHD Diversity Action Plan (2003-2006)
_x__4.11 CEHD Diversity Action Plan (2007-2010)
_x__4.12 CEHD Multicultural Learning Collaborative
_x__4.13 CEHD Diversity Scholars
____4.14 USM Graduate Certificate in Culturally Responsive Practices
_x__4.15 CEHD Dialogues on Diversity
____4.16 Libra Scholar
_x__4.17 TEAC Inquiry Brief and its associated Appendices
____4.18 Equity Self Study

____4.19 Equity Framework
____4.20 Art Education – USM Diversity Plan 2007-2010
____4.21 CLASS – USM LAC Demographics
_x__4.22 CLASS – CLASS Demographics
_x__4.23 CLASS – Sherwood Heights Elementary School
____4.24 CLASS – Auburn Middle School
____4.25 CLASS – Census Data for Auburn (2000)
_x__4.26 Counselor Education – Course Blueprints/Representative Course Syllabi
_x__4.27 Educational Leadership – 2007-2010 CEHD Diversity/Equity Plan
____4.28 Educational Leadership – GLBTQA Rights
____4.29 Music Education – Dr. Owens
____4.30 Music Education – Dr. Kaschub
_x__4.31 School Psychology – Representative Course Syllabi

**Exhibit List: Standard 5 Faculty Qualifications, Performance, and Development**

Electronic Exhibits

_x__5.1 Faculty Vitae
_x__5.2 Faculty Resumes
_x__5.3 CAS Teacher Educators' Vitas and Resumes
_x__5.4 Standards for Teaching, Scholarship, Reappointment/Promotion/Tenure
_x__5.5 Procedures for Faculty Review
____5.6 CEHD Centers
_x__5.7 Southern Maine Partnership (SMP)
____5.8 The Professional Development Center (PDC)
____5.9 Martin/Pond Award
____5.10 CEHD Diversity Action Plan
____5.11 Diversity Scholar Program
____5.12 TED's NNER Equity Self-Study
____5.13 Libra Scholar
____5.14 Activities Related to LD 291 and Native Americans Studies
_x__5.15 Faculty Professional Development Opportunities
_x__5.16 Center for Teaching
____5.17 Provost's Summer Writing Seminar
____5.18 Faculty Senate Research Fund
____5.19 Sabbaticals and Other Leaves
____5.20 International Development for Faculty and Staff
____5.21 Faculty/Staff Funding Opportunities
____5.22 Faculty Technology Grants
____5.23 Faculty Senate Awards

**Exhibit List: Standard 6 Unit Governance and Resources**

Electronic Exhibits

_x__6.1 CEHD Governance Constitution
_x__6.2 Provost's Website

_x__6.3 University Computing Technologies and Software Services
_x__6.4 USM Libraries

## PHYSICAL EXHIBIT LIST – Art Education

**Exhibit List: Standard 1 Candidate Performance**
Physical Exhibits
_x___1.1 Art Education Portfolio – **A**
_x___1.2 Art Education Portfolio – **B**
_____1.3 Art Education Portfolio – **C**
_x___1.4 Art Education Portfolio – **D**
_____1.5 Art Education Assignment Papers – **A**
_____1.6 Art Education Assignment Papers – **B**
_____1.7 Art Education Assignment Papers – **C**
_____1.8 Art Education Assignment Papers – **D**
_____1.9 Art Education Assignment Papers – **E**
_____1.10 Art Education Assignment Papers – **F**
_____1.11 Art Education Assignment Papers – **G**
_____1.12 Art Education Assignment Papers – **H**
_____1.13 Art Education Assignment Papers – **I**
_____1.14 Art Education Assignment Papers – **J**
_____1.15 Art Education Assignment Papers – **K**
_____1.16 Art Education Assignment Papers – **L**
_x___1.17 Art Education Assignment Papers – **M**
_____1.18 Art Education Assignment Papers – **N**
_____1.19 Art Education Assignment Papers – **O**
_____1.20 Art Education Assignment Papers – **P**

## PHYSICAL EXHIBIT LIST – CLASS

**Exhibit List: Standard 1 Candidate Performance**

Physical Exhibits
_____1.1 CLASS PDS Student Unit – **A**
_x___1.2 CLASS PDS Student Unit – **B**
_____1.3 CLASS PDS Student Portfolio – **C**
_____1.4 CLASS PDS Student Portfolio – **D**
_x___1.5 CLASS PDS Student Unit – **E**
_____1.6 CLASS PDS Student Unit – **F**
_x___1.7 CLASS PDS Student Unit – **G**
_____1.8 CLASS PDS Student Unit – **H**
_____1.9 CLASS PDS Student Unit – **I**

## PHYSICAL EXHIBIT LIST – Counselor Education

**Exhibit List: Standard 1 Candidate Performance**

Physical Exhibits
_x___1.1 Counselor Education – School Counseling Career Project **(A)**
_x___1.2 Counselor Education – School Counseling Career Project **(B)**
_x___1.3 Counselor Education – School Counseling Career Project **(C)**
_____1.4 Counselor Education – School Counseling Career Project **(D)**
_____1.5 Counselor Education – School Counseling Career Project **(E)**
_____1.6 Counselor Education – School Counseling Portfolio **(A)**
_____1.7 Counselor Education – School Counseling Portfolio **(B)**
_____1.8 Counselor Education – Comprehensive School Counseling Program **(A)**
_____1.9 Counselor Education – Comprehensive School Counseling Program **(B)**
_____1.10 Counselor Education – Comprehensive School Counseling Program **(C)**
_____1.11 Counselor Education – Comprehensive School Counseling Program **(D)**
_____1.12 Counselor Education – Comprehensive School Counseling Program **(E)**
_____1.13 Counselor Education – Guidance Curriculum Unit Plan **(A)**
_____1.14 Counselor Education – Guidance Curriculum Unit Plan **(B)**

## PHYSICAL EXHIBIT LIST – Educational Leadership

**Exhibit List: Standard 1 Candidate Performance**

Physical Exhibits
_x__1.1 Educational Leadership – Student Coursework Artifacts **(A)**
_x__1.2 Educational Leadership – Student Coursework Artifacts **(B)**
_x__1.3 Educational Leadership – Student Coursework Artifacts **(C)**
_x__1.4 Educational Leadership – Quality Instruction for Dummies
_x__1.5 Educational Leadership – Organizational Behavior – Final Product

## PHYSICAL EXHIBIT LIST – Music Education

**Exhibit List: Standard 1 Candidate Performance**

Physical Exhibits
_x__1.1 Music Education – School of Music Student Teaching Handbook **(A)**
____1.2 Music Education – USM MUE Student Teaching **(B)**
____1.3 Music Education – USM MUE Student Teaching **(C)**
____1.4 Music Education – USM MUE Student Teaching **(D)**
____1.5 Music Education – USM MUE Student Teaching **(E)**
____1.6 Music Education – USM MUE Student Teaching **(F)**
_x__1.7 Music Education – Student Teaching Portfolio **(G)**
____1.8 Music Education – Student Teaching Portfolio **(H)**
____1.9 Music Education – Student Teaching Portfolio **(I)**
____1.10 Music Education – Student Teaching Portfolio **(J)**

## PHYSICAL EXHIBIT LIST – School Psychology

**Exhibit List: Standard 1 Candidate Performance**

Physical Exhibits
_x__1.1 School Psychology Portfolio – **A**
_x__1.2 School Psychology Portfolio – **B**
____1.3 School Psychology Portfolio – **C**
____1.4 School Psychology Portfolio – **D**
____1.5 School Psychology Portfolio – **E**
____1.6 School Psychology Portfolio – **F**
____1.7 School Psychology Portfolio – **G**
____1.8 School Psychology Portfolio – **H**
____1.9 School Psychology – Anger Management Strategies for MS Students **(I)**