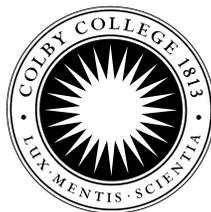


# COLBY COLLEGE



## Education Program

### *Professional Certification Program*

## Self-Study Report

Date Submitted:

August 8, 2014

On-Site Team Visit:

September 28 – October 1, 2014

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## **Teacher Education at Colby College:**

### **1813-2014**

Preparing outstanding teachers and educational leaders for Maine, New England, and the rest of the country has been one of Colby's central aims since its founding as the Maine Literary and Theological Institution in 1813. While most of the early graduates were trained as Baptist ministers, many also served as teachers and/or principals of local schools as part of their professional duties ("preachers and teachers"). In fact, a number of Colby's most important alumni, whose achievements are central to the history of the College, were teachers and/or educators who received their initial professional preparation at the College, including Elijah Parish Lovejoy (Class of 1826), Louise Coburn (Class of 1877), and Randall J. Condon (Class of 1886).

Needless to say, the process of educating teachers and educators at Colby has changed dramatically over the course of the College's history, as social and cultural changes in Maine, the US, and the world have transformed both public and private education (at one time, for example, Colby, Bates, and Bowdoin were the only colleges in Maine authorized to offer teacher certification at the secondary level). Throughout these changes the College has maintained its commitment to offering courses and clinical training for prospective teachers, in the context of a small, private college whose primary goal has been, and continues to be, to provide all of its graduates with a well-rounded, rigorous education in the liberal arts and sciences. There has never been conflict between these aims, however, because Colby has remained steadfast in its belief that the best preparation for a teaching career in public secondary schools is two-fold: (a) a strong background in the liberal arts, including intensive and concentrated study of the subject to be taught; and (b) appropriate coursework and clinical experience in education. The many Colby graduates who have pursued teaching careers over the years can attest to the effectiveness of this approach to teacher education (note, as well, that a recent survey of Colby alumni indicates that almost 20% are currently working in the field of education, broadly defined).

Colby has been sensitive and responsive--within the constraints imposed by its size and mission --to the regulations and procedures developed by the Maine State Board of Education and the Maine Department of Education regarding the evaluation and approval of educational personnel preparation programs. In 1979 Colby's was the first undergraduate liberal arts teacher education program in Maine to be evaluated and approved under new standards, policies, and procedures developed by the Maine Department of Education. In 1985 Colby's teacher education program was re-evaluated and once again granted full five-year approval. In the Fall of 1992, after a two-year extension because of changing leadership in the program, Colby's was once again one of the first undergraduate liberal arts teacher education programs in Maine to be reviewed and evaluated under revised standards, policies, and procedures implemented by the Department of Education in 1990. That review ultimately resulted in another full-five year approval of our teacher-education program, effective March 1993 through September 1998. Subsequent re-approval visits occurred in the spring of 1999, in the fall of 2004, and in the fall of 2009.

Colby recently established a standing major in Educational Studies (by vote of the faculty on March 12, 2014). Teacher Education at Colby, however, has always been conducted as a

correlate to a student's major program of study. For many years, the primary role of the Education Program (formerly the "Office of Education") in the academic structure of the College was to offer the necessary coursework and practica for students to obtain the Maine secondary teaching certificate in commonly taught subject areas, including English Language Arts, Foreign Language (French, German, and Spanish), Mathematics, Life Science, Physical Science, and Social Studies. In 1990, however, Colby instituted minors (typically 6-8 courses in a department or program, designed to complement a student's major), and the **Professional Certification** minor was designated as an interdisciplinary minor. Since 1990 teacher education and certification at Colby has taken place in the context of this minor.

## **Education Program Mission and Conceptual Framework:**

### **The Colby Plan: Mission and Precepts**

Colby is committed to the belief that the best preparation for life, and especially for the professions that require specialized study, is a broad acquaintance with human knowledge. The Colby experience is designed to enable each student to find and fulfill his or her own unique potential. It is hoped that students will become critical and imaginative thinkers who are welcoming of diversity and compassionate toward others, capable of distinguishing fact from opinion, intellectually curious and aesthetically aware, adept at synthesis as well as analysis, broadly educated with depth in some areas, proficient in writing and speaking, familiar with one or more scientific disciplines, knowledgeable about American and other cultures, able to create and enjoy opportunities for lifelong learning, willing to assume leadership roles as students and citizens, prepared to respond flexibly to the changing demands of the world of work, useful to society and happy with themselves.

Colby stands for diversity, for respect for various lifestyles and beliefs, and for the protection of every individual against discrimination. In the classroom and outside, there is freedom to study, to think, to speak, to work, to learn, and to thrive in an environment that insists upon both civility and the free and open exchange of ideas and views. The behavior of individuals may often affect the rights and well being of others, therefore all members of the campus community are responsible for fostering an environment in which teaching, learning, and research flourish.

The Colby Plan is a series of 10 educational precepts that reflect the principal elements of a liberal education and serve as a guide for making reflective course choices, for measuring educational growth, and for planning for education beyond college. Students are urged to pursue these objectives not only in their course work but also through educational and cultural events, campus organizations and activities, and service to others. These precepts, which the College believes are at the heart of a liberal arts education, are as follows:

1. to develop one's capability for critical thinking, to learn to articulate ideas both orally and in writing, to develop a capacity for independent work, and to exercise the imagination through direct, disciplined involvement in the creative process
2. to become knowledgeable about American culture and the current and historical interrelationships among peoples and nations
3. to become acquainted with other cultures by learning a foreign language and by living and studying in another country or by closely examining a culture other than one's own
4. to learn how people different from oneself have contributed to the richness and diversity of society, how prejudice limits such personal and cultural enrichment, and how each individual can confront intolerance
5. to understand and reflect searchingly upon one's own values and the values of others
6. to become familiar with the art and literature of a wide range of cultures and historical periods
7. to explore in some detail one or more scientific disciplines, including experimental methods, and to examine the interconnections between developments in science and technology and the quality of human life

8. to study the ways in which natural and social phenomena can be portrayed in quantitative terms and to understand the effects and limits of the use of quantitative data in forming policies and making decisions
9. to study one discipline in depth, to gain an understanding of that discipline's methodologies and modes of thought, areas of application, and relationship to other areas of knowledge
10. to explore the relationships between academic work and one's responsibility to contribute to the world beyond the campus.

### **Education Program Mission**

The mission of the Education Program is to enable students to develop expertise in conceptual and theoretical foundations, research, and practice in the field of education. The knowledge, skills, dispositions, and habits of mind required for such expertise are cultivated within the context of a rigorous liberal arts academic environment, informed by perspectives from a variety of disciplines, enhanced by multiple opportunities to engage in service learning and civic engagement, and animated by a commitment to social justice in schools and society.

### **Conceptual Framework: Teaching for Social Justice**

A focus on social justice means that students and faculty in the Education Program work together to explore the impact of cultural assumptions, societal norms, and institutional policies and practices on both individuals and groups, and examine the operation of power as it relates to the construction of knowledge and the preservation of privilege. In so doing, students are encouraged to analyze critically the intended and unintended oppressions resulting from specific educational and institutional practices by (1) considering the values and politics that pervade educational institutions, as well as the more pragmatic issues of teaching and organizing schools; (2) asking critical questions about how taken-for-granted assumptions and conventions about theory and practice came to be, and who in society benefits from such assumptions; (3) attending to differences in gender, race, social class, sexual orientation, and ability that result in political, social, economic, and educational marginalization and inequality, particularly for children and youth; and (4) examining the connections among different forms of privilege, particularly as these relate to and influence the development of children and youth. Students also are encouraged to move beyond critique to create and implement educational and institutional practices that promote greater social justice and equity in schools and society.

Our conceptual framework, *Teaching for Social Justice*, is informed by a number of classical and contemporary sources. In the broadest sense, we are guided by John Dewey's (1916) distinction, in *Democracy and Education*, between education as a function of society, where the function of education is to prepare the minds of the young to maintain and uphold the basic principles of society, and society as a function of education, where the function of education is to remake or reform society, because the principles and directives that govern society, and support the status quo, are by and large unjust. To teach for social justice, then, means to challenge the status quo, and to work for equity and justice for all.

Paulo Freire's (1970) *Pedagogy of the Oppressed* also informs our conception of what it means to teach for social justice. Freire identifies the role of oppression in the educational system and how this propagates self-deprecation (a form of internalized oppression) and horizontal violence (frustration against peers in response to stress caused by the oppressor) within communities (pp. 49-49). His banking concept of education, the idea that in the modern system students are treated as empty vessels, waiting to be filled knowledge provided by the teacher, suggests how the dynamics of traditional schooling mirrors the oppressive structure of society as a whole. Freire also offers hope—in his vision of genuinely dialogic, problem-posing pedagogy, in which teachers and students teach each other, and in his conception of *conscientization*, or becoming aware of an oppressive state and therefore being able to then break out of such a pattern; the awakening of consciousness (p. 54). Armed with concepts from Freire's critical pedagogy, we believe that our students are better able to reflect on their own educational experiences, and better prepared to teach for social justice in the future.

An understanding of privilege, cultural capital, and hegemony are also central to our conception of what it means to teach for social justice. Privilege refers to the unearned advantages and opportunities that come to members of dominant social identity groups simply by virtue of their membership in that group, not because they have “earned” or “deserve” those advantages in any real sense. The problem with privilege is that is linked, fundamentally, to power--and if privilege isn't always earned or deserved, then power isn't either. And that's unfair (see Kimmel and Ferber, 2013). Cultural capital, according Patricia Hinchey (1998), writing in *Finding Freedom in the Classroom: A Practical Introduction to Critical Theory*, are the specific cultural resources that enable the privileged to attain and maintain their power and authority (p. 82; see also Bourdieu, 1986). Cultural capital includes include ways of acting and interacting, communicating and socializing, as well as language practices, values, and styles of dress and behavior that are valued by those in power. It also includes general cultural background, knowledge, disposition, and skills that are passed on from one privileged generation to another. Cultural capital--rather than academic achievement or intellectual potential--is also the basis of the way schools typically sort students. Finally, hegemony occurs when a more powerful group has attained power and/or authority over the less powerful. When hegemony is operating the less powerful do as they are told and accept the inferior roles assigned to them without question. Hegemony, as a function of privilege, is not typically achieved through sheer exercise of force, but primarily through consensual social practices, social forms, and social structures (Hinchey, 1998, pp. 19-20). Consequently, to truly teach for social justice means recognizing privilege, social capital, and hegemony--one's own and one's students'--and working to mitigate the negative impacts the inequities and injustices that result when the dynamics of power and privilege are in play.

Paul Gorski's (2013) *Reaching and Teaching Students in Poverty* offers a very useful way to conceptualize the tools teachers need to work for equity and fairness, and to teach for social justice in their classrooms, schools, and communities. “Equity Literacy”, according to Gorski, represents “the skills and dispositions that enable us to recognize, respond to, and redress the conditions that deny some students access to educational opportunities enjoyed by their peers, and in so doing, sustain equitable learning environments for all students and their families” (19). As such, according to Gorski, equity literacy entails four distinct abilities: 1) recognize biases and inequities, even those that are subtle; 2) respond to biases and inequities in the immediate

term; 3) redress biases and inequities in the long term; and 4) create and sustain a bias-free and equitable learning environment.

Diane Goodman (2013) has outlined a similar, but somewhat more detailed conception of what she calls “Cultural Competency for Social Justice:”

Cultural competence for social justice is the ability to live and work effectively in culturally diverse environments and enact a commitment to social justice. Social justice refers to creating a society (or community, organization, or campus) with an equitable distribution of resources and opportunities. In socially just environments, all people are safe (physically and psychologically), can meet their needs, and can fulfill their potential. This notion of social justice entails *equity*(fairness) and a sense of real *inclusion*. (¶ 4)

According to Goodman, cultural competence for social justice requires a range of awareness, knowledge, and skills. The five key components of this model are: 1) self-awareness; 2) understanding and valuing others; 3) knowledge of societal inequities; 4) skills to interact effectively with diverse people in different contexts; and 5) skills to foster equity and inclusion (¶ 5).

In the spring of 2014 the Education Program faculty adopted Goodman’s (2013) framework as a 12<sup>th</sup> standard for students completing our Professional Certification Program. The five key components of this framework represent the critical indicators for this standard (see Colby Standards for Initial Teacher Certification).

Since 1997 the Education Program has also embraced Civic Engagement as a programmatic and pedagogical strategy designed to link students, faculty, and staff with individuals, groups, agencies, and organizations located in the greater Waterville area, in the state of Maine, and beyond. Civic Engagement at Colby is supported by financial and human resources provided by the Goldfarb Center for Public Affairs and Civic Engagement. In Civic Engagement courses college and community partners work collaboratively on projects that provide at once both rigorous and intellectually challenging experiences for students and tangible benefits to the community. Civic Engagement courses employ an explicitly experiential pedagogy, focusing on issues that include considering how to apply academic knowledge to solve concrete, real-life problems, and exploring the cyclical relationship among experience/action, reflection, theoretical analysis, and application to new forms of practice. Civic Engagement courses are thus intended to enhance students' understanding of public issues and concerns, to increase their collaborative, problem-solving, and citizenship skills, to foster an ethic of civic responsibility and commitment to social justice, and thus to prepare them to be full and active participants in our democratic society.

Clearly, such a vision of the interrelationship between education and social justice is central to Colby's historic mission as a liberal arts college, and to its goal of encouraging students “to explore the relationships between academic work and one’s responsibility to contribute to the world beyond the campus” (Precept 10). Moreover, it reflects Colby’s institutional commitment to diversity:

Colby College is dedicated to the education of humane, thoughtful, and engaged persons prepared to respond to the challenges of an increasingly diverse and global society and to the issues of justice that arise therein. The College also is committed to fostering a fully inclusive campus community, enriched by persons of different races, gender identities, ethnicities, nationalities, economic backgrounds, ages, abilities, sexual orientations, political beliefs, and spiritual values. We strive to confront and overcome actions and attitudes that discourage the widest possible range of participation in our community, and we seek to deepen our understanding of diversity in our daily relationships and in our dealings as an institution. ([www.colby.edu/diversity](http://www.colby.edu/diversity))

In sum, while our conceptual framework is embedded in and informed by Colby's history and values, it is constantly changing and evolving to meet the needs and demands of the contemporary world. It is also shaped by the history of the US--specifically, the struggle for civil rights and social justice that has been ongoing in our country. We agree with those who argue that access to high quality public education for all children and youth is the civil rights issue of our time. Inequities in our society will only be resolved when we achieve equity in both educational opportunities and educational outcomes. Moreover, a commitment to equity, fairness, and justice, to equal opportunity, to a fair distribution of resources across all dimensions of difference, is a moral imperative that we cannot and must not ignore.

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## Program Revisions in Response to 2009 Visiting Team Recommendations—Conceptual Framework

As presented, above, we have outlined and documented the theories, research, and knowledge base that support the tenets of our Conceptual Framework.

## COLBY PROFESSIONAL CERTIFICATION PROGRAM DESCRIPTION

Students who complete Colby's Professional Certification program are eligible to apply for licensure in Maine for secondary public school teaching (grades 7-12) in the following fields: English Language Arts, Mathematics, Life Science, Physical Science, and Social Studies. In addition, licensure is available for grades K-12 in French, German, and Spanish.

Certification Program Requirements:

(1) A Colby diploma [CH115:1.4.B.1(b)], and a major (and at least a 3.0 GPA) in the appropriate subject area [CH115:1.4.B.2(b)].

(2) Passing scores on the required Praxis Series exams: Core Academic Skills for Educators [CH115:1.4.B.1(d)] and Content Knowledge Exams for Licensure area [CH115:1.4.B.1(e)] (the Praxis Series is administered by the ETS).

(3) Proficiency in Colby's Initial Teacher Certification Standards as documented by a Professional Portfolio and Professional Conversation.

(4) The following courses (at least a 3.0 GPA in all Education Courses):

ED 213 Schools and Society **OR** ED 215 Children and Adolescents: Cases and Concepts (**10 hours of field experience/clinical practice**)

ED 231 Teaching for Social Justice (**60 hours of field experience/clinical practice**)

ED 351 Practicum in Education (**120 hours of field experience/clinical practice**)

ED 374 Teaching Students with Special Needs (**20 hours of field experience/clinical practice**) [CH115:1.4.B.1(c)].

ED 431 Curriculum and Methods

ED 433 Senior Student Teaching Practicum [fall semester] (**130 hours of clinical practice**)

ED 437 Senior Student Teaching Practicum [Jan Plan] (**120 hours of clinical practice**)

Electives in Education [choose 2]

**Total hours of field experience/clinical practice: 460 (exceeds the equivalent of 15 weeks of full-time student teaching: 15 weeks x 30 hours/week = 450 hours)** [CH115:1.4.B.2(h)]

The sequence of courses in Colby's Professional Certification Program begins with an introduction to educational theory, research, and practice, an exploration of the what it means to teach for social justice in a diverse society, and an interdisciplinary consideration of issues facing contemporary children, youth, parents, schools, and communities (ED 231: Teaching for Social

Justice and either ED 213: Schools and Society or ED 215: Children and Adolescents—Cases and Concepts). Candidates for certification then build on their initial field experience and clinical practice in a real classroom (ED 231) by undertaking a second practicum during Colby's January Term (ED 351: Practicum in Education). Specialized consideration of the issues involved in teaching and including students with special needs in general classrooms, an examination of disability studies as a field of inquiry and scholarship, and a review of regulations based on IDEA are addressed in our approved exceptionality course, ED 374: Teaching Students with Special Needs in Regular Classrooms. Two electives in Education allow candidates for certification to explore areas of special interest in some depth and detail, including the program's overall focus on issues of equity and social justice. Finally, the sequence culminates with advanced consideration of curriculum design and content area methods in ED 431: Curriculum and Methods, taken in conjunction with the Senior Student Teaching practicum (ED 433, 437). This practicum is designed to provide candidates for certification with the opportunity to assume responsibility for the day-to-day operation of classes in their specialty area, to reflect carefully and critically on their own teaching, and to integrate their studies of educational theory, research, and practice, in preparation for their first professional teaching position.

## UNIT STANDARD ONE: Candidate Proficiencies

**Candidates preparing to work in schools as teachers or other school professionals must know and can demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments will clearly indicate that candidates meet professional, state, and institutional standards.**

The goal of Colby's Professional Certification Program is to prepare outstanding beginning teachers who are committed to teaching for social justice and who can demonstrate the professional competencies and proficiencies described in Colby's Initial Teacher Certification Standards, which include the 10 InTASC standards, the NETS-T standards, and Diane Goodman's (2013) Cultural Competency for Social Justice standards:

### COLBY COLLEGE Initial Teacher Certification Standards

- 1. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- 2. Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- 3. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- 4. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- 5. Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 6. Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.
- 7. Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- 8. Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- 9. Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- 10. Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
- 11. Educational Technology Competence:** Facilitate and inspire student learning and creativity, design and develop digital age learning experiences and assessments, model digital-age work and learning, promote and model digital citizenship and responsibility, and engage in professional growth and leadership.
- 12. Social Justice Competence:** Requires a range of awareness, knowledge, and skills: 1) Self-awareness, 2) Understanding and valuing others, 3) Knowledge of societal inequities, 4) Skills to interact effectively with diverse people in different contexts, and 5) Skills to foster equity and inclusion.

Colby's Professional Certification Program is designed to provide a gradual and sequential preparation for professional practice that enables candidates for certification to integrate their studies of educational theory, research, and practice within both their courses in education and their courses in other departments and programs at Colby. Moreover, the sequence of courses in the Professional Certification Program is designed to encourage candidates for certification to develop their professional competence and expertise gradually--and to undertake a structured role transition from being a student to becoming a teacher--with appropriate supports and challenges built in at every step. Finally, the Professional Certification Program is framed, conceptually, philosophically, and ethically, by a commitment to teaching for social justice, as described in our Conceptual Framework, above.

### **Colby's Initial Teacher Certification Standards – Benchmarks**

The ultimate measure of the successful completion of the Professional Certification Program for any candidate for certification is his or her demonstrated proficiency on Colby's Initial Teacher Certification Standards. Following is a narrative description and sequence of the benchmarks used by our program, and the College, to both assist our candidates in meeting these standards, and assess and evaluate the degree to which they have successfully achieved them:

Students are admitted to Colby College through a competitive application process administered by the Office of Admissions (see copy of the *Colby Viewbook* and the application for admission are available in Exhibit Box 1). The Committee on Standing monitors the progress of students, especially those who fall below the established expectations for normal progress towards graduation in four years. The chairs of students' major departments and the Registrar monitor, and, ultimately, certify, that students have completed all requirements for graduation.

Once admitted and enrolled, any Colby student may enter the Professional Certification Program, provided that his or her major corresponds to one of the six endorsement areas in which Colby offers secondary certification. Typically entrance into the program begins at the end of the first year, or at the beginning of the second year, when a student declares a minor in professional certification through the Registrar's Office. After declaring the minor the student's major coursework continues, under the direction of his or her major advisor, and he or she begins the course sequence outlined above, under the direction of one or more faculty in the Education.

To complete the Professional Certification Program the prospective candidate for certification must apply to the faculty of the Education Program during the spring of his or her junior year for acceptance into the Senior Student Teaching Sequence the following fall. This process is under the direction of the Certification Coordinator (for 2014-2015, Karen Kusiak). The application (see Exhibit Box 1) asks candidates to outline their experience and relevant coursework, and also write an essay about their interest in teaching. To be accepted for the Student Teaching Sequence, and thus to complete the requirements for professional certification, a student must maintain at least a 3.0 average in his or her major area. In addition, a student must maintain at least a 3.0 average in courses that satisfy requirements for the minor in professional certification, and s/he must have successfully completed at least one Practicum in Education. In special situations and circumstances when a student does not have a 3.0 average in his or her major, the

Education Program faculty will consider a letter of endorsement and support from a faculty member in the student's major area. Upon reviewing that letter and carefully considering the student's record and level of commitment to a career in teaching, the faculty may decide to accept him or her into the Student Teaching Sequence.

The progress of the candidate for certification during his or her Senior Student Teaching Practicum is monitored closely by the Education faculty member supervising the Student Teaching Practicum, and the candidate's cooperating teacher. Faculty observations of candidates' teaching in their classrooms and cooperating teacher evaluations at the end of the semester are reviewed so that only qualified candidates continue on to the January term of student teaching.

Upon successful completion of the Student Teaching Practicum the candidate for certification is asked to finalize the Professional Portfolio s/he has been developing. The portfolio is designed to document each student's performance with respect to Colby's Initial Teacher Certification Standards.

Candidates for certification are introduced to these standards, and the process of performance-based teacher preparation, in ED 231: Teaching for Social Justice. They are informed that one of the requirements for Professional Certification is on-going self-assessment vis-à-vis the twelve standards and the development of a Professional Portfolio. Candidates for certification engage in various course-related, civic engagement, and clinical experiences prior to senior student teaching (see Unit Standard 3) with the idea that they are expected to develop and document competencies in the twelve standard areas.

Candidates for certification begin working with the standards in detail in the Student Teaching sequence. Student teachers discuss the philosophy underlying the performance-based teacher preparation approach, and consider the implications of such an approach for their own professional development as teachers. They also look closely at each of the twelve standards and their associated performance indicators, essential knowledge indicators, and critical dispositions indicators. Candidates develop a strategy for how they might go about documenting that they have skills to meet each standard, and they read selections from Campbell et al. *How to develop a professional portfolio: A manual for teachers* as a guide to this process (in Exhibit Box 1). Candidates also review sample portfolios from Education Program graduates.

Ongoing assessment and evaluation of student teachers during their Student Teaching Practicum are framed by the twelve standards. Education Program faculty conduct periodic observations of student teachers, and feedback is based on the twelve standards. Cooperating teachers also complete two evaluations of student teachers using the same standards-based form revised in 2014 (see Exhibit Box 1). In the spring of their senior year, candidates for certification complete their Professional Portfolios. When portfolios are completed they are submitted to the faculty of the Education Program (see example Professional Portfolios, available in Exhibit Box 1). After each portfolio has been read by the Certification Coordinator and at least one other member of the faculty, a Professional Conversation takes place between the candidate and the program faculty. A portfolio evaluation is completed by a member of the faculty involved in each conversation (see Exhibit Box 1).

Upon successful completion of his or her Professional Portfolio, Professional Conversation, and all of the College-wide requirements for graduation, as well as the required Praxis exams and the Maine criminal background and fingerprint check, the Education Program Faculty recommends the candidate to the Maine State Department of Education for certification in his or her appropriate endorsement area (via a letter written by the Certification Coordinator).

### **Benchmarks for Candidate Progress**

<b>Colby Offer of Admission and Matriculation</b>	First Year – All students begin to complete core requirements and exploration of possible major.
<b>Committee on Standing</b>	Committee on Standing monitors progress of all Colby students during their enrollment and notifies advisors when students are not in good standing.
<b>Selection of Professional Certification Minor</b>	End of First Year through Sophomore Year – Interested students in good standing select minor and meet with Education Program faculty. Students begin course work and practica in Education.
<b>Application for Candidacy for Student Teaching</b>	Junior Year Spring - Application process reviews course work in education and GPA in content area/major, completion of previous practica, applicant essay. An electronic folder for each candidate is created and used to record evidence toward meeting proficiency standards.
<b>Fall Student Teaching (part-time)</b>	Senior Year Fall - Cooperating teacher evaluation, Colby faculty evaluation based on classroom observation, and candidate self-evaluation are considered when recommending candidates continue into January term of student teaching.
<b>January Student Teaching (full-time)</b>	Senior Year January - Cooperating teacher evaluation, Colby faculty evaluation based on observation, and candidate self-evaluation are collected.
<b>Portfolio and Professional Conversation</b>	Senior Year Spring - Candidates complete digital portfolio and participate in a conversation about the portfolio and candidacy for certification with Certification Coordinator and at least one other Education Program faculty member.
<b>Summary Rating</b>	Senior Year Spring - Collected data are reviewed and an overall assessment of candidate proficiencies is recorded. Candidates deemed proficient in all 12 standards are recommended for Maine teacher licensure.

## **2011 Updated Maine Learning Results**

Candidates for certification are introduced to the updated Maine Learning Results in ED 231: Teaching for Social Justice, where they are discussed in the context of a more general discussion of curriculum, teaching, and Common Core State Standards. The most detailed exploration of the updated Maine Learning Results occurs in ED 431: Curriculum and Methods, where student teachers focus specifically on the content standards related to their teaching areas. Student teachers develop lesson plans and unit plans that build back from the outcome standards presented in the updated Maine Learning Results. Standards and performance indicators, or sub-standards, from the updated Maine Learning Results are included in formal lesson plans the students develop. Furthermore, both formative and summative assessments the student teachers create are aligned with outcomes presented in the updated Maine Learning Results.

## **Educator Preparation Course Delivery Standards**

Colby College expectations for faculty teaching are high. All new course proposals are approved by the Academic Affairs Committee (see sample course proposal form in Exhibit Box 1). In addition, course syllabi are collected by departments for review and historical record, and all Colby students are encouraged to complete anonymous, on-line, course evaluations. Data from the evaluations are collected and reviewed by program and department chairs. Personnel reviews for tenure, promotion, and re-appointment of faculty use course evaluation data as a significant factor.

Colby College is primarily a residential college and nearly all courses are taught in live, face-to-face classroom or laboratory settings. Course material is often enhanced with digital communication applications or with on-line course management tools, yet the primary delivery mode is synchronous and face-to-face. Distance learning technology is used occasionally to “bring in” guest speakers or experts.

Since the time of Colby’s last Teacher Certification Program Approval, the College has offered a series of faculty development workshops and seminars to address communication areas that needed improvement based on all-college exit interviews with graduating seniors. Students reported several years ago overall (and across majors,) that they wanted more opportunities to improve their writing skills during their Colby career. To address this shortcoming, workshops and seminars are now offered at least twice a year to faculty who will integrate sound writing pedagogy into their courses. For example, workshops have addressed the concept of backward design and the importance of writing strong course and assignment objectives as ways to communicate expectations for writing and content learning to students. Other topics for writing workshops include ways to structure peer review and editing, how to support English Language Learners at Colby, and how and why to develop writing-rich courses. Additional workshops – some organized for Bates, Bowdoin, and Colby faculty together – have addressed ways to develop students’ informal and formal speaking skills in college courses, and ways to structure and evaluate group presentations. Education Program faculty have participated in these workshops and have revised syllabi and classroom practices in response.

## **Program Revisions in Response to 2009 Visiting Team Recommendations—Standard 1**

During the past year, faculty members in the Education Program at Colby College reviewed the revised standards for Maine educator preparation programs, and developed practices and documents that reflect Maine Department of Education (DOE) revisions. Specifically, faculty have worked on making the transition between the candidate standards we had used previously, Maine's Ten Initial Teacher Certification Standards, to the revised standards for Maine, often referred to as Maine's Common Core Teaching Standards. Furthermore, given the conceptual framework of Colby's Education Program – Teaching for Social Justice – our faculty adopted a 12<sup>th</sup> standard to add to the InTASC and NETS-T standards that comprise Maine's Common Core Teaching Standards. Specifically, our faculty adopted Diane Goodman's Cultural Competency for Social Justice standards as our 12<sup>th</sup> standard. The full list of candidate standards can be found on page 12; however a short list of competencies in the Cultural Competency for Social Justice standards framework is: “1) Self-awareness, 2) Understanding and valuing others, 3) Knowledge of societal inequities, 4) Skills to interact effectively with diverse people in different contexts, and 5) Skills to foster equity and inclusion” (Goodman, 2013).

Revisions to teaching standards are reflected in required courses for teacher certification (see p. 10, above) which explicitly list or reference InTASC and NETS-T standards in course materials (syllabi, Moodle, or handouts—see examples in Exhibit Box 1) beginning in fall 2013. Starting in fall 2014, these same courses now reference Colby's twelve standards. Most assignments for required courses are linked to selected candidate standards; for some assignments, candidates are asked to select one or more standards and demonstrate how a course assignment they completed addresses the selected standard(s.)

Beginning in fall 2013 cooperating teachers were asked to complete a summative evaluation of the Colby candidate who worked with them using the revised (May 2013) standards. The summative evaluation form included all of Maine's Common Core teaching standards and indicators. Faculty reviewed the outcome of these evaluations both for rankings and comments made about our candidates but also for ease of use of the summative standards evaluation form. Based on our observations of how teachers were able to use the forms, Colby Education Program faculty revised the form that captures cooperating teacher evaluations. Our revised form no longer has the detailed indicators; rather, the full list of indicators for performance, knowledge, and dispositions are provided to cooperating teachers in a supporting document (see Exhibit Box 1). Furthermore, cooperating teachers are now asked to assess their candidates – now in relation to 12 standards - at the end of the first semester and again at the end of student teaching in January. Finally, in terms of program revisions for Unit Standard One, program faculty have developed an overall teacher candidate summary rating that reports candidate self-evaluation (both pre and post student teaching), cooperating teacher evaluation, Colby faculty observations in relation to standards, portfolio evaluations, and an overall evaluation.

## UNIT STANDARD TWO: Assessment System and Unit Evaluation

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

### Assessment and Evaluation of Individual Candidates for Certification

Because of the small size of our Professional Certification Program, both in terms of faculty and in terms of candidates for certification each year (typically 6 or so), we continue to be committed to the use of an assessment process that is personalized and individualized while being systematic, comprehensive, and rigorous. We use multiple assessments (including Standards-Based Assessments) to determine students' readiness to enter the Professional Certification Program, to monitor their progress through the program, and to evaluate their proficiency at the end of the program. These assessments have been in place for many years:

1. Student progress in their academic work in their major, in the Education Program, and in other courses that comprise their academic record is assessed by means of the grades received in the courses and independent studies that are ultimately recorded on their Colby transcript. The College advising system, including the advising system within our program, ensures close contact between faculty and students, especially in the last two years of a student's Colby career.
2. Candidates for certification must apply for entrance into the Professional Certification Program during the spring of their junior year. This application process is overseen by the Certification Coordinator: students fill out an application form (see Exhibit Box 2), and typically meet individually with a member of the program faculty for an entrance interview. Also candidates' GPAs are assessed at that point; they must have a major GPA of at least 3.0 in both their major and in courses completed in the Education Program in order to become candidates for certification (or they must supply a letter of support from their a faculty member in their major department/program).
3. During initial field experiences and Practicum candidates for certification along with other students enrolled in those related courses are assessed formally and informally. Candidates complete a self-assessment of their experiences during initial field experiences and practicum, an evaluation form is completed at the end of the term by the supervising teacher, and candidates meet with supervising teacher and professor regularly throughout the experiences for ongoing feedback of their performance.
4. During their Senior Student Teaching practicum candidates for certification are assessed in a variety of ways, both formally and informally. Reports from cooperating teachers submitted twice a month are used to monitor student teacher compliance with basic written procedures and cooperating teachers also complete two formal reviews of the student teachers' performance. The faculty member supervising the practicum meets individually with senior student teachers mid-way during their student teaching practicum to discuss progress and areas where growth is necessary.

5. Candidates' performance on the required Praxis exams, typically taken sometime during their senior year, is monitored by the Certification Coordinator, and the Education Program submits an annual institutional report of Praxis pass rates under the auspices of Title II (see examples in Exhibit Box 2).

6. Finally, during the spring of their senior year candidates for certification must complete a Professional Teaching Portfolio that documents their proficiency with respect to both our conceptual framework, and Colby's Initial Teacher Certification Standards. The Certification Coordinator and at least one additional member of the faculty read each portfolio, and then conduct a "Professional Conversation" with each candidate for certification to review their portfolio and to discuss their overall experiences in the program – both accomplishments and experiences that highlight areas for growth. A formal letter is provided to each candidate by the Certification Coordinator (or a designated faculty member) that summarizes the outcome of this review.

Throughout this process the Education Program seeks to eliminate sources of bias in performance assessments and to establish the reliability and validity, of our assessment procedures. For example, at least two faculty members always participate in the Professional Portfolio review and Professional Conversation that mark students' completion of the Professional Certification Program. Each faculty member reads each portfolio independently, prior to the Professional Conversation, and they meet to compare their respective assessment of each portfolio, using a standard assessment form (see Exhibit Box 2). If there are significant disagreements between these assessments, we will invite a third faculty member to read and assess the portfolio in question, in order to achieve a common understanding and valid assessment.

We also use this portfolio assessment and conversation process to evaluate the program as a whole. We review the overall patterns of a given cohort's performance, and we consider ways to adjust the elements of the Professional Certification Program, including both courses and clinical experiences, in order to ensure the success of all of our candidates. In addition, Education Program faculty set aside a day at the end of each semester for a "retreat"---a time for reflection, evaluation, and taking-stock. We systematically review and evaluate our program and our curriculum, consider student performance and satisfaction, and discuss potential changes in programs and courses (for agendas and action plans of retreats 2011 – 2014 see Exhibit Box 2).

### **Developing a Standards-Based Assessment System**

During the retreat of Spring Term 2011, we initiated efforts to review and revise the assessment process that we have used for several years. We went into these efforts with the intent of using the data we gather about candidates each year in additional ways to better inform instructional practices, guide programmatic revisions, and enhance candidate learning, and to establish a more formal process for assessing our graduates' initial years in the field of teaching, their performance, and their assessment of how well their experience in our program prepared them for their work in the classroom

From our discussions in this retreat, we surfaced three dilemmas in developing a more comprehensive and, most importantly, useful assessment process:

1. The small size of our program presents several challenges in using data from such a small sample. Given the small number of candidates (especially in comparison to the overall number of students minoring and majoring in our program, which is typically well above 100), we need to use data from such a relatively small number of candidates in ways that would actually be beneficial to our assessment efforts. We questioned at that time whether it would be useful to use comparable data we gather from non-candidates who enroll in our classes (specifically, the evaluations of students' field experiences used in ED 231, ED 374, and ED 351) to provide enough data for a comprehensive assessment of student learning, instructional practices, and curriculum. Additionally, in developing a plan for assessing the teaching performance of graduates, this dilemma is even more complex given that on average half of our candidates begin teaching at public schools immediately after graduation (a significant number of the other half typically attend graduate school and/or teach at independent schools).
2. Although our efforts to build upon our established assessment process were initiated, in part, to address the recommendations of the review team in 2009 program review visit, we wanted to develop an additional assessment process that would build upon our established one that reflects the core tenets of our conceptual framework by being individualized and personalized. In developing this additional assessment process, we wanted to make this process consistent with the principles that guide all aspects of our program. In other words, we believed it was imperative for this additional assessment process to align with the goals of our program in order for these efforts to be sustainable.
3. Developing this additional assessment process would be difficult given the timing. Adam Howard would be going up for tenure in 2012, which meant that he and Mark Tappan, as director and chair of Howard's tenure committee, would be spending a significant amount of time devoted to preparing Howard's tenure dossier during the 2011-12 school year and then reviewing materials during Fall Term 2012. Adam Howard, who would be heavily involved in the assessment efforts, would be on sabbatical during the 2012-13 school year. That same year, 2012-13, the Education Program would have an Overseer's Review Visit and would be spending time preparing the self-study and other materials. We would need to carve out time during these three busy years for our assessment efforts. During the retreat, we did not foresee that we would also spend a considerable amount of time during 2013-14 school year putting forth the successful proposal for an education major to the faculty. We also did not foresee that we would move to a new location, as a result of the Overseer's Report, before the beginning of the 2013-14 school year, which required spending part of the Spring Term 2013 retreat and devoting several monthly department meetings during Fall Term 2013 sorting out issues related to the move.

In the September and October monthly department meetings of Fall Term 2011, we set aside time to work through these dilemmas collectively. These discussions were incredibly important for developing the plan for building upon our established assessment process during department retreat that semester. During that retreat, we developed a 3-phase plan for establishing this additional assessment process:

Stage 1: Review the multiple formats of assessment used for students throughout the duration of their academic program and then revise evaluation forms of students' performance in the initial field experiences, practicum, and student teaching to gather comparable data from these multiple instruments.

Stage 2: Use revised forms to identify recurrent patterns within cohorts mainly for the purposes of assessing student learning and then across cohorts mainly for purposes of informing instructional practices and guiding curriculum revisions.

Stage 3: Develop and implement an assessment instrument for collecting data on program graduates to assess the impact of the program on their teaching performance and understandings about social justice and teaching. This instrument would gather comparable data as the evaluations of their performance in the initial field experiences, practicum, and student teaching while a student in our program.

We also decided while we developed a formal assessment system for collecting and reviewing data on program graduates that we would make the informal system for gathering data on program graduates that we used for several years (i.e., keeping in contact with graduates via email and Facebook to see how they are doing in their initial years of teaching) more systematic. In part, we did not want to delay in gathering data more formally on program graduates while we developed this additional assessment system. We developed a 5-question survey and administered that survey via email or phone (see Exhibit Box 2). We decided to contact initially the 2009 and 2010 graduates during the Fall Term 2011. Then the survey was administered to 2011 graduates during the Spring Term 2012 and then graduates one-year out in subsequent years. Our plan also included eventually administering a 5-year-out survey to the same cohorts. After data were collected, we reviewed graduates' responses during spring term retreats.

At the Spring Term 2012 retreat, we began working on stage 1 and quickly discovered the multiple evaluation forms that we had in place needed significant revisions in order for those to be used for gathering comparable data. During the 2012-13 school year, as we worked on those forms collectively, we discovered through our assessment that the forms were not adequately aligned with our standards or conceptual framework. Therefore, these evaluation forms needed more than just revisions; we needed to develop new Standards-Based Assessment System. Anticipating the major changes that would come with Maine Common Core Teaching Standards/InTASC Standards, we made only minor revisions of the forms and decided to begin developing new evaluations forms the following year.

During the 2013-14 school year, we adopted Maine's Common Core Teaching Standards as well as the National Educational Technology Standards for Teachers and Diane Goodman's Social Justice Competency Standards as Colby's Initial Teacher Certification Standards. Using these standards, we developed a common evaluation form to assess students' performance throughout the duration of their academic program (see Exhibit Box 2). This evaluation form was designed to gather information from multiple sources (specifically, professors, supervising/ cooperating teachers, and/or supervisors, and students or graduates themselves) at different points in the academic program as well as after graduation. We will begin using this form during the Fall Term 2014 to evaluate students' performance in the initial field experiences, practicum, and

student teaching. We also developed a summary ratings sheet that will be used in reviewing each candidate's performance as well as assessing within and across cohorts (see Exhibit Box 2). The first review of these evaluation forms will take place at the Fall 2014 faculty retreat. In Spring Term 2015, we will begin using this form to evaluate recent graduates' teaching performance after their first or second year of teaching. Since our graduates have not used our current standards and given the small size of each cohort, we anticipate that it will take a few years before we generate meaningful data on our graduates.

The most important outcome in developing this new Standards-Based Assessment system to date has been the creation of new evaluation forms that are more aligned with our initial teacher certification standards and which better reflect our conceptual framework. This process also allowed us to strengthen our assessment systems by establishing a more formal assessment process to better inform us about our graduates' initial years in the field of teaching, their performance, and their assessment of how well their experience in our program prepared them for their work in the classroom.

### **College-Wide Assessment Processes and Procedures**

We rely heavily on College-wide resources, systems, and initiatives to support, supplement, and extend our own assessment efforts. For example, in terms of basic record keeping, the program chair and faculty advisors have access to all of our student's academic information, including grades, schedules, and graduation requirements, via the Registrar's web page.

In addition, a systematic and comprehensive process of reviewing the curriculum offered by all of Colby's academic departments and programs has been ongoing for several years, under the direction of our Associate Dean of Faculty Paul Greenwood. This review, initiated by the reaccreditation process, is focusing on identifying learning goals and objectives, and assessment procedures, for all of the courses offered at Colby. The Education Program has participated and continues to participate in this curricular review and assessment process, and information and materials about this effort can be found in Exhibit Box 2.

Three opportunities for assessment and evaluation that have been in place for many years also contribute to our assessment system:

1. Faculty teaching performance is assessed by students in every course, every semester, by means of the standard all-College course/teacher evaluation form. In addition, departments and programs have developed peer review practices so that peer, as well as student, evaluation is part of recommendations for all personnel actions (merit salary increases, reappointments, tenure, promotions).
2. An annual report is submitted to the Dean of Faculty by the Director of the Education Program each June. This report reviews the operation and accomplishments of the program over the course of the past year. This review and evaluation offers valuable information to the Dean and to the President, as well as provides a useful historical context for understanding the continuing development of the program (see examples, Exhibit Box 2).

3. An Overseer Visiting Committee reviews the Education Program at regular intervals (see description of Overseer Visiting Committee, in the Colby Faculty Handbook). Copies of the most recent Overseer Visiting Reports to the Education Program are available in Exhibit Box 2. The Education Program uses the Overseer Visiting Committee process to evaluate the efficacy of its minor programs, courses, and clinical experiences and to initiate changes where necessary.

**Program Revisions in Response to 2009 Visiting Team Recommendations—Standard 2**

As described above, we have made significant progress toward a comprehensive system of assessment to provide relevant and useful information on both the experience of graduates of the Professional Certification Program (via our Alumni Survey), and the experience of students currently enrolled in the program (via our updated Standards-Based Assessment System).

### UNIT STANDARD THREE: Field Experiences and Clinical Practice

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

The defining feature of the field experience and clinical practice requirements for our Professional Certification candidates is that students gain initial classroom experience early in their Colby careers, and they continue to gain regular and frequent experience throughout their time in the program.

As outlined in the Colby Professional Certification Program Description, above (see p. 10), Colby candidates for Professional Certification achieve the equivalent of 15 weeks (460 hours) of full-time student teaching experience as follows:

ED 213 Schools and Society **OR** ED 215 Children and Adolescents: Cases and Concepts (**10 hours of field experience/clinical practice**)

ED 231 Teaching for Social Justice (**60 hours of field experience/clinical practice**)

ED 351 Practicum in Education (**120 hours of field experience/clinical practice**)

ED 374 Teaching Students with Special Needs (**20 hours of field experience/clinical practice**)

ED 433 Senior Student Teaching Practicum [fall semester] (**130 hours of clinical practice**)

ED 437 Senior Student Teaching Practicum [Jan Plan] (**120 hours of clinical practice**)

**Total hours of field experience/clinical practice = 460**

Following is a more detailed description of these courses and their respective civic engagement/field experience/clinical practice components. Colby's Initial Teacher Certification Standards (e.g. Maine's Common Core Teaching Standards plus a 12<sup>th</sup> standard – Social Justice Competence) informs all of these clinical opportunities:

**ED 213 Schools in Society and ED 215 Children and Adolescents-Cases and Concepts:** The civic engagement/field experience components of these two courses represent introductory opportunities for students to connect theory and research to practice, most typically in non-classroom based settings (e.g., observing and studying school culture, participating in after-school programs, working in community organizations/agencies, or tutoring/mentoring local children or youth).

**ED 231 Teaching for Social Justice:** This is the first course in our program, taken typically by students in the fall or spring of their sophomore year. It provides an introduction to the theory and practice of teaching, with a particular focus on teaching for social justice in a diverse society. In addition, students are required to spend a minimum of 60 hours (5 hours/week) over the

course of the semester serving as a classroom assistant in a local school. Colby student responsibilities include tutoring, working with small groups, helping students with special projects, and assisting in other aspects of the classroom as necessary. This civic engagement experience is designed to enable students to contribute to the well being of children in the local community, and to introduce students to the realities of public schooling. It also provides students with the first of many opportunities to reflect on the relationship between educational theory, policy, and practice.

**ED 351 Practicum in Education:** This course is offered during Colby's "Jan Plan"--four weeks in January designed for intensive study of a specific topic. Students enrolled in the Practicum (typically in their junior year) work as an assistant teacher in a local middle-school classroom full-time for four weeks (120 hours). Colby's practicum supervisor discusses potential sites with each student and approves sites that give the student sufficient responsibility and supervision. For secondary certification students, valuable experience is gained through their work in grade five through eight classrooms; occasionally certification students complete the practicum in a secondary setting. The organization and instructional approaches of these middle grades typically offers practicum students opportunities to work individually with students, to experience student centered teaching and learning, to teach classes which are heterogeneously grouped, and to participate in activities to promote successful integration of children with special needs. Practicum students typically work with individual students by tutoring or with special projects, work with groups of students, and/or prepare and present lessons to the whole class. During the practicum, students also explore the larger school community and supportive programs. The practicum supervisor monitors the students' experience through school visits, weekly seminars, and students' journals and final reflective essays.

**ED 374 Teaching Students with Special Needs:** Candidates for professional certification typically complete this course during the spring of their junior or senior years. The course provides the opportunity for students to explore and develop the knowledge, skills, and dispositions necessary for including and teaching students with special needs in general education classrooms. In addition, students in this course are required to spend a minimum of 20 hours over the course of the semester working in a civic engagement setting – typically a traditional public school, however alternative education, teen parenting programs, and charter schools such as Maine Academy for Natural Sciences (MeANS) or the pre-school EDUCARE programs are suitable sites that Colby students have explored for civic engagement. Civic engagement responsibilities include tutoring, working with individual students on special projects, and working with groups of students. Sometimes this placement occurs in a special education classroom; other times it occurs in a gifted and talented classroom, yet the emphasis is on general education classrooms in order for Colby students to observe the challenges and benefits of inclusive educational approaches first hand.

**ED 433: Student Teaching Practicum:** Candidates begin their Student Teaching Practicum: In the fall of their senior year. Candidates serve as student teachers in a local middle or secondary school, working under the supervision of a cooperating teacher. Student teachers are required to spend a minimum of 10 hours per week for 13 weeks (130 hours) in school during the fall semester. Students typically assume responsibility for teaching one class each day; they spend

the remaining time observing their cooperating teacher, meeting with students, course planning, and participating in other aspects of school life.

Prospective student teachers request a setting, such as middle school or high school, for their student teaching experience when they apply for student teaching in the spring of their junior year. Student teachers may describe the kind of classroom in which they wish to work, or list the kinds of instructional approaches they want to practice. The Education Program faculty member who oversees the student teaching placement process considers the student teacher applicants' requests and reviews the students' preparation in both their major areas of study and their professional studies. The faculty member then approaches appropriate school personnel, usually the principals, in the area schools and requests student teaching placements. Principals nominate teachers whom they expect are likely to provide good models and structure for the student teachers. Care is taken to match student teachers with teachers who are working at the level the student teacher wants to explore and with teachers who are teaching the curriculum that is most related to the student's major (e.g., an American Studies matched with an American Literature teacher rather than a British Literature teacher, or a Physics major matched with a Physics teacher rather than a Chemistry teacher.) This request is followed by meetings between student teacher applicants and potential cooperating teachers. In the end, successful placement is the result of a partnership between program faculty and local teachers and administrators.

This partnership continues as the Education Program faculty member meets each cooperating teacher in person within two weeks of placement, to discuss general expectations, schedules, and contact information, and to develop a strong working relationship for the rest of the student teaching experience. Cooperating teachers and program faculty both contribute to the assessment and evaluation of a student teacher's progress in field experiences and clinical practices (see description of this process in Unit Standard 2, above).

**ED 437: Student Teaching Practicum:** Students complete their Student Teaching Practicum during Jan Plan of their senior year. Students are required to be in school full-time for four weeks (120 hours). Students typically take full responsibility for teaching 3 or 4 classes each day (or 2-3 blocks), including planning units, preparing lesson plans, presenting daily lessons, and evaluating student performance. Students are also expected to participate in all of the other aspects of school life to which full-time teachers devote their time and attention.

There are a number of reasons why we believe that this structure for our clinical requirement is beneficial to our candidates for certification. First, by beginning their classroom experience during their first course in education (ED 231), typically taken during their sophomore year, candidates for certification start very early to gain practical experience in the classroom. Moreover, this experience is closely supervised by the faculty member teaching ED 231, and directly tied to class readings and discussions. This will encourage candidates for certification to begin the process of becoming reflective teachers, engaged both in their work in the classroom and in the process of writing and thinking about their practice in light of relevant literature in the field.

Second, by requiring candidates for certification to complete 60 classroom hours in ED 231, and another 120 classroom hours in ED 351, before beginning their senior Student Teaching

Practicum, we have the opportunity to screen and evaluate candidates for certification. This process in consultation with cooperating teachers, and in conjunction with our use of Maine's Initial Teacher Certification Standards, enables us to identify those students for whom teaching is perhaps not the best career choice.

Third, by requiring candidates for certification to complete 20 classroom hours in conjunction with ED 374, working closely with either general or special education teachers, tutoring, advising, and assisting in all aspects of instruction and/or behavior management, candidates receive a much more rigorous and grounded introduction to special education than they would in the context of a typical student teaching practicum. Student teachers typically do not usually work in depth with students with special needs; they will, however, most likely be required to do so in their first teaching job.

Finally, our approach effectively spreads out the first six weeks of student teaching over the course of several years--thereby avoiding feelings of being overwhelmed and isolated that so often strike beginning student teachers. Our approach encourages candidates for certification to engage in orientation, observation, and gradual immersion in the life of the classroom in the context of courses where reading and discussion with other students and faculty is expected and required. This means, therefore, that once candidates for certification begin their Student Teaching Practicum in the fall of their senior year, they are ready to immediately step in and assume responsibility for teaching. This not only maximizes their time spent student teaching, but also frees them to begin to partake of all of the other activities and responsibilities expected of a full-time teacher--making, ultimately, for a richer and more rewarding student teaching experience from start to finish.

In the end, our approach to field experience and clinical practice provides multiple opportunities for our candidates for certification to demonstrate competence in the professional roles for which they are preparing. These competencies are demonstrated throughout the senior student teaching experience, via Colby faculty observations, cooperating teacher observations, peer observations (student teacher to student teacher), and reflective journal entries, all of which are designed to evaluate candidates' performance and effect on student learning. These competencies are also demonstrated during the Portfolio Review process described in Unit Standard 1, above—guided by Colby's Initial Teacher Certification standards.

Our approach to field experience and clinical practice provides opportunities for candidates for certification, to develop and demonstrate the knowledge and skills to help students achieve the updated Maine Learning Results (see Standard 1 for more detail). Candidates for certification are introduced to the Maine Learning Results in ED 231, and they use and refer to them throughout their time in schools – especially during lesson and unit planning for ED433.

### **Program Revisions—Standard 3**

While the list of courses in the Professional Certification minor are similar to the required courses described in the unit's 2009 review, practices within the program have shifted to have more Education Program faculty working directly with candidates for teacher certification during their senior year. Specifically, program faculty will share responsibility for securing and

organizing student teacher placements and for supervising the candidates' student teaching experience and for monitoring the candidates' development of knowledge, skills, and dispositions needed to demonstrate proficiency with respect to Colby's Initial Teacher Certification Standards.

## UNIT STANDARD FOUR: Diversity

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

Because of our program's philosophical, conceptual, and ethical commitment to teaching for social justice, a consideration of diversity and difference, and an understanding of the dynamics of power, privilege, and oppression that always accompany encounters with difference, are a central aspect of our work (see Conceptual Framework, p. 5, above). This commitment to diversity and valuing differences is also informed by Colby's institutional statement on diversity (see p. 9, above; also <http://www.colby.edu/diversity/>).

Within our courses, our civic engagement and research experiences, and our practicum and student teaching opportunities, candidates for certification are encouraged to understand the importance of diversity and a commitment to social justice in all aspects of teaching and learning (see copies of course syllabi in Exhibit Box 4). Candidates for certification learn to design and teach lessons that highlight the importance of social justice and to develop a classroom and school climate that values diversity. They also become aware of different teaching and learning styles that are shaped by cultural influences and become able to adapt instruction and services appropriately for all students, including students with exceptionalities. These skills are introduced to candidates for certification in ED 213/215, ED 231, ED 351, and in ED 374; they are refined by student teachers during their intensive clinical experience. They are also enhanced by and through the elective courses required of candidates for certification. Ultimately, candidates for certification are expected to develop and demonstrate Social Justice Competency, as indicated by Standard #12 of Colby's Initial Teacher Certification Standards.

One of our challenges, living in one of the whitest and least ethnically diverse states in the United States, is to provide our candidates for certification with opportunities to interact and work with members of diverse ethnic, racial, and socioeconomic, groups. Table 4.1, below, provides an overview of the demographic data for Kennebec and Somerset Counties, from the 2013 US Census.

As indicated in Table 4.2, below, the schools where our candidates for certification are placed reflect the demographics of Central Maine (see additional statistical abstracts and other demographic summaries in Exhibit Box 4), and therefore, are not diverse in terms of race. However, candidates do have opportunities to work with students from diverse social class backgrounds, providing our candidates with opportunities to work with K-12 students from economic disadvantaged backgrounds.

Table 4.1 2013 Census Data for Central Maine

<b>Census Category</b>	<b>Maine</b>	<b>Kennebec</b>	<b>Somerset</b>
Population, 2013 estimate	1,328,302	121,164	51,706
White alone, percent, 2013	95.2	96.4	97.0
Black or African American alone, percent, 2013	1.4	0.6	0.5
American Indian and Alaska Native alone, percent, 2013	0.7	0.5	0.5
Asian alone, percent, 2013	1.1	0.8	0.6
Native Hawaiian and Other Pacific Islander alone, percent, 2013	z	z	z
Two or More Races, percent, 2013	1.6	1.7	1.4
Hispanic or Latino, percent, 2013	1.4	1.4	1.0
White alone, not Hispanic or Latino, percent, 2013	94.0	95.2	96.2
Foreign born persons, percent, 2008-2012	3.3	2.2	1.9
Language other than English spoken at home, pct age 5+, 2008-2012	7.0	5.9	4.0
High school graduate or higher, percent of persons age 25+, 2008-2012	90.6	91.1	87.1
Bachelor's degree or higher, percent of persons age 25+, 2008-2012	27.3	24.2	14.8
Median household income, 2008-2012	\$48,219	\$47,424	\$38,141
Persons below poverty level, percent, 2008-2012	13.3	12.5	18.2

<http://quickfacts.census.gov/qfd/states/>

Table 4.2 Demographic Data for Central Maine Middle and High Schools

School Name	School %	State Average
<b>WATERVILLE JUNIOR HIGH SCHOOL</b>		
Race/Ethnicity		
American Indian or Alaska Native	*	.67%
Asian American		1.08%
Black or African-American		1.75%
Hispanic/Latino	4.89%	1.47%
Native Hawaiian or Other Pacific Islander		.05%
Two or More		2.58%
White	91.44%	92.41%
Federal Lunch Program Eligibility	63.05%	46.76%**
<b>WATERVILLE SENIOR HIGH SCHOOL</b>		
Race/Ethnicity		
American Indian or Alaska Native		.67%
Asian American	1.67%	1.08%
Black or African-American	1.67%	1.75%
Hispanic/Latino	3.01%	1.47%
Native Hawaiian or Other Pacific Islander		.05%
Two or More		2.58%
White	93.32%	92.41%
Federal Lunch Program Eligibility	57.38%	46.76%
Graduation Rate	73.3%	86.4%
<b>WINSLOW JUNIOR HIGH SCHOOL</b>		
Race/Ethnicity		
American Indian or Alaska Native		.67%
Asian American		1.08%
Black or African-American		1.75%
Hispanic/Latino		1.47%
Native Hawaiian or Other Pacific Islander		.05%
Two or More		2.58%
White	96.85%	92.41%
Federal Lunch Program Eligibility	48.26%	46.76%
<b>WINSLOW HIGH SCHOOL</b>		
Race/Ethnicity		
American Indian or Alaska Native		.67%
Asian American		1.08%
Black or African-American		1.75%
Hispanic/Latino		1.47%
Native Hawaiian or Other Pacific Islander		.05%
Two or More		2.58%
White	95.12%	92.41%
Federal Lunch Program Eligibility	43.37%	46.76%
Graduation Rate	81%	86.4%

**MESSALSONSKEE MIDDLE SCHOOL**

Race/Ethnicity		
American Indian or Alaska Native		.67%
Asian American		1.08%
Black or African-American		1.75%
Hispanic/Latino		1.47%
Native Hawaiian or Other Pacific Islander		.05%
Two or More		2.58%
White	95.93%	92.41%
Federal Lunch Program Eligibility	45.97%	46.76%

**MESSALSONSKEE HIGH SCHOOL**

Race/Ethnicity		
American Indian or Alaska Native		.67%
Asian American		.08%
Black or African-American		1.75%
Hispanic/Latino		1.47%
Native Hawaiian or Other Pacific Islander		.05%
Two or More		2.58%
White	97.41%	92.41%
Federal Lunch Program Eligibility	36.11%	46.76%
Graduation Rate	94.5%	86.4%

**LAWRENCE JUNIOR HIGH SCHOOL**

Race/Ethnicity		
American Indian or Alaska Native		.67%
Asian American		1.08%
Black or African-American		1.75%
Hispanic/Latino		1.47%
Native Hawaiian or Other Pacific Islander		.05%
Two or More		2.58%
White	96.70%	92.41%
Federal Lunch Program Eligibility	60.62%	46.76%

**LAWRENCE HIGH SCHOOL**

Race/Ethnicity		
American Indian or Alaska Native		.67%
Asian American		1.08%
Black or African-American	1.32%	.75%
Hispanic/Latino		1.47%
Native Hawaiian or Other Pacific Islander		.05%
Two or More		2.58%
White	96.96%	92.41%
Federal Lunch Program Eligibility	51.47%	46.76%
Graduation Rate	88.6%	86.4%

\*When n-count is less than 10 percentages can not be displayed.

\*\*State averages for eligibility for federal lunch program are based on K-12 population in 2013-2014. Data for local schools are distinct for each school and were collected in October 2013.

[https://portal.maine.gov/sfsr/sfsrdev.ed534.ed534\\_parameters](https://portal.maine.gov/sfsr/sfsrdev.ed534.ed534_parameters)

<http://www.maine.gov/education/enroll/demog/historical/ethnicity.htm>

[http://dw.education.maine.gov/DirectoryManager/WEB/Maine\\_Report/GraduationDT.aspx](http://dw.education.maine.gov/DirectoryManager/WEB/Maine_Report/GraduationDT.aspx)

At Colby, in classrooms and other settings, candidates for certification have many opportunities to work with faculty and students from diverse backgrounds. While we wish the percentage of students and faculty from under-represented groups at Colby was higher, the fact is that for many of our candidates for certification Colby is a much more diverse environment than their hometown (see demographic information about Colby in Exhibit Box 4).

Within our program, as well, candidates for certification have the opportunity to work with a diverse group of students, and the program continues to look for ways to increase the diversity of students in our program, and in our classes. In addition, all Education Program faculty members have knowledge and expertise related to preparing students to work with students with diverse cultural backgrounds, including students with exceptionalities. And while the program faculty are currently all white, they represent diverse life experiences and backgrounds along a number of important dimensions, and the program has made, and will continue to make good faith efforts to maintain and increase faculty diversity, as required by Colby personnel policy (see copies of the advertisements for our recent faculty positions, in Exhibit Box 4).

Moreover, when candidates for certification leave campus to work in civic engagement, practicum, and student teaching settings, the program ensures that they have the opportunity to work in settings with exceptional populations, as well as with students from different ethnic, racial, gender, and socioeconomic groups so that our candidates for certification can develop and practice their knowledge and skills for working with all students. Civic engagement, field experiences and clinical practice occur primarily in the greater Waterville area, which, while not exceptionally diverse racially, is quite diverse in terms of socioeconomic difference. Furthermore, candidates for certification enrolled in ED 374: Teaching Students with Special Needs in Regular Classrooms are placed in special education settings and contexts. In addition, during Jan Plan candidates for certification who enroll in ED 351: Practicum in Education may take their placement off campus; in many cases these placements are in very diverse settings. Moreover, candidates for certification who wish to work specifically in serving under-resourced communities (including schools that are affiliated with Teach for America, KIPP, and similar programs) may enroll in ED 355: Social Justice Practicum. We continue to seek opportunities for more candidates for certification to find placements in diverse settings, and encourage them when they do so.

Our commitment to social justice and diversity has led faculty in our program to take on leadership positions at Colby on these issues in a variety of ways. Specific faculty contributions to this area include the following:

### **Lyn Mikel Brown**

From 2010 to 2012, Brown was a member of the ad hoc subcommittee of the Multicultural Affairs and Race and Racism Committees. Under the auspices of these committees, she worked closely with Colby student and Gender and Sexuality Diversity Resource Officer Berol Dewdney to take the lead on a proposal for a Gender and Sexuality Diversity (GSD) Resource Center. The direct result of this proposal, presented to the President and the Board of Trustees in the spring of 2011, was a new staff position: Director of Gender and Sexuality/Associate Director of the Pugh Center. She also served

on the Gender and Sexual Diversity working group in 2011-2012, charged with developing the new GSD Program.

From 2010 to the present, Brown has been a member of the Women, Gender, and Sexuality Studies Coordinating Committee. In 2011-12, she was a member of the search committee to hire the first full-time faculty appointment in WGSS, Sonja Thomas.

Each year her ED 335 students develop a campus or community activist project, designed to educate or raise awareness about a social justice issue. In 2012, for example, students developed a well-received public photography exhibit called "Trading Spaces," designed to address and encourage dialogue about gender safety and sexual double standards on campus. In 2014, students developed action spots and workshops on leadership and activism for girls in elementary and middle school as part of Hardy Girls' annual Girls Unlimited conference.

### **Adam Howard**

Since his arrival as a tenure-track faculty member, Howard has been involved in numerous committees and working groups – both formal and informal – to advance multiculturalism and social justice at Colby. From 2008 to present, he has been a member of Faculty Allies, and during the 2011 – 2012, he led Faculty Allies group. From 2008 – 2012, he was an advisor for Campus Conversations on Race program. From 2009 – 2010, he was a member and chair of the Committee on Race and Racism. From 2010 – 2012, Howard was a member of ad hoc subcommittee that led to the development of the new staff position of Director of Gender and Sexuality/Associate Director of the Pugh Center. He also served on the Gender and Sexual Diversity working group in 2011-2012, charged with developing the new GSD Program.

From 2008 - 2012, Howard was part of a faculty group that met regularly with students in Bridge to establish stronger connections among faculty, staff and students in working on issues involving sexuality. Since 2008, he has volunteered time and effort to develop and lead each year a 3-session training on social class for students involved in the Alternative Spring Break trips, sponsored by the Goldfarb Center. From 2008 – 2011, he collaborated with a group of faculty and staff to develop a proposal for the multicultural literacy initiative and to evaluate the current diversity requirements. In Spring 2012, he was one of the three faculty members appointed to the Bias Incident Prevention and Response Team (BIPR). As a member of BIPR, he worked with a small group of staff members and students to develop educational programming. Since the beginning of the CAPS program (one of Colby's major programs for recruiting students of color in the natural sciences), Howard has led in the assessment efforts. In 2013, he became a mentor for the Posse Program (a major program for recruiting students of color).

Since 2009, Howard has coordinated the New England Consortium on Assessment and Student Learning (NECASL) at Colby. From 2009-2011, he worked on a project on students' learning of diversity over their four years at Colby based on an analysis of the

NECASL data. He presented a professional development workshop to faculty in 2010 on findings of this NECEASL project.

In 2010 and 2014, Howard received the Commitment to Multiculturalism Award presented by the Pugh Center at Colby in recognition of his efforts and leadership on diversity issues.

### **Karen Kusiak**

Kusiak serves on the Language Modification Committee coordinated by the Dean of Students' Office. Two members of the Dean of Students' Office, two Colby language professors, a psychologist from Colby's Health Center, and Kusiak meet several times a year--as needed--to review Colby students' requests for a modification to the foreign language requirement based on a documented disability.

Kusiak participated on the team that implemented a CHAS award in 2011-2012. The team designed monthly professional development opportunities for faculty and staff that were related to understanding stereotype threat specifically, and, more generally, factors related to success, achievement, and retention among under-represented groups at Colby. As part of this grant, she also organized a faculty workshop on stereotype threat.

Kusiak also has attended three Posse Retreats within the last five years and she participates in the International Student host family program by being a host parent for two international students.

From 2013 to present, she has actively participated in the Sustained Support Advising program designed to provide faculty support in advising students of color and first-generation students. For the past two years, she has also been a member of Faculty Allies.

### **Mark Tappan**

From 2005 to 2009, Tappan served as the Chair of the Race and Racism Committee, the committee charged with considering policy, practices, and issues of any kind relating to race and racism on campus; after returning from sabbatical (2010-2012) he became an ad-hoc member of the combined Multicultural Affairs Committee and Committee on Race and Racism. In that capacity, he helped to draft the new Bias Incident Response Protocol in 2011, which is the basis for the work of the Bias Incident Prevention and Response Team. He also helped to draft the proposal for a GSD Resource Center, which was presented to the President in April 2011; he also served on the GSD working group in 2011-2012, charged with developing the new GSD Program, under the auspices of the Division of Student Life, and he was a member of the search committee for the new Director of the GSD Program.

In addition, in November 2010, Joe Atkins, Karen Kusiak, Tarja Raag, and Tappan submitted a proposal to the Consortium on High Achievement and Success (CHAS) for a faculty and staff development project entitled "Reducing Stereotype Threat and

Promoting Student Achievement.” They received \$6500 from CHAS to support a workshop led by Professor Valerie Purdie-Vaughns (Columbia) in May 2011 on stereotype threat for faculty and staff, and a series of monthly conversations on responding to difference and diversity at Colby during the 2011-2012 academic year.

Finally, in preparation for Colby’s Bicentennial in 2013, Tappan updated the website on “Activism, Diversity, and Social Justice” at Colby that was developed in the summer of 2001 to document Colby’s historical commitment to activism, diversity, and social justice (<http://web.colby.edu/activism/>). This website is intended to provide a resource and a repository for information about efforts by Colby students, staff, and faculty to struggle for social justice.

This consistent leadership by the Education faculty has meant that students, faculty, and staff see our program as a welcoming and supportive environment for both conversation and action on issues of diversity and social justice. Over the past five years, Colby has devoted a considerable amount of resources and efforts to increase the diversity of the student body and there have been significant gains in increasing the percentage of students of color. More specifically, students of color made up 14.6% of the student body in 2009, and in the 2013, the percentage had increased to 19.8% with a slight increase in retention of students of color (see Exhibit Box 4 for more detailed demographics of Colby’s student body and retention rates). The faculty in the Education Program has been active and assumed leadership roles in these larger College efforts to increase diversity. With the combination of Colby becoming more diverse and the Education Program’s role in those efforts, we have seen an increase in the number of students of color in our program. As indicated in Table 4.3, over the past five years the program has had on average 30 graduates per year. There is a significant increase in numbers of the 2015 cohort, including an increase in the number of candidates. For the past two years, the percentage of students of color majoring and minoring in the Education Program has increased significantly (currently 28%). In the 2015 cohort of candidates, 40% are students of color.

Table 4.3 Demographics of Graduating Seniors in Colby’s Education Program

YEAR	# graduating majors/minors	Af-Am	Latino/a	Asian-Am	Other	Inter-national	Total students of color	# prof cert students of color
2010	29	1	1	1		1	4 14%	0/7
2011	35	1	1	1			3 9%	0/2
2012	28						0 0%	0/3
2013	30			1	1 Middle Eastern American		2 7%	0/6
2014	29	2	2		1 South Asian American	1	6 21%	0/4
2015	50	2	8		1 Somali American 1 South Asian American	2	14 28%	4/10

Because of our program's explicit commitment to social justice we consider virtually all of our efforts, both in and outside the classroom, to be in support of the College's ongoing diversity initiative. As such, all of our public events for the past several years were connected, in one way or another, to issues of diversity and social justice.

Perhaps most importantly, our program continues to serve as the home base for ED 135j: Multicultural Literacy, which enrolled 100 students in five sections during the 2014 January Term. Mark Tappan serves as the course director, and he taught one section. In 2012, Howard taught one section and will return to teaching a section in 2016. This course will continue to be a key initiative in the ongoing attempt to change the culture at Colby in the years to come.

As always, we search for ways to attract more students of color and international students to our program. But we also believe our mission to promote social justice in schools and society at large also includes interrupting privilege and raising the consciousness of members of dominant social identity groups—which we continue to do at every opportunity.

### UNIT STANDARD FIVE: Faculty Qualifications, Performance, and Development

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

The Education Program is blessed with four highly competent, effective, and accomplished faculty members, who occupy three faculty positions (two tenure-track positions and one continuing position--see list below). All of the program faculty are dedicated teachers in their own right. All are actively involved in scholarship and service in their respective professional fields. In addition, all of the program faculty share a deep and abiding commitment to the ongoing struggle for social justice in schools and society at large.

Name	Rank	Status	# years at Colby
Lyn Mikel Brown*	Professor of Education and WGSS	Tenured (1997)	23
Adam Howard	Associate Professor and Director (14-15)	Tenured (2012)	7
Karen Kusiak	Assistant Professor of Education and Certification Coord. (14-15)	Three-year renewable contract	24
Mark Tappan*	Professor of Education and WGSS	Tenured (1997)	23

\*Brown and Tappan share one tenure-track position

*Curriculum vitae*, representative publications, and annual reports of the faculty in the Education Program are included in Exhibit Box 5. These document the academic, scholarly, and professional credentials of the faculty who bear primary responsibility for instruction and supervision in the Professional Certification Program, as well as the varied and extensive ways in which faculty in the program provide service to the program, to the College, to the greater Waterville community, and to local, state, national, and international associations and organizations.

The courses offered by Education Program faculty reflect our overarching commitment to social justice, a thorough understanding of the content we teach, and a familiarity with current theoretical and empirical work in the field of education, as well as current developments in our various areas of expertise. Faculty members also integrate Maine's Learning Results, Colby's Initial Teacher Certification Standards (including technology and social justice competency) throughout the courses required for Professional Certification (see course syllabi included in Exhibit Box 5).

In courses required for Professional Certification faculty model a variety of pedagogical techniques and instructional strategies. For example, Prof. Howard, in ED 213: Schools and Society, uses group work, student-led presentations, workshops, and collaborative research projects in local schools. Prof. Tappan, in ED 231: Teaching for Social Justice and in ED 215:

Adolescents-Cases and Concepts, utilizes a mixture of lecture, group discussion, small group work, media presentations, and civic engagement placements in local schools. ED 351: Practicum in Education, utilizes a seminar discussion format to enable students to reflect on their practical experience and learn from one another. Prof. Kusiak, in ED 374: Teaching Students with Special Needs in Regular Classrooms, models a variety of techniques, including lecturing, class discussion, small group work, simulation and role-play, observations in local schools, and the use of media and technology. And, in working with student teachers in ED 431: Curriculum and Methods, Prof. Kusiak requires that students model, during their seminar presentations, a variety of instructional techniques, methods, and strategies, to increase the repertoire of student teachers as they assume increasing responsibility for classroom teaching. Not only do these different pedagogical approaches that reflect an understanding of different learning styles, they also serve to encourage the development of reflection, critical thinking, problem solving, and professional attitudes among our students.

Assessment of faculty effectiveness as teachers is ongoing within the Education Program, and across the College as a whole. Students evaluate faculty teaching in every course, and faculty members are expected to review the student evaluations of their teaching in every course, every semester. In merit reviews, reappointment reviews, sixth semester reviews, tenure reviews, and promotion reviews (occurring at least every third year for all faculty) faculty members write a self-assessment of their teaching as part of that process. In addition, peer reviews of teaching, conducted by faculty colleagues, are often a part of this assessment process (see *Faculty Handbook* included in Exhibit Box 5).

Both formative and summative evaluation of not only teaching, but also faculty scholarship, and service, takes place as follows: In the sixth-semester of the probationary period for tenure-track appointments, a comprehensive pre-tenure review is conducted by a department/program committee that is sent to and reviewed by the Dean of Faculty. Tenure and Promotion is determined through a process involving, initially, a department/program committee, the all-College elected Promotion and Tenure Committee (chaired by the Dean of Faculty), the President, the Board of Trustees Educational Policy Committee, and eventually the full Board of Trustees (all personnel assessments, evaluations, and procedures are detailed in the *Colby Faculty Handbook* and in the *Chairs and Directors Handbook*, in Exhibit Box 5).

Resources for continuous faculty development are provided by the College in the form of grants to support travel for professional meetings (up to \$2,000 per year), start up funding for new tenure-track faculty, research grants, sabbatical leaves, sabbatical leave extension grants, course reduction grants, and equipment grants. Support is provided through the Dean of Faculty's Office to faculty interested in seeking outside funding possibilities for individual research programs and through the Office of Corporate and Foundation Relations for external funding to support the development of new and revised curricular programs.

Finally, the faculty in the Education Program collaborate regularly and systematically with colleagues in P-12 settings, faculty colleagues in other colleges and universities, and members of the broader professional community in a variety of ways, and for a variety of reasons. Karen Kusiak, who served for 15 years as a member of the Board of Directors for MSAD #49, was elected to the Maine House of Representatives (District 84) in November 2012. Karen actively

informs teacher educators around the state as well as local school administrators and teachers about bills and proposals before the Joint Standing Committee on Education and Cultural Affairs. She is also a member of the Editorial Board of the *Journal of Maine Education*.

Lyn Mikel Brown and Mark Tappan have collaborated with staff and faculty at the Waterville Junior High School and Waterville Senior High School for the past eight years on projects relating to school climate, civil rights, and support for LGBTQ students, faculty, and staff. They are community advisors to STAND, Waterville High School's Gay, Straight, Trans, Alliance and sit on the Executive Committee of the Waterville Inclusive Community Project. In August 2009 Lyn and Mark received a Community Service Award from the Waterville Board of Education in recognition of their work. Lyn is co-founder of Hardy Girls Healthy Women, a strengths-based social change nonprofit in downtown Waterville that connects nearly 100 Colby students each year with area elementary, middle and high school students.

Colby is a founding member of Teacher Education Advocacy in Maine (TEAMe). Teacher Education faculty in Maine colleges and universities meet several times a year to address questions that come from the State Board of Education or the Maine Department of Education. Furthermore, beyond responding to requests for consultation or information, TEAMe aspires to provide an advocate's voice in matters related to public education policy and teacher preparation. Members of TEAMe testify at hearings on proposed legislation, and provide opportunities to discuss new procedures and policies related broadly to public education in Maine.

Colby encourages and supports contact and collaboration between faculty members in the Education Program and faculty in similar departments and programs at other colleges and universities within Maine and New England. For example, Education Program faculty members regularly participate in meetings with other Deans and Directors of Educator Preparation Programs in Maine hosted by the Department of Education. In November 2013, Colby was formally admitted into the Consortium for Excellence in Teacher Education (CETE) (see Colby CETE Application, in Exhibit Box 5). The 21 members of CETE (Barnard, Bates, Bowdoin, Brandeis, Brown, Bryn Mawr, Colby, Connecticut College, Dartmouth, Haverford, Harvard, Middlebury, Mount Holyoke, Princeton, Smith, Swarthmore, the University of Pennsylvania, Vassar, Wellesley, Wheaton and Yale), all selective private liberal arts colleges and universities in the Northeast, share a common commitment to the study of education, and the preparation of teachers, within a rigorous liberal arts context. CETE representatives meet each fall; the next meeting will be held October 23-24 at Smith College.

In addition, sufficient funds are available to individual faculty members and program/department chairs to allow them to attend meetings of professional societies, including meetings of the American Educational Research Association, the Bergamo Conference on Curriculum Theory and Classroom Practice, the American Educational Studies Association, and the New England Educational Research Organization.

## UNIT STANDARD SIX: Unit Governance and Resources

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

The Colby College Education program, which bears responsibility for the Professional Certification Program, is a stand-alone program within the academic structure of the College. Like all departments and program at Colby, the Education Program has a chair or director (directors are chairs of interdisciplinary programs) appointed by the Dean of Faculty. The current director of the Education Program is Associate Professor Adam Howard. Beginning with the 2016-17 school year, the position of director of the Education Program will be a three-year term and alternate between the two tenured faculty lines.

The Education Program under the leadership of the director, has the authority to plan, deliver, and operate coherent programs of study within the program. All of the faculty in the Education Program meet regularly to design, implement, and evaluate all aspects of the curriculum of the program. Celeste Lessard provides administrative and secretarial support for the program, with the assistance of three student workers.

Colby's Provost and Dean of Faculty, currently Lori Kletzer, bears primary oversight responsibility for all academic departments and programs. Departments and programs are assigned to one of four academic divisions of the College: Humanities, Natural Sciences, Social Sciences, and Interdisciplinary Studies. Each division elects a faculty chair, and these four so-called Division Chairs meet regularly with the Dean of Faculty to oversee the all matters relating to the academic program of the College (see Division List in Exhibit Box 6).

The Education Program is a member of the Interdisciplinary Studies Division, currently chaired by Professor Russell Cole. The Interdisciplinary Studies Division has monthly lunch meetings in which faculty from all programs gather to share information, discuss issues and problems, and plan for the future.

The President of the Colby, currently David Greene (who began his term on July 1, 2014), is responsible for the appointment and annual review of the employees of the College, most particularly the senior administrative staff who report directly to the President. The senior administrative staff consists of the Vice President for Academic Affairs/Dean of Faculty, the Vice President for Administration/Chief Financial Officer, the Vice President and Dean of Admissions and Financial Aid, the Vice President for Communications, the Vice President for Development and Alumni Affairs, and the Vice President for Student Affairs/Dean of Students.

The President is appointed by The Colby College Board of Trustees, which is responsible for the policies and administration of the institution. Membership on the Board of Trustees is by election; two students and two members of the faculty serve as representatives without vote (see *Colby College Catalogue*, in Exhibit Box 6, for list of current Board of Trustees members). A number of standing trustee committees review the various areas of the College and bring forward recommendations to the full Board for its approval. The Educational Policy Committee of the

Board of Trustees is principally concerned with setting and reviewing academic policies, procedures, staffing, and budgets.

The bylaws and policies of the College, especially with regard to faculty and academic matters, are published in the *Colby Faculty Handbook* (in Exhibit Box 6). This handbook is annually updated and revised materials are sent to each member of the faculty and senior administrator. The guidelines for department and program Chairs are contained in the *Colby Chairs and Directors Handbook* (in Exhibit Box 6).

The College annually publishes a budget that is audited by an approved agency (in Exhibit Box 6). Although not included in the summary budget, the full comprehensive College budget includes an operating budget for the Education Program (in Exhibit Box 6). Compensation for faculty members in the program is part of the general instructional budget that the Dean of Faculty oversees.

The Education Program budget (in Exhibit Box 6) is adequate to meet the program needs. It supports, among other things, civic engagement and clinical work conducted in local schools. Cooperating teachers who work with our students in ED 231 and ED 351 receive a \$100 honorarium for a semester-long placement (60 hours) or a Jan Plan placement (120 hours). Cooperating teachers who supervise a Senior Student Teacher receive a \$350 honorarium for a placement that spans both fall semester and Jan Plan (250 hours).

The faculty workload in the Education Program allow faculty members to be effectively engaged in teaching and advising, scholarship, service, assessment, and collaborative work in schools. Full-time tenured or tenure-track faculty at Colby teach five courses per year. Continuing part-time faculty teach up to four courses per year. All of our courses are 4 credit courses. The maximum teaching load per semester is three courses (12 credit hours).

The current teaching load for the faculty in the Education Program is as follows:

Brown/Tappan (shared position):	6 courses/year
Howard:	5 courses/year
Kusiak:	4 courses/year

This teaching workload leaves sufficient time for scholarship, curriculum development, professional development, and service to/collaboration with local schools. The enrollment in our Senior Student Teaching Practicum is typically capped at 10.

The program has a suite of faculty offices, a student research office, and a seminar room on the first floor of Miller Library.

Colby also provides adequate information technology resources to support faculty and students. Each faculty member is allocated a personal computer for her or his professional use. In addition, the program has one iMac desktop computer. Colby's information technology resources are extensive, and are used constantly by students and faculty. For example, computer labs and resources are ubiquitous across campus. Colby's Instructional Technology Services

(ITS) department provides extensive and ongoing support and training to faculty in the use of technology in instruction and research (see *Colby College Catalogue*, in Exhibit Box 6, also [colby.edu/its/](http://colby.edu/its/)).

Finally, the faculty and students in the Education Program have access both to sufficient and current library and curricular resources and electronic information. The Colby College Libraries provide excellent collections and offer expanded facilities for study and research. A designated member of the staff (in the case of the Education Program the liaison is Marilyn R. Pukkila) oversees the needs of each academic program and department. The Library Committee oversees library policies, with administration, faculty, and student membership. The annual Library budget is submitted to, and is approved by, the Provost, to whom the Director of Libraries (Clem Guthro) reports.

Current library holdings in Education and related fields are extensive. In FY 13/14 Colby library acquisitions in Education amounted to \$5,180.84--this includes individual books, DVDs, and standing orders for non-periodical series. In FY 13/14 Colby library paid \$181.36 for periodicals in Education. In addition, because the Education Program is an interdisciplinary program, many of the library book and periodical holdings in other subject areas, including Psychology, Sociology, Philosophy, English Language and Literature, Mathematics, Science, History, Political Science, and Foreign Language and Literature are utilized by students and faculty in the program. Finally, Colby shares collections and on-line catalogues with the Bates and Bowdoin libraries, with MaineCat (the statewide network), and with NExpress (a consortium of New England academic libraries). Through memberships in the Center for Research Libraries and OCLC, Colby Libraries offers users access to materials from across the country and around the world.

The Colby College Library supports faculty and student study and research in Education with a dedicated web page (<http://libguides.colby.edu/content.php?pid=16967&sid=114578>) and on-line database retrieval sources that are an integral part of the Reference Services provided by the library for all students (see <http://www.colby.edu/libraries>). The most important and widely used of these databases is that provided by the Educational Resource Information Center (ERIC). This is a clearinghouse that compiles an on-line database of journal citations in addition to citations to all published research reports in Education and related disciplines. Colby holds many of the major journals cited in ERIC, and our cooperative interlibrary loan system ensures access to any ERIC document from the ERIC depository collections of the University of Maine or the Maine State Library.

Given the availability of both print and electronic resources, the Education Program does not have an extensive library holding of curriculum materials. In addition, students who wish to explore curriculum materials and textbooks are able to obtain such materials either from the Internet, or from the libraries of local schools, local public libraries, or through the inter-library loan service, which gives Colby students complete access to the holdings of the libraries of the University of Maine System, including the UM-Farmington and UM-Orono libraries and the University of Southern Maine, as well as the Bates and Bowdoin libraries. Interlibrary-loan requests are typically processed in two or three days, and students may check-out materials for several weeks. Colby is grateful to have this kind of access to the library resources of other

institutions, and such collaboration greatly increases the kinds of materials to which our students are exposed.