



UNIVERSITY OF MAINE AT FORT KENT

**Status Report for the Maine State
Department of Education**

**By
Education Division
University of Maine at Fort Kent
Fort Kent, Maine**

January 30, 2015

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University of Maine Fort Kent
Education Division
Status Report to the Department of Education

January 30, 2015

I. Introduction

At the request of the Maine Board of Education, the University of Maine at Fort Kent’s Education Division respectfully submits this status report of our education programs.

As per chapter 114, the University of Maine Fort Kent in requesting a “Review and Approval of Educational Personnel Preparation Programs” in the form of a renewal of our prior state approval for our undergraduate programs in:

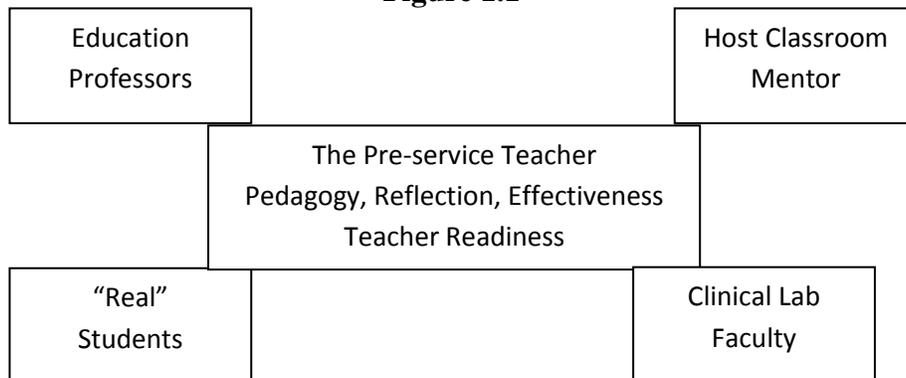
- Elementary Education
- Secondary Education Social Studies
- Secondary Education Life Science
- Secondary Education English/Language Arts
- Modern and Classical Languages (K-12)
- Computer Technology (K-12)

We are also asking for an initial review and approval of our degree program in:

- Secondary Education Mathematics

The University Maine at Fort Kent’s teacher education programs are built around the Holistic Pre-service Experience Model (HPEM) illustrated in Figure 1.1.

Figure 1.1



The structure of HPEM program was derived through a process of continuous quality improvement, using collected data from multiple surveys and stakeholder feedback from our constituent populations. The need for more field work and the call for a more organized process for field experience placements had been an issue raised in past alumni surveys, graduate surveys, and the 2010 Maine DOE review team. The progress of UMFK's work with the HPEM can be followed in our Interim Report 2012 and in our Progress Report on the HPEM in 2014. Both of these studies and documents are available in the documents file labeled Introduction and Miscellaneous documents. The HPEM creates a dynamic educational experience for our candidates, with school-based experiences and teacher readiness as a focal point of the education programs.

As a foundational component of the HPEM, the division built a course schedule for a candidate which places them into a day-long, weekly field experience for the three semesters prior to their student teaching experience. The Education Advisory Team, made up of area principals and superintendents, embraced the concept of a scheduled work day for our students and has been instrumental in helping make the field day a reality, both at the elementary and secondary level.

At the beginning of each semester, our pre-service students are assigned a host teacher in a public school, which has been arranged through our Director of Student Teaching and Early Practicums. The placement schedule for the student is based around a consistent day of the week, so that host teachers can count on and utilize the student volunteer more effectively in their class. To further advance the student effectiveness and usefulness in the classroom and to ensure each student has been fingerprinted, we also require all students entering the education major to seek and obtain an Ed Tech I certification. As they progress in the program we encourage them to obtain the Ed Tech II certification to increase their legal abilities to work with students.

The UMFK field-based program is designed for our pre-service teachers to work with and receive input from four different stakeholders who will influence their thinking and knowledge of educational pedagogy and classroom management as they prepare for student teaching. As described above, the students spend one day per week in a classroom with a host teacher and his/her students. To accompany this experience, the division created 10 laboratory based courses for Elementary students and 8 laboratory based courses for Secondary students to augment the regular core classes of the Elementary Education major/Secondary Education core.

The lab classes are taught by teachers or administrators who are currently working in the public schools and involve a more hands-on curriculum introducing students to current practices in Maine's classrooms. A complete list of clinical lab faculty can be found in Appendix I and their resumes can be found in the documents file for Unit Standard Five – Faculty. The clinical labs allow the candidates to reflect through a different lens than that of their education faculty or host teacher. Student comments from recent course evaluations indicate candidates find great value

in our lab courses. A list of comments from the recent set of course evaluations can be found in the documents file for Introduction and Miscellaneous artifacts.

Alongside the Elementary and Secondary programs at UMFK, the division has a unique STEM education cohort of students from the Marshall Islands. This cohort of students is taking a variety of coursework at UMFK in Math, Science and Education. These students are not seeking certification in Maine as part of their program, but working with this group has been a unique opportunity for our faculty to contribute to this island nation. The cohort has traveled twice to UMFK in the last two summer semesters to participate in coursework.

II. The University of Maine Fort Kent

The University of Maine at Fort Kent is a fifty-three acre, sixteen building campus located in the heart of Fort Kent. The University is situated on a bend of the Fish River, just before it joins the St. John River. This unique setting provides a friendly, relaxed environment in which each individual is challenged by an exciting and worthwhile educational experience. Campus buildings include Cyr Hall, which houses administrative and business offices, classrooms, as well as an auditorium and science labs. Three dormitories, Crocker Hall, Powell Hall, and “The Lodge” have the capacity to house 300 students. Blake Library contains the university collection, computing facilities, quiet and group study spaces, and an exhibit area. Dining facilities are located in Nowland Hall. Neighboring the Ray Fournier Biological Park is the University’s Sports Center, which is equipped with racquetball courts, a weight room, a cardio room, as well as space for a variety of specialized activities.

The Old Model School houses a computing lab, an interactive television center, and classrooms. Nadeau Hall houses the Nursing program, computer labs, faculty offices, and a teleconference center. The Acadian Archives building includes a collection of materials relating to the French-Acadian heritage of the area. The Physical Plant building houses the equipment used to keep the campus attractive and well groomed. The Armory houses the Forestry Program – classrooms and a computer lab as well as the new biomass heating system. The new heating system provides heat and hot water to nine buildings on the main campus. In May 2012, the University opened a \$500,000 wood-to-energy heating system, which provides heat for 1.75 acres of floor space at its largest residence hall, The Lodge, and at its athletics complex. Together, the two biomass projects will provide heat and hot water to more than 95 percent of the campus, and save nearly \$5 million in the next decade.

UMFK Catalog 2014-2015

III. Campus Accreditation

The University of Maine at Fort Kent is accredited by the New England Association of Schools and Colleges, Inc., a nongovernmental, nationally-recognized organization whose affiliated institutions include elementary school systems through collegiate institutions offering post-

graduate instruction. Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of instructional quality periodically applied through a peer group review process.

An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. While institutional accreditation does not guarantee individual competence of students, it does provide reasonable assurance about the quality of opportunity available. The baccalaureate nursing program is separately accredited by the Commission for Collegiate Nursing Education and also has been approved by the Maine State Board of Nursing. The teacher preparation program has been approved by the Maine Department of Education. The associate program in forestry is accredited by the Society of American Foresters. The Business Management, Rural Public Safety, Computer Applications and E-Commerce majors are accredited by the International Assembly for Collegiate Business Education. Inquiries regarding the status of any of the institution's accreditation should be directed to the Vice President for Academic Affairs.

UMFK Catalog 2014-2015

IV. History of Teacher Education at UMFK

The University has been preparing future teachers for over 125 years. Founded in 1878, UMFK, formerly the Madawaska Training School, exclusively trained young men and women to be teachers. Today UMFK's Education Division prepares individuals to teach at the elementary (K-8) and secondary levels (7-12) in Life Science, Modern Classical Languages, English, Social Studies, Technology Education and Mathematics. We offer our candidates liberal arts course work in the areas they will be teaching and offer our students a core general education program that allow them to develop academic competencies, communications and critical thinking skills. In addition, future teachers complete the professional education major or the.

V. Education Division's Mission Statement

The academic mission of the Division of Education is to prepare students as undergraduate teachers who are prepared to be reflective scholars, instructional leaders, and global citizens. Reflective scholars pursue knowledge with an open-minded and whole-hearted attitude. The process for becoming reflective is the basis of the entire program, because persons who teach from this perspective actively analyze their teaching practices and the educational, social, and political contexts in which their teaching is embedded. The teacher as instructional leader responds to the question; "reflective about what and to what purpose?" Teachers as global citizens, responds to the current social, economic and political realities. The growing global interdependence must clearly be faced if prospective teachers are to be equipped with the necessary tools for teaching. One of the Division's goals is to empower new teachers with the tools necessary to respond to the future demands of education. By preparing you to become a

“reflective scholar, instructional leader, and global educator,” the Division prepares you to serve a key role in a profession that is progressive and improving. You will be qualified to educate tomorrow’s adults to reach their full individual potential and prepare them not only for a life of work, but for a life of worth.

VI. Education Division’s Conceptual Framework

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

Our pre-service teachers learn to plan, teach and assess students in a standards based classroom (Learning Results and/or Common Core) based classroom and are engaged in educational experiences that are based on a holistic curricular model which blends their core methods courses, with clinical lab classes, 250 hours of pre-student teaching practicum and which cumulates with a sixteen-week experience in student teaching. Students are expected to model the key dispositions needed for an effective and reflective teacher and strives to ensure that our graduates are “classroom ready” for their first job. Each student is required to demonstrate proficiencies in their mastery of essential knowledge, the application of educational pedagogies and in modeling critical teacher dispositions.

By blending content, methodology and assessment, while at the same time focusing on the creation of products to demonstrate their abilities, the program guides students to take ownership of the educational processes and skills they need to be effective and reflective teachers. The program is designed to help students transition from the study of content and theory to the art of practice and application. The education programs stress that effective teachers understand learner development, and support the needs of individual learners and differentiate instruction for issues such as diversity and exceptionality. The program offers students multiple opportunities to study and explore the practice of classroom management based on the work of C.M. Charles (2014) and stresses the need for an engaging classroom environment. Candidate success in meeting these program outcomes is measured through key assignments in courses and lab classes, assessments in clinical field experiences and through the professional portfolio which is required as a capstone assignment in all education programs.

The basis for this framework is founded in progressivism, particularly constructivism, as described by Bohlin, (2014) and illustrated in the works of Dewey, Piaget and Vygotsky. Our program is further grounded in the foundational work on standards-based pedagogy and assessment practices as outlined by Grant Wiggins and Jay McTighe (1999) in Understanding by

Design and Marzano and Pickering (1992) in Dimensions Of Learning. Along with this foundational grounding the program relies on Wiggins and McTighe's (2012) current work in unpacking and effectively using learning outcomes and standards in public classrooms.

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

Maine's Common Core Teaching Standards serves as the core fiber in our alignment of programs with the conceptual framework. The standards illustrate the skills, abilities, and dispositions that pre-service teachers should have when they first enter the profession. Our program is dedicated to ensuring our candidates are proficient in each area of the common core teaching standards, including effective planning, working with diverse students, being effective classrooms managers, practicing innovative teaching pedagogies, utilizing effectively formative and summative assessments, and embracing the technology needs of their learners.

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

References:

- L. Bohlin (2014) EdPsych, McGraw-Hill, New York.
- C. Dean, et al. (2012) Classroom Instruction That Works, ASCD, Virginia
- C.M. Charles (2014) Building Classroom Discipline, Pearson, Boston
- C.A. Tomlinson (2005) The Differentiated Classroom, Prentice Hall
- J. McTighe and G. Wiggins (1999) Understanding by Design, ASCD, Virginia
- Marzano, et al. (1997) Dimensions of Learning, ASCD, Virginia
- G. Wiggins and J. McTighe (2012) The Understanding by Design: Advanced Concepts, ASCD, Virginia
- State of Maine Learning Results/ Maine Common Core Standards, Maine Department of Education, 2014
- Common Core Teaching Standards, Maine Department of Education, 2015

VII. Unit Standard One: Candidate Proficiencies:

The curriculum for educators must prepare candidates for the areas in which they will seek certificates in accordance with the requirements specified in Maine Department of Education Regulation Chapter 115: Certification of Education Personnel: Standards and Procedures. This standard addresses 11 key candidate proficiencies.

Proficiency Standard #1: Learner Development

The teacher understands how students learn 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.

Students in the Education Programs at the University Maine Fort Kent (UMFK) are introduced to the concept of learner development in the first year of their education curriculum. As a key component of our Conceptual Framework, see page 7-8, the understanding and application of learner development in planning and teaching is essential to effective classroom instruction and student achievement. The curricula are designed to help candidates transition along a continuum from exploration of content and theory to the application and practice of classroom teaching. For a full overview of the intersection of the curriculum and Common Core Teaching Standards see the matrix in Appendix II.

Elementary candidates are introduced to this concept early on in Edu 100 Educational Foundations, and it is reinforced throughout the coursework required for the elementary education major and the secondary educational core. Our goal in the first two years of a candidate's program is to introduce them to the proficiencies that they will be mastering in the junior and senior years and to provide them with enough exposure to real classrooms and students for them to build a commitment to the education profession.

To ensure that students are immersed early in the concepts of teacher performance and dispositions, Edu 214 Classroom Communications, Edu 253 Literature of Children and Adolescents, and Edu 339 Classroom Management all require 25 hours of volunteer time in public schools. The schedule for the volunteer work is arranged by the student and faculty of the course. For our elementary candidates, this means they will spend 75 hours of volunteer time in public school, before they begin their major. Secondary education students, many of whom only decide to pursue education toward the end of their sophomore year, are introduced to the concept in Edu 339 Classroom Management, which is required of all education candidates.

The volunteer work in public schools is designed to help our candidates see first-hand the professionalism needed to be an effective teacher and to provide a context for the Common Core

Teaching Standards, upon which they will build their professional portfolio. Student logs of this volunteer time show that direct exposure to a classroom and students, creates familiarity with concepts like learner development, through a hands-on experience where they can see immediately the importance of the standards in planning and instruction.

As students enter the Elementary Major or the Secondary Educational Core in the fall semester of their junior year, they complete Edu 401 Educational Psychology where they are expected to demonstrate proficiency in the essential knowledge of learner development. This is accomplished through exams and projects that are required for this class and are documented in the course syllabi found in documents file for Unit Standard One, Proficiency Standard One. The Educational Psychology class has a one-credit clinical lab co-requisite that is focused on Classroom Management.

The lab course is designed so that students can work directly with the clinical lab faculty on the role of learner development, and other education psychology concepts, in building an effective classroom climate. This lab course requires two hours of practicum with a host teacher in an area partner school, and it is arranged through the Director of Student Teaching and Early Practicums.

Along with Edu 401 Educational Psychology, students in the fall semester of their junior year are also taking Edu 303 Education of Exceptional Children. This class also has a clinical lab attached, as well as a two-hour practicum requirement. Edu 303 deals directly with learner development and exceptionalities and reinforces the concepts students are working on in Educational Psychology. Also in the first semester of the junior year, students begin their first methods class, where they begin the process of applying these concepts into their unit and lesson plans. In the early methods classes, students are introduced to the concept of formative assessment and the role it plays in modifying instruction to address learners' needs.

For example, our secondary education students are introduced in Edu 358 Secondary Methods I to learning progressions, which articulate essential knowledge and skills as a way to formulate formative assessments around key learning benchmarks. They then explore ideas on how to modify and differentiate instruction for learners who need additional coaching to reach the learning standard.

In a similar fashion, elementary students work with diagnostic tools and their role in modifying reading and writing instruction in an elementary classroom in Edu 451 Reading for Elementary Teachers and in Edu 463 Writing for Elementary Teachers. Edu 463 specifically calls for candidates to keep field notes on various writing practices, differentiation, and developmentally appropriate tasks seen in the visiting classroom, and also calls for them to keep notes on and analyze (from class learning concepts) one "focus student's" growth over the semester of visits.

The field notes are, at three points during the semester, put together as an observational summary that demonstrates connections between course understandings/learning and the visiting classroom and focuses on students' writing behaviors. They collect samples of student work to show evidence in their written analysis of student growth and development.

Each of these classes also has an attached one-credit clinical lab, which requires two hours of practicum time in a partner school. This clinical experience helps reinforce the concepts covered in the core methods classes and helps candidates see first-hand their application in a classroom.

Each core methods class has a co-requisite of a clinical lab and a requirement of two hours of practicum work with a host teacher in a K-12 classroom. Students who are studying full-time in the program are required to spend a complete day (six hours) per week throughout their junior and senior years. This approach creates a well rounded holistic experience for our teacher candidates.

As an example of how students would demonstrate their proficiency in learner development in a methods class, Edu 358 Secondary Educational Methods I requires all unit/lesson plans to be accompanied by a narrative on the characteristics of the learners that the student is planning for. Another example would be the core requirement of the Unit Plan required in Edu 411 Teaching of Social Studies, to document how students "plan on supporting each learner." A review of lesson plans and units developed by students show that they are aware of the context of age appropriate methods, activities and assessments. The work they do in classrooms with host teachers and the labs with clinical faculty reinforces the importance of learner development with a hands-on experience. Candidates, in their early practicum, get a chance to teach lessons to students and to gain firsthand knowledge of their own proficiencies in the application of concepts like learner development. Examples of student work can be found in Appendix III.

The capstone experience related to learner development is found in Edu 406 Student Teaching and in the development and successful defense of the professional portfolio, a requirement for application to the student-teaching class. It is during the student teaching class that candidates get the most exposure to working with the parents of the learners they are teaching, and begin to experience the role they play in the promotion of their own child's learning development. As can be seen by the assessment tools used to review the professional portfolio, in addition to the assessment tools for student teacher evaluation, each candidate must demonstrate proficiency in the area of learner development.

Proficiency Standard # 2 Learner Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

The education programs at UMFK directly connect the curriculum and learning experiences for candidates to holistically address the issue of learner differences. Pre-service teachers are introduced early in their program to the varying types of learners that they will work with in a classroom. Throughout their education program candidates explore and apply the concepts of modification and differentiation in planning, teaching and assessment. The program curricula for both the elementary and secondary programs have key courses and experiences that help candidates transition from a knowledge competency to a performance proficiency in their abilities to work with a variety of students.

Courses like Edu 339 Classroom Management address the role that teachers play in building a positive classroom climate, where students can engage in scholarly work. A core theme of the management class is that effective teachers design their curriculum around meeting the needs of each learner in their class. Candidates explore this issue throughout the class and are required to incorporate their beliefs about teaching and learning into their classroom management plan. While the Edu 339 class serves as a reinforcement of the concept that effective teachers address learner differences in all aspects of their teaching, Edu 401 Educational Psychology, Edu 303 Teaching Exceptional Children, and Edu 403 Intervention Strategies along with their associated clinical labs, directly address learner differences and the appropriate modifications and differentiations that need to be made in planning, teaching, and assessment to help all students build proficiencies in Maine's learning standards.

UMFK's Education Division decided four years ago that our entire candidate population needed to take course work that immersed them in the Response to Intervention (RTI) programs offered by most public schools. Edu 403 Intervention Strategies was developed to address this concern and became the second required special education class to be taken by all candidates in UMFK's education programs. All pre-service teachers must complete in order, Edu 303 Teaching of Exceptional Children and then Edu 406 Intervention Strategies. Along with these two core classes, the division has developed two clinical lab courses, which are taught by area special education teachers, and address the current strategies that teachers are using when working with students of exceptionality. Each lab class requires two hours of work with a partner school, where candidates gain hands-on experience working with a variety of students. The Edu 303 Interventions Strategies class is essential in helping our candidates appreciate how their own proficiencies in the Common Core Standards is directly related to their ability to differentiate the curriculum for learners with whom they will be working with.

Along with our special education course sequence, each student studies, learner differences, in depth as part of Edu 401 Educational Psychology and its associated lab class Edu 401L Classroom Management. Directly related to the understanding of learner development, Edu 401 explores the diversity of learners within a population and helps the candidate build the knowledge base needed to be effective in working with all students. The clinical lab class and the associated field practicums, help our candidates build proficiency in the act of teaching. As the program Curriculum Plans will show, our candidates are also taking core methods classes at

the same time they are studying Educational Psychology and Teaching of Exceptional Children. Students are required to address learner differences in their curricular planning, both in the areas of teaching and student assessment, and are expected to address modification and differentiation when teaching lessons during their required pre-student teaching practicums.

The Education Division took a common approach when building the curriculum plans for our programs. The three semesters before the student-teaching practicum all include a blend of classes that address teaching pedagogy and working with student differences. For example, in the spring semester of the junior year candidates in the secondary program are taking Edu 359 Secondary Methods II, while the students in the elementary program are taking Edu 411 Teaching of Social Studies. At the same time, both groups are taking Edu 403 Intervention Strategies. This gives the student ample opportunity to apply the knowledge they have gained from Edu 401 Educational Psychology, Edu 303 Teaching of Exceptional Children, and from Edu 403 Interventions Strategies into the units and lesson plans they are building. Because all of these courses have a co-requisite one-credit clinical lab attached to them, all candidates will also spend six hours of practicum time per week in a public school. The document file associated with Standard One contains many student created artifacts which illustrates how proficiencies in this standard are assessed and the types of evidence students might select for their professional portfolio to demonstrate their aptitude.

Following this strategy, during the first semester of the senior year, the elementary and secondary students all take Edu 477 Multi-Cultural Curriculum Design; while they are taking methods-based classes. This coursework is to ensure that all of our students understand and have firsthand experience with different cultures and school communities. The course explores the effects of multi-culturalism on effective planning, teaching, and assessment. This course has two field experiences; one that brings UMFK students to the South Portland High School where our candidates can have experiences in classrooms with diverse populations of students and one to the Edmundston, New Brunswick High School, la Cité des Jeunes which is completely immersed in a French culture. Each of these excursions gives our candidates firsthand experiences with students in public schools that are very different than the ones in the surrounding Fort Kent community. The experiences related to these trips and our efforts to embrace diversity as a program are covered in more detail in Unit Standard Four – Diversity.

Working with English Language Learners (ELL) is discussed throughout Edu 451 Writing for Elementary Teachers, Edu 463 Writing for Elementary Teachers, Edu 454 Reading and Writing Across the Secondary Curriculum, Edu 477 Multi-Cultural Curriculum Design, and their associated lab courses. The course work is focused on the responsibilities of the teacher to attend to additional scaffolding measures and strategies to ensure successful learning of the student. Various modes of learning fall into this, as well as how technology can be a positive influence for the heightened learning of the ELL learner.

Students in UMFK’s education programs build their proficiency concerning Learner Differences, by mastering essential content covered in core classes, participating in pre-student teaching practicums, attending clinical lab classes, participating in field trips to schools and in their student teaching. They are expected to model appropriate dispositions as pre-service teachers and faculty expect this should be evident in their assessments from their core classes, clinical labs, and school-based practicums. The UMFK education program utilizes an Alert Form process; see Appendix IV, to address candidates who present inappropriate dispositions and attitudes as pre-service teachers at any point in the program.

Proficiency Standard # 3 Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.

The ability of a teacher to create a positive learning environment for effective instruction, learning and student achievement is introduced early to elementary students in Edu 100 Educational Foundations and Edu 214 Classroom Communications. The role of effective communication in one’s classroom is the core focus of the Edu 214 Classroom Communications course, which serves education students as their speech class. These two classes lay a foundation for Edu 339 Classroom Management, which all candidates in UMFK’s teacher education programs, both elementary and secondary, are required to take.

The classroom management course is built around the foundational idea that each teacher actively creates a positive learning environment for their students. This course exposes candidates to the many issues concerning classroom management and stresses that a positive classroom environment, which supports individual success, engages students into the leaning process. Core to this idea, is the concept that student engagement and academic achievement are key factors in building a positive learning environment for each learner.

The Education Division at UMFK believes our candidates not only need coursework in classroom management, but that they need practical experiences in classrooms as well, before they begin their student teaching experience. Candidates are exposed to multiple ideas on how to provide structure and organization to a classroom, and through the twenty-five hours of volunteer time in a public school required for this class, they have an opportunity to observe and participate in a real classroom environment.

The Division’s goal is to make sure that our teacher candidates are “classroom ready,” by the time they begin their first teaching position, and we know that classroom management tends to be a weak link in this aspiration. To augment the Edu 339 Classroom Management course, a one-credit clinical lab course, Edu 401L Classroom Management Lab, is attached to Edu 401

Educational Psychology to help candidates explore the role that learner development and learner differences play in building a positive learning climate.

The Edu 401 Educational Psychology course, the Edu 401L Classroom Management Lab, along with the core course Edu 339 Classroom Management, work together to establish a program focused on building a positive learning environment to improve student achievement. These ideas and concepts are supported by other core classes in the program and through the Holistic Pre-service Experience Model, we have created an avenue for our candidates to log over 250 hours of time in schools before they student teach. We are in the third full year of our new program and the student teachers who will teach next Spring, will be the first group to have been through the complete program. We have made a concerted effort to provide all of our candidates who are in their junior/senior year with the tools they need to be successful.

The education faculty at UMFK model in their interactions with candidates many of the dispositions that are essential to building a positive learning environment. It is a regular practice for instance, to gather all of the teacher education candidates and the program faculty together for breakfast or lunch, to discuss issues such as the divisional curriculum, praxis preparation, and to share documents like the conceptual framework. This group also discusses program effectiveness and was instrumental in honing the clinical lab experience. In these meetings pre-service teachers are asked to participate as peers, in the process of reviewing data and providing input into their own educational experience. It is our belief that these types of experiences model for the students that, as active learners, they have a say in their academic programs and type of learning environment that the program exists in. It is our hopes that they will model this type of interaction with their students when they have their own classroom.

Candidate proficiencies for Standard #3 are built throughout a student's program. Beyond the core course work that revolves around classroom management, the program reinforces in methods classes the need for collaborative and self-directed learning, use of multiple instructional strategies and the role of effective formative assessment practices in the creation of a positive learning environment. Examples of student work for these classes can be found in the documents files, for Standard 1, under Proficiency Standard #3.

Proficiency Standard #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.

The Education Division at UMFK believes that all teachers should be content-knowledgeable and well versed in the disciplines that they are teaching. The elementary program focuses on ensuring adequate content courses in all of the content areas that our candidates will be teaching

in. Because the choice of content courses available for elementary candidates at the University is so plentiful, the division has created Curriculum Plans for each program, which can be found in Appendix V.

These plans offer specific suggestions for the content courses that students should take to ensure our goal that our candidates are adequately prepared for successful completion of the Praxis II content exam they are required to take as they apply for student teaching. For instance our elementary candidates take Hty 102 US History, Gov 200 American Government, Phs 100 Physical Science, Eng 101 Introduction to Literature, Bio 130 Introduction to Biotechnology, and Art 200 Fundamentals of Art. The division decided upon these recommendations to ensure that our candidates have a well-rounded liberal arts foundation as part of their degree program.

Because most of our elementary candidates are concerned about their expertise in Mathematics, the education program works with the math professors to offer a two-course math sequence; Mat 200 Structures of Mathematics I and Mat 201 Structures of Mathematics II. The content covered in this two-semester sequence is designed to cover all areas of math common to the elementary curriculum. The two courses serve as excellent preparation for our Edu 412 Teaching of Math and its associated Edu 412L Math Lab. The math lab course is focused on the use of manipulatives and the hands-on application of mathematical concepts.

The addition of lab classes to Edu 415 Teaching of Science and Edu 411 Teaching of Social Studies is to offer our students time with elementary classroom teachers who are currently teaching science and social studies in public schools. Students in these lab classes are working with the lab faculty to get a firsthand account of what they are doing in their own classrooms.

The core methods courses that students take at UMFK require candidates to demonstrate they have a proficiency in the content of the areas they are building lessons and units around. Candidates are expected to know the content they are teaching and to be able to integrate that content within multiple areas of the curriculum. For instance in Edu 411 Teaching of Social Studies, students are required to study Economics, History and Civics and to build teaching units in these content areas. In Edu 425 Teaching of Science, students complete Units on the Animal and Plant Kingdoms, as well as, study Physical and Environmental Sciences.

Candidates in educational methods courses at UMFK also spend time working with formative assessments and the concept or re-teaching or modifying their instruction to address learner needs. In classes such as Edu 358 Secondary Educational Methods I, Edu 359 Secondary Educational Methods II, Edu 411 Teaching of Social Studies, Edu 412 Teaching of Math, and Edu 415 Teaching of Science, candidates are asked to re-think an explanation of a concept or piece of content they are trying to teach and to explore their own abilities and competency in the content.

The secondary methods courses at UMFK are designed around a two-course sequence, Edu 358 Secondary Methods I and Edu 359 Secondary Methods II and candidates in these courses are required to complete all of the work, focused on the content areas of their endorsement. The students in these classes are all engaged in completing a Bachelor's degree in the area of their endorsement, and have an extensive content knowledge based on a 30+ credit content major. The only secondary content major that is housed under the Education Division is the Bachelor of Science in Secondary Mathematics, which also requires a 30+ credit mathematics major as part of the curriculum. Information about this program can be found in Appendix VI of this document.

Because our secondary students are working with content experts in their degree program, they have the ability to work with their content faculty when creating units and lesson plans. As can be seen by the Curriculum Plan for secondary programs, students are taking core content classes at the same time they are taking the core methods classes. This is helpful for students, as they have such content that they are studying at their fingertips and can be incorporated in their units and lesson plans.

As part of building lessons and units, students are asked to include visual models of the concepts and content around which they are planning around. These models can take the forms of graphic organizers, posters, outlines, or organizational charts. For instance, students in Edu 415 Teaching of Science, create an organization chart as part of their unit plan, which describes the content, concepts, and skill that a student will be working on in their lessons. This section of the plan is graded for accuracy of information and students who make errors are required to redo the document until all material is factual and correct. Another example of how content expertise is assessed throughout the program is that in Edu 358 Secondary Methods I, where students are asked to present a mini-lecture on the content they are building their unit around.

Proficiency Standard #5 Innovative Applications of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

From the beginning of their education programs, candidates are encouraged to think critically about the real issues in the world around them. They are asked to be creative in the work that they do as a scholar and to consider the many issues that face the world and the role they will play in helping the next generation to form creative solutions. From the integrative thinking that is stressed in Edu 415 Teaching of Science and Edu 411 Teaching of Social Studies, to the field trip we take to South Portland High School in Edu 477 Multi-Cultural Curriculum, candidates

are immersed in thinking about the real world, its diverse nature and the context of the modern culture that they will be teaching in.

As the current program of study was developed, the education division gave a great deal of thought to how the experience we provide to our candidates would prepare them to be creative and reflective in their scholarly work. Starting with our mission statement, which clearly reflects our understanding that our candidates should be reflective global citizens that can, “respond to the current social, economic and political realities,” the division created the Holistic Pre-service Experience Model to make sure that our candidates are fully engaged in what a modern school is like.

The holistic model puts the candidate into a school setting early in their program, so they can see first-hand what topics students are studying and how educators create lessons which engage or frustrate students. The experience lets them participate with both the excellent and not-so excellent teachers. The impact of this can be seen by reflective journal entries and work that comes from the lab classes and the field practicum. Examples of student work can be found in the file-box for Standard #1, under Proficiency Standard #5.

The Conceptual Framework of the division stresses the role of backwards planning and the use of essential questions and well-developed curricular aims as the foundation of planning instruction. The methods classes that candidates engage in pushes them to consider the real-life applications of the work they are planning for students and to think about how to help them connect the curriculum to the real world. For instance, a student in Edu 415 Teaching of Science who developed a third grade unit on Weather and Climate incorporated students collecting data, graphing that data and using that data to build an understanding of the content. She recognized in her planning that real scientists collect data and then study it, to help them understand the world around them. She allowed her students the opportunity to do science, not just know science.

Another way that the division encourages creative thinking and innovation is our requirement that all secondary candidates take the class Edu 454 Reading and Writing Across the Secondary Curriculum and its associated clinical lab class, Edu 454L Content Literacy. The course and the clinical lab play two important roles in the secondary program. First the class helps secondary candidates to understand literacy issues and the role they can play in helping their students become more proficient in reading content and in using writing as an effective tool in expressing themselves. The second role is to introduce the candidate to innovate ways of bringing content to secondary learners, beyond just the textbook, through an exploration of literature and other readings. An example of the impact this course had on a secondary math candidate can be seen from this short outtake from her portfolio rationale for standard #5 – she was addressing a lesson she created for a math unit:

“In math we usually don’t see a lot of books other than textbooks, however in this **literature unit plan** I created for my education class "Reading and Writing Across the Secondary Curriculum" shows teacher performance through creative ways of having students learn essential knowledge. Lit. Circles allow for students to collaborate in groups on the reading and discuss real world applications and any questions they may have otherwise. This unit plan increases critical thinking and questioning by allowing students to make their own connections to the reading and exploring other contexts, articles and global issues. It also allows for students to experience different roles in the Lit. Circle as I have outlined in the instructions, each week a student will be given an opportunity to use their strengths in the Lit. Circle by having the students rotate roles.”

Other innovative techniques which are modeled by the faculty for students are the use of role playing in Edu 339 Classroom Management, the use of mock trials in Edu 401L Classroom Management Lab, the use of debate in Edu 411 Teaching of Social Studies, plant collections in Edu 415 Teaching of Science, the use of children’s books in Edu 477 Multicultural Curriculum Design, and creation of diagnostic assessments of a fake student profile in Edu 451 Teaching of Reading.

Proficiency Standard #6 Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher’s on-going planning and instruction.

The education programs at UMFK stress that effective assessment practices are an indispensable tool for increasing student engagement and academic achievement. The secondary and elementary programs address assessment from multiple facets, including in-depth study of formative and summative protocols in core methods classes, as well as coverage of the use of standardized assessments to determine individual student performance in Edu 406 Educational Psychology and Edu 303 Teaching of Exceptional Children.

In Edu 406 Educational Psychology candidates cover essential assessment concepts such as validity, reliability, fairness, and equivalence. Candidates also study percentiles, standardization, the differences between norm-reference and criteria referenced assessments, and the role that standardized assessments play in a school setting. In Edu 303 Teaching of Exceptional Children candidates examine the use of standardized assessments and the role they play in organizing student IEPs and differentiated instruction. Building on the essential knowledge provided in these two core classes, the concepts of assessment are reinforced, practiced, and mastered in the core methods classes, the clinical lab classes, the school-based practicums, and the capstone Edu 406 Student Teaching.

For instance, in Edu 415 Teaching of Science and in Edu 358 Secondary Methods I, students are introduced to the concept of learning progressions as a backwards-planning tool. In a learning progression, the student unpacks the educational standard, coming from the Common Core, Next Generation Science Standards, or Maine’s Learning Results, and lays out a curriculum aim that outlines the essential skills and enabling knowledge, needed to reach the curricular aim. Using the essential skills and enabling knowledge candidates create formative assessments and consider how they will use those assessments to determine if students have mastered the enabling knowledge or can carry out the essential skills needed to reach proficiency in the standard.

In Edu 412 Teaching of Math, candidates examine the role of differentiated learning and how it is implemented in a math classroom. Students learn to set up the groups for math rotations, also referred to as the Workshop Method, and to use informal formative assessment in this instructional technique. Candidates learn to construct the workshop to give them optimal time for working one-on-one with a student who needs more instruction based on the formative assessments.

In Edu 411 Teaching of Social Studies and Edu 359 Secondary Methods II, candidates begin planning assignments with outlining what they want students to know and be able to do in their lesson or unit. They learn the ABCD method of writing behavioral objectives (A-audience, B-behavior, C-condition, and D-degree), using backwards design. The summative assessments are connected to the behavioral objectives/student learning outcomes and when preparing lesson and unit plans candidates need to ensure the Common Core (and/or Learning Results) are met at the grade level and/or in the discipline. Candidates also consider the concepts/content they wish to teach in a lesson, including establishing essential questions to help support conceptual understanding of the content. The concepts of reliability and confidence are discussed as they relate to classroom assessment.

In the Edu 451 Reading for Elementary Teachers and in Edu 463 Writing for Elementary Teachers, candidates use current and valid diagnostic assessment results to create a learner literacy plan for a theoretical student. As they are building their knowledge of phonemic awareness, phonics, fluency, vocabulary, and comprehension in the course, they are also becoming aware of activities and assessments that can be done for the said student. Their individual recommendations (created plan) are shared via mock-IEP format, with course instructor and class peers. In-depth discussion takes place about the instructional choices they select and the effects that should be seen by the theoretical student if carried out. Candidates also create a thematic unit plan, influenced by a mentor text that involves levels of literacy appropriate for targeted grade level (i.e. phonemic awareness, phonics, fluency, vocabulary, comprehension). The development of the appropriate assessment(s) needed for each lesson plan is a core part of this assignment.

Candidates in the education programs at UMFK learn to build scoring rubrics, checklists and quizzes as part of their core methods and clinical lab classes. They get a chance to see these tools

in action and to participate in their development in their 250-hour pre-student teaching practicum. Candidates study the relationship between an instructional technique and the type of assessment protocols that are associated with the student work and understand the role summative assessment plays in monitoring student achievement, skills, ability, and standard proficiency. The Edu 406 Student Teaching course serves as a capstone experience where candidates master the competencies needed to be an effective classroom teacher, including the use of formative, summative and standardized assessments. The assessment matrix can be found in Appendix VII and examples of student work and assessment tools can be found in the documents file for Standard #1, under Proficiency Standard #6.

Proficiency Standard # 7 – Planning for Instruction

The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

UMFK's education programs reflect a planned progression of skills and content knowledge that brings the candidate along a continuum from content and theory to application and practice. Planning for instruction, and its multifaceted components, is a principal ability in which all candidates must demonstrate proficiency in before they begin their student teaching practicum. The programs are designed to introduce the concepts of planning and their relationship to effective teaching in the early course work and to increase the complexity of the tasks and assignment as a candidate moves through the program.

For instance in Edu 339 Classroom Management, an early class required in both the elementary and secondary programs, candidates are introduced to the idea that effective planning, assessment and instruction all lead to engaged students. This in turn creates a positive learning community with higher academic achievement and with fewer classroom discipline problems. This theme is a continuous thread throughout the education programs at UMFK. Candidates are required to create a statement on effective teaching and learning, including planning concepts, as part of their classroom management plan. This course also requires twenty-five hours of volunteer time in a classroom and an assignment that includes a focused look at student engagement as part of overall classroom climate.

As candidates finish up the majority of their liberal arts and early education classes in their sophomore year, they are required to take the Praxis I exams to demonstrate they have sufficient content knowledge to begin the elementary major or the secondary education core. The gateways checklist can be found in Appendix VII. All candidates begin their junior year with Edu 401 Educational Psychology and Edu 303 Teaching Exceptional Children. This course sequence is to ensure that all candidates are capable of integrating their knowledge on Learner Differences and Learner Development in their methods classes, where they will begin an in-depth study of planning, assessment, and differentiated instruction.

The faculty members of the education programs at UMFK introduce students to a variety of ways of thinking about and carrying out effective planning in our methods classes. We support the idea that our candidates need a tool box of effective strategies and that the best way to ensure this is for them to see variety in the instructional strategies used by the faculty. However, all methods classes are based on a constant theme that is outlined in the conceptual framework. Each course begins with a focus on backwards design, which includes unpacking of educational standards, determination of essential questions, creation of curricular aims/objectives, early formation of summative and formative assessments, inclusion of multiple instructional strategies, thoughtful engagement of learners, addressing of learner differences, consideration of learner development and attentiveness to transition of lessons.

Each core methods class has an attached clinical lab class and a required school-based practicum experience, so that our candidates have the time in real classrooms to see how planning and instruction can work together to create effective learning environments. The Director of Student Teaching and Early Practicums places candidates so that they have multiple experiences with different teachers over their 250 hours of pre-student teaching practicum. All candidates get the opportunity to work in classrooms where teachers are actively differentiating their curriculum for students with IEPs and see firsthand how they plan for this experience. The early practicum work is an essential component of our program and the clinical faculty of the lab courses spend time working with our candidates on what they witness in their practicum and on understanding the obligations they will have as professional school educators.

In our elementary programs, candidates move through a series of methods courses, their associated clinical labs and a practicum, to help them see some of the special considerations in planning and teaching the content of a discipline. For instance, in Edu 415 Teaching of Science, they study the role on inquiry and discovery in a science classroom. In Edu 411 Teaching of Social Studies, they study the multiple content areas that make up the discipline and then look at the concept of content integration. During Edu 412 Teaching of Math, candidates explore the use of manipulatives in classrooms to increase student understanding. As part of Edu 451 Reading for Elementary Teachers and Edu 463 Writing for Elementary Teachers, candidates study content literacy and its role in planning and teaching. In the clinical labs and practicum candidates get to observe and participate in classrooms where this variety of planning and teaching is happening in real time.

Our secondary candidates explore the special considerations of their disciplines as part of Edu 358 Secondary Methods I and Edu 359 Secondary Methods II. Both of these classes also have associated Clinical Lab classes and practicums, so that candidates can spend time in discipline-focused classrooms and with secondary teachers, as they learn to plan classes and think about teaching. The secondary program also requires candidates to take Edu 454 Read/Writing Across the Secondary Curriculum and its associated clinical lab class and practicum, to ensure all candidates understand the dynamics of content literacy in high schools and the role in plays in effective planning and instruction.

As candidates begin the second semester of their junior year, they all enroll in Edu 335 Computers in the Classroom and Edu 335L Technology Lab. While the title of the course reflects a time when computer integration into classrooms was the main thrust of the class, the course itself is a more comprehensive look at technology integration, including Web 2.0, digital cameras, media tools, and the effective use of internet based resources in a classroom. The class and lab explore software considerations, use of IPADs and tablets, and the use of technology to increase student achievement and as a tool for students to express their creativity. The class focuses on the appropriate role technology plays in effective instruction and assessment and provides a platform to incorporate technology into planning and instruction. A more comprehensive description of this course and the role technology plays in UMFK's education programs are provided in Proficiency Standard 11, Technology Standards for Teachers.

All candidates in UMFK's education programs are required to take Edu 477 Multi-Cultural Curriculum Design and Edu 477L Diversity Lab in the first semester of their senior year. Edu 477 involves field trips to the South Portland High School and the French-Language Edmundston, New Brunswick la Cité des Jeunes High School where our candidates spend time with students from diverse cultural backgrounds and talk to teachers and school administrators about the issues concerning English Language Learners and working with students from diverse cultures and with individual differences. This course is explored more deeply under Unit Standard Four on Diversity, but the context of including it in a discussion on planning is the curricular nature of the course itself. The purpose of this class and the diversity lab is to help our candidates develop competency in effective consideration of culture and individual diversity into planning, instruction, and curricular design. The faculty members of the division believe that all candidates need to study multi-culturalism in relationship to planning and teaching and that each of our learners needs to have a firsthand experience with students from a variety of cultures.

Examples of student planning documents and course related materials can be found in the document file for Unit Standard one, under Proficiency Standard #7, Planning for Instruction.

Proficiency Standard #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 access and appropriately apply information.

As described in the conceptual framework of the division, our education programs are based on constructivist principles that call for a full-range of instructional strategies to ensure the learning of each individual student in a classroom. Our candidates build essential knowledge about the diversity of learners, learner differences, and exceptionalities in the core classes of Edu 401 Educational Psychology, Edu 303 Teaching Exceptional Children, Edu 477 Multi-Cultural Curriculum Design, and Edu 403 Intervention Strategies. Candidates are also exposed to a

variety of learners through early practicum, field trips and Edu 406 Student Teaching. This coursework collectively helps candidates construct a foundation for their planning and teaching.

In the core methods courses the candidates engage in the application of constructivist principles in planning, assessment and differentiation of curriculum using the essential knowledge gained from the common core classes of the programs. All candidates are introduced to a variety of instructional techniques that can be used to engage an assortment of learners. Students learn to apply multiple-intelligence and learning style preference theory to planning and instruction as part of the core methods classes in their program of study. Our candidates are introduced to the Instructional Wheel, which covers 30 different instructional strategies, in Edu 415 Teaching of Science and in Edu 358 Secondary Educational Methods I and cover a variety of techniques in their other methods courses. For instance, Edu 454 Reading and Writing across the Secondary Curriculum and Edu 451 Reading for Elementary Teachers and Edu 463 Writing for Elementary Teachers introduce candidates to literature circles and their use as an instructional strategy.

Planning documents that candidates create in core methods classes require the use of multiple instructional strategies, which are aligned with appropriate assessment practice within a given lesson and stress the connection of specific methods to the intent of the instruction. For instance, the Unit Plan Template used in Edu 358 Secondary Methods I and Edu 415 Teaching of Science ask the candidate to choose separate strategies for teaching content, skill and processes. In their lesson plan they might choose a direct instructional technique for teaching content like a mini-lecture in the same lesson they may model a skill that needs to be carried out and then move to a more active strategy like discovery learning to teach a process in a science experiment.

Examples from other methods classes include the use of multiple strategies in a lesson to document differentiation of the curriculum in Edu 358 Secondary Methods I and Edu 415 Teaching of Science. For instance, in presenting a lesson a candidate might introduce content through a variety of techniques, including direct instruction, a short YouTube video and a reading from a trade book. Edu 463 Writing for Elementary Teachers includes a multi-genre research project in which students individually research a focus question they have about writing, they use their research findings to create a presentation via six different genres of writing (i.e. procedural mini lesson, authors craft mini-lesson, interview with a professional, newsletter to parents, visual aid for classroom, and a free-choice 6th genre. For both Edu 463 Writing for Elementary Teachers and Edu 451 Reading for Elementary Teachers, candidates use differentiation methods within planning and teaching to address the various learners' needs in the classroom (use media, trade books, various texts, video, role play, etc.). Learning centers are also highly discussed in these classes and are incorporated into lesson structure. They also learn about creating/using tiered tasks in the classroom.

To address the needs of exceptional learners in the classroom, all candidates in the program take Edu 403 Intervention Strategies. The core design of this class is to examine specific types of exceptionalities and the types of instructional strategies and interventions that work with this

group of learners. Many of the strategies learned in the class are helpful to all students in a classroom and help our candidates think about differentiation of a lesson to address multiple types of learners.

Each course in the elementary major and in the secondary educational core has an associated clinical lab class and a school-based practicum that allows the candidate to have a firsthand experience with the use of multiple instructional strategies in a given lesson. Candidates create a reflective journal about their field practicums and work with the clinical lab faculty and their methods professors to reflect on their experiences and apply the gained insights to their planning and teaching.

Examples can be found in the evidence file for Standard #1, under Proficiency Standard #8

Proficiency Standard # 9 Reflection and Continuous Growth

The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

The teacher as a reflective practitioner is a core value of the UMFK's educational programs and a founding principle of our Conceptual Framework. The Education Division stresses reflection as a common practice in education through a variety of ways throughout a candidates program. To begin, the topic of reflective practitioner is introduced to elementary candidates in Edu 100 Educational Foundations and is reinforced in all coursework in the program. For the secondary candidates they first work on reflection as a core component of an effective management plan in Edu 339 Classroom Management. In that course students study a variety of strategies for creating a positive classroom climate and learn that reflection on what works and does not work for an individual learner is essential in creating that environment.

Throughout their educational program candidates have many core assignments that require deep reflection and a thoughtful approach. For instance, in Edu 477 Multi-Cultural Curriculum Design the learner writes a reflective paper based on their experience at the South Portland High School. The intent of the assignment is to help them think about how they would adjust their own teaching if they were in a classroom with large cultural diversity in the student body. Another example of reflection in assignments is the construction of unit plans and lessons for core methods classes. As can be seen by the evidence provided in the documents file for Unit Standard One, under Proficiency Standards #9, candidates are asked to consider items like, the community they will be teaching in, the types of learners they will have in their class, how will they modify their coursework for exceptionalities, what types of assessments will they use, how will they use the results, and multiple other items that require them to ponder their choices. As

can be seen by the intertwining of standards one through eight, our candidates are expected to be thoughtful, reflective practitioners.

Beyond the class work, the program also has other expectations of the candidates in the program. All pre-service teachers are expected to be a member of the Student Teaching Education Professional Society (STEPS). STEPS is a professional club that fundraises for charities, organizes professional workshops for its members, and offers advice to the Education Division on any issue that impacts Teacher Education. Candidates are also expected to attend breakfast meetings, luncheons or working dinners to review data and participate in discussions concerning program changes and modifications. Between the advice given to the Division from the STEPS leadership and the input from candidates at our working dinners, the division has modified and tweaked the clinical lab classes and the structure of practicums. The Education Division believes that our teacher education candidates need to feel they are part of a professional learning community right from the beginning of their program.

Another component of the education program where candidates get to practice reflection is with the clinical lab faculty. The faculty members of the lab classes are all professional educators from the surrounding schools and model first-hand for our learners the process of reflective thinking in schools. Of course the pre-student teaching practicum places the candidate in classrooms where teachers are working with students and modeling reflection in a real situation as they work with individual learners.

The Education Division is also concerned with how we engage our candidates, concerning their own dispositions as learners, throughout their transition to educators. The division has been focused on this topic for several years and has an ALERT process in place for candidates who model dispositions that are not conducive to being a successful teacher. The ALERT form is used to address non-academic concerns and starts off as a remediation effort. A candidate who has an ALERT form filed against them meets with the Division Chair and a group of faculty members to discuss the issues at hand and to create an action plan. For instance, this past year the division had a sophomore candidate who was late or missed several classes, in multiple courses. In the meeting with this learner, his advisor was changed and a plan was constructed with the candidate to address the issues. This process is very reflective in nature, but candidates who receive several alert forms will be advised out of the program.

The Division is also working with how best to explore the dispositions from the CCTS with our candidates. We have undertaken a survey of candidates and faculty members to see if there are dispositions within the standards that need more focus than others. We are in the process of working through that data, but the initial results can be found in the documents file for Unit Standard #1, under Proficiency Standard #9. The division has modified the portfolio process to help candidates reflect on dispositions and has incorporated disposition standards into coursework as can be seen in the course syllabi in document file for Unit Standard One, Proficiency Standard One.

Proficiency Standard # 10: 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.

Collaboration is an essential part of the Education Division's learning community and is a professional skill which candidates practiced and honed throughout their educational programs. Candidates practice team work as part of their core academic classes and practice the strategies of collaboration in classes like Edu 335 Classroom Management, Edu 411 Teaching of Social Studies, and Edu 415 Teaching of Science.

The group work in classes ranges from shared presentation to role-playing and has students construct collaborative products that drive teamwork as a curricular theme. Because the education programs are based in a cohort model, students get to know each other and learn how to negotiate and share work as part of these experiences. Examples of student collaborations can be found in documents file Unit Standard one, Proficiency Standard #10. Along with their work in classes, candidates also get the opportunity to practice collaboration as a peer member of our academic learning community.

Candidates are invited to participate in working breakfast and luncheons each semester to share their thoughts concerning UMFK's education programs. The faculty have used these opportunities to share our conceptual framework, to discuss program effectiveness and to consider issues like appropriate teacher dispositions. The goal of the division is to empower our candidates as professionals by asking them to be reflective and thoughtful about their own program and to collaborate with the division in making educational programmatic decisions.

Candidates in the education program also participate in the Student Teaching Education Professional Society (STEPS) which serves several functions, including fundraising for charities and hosting professional workshops. The STEPS community selects its own leader and holds regular meetings. The faculty members often meet with this group to discuss issues like Praxis preparation and appropriate workshops.

The Holistic Pre-Service Experience Model places our candidates in classrooms each semester where they can work with a teacher in a collaborative fashion in their classrooms. Candidates are expected to fit in and be helpful in their practicum work and must negotiate with the host teacher concerning their role in the classroom. Host teachers are in contact with the Director of Student Teaching and Early Practicums and provide feedback concerning the effectiveness of the candidate in the school environments.

The clinical lab faculty members, who are professionals from the public school system, engage our learners in discussion and dialogue about the need for collaborative work in the public

schools. The labs offer a sounding board concerning candidate experience in the practicum and many times explores with them current in-service topics that they are working on as public school teachers and administrators. This real-life modeling of how collaborative thinking is essential to progress helps our candidates grow as professionals.

Other places in our program where we have built in collaborative work are in the peer editing of professional portfolios. Each candidate is required to present their professional portfolio to two other education students for review, before they submit the final document to the division. This is a formal process and the peer-editors need to sign a document stating they have reviewed the portfolio. This process has helped to create better portfolios, as candidates see them more as a peer document, rather than just an assignment. Examples of professional portfolios can be found attached to this document electronically and in the file folder for the Introduction and Miscellaneous Documents.

Standard # 11: Technology Standards for Teachers - (NETS.T)

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers will meet the following standards and performance indicators.

The education programs at the University of Maine Fort Kent embrace technology as an essential pedagogically tool for the 21st century classroom. Although, the majority of candidates entering our education programs are digital natives, who already use a significant amount of technology in their daily lives and have experience using computers as learners in a classroom, few have asked the essential question how that skill can be used to enhance academic achievement and student creativity. UMFK is dedicated to ensuring our candidates are well versed in the appropriate use of technology in Maine's classrooms.

All candidates take Edu 335 Computers in the Classroom, and its associated clinical lab Edu 331 Technology Lab, as part of their programs at UMFK. While the title of the course focuses on computers, the content is a broad coverage of the ways multiple types of technology can be used in a digital age. The course covers the use of handheld devices, tablets, smart boards, GPS devices, digital cameras, use of the Internet, and Web 2.0 materials. The course is built around the five central themes of the National Educational Technology Standards for Students and is designed to engage candidates in the use of technology, with an educational goal in mind.

This theme also represents how technology is covered and used in core methods classes, where candidates are asked to integrate the technology they have in a classroom into their planning, teaching, and assessment. This work includes the use of technology as an assessment tool and its use in remediation for students who need more practice or time. Examples of this integration can

be found in the documents file for Standard #1, Proficiency Standard #11. The Clinical Lab class and its associated school-based practicum helps our candidates see and reflect on how their host teacher uses technology with their students.

The University classrooms are digitally equipped with state-of-the art technology and offer our candidates the opportunity to use technology in their classroom presentations and in their mock teaching presentations. For Instance, in Edu 358 Secondary Methods I and Edu 415 Teaching of Science, candidates are asked to present a content-based mini-lecture, using at least two instructional strategies, with technology embedded in the presentation. Candidates use a variety of software tools including PowerPoint, Prezi, Open Office, or other types of presentation programs available. It is common for the classrooms where education methods course are held to be equipped with SMART Boards, as well as the standard presentation technology, and for faculty to model their use as part of instruction.

The candidates in education programs create a digital professional e-portfolio as part of their assessment process and application for student teaching. The e-portfolio process is introduced in Edu 339 Classroom Management, reinforced in Edu 335 Computers in the Classroom, where it is given depth and structure and then it is managed by student advisors throughout the program. In Edu 335 Computers in the Classroom candidates build their own WebPages and focus on how to use the Internet to communicate with parents and to maintain a professional presence in the community. The use of technology to demonstrate an engaged classroom and to document professional growth is an indispensable tool for an educator in the 21st century.

The Education Division has access to several iPads, a cart of iMacs and well equipped computer labs for our candidates to use. All students on campus take COS 103 Introduction to Information Technology, where they are introduced to the many types of software that are available for student use. UMFK's teacher candidates are prepared to work in a digitally enhanced classroom.

VIII. 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.

Candidate Performance

The assessment plan of the Education Division of the University Maine Fort Kent (UMFK) combines both formative and summative data on candidates, encourages reflection and self-assessment practices and evaluates the progress of each candidate throughout their program. The division has well-established benchmarks and gateways which can be viewed in Appendix VII and shares these benchmarks with candidates in a variety of ways. The timeline established for sharing the benchmarks with candidates establishes specific classes where the information will

be shared to ensure a common procedure for all learners. This same information is also shared in our semester breakfast meeting, with the Student Teaching Education Professional Society (STEPS) club, through student advising, and through other core classes of the program.

Candidates are recruited to UMFK's education programs through the University's admissions process. Information on this process can be found in documents file for Unit Standard Two. The division offers programs for both elementary and secondary educators and has established Curriculum Plans which can be found in Appendix V. Students are assigned an academic advisor who plays an essential role in ensuring candidate success in the education programs. As a student progresses through their four-year year program they are exposed to a number of faculty, both inside and outside of education. Throughout this time, candidates are assessed on the following benchmarks:

- Maintain a 2.5 GPA throughout their entire course of study
- Completion of a Proficiency-Based General Education Portfolio –based on University Outcomes
- Maintain a “C” or better in all professional coursework, including lab courses
- Complete 75 hours of Volunteer time in early classes – Elementary (25 hours Secondary)
- Complete 250 Hours of Early Field Experience Practicum
- Pass Praxis I exams
- Pass Praxis II content exam
- Complete a Proficiency-Based Professional Portfolio –based on CCTS
- Demonstrate performance proficiency in their core classes
- Demonstrate proficiency in essential teacher dispositions throughout the program
- Complete 16 week student teaching practicum

The UMFK campus, as a whole, is dedicated to student success and offers an extensive array of services for all students, including tutoring services, a writing lab, math intervention services, supplemental instruction, and computer-assisted practice for Praxis exams. Advisors, as well as education faculty, encourage all students to use the services that are made available and promote their use in course syllabi and in person. UMFK students have access to excellent resources and are provided with exceptional support for success in their academic work.

The division's assessment plan evaluates candidate readiness and concerns itself with three core areas: essential knowledge, candidate performance and critical dispositions of educators. The established benchmarks and gateways serve as a systematic review of each candidate as they progress through the program. The division considers these three areas holistically as we work with students, but lack of competence in any area, will prompt a dialogue with the candidate.

As a part of their general education work, all education candidates at UMFK need to complete a liberal- arts core as part of their program. Elementary education majors complete a required

twenty-four credits of Math, Science, English and Social Studies, with an additional eighteen credits of required liberal arts coursework. Secondary Education Candidates complete a thirty or more credit major in the discipline in which they are seeking endorsement. The division reviews candidate progress, through student advising and students who are struggling with content classes are engaged in a discussion with their advisor on continuance in the program.

Each candidate must complete Praxis I at the end of their sophomore year. Students who struggle with any of the exams are asked to develop a plan for addressing their deficiencies. This engagement takes place in Edu 339 Classroom Management, which is required of all candidates in the second semester of their sophomore year. This semester is a crucial point for students who are struggling with Praxis I, as they may be encouraged to seek other degrees, depending on the issues at hand. Praxis I completion is a requirement for entry into Edu 406 Student Teaching and students must work to resolve any issues before they can apply for student teaching.

As candidates end their junior year they take the Praxis II content exam, which is required for entry into student teaching. Candidate review concerning Praxis II, takes place in Edu 335 Computers in the Classroom, which is required of candidates in the second semester of their junior year. Students who have issues with the Praxis II exam are encouraged to seek remediation or to consider other degree options. The core faculty and the candidate's academic advisor work with each person to ensure they understand that successful completion of Praxis I and Praxis II are required for state certification.

In the past, candidates were required to take the Praxis II content exam as part of the student teaching application, but they did not need a passing score to begin the practicum. They could work on the content portions as they completed student teaching. Currently we require a passing score to be accepted into student teaching and have started the gateway process earlier in the program to offer candidates enough time to be successful. This shift in policy has some candidates in the program under both policies, but the groups who will complete the program this year have all passed Praxis II before student teaching. The division is committed to working with each individual to make sure they are successful in their program. However, each year we have one or two candidates who struggle with the Praxis exams and leave the program to seek other degrees or take some time between course completion and student teaching.

UMFK's candidates are also required to use content effectively in their core methods classes, clinical lab classes and during the pre-student teaching practicums. Candidates who demonstrate weak content knowledge during their education coursework prompt an ALERT meeting with the division. An ALERT meeting is used to address dispositional and attitudinal concerns, and because the candidate has already completed content coursework in the liberal arts, the lack of professionalism in not preparing for the content they are working with as pre-service teachers, is considered an attitudinal issue.

An assessment of a candidate's performance happens throughout their education programs. Performance assessments look at a candidate's ability to carry out the process, applications, and procedures of effective planning, assessment, and teaching. They are assessed in the program through performance rubrics, checklists, observations, portfolios, journals, and experience logs. Examples of assignments and assessment tools can be found in the document file for Unit Standard II.

The ALERT form can be found in Appendix IV and can be used at any point in the candidate's program. The role of dispositions in effective teaching is also evaluated in core coursework as many times performance assessments address professionalism and demeanor. The division has aligned syllabi with disposition standards and the assignments that address dispositions are indicated as appropriate artifacts for the professional portfolio.

The assessment benchmarks serve the division in two fundamental ways. First, they ensure our candidates have the essential knowledge and performance abilities they need to plan, teach and assess student work, and second, they serve as a key indicator concerning candidate disposition regarding their own learning.

As candidates prepare for their student teaching practicum, they meet with the Director of Student Teaching to review their application and to make sure all requirements and gateways have been successfully achieved. Each candidate has to build a professional portfolio as part of their application for student teaching. The portfolio is constructed around the CCTS and the student must address at least six Key Performance Indicators under each standard, which are equally divided between Teacher Performance, Essential Knowledge and Key Dispositions. Candidates are introduced to the professional portfolio in Edu 339 Classroom Management in their sophomore year and are provided structure for the e-portfolio in Edu 335 Computers in the Classroom in their junior year. These two classes are common to both the elementary and secondary programs.

Artifacts related to the portfolio process can be found in the documents folder for Unit Standard Two and they include an application form that is filled out by the student for each standard and a copy of the rubric with which it will be scored. The student application involves articulation of key performance indicators, the artifacts that support their proficiency and a rationale as to how collectively the work demonstrates their competency with the standards. Samples of documents used in the process can be found in Appendix VIII of the self-study.

Each candidate presents their portfolio to the education faculty as a whole, where they are assessed using a common rubric to score proficiency in meeting each standard. The faculty compare ratings and then collectively offer an assessment to the candidate as to whether the portfolio meets the requirements or if remediation is needed. This capstone experience is used in conjunction with other program gateways to determine if the candidate proceeds with student teaching.

While in student teaching the mentor teachers and the University supervisor work with the candidate to augment the professional portfolio with current artifacts that are generated in the practicum. As part of the student teaching assessment the supervisor assesses whether sufficient work has been done to revamp the portfolio and the rationales.

Unit Evaluation

The Education Division at the University of Maine Fort Kent believes that effective unit evaluation is a key component to program efficiency and effectiveness. The division embraces continual quality control efforts and systemically seeks data to review program quality and effectiveness. These measures include:

- Variety of survey data from stakeholders
- Survey data from Alumni – based on program effectiveness
- Survey data from teacher candidates - based on program effectiveness
- Course evaluations – both core classes and lab classes
- Portfolio review of students
- Praxis Data
- Retention and Recruitment data

The data collected through surveys and reviewed in divisional meetings has been beneficial in many ways. For example, in the construction and refinement of the Holistic Pre-service Experience Model, the division collected data concerning our lab classes and the pre-student teaching practicums that are attached to the lab. We sought the data from methods faculty, clinical lab faculty, host teachers and the students in the courses as part of our review process.

The UMFK field-based program is based on our pre-service teachers working with and receiving input from four different stakeholders who will influence their thinking and knowledge of educational pedagogy and classroom management as they prepare for student teaching. As described in the introduction, the candidates spend one day per week in a classroom with a host teacher and his/her students. To accompany this experience the division created ten laboratory based courses for Elementary students and eight laboratory based courses for Secondary students, to augment the regular core classes of the Elementary Education major/Secondary Education core.

The lab classes are taught by teachers or administrators who are currently working in the public schools and involve a more hands on curriculum introducing students to current practices in Maine's classrooms. This allows the students to reflect through a different lens than that of their education faculty or host teacher.

In an effort to reach and engage each group of the Holistic Pre-service Experience Model, the division holds semester-based working dinners with education faculty members, clinical lab

faculty members, university supervisors, host teachers and mentor teachers. It is a common experience to share information and to conduct surveys with this group when they are gathered together. To augment this data set, we also have a semester breakfast of all education candidates where we share information and also collect survey data. The agenda and survey data from these meetings can be found in the documents file for Unit Standard II.

The dialogue and survey data collected during these efforts has been invaluable to the program in creating an effective educational experience for our students. For instance, in our recent survey of current student teachers, host teachers and lab faculty, 100% of respondents reported benefitting from the three semesters of field placements and lab courses before student teaching. (See Appendix IX) The survey also indicated that 80% of the respondents strongly agreed or agreed that they saw a clear connection between the methods courses, the lab classes, and the school based practicum. However, because this relationship is important to the holistic model, the faculty members have set a future goal of bringing that number to 100% by fall semester 2015 and will engage in dialogue with the stakeholders on how best to achieve that. This theme will be a main topic for discussion during the 2015 spring semester meetings. A re-take of the survey will also be taken at that time, to see if the efforts over the past two semesters solidify the holistic nature of the program and have caused a shift in perception.

As part of the assessment process over the past five years, the division has found that Alumni Surveys indicated that alumni would have valued more time in the field as part of their program. This data was helpful as we revamped the program three years ago. Now the division requires elementary candidates to complete seventy-five hours of volunteer time during the early four classes (twenty-five hours for secondary candidates) and it increases the pre-student teaching practicum to 250 hours during the junior and senior year. The Holistic Pre-service Experience Model brought structure to our early practicum work and its guidelines and protocols are fully explored in Unit Standard Three Field Experience and Clinical Practice.

In an effort to understand the perception of students, clinical lab faculty and faculty members concerning the dispositional outcomes from the CCTS, we recently completed a survey with stakeholders on this topic. The survey was based on each disposition performance indicator from the CCTS and stakeholders were asked to rate on a scale that ranged from very important to not important. The survey and a sample of the results can be found in Appendix X, and the complete data set can be found in the documents folder under Unit Standard II.

While we are still working through the data, the preliminary results have given us a reason to consider some alterations to our teaching of lesson and unit planning. In the data collected with candidates, 47 % of them selected, “somewhat important” for the following disposition: “A teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.”

When faculty members rated the same disposition 18% said it was only somewhat important. Considering this outcome is part of the CCTS, the core faculty members are now considering how we might expose candidates, clinical lab faculty, and host teachers to the importance of teaching content through a lens of local issues. The review of data from the dispositions survey will also be part of the 2015 meetings.

The enrollments into the divisional programs have drastically dropped over the past five years and are currently at 21 candidates in the elementary program and 23 in our secondary program. The division has used the Holistic Pre-service Experience Model, and the engagement of the candidates into the reflective assessment process to increase ownership with the program and increase our retention.

While we have not collected survey data on this topic, 80% of candidates that were enrolled in fall 2014 Edu 100 Educational Foundations class have continued in their second year of their program. To put this in real numbers, ten new students were part of Edu 100 Educational Foundations in the fall 2014 and eight of them are still pursuing teaching in the spring of 2015. The division attributes these numbers to more candidate engagement in the workings of the program, the early field experiences we have incorporated and our divisional work to ensure student success. The total number of candidates currently enrolled in the freshman and sophomore early classes for spring 2015 semester is twenty-two.

In general the Education Division at UMFK tries to model, through our own actions, the motto of our Conceptual Framework that reflective practice is the key component of successful teaching and learning. We engage multiple stakeholders, embrace continual quality improvements and work within our Holistic Pre-service Experience Model to demonstrate reflection is an action, not just a catch phrase.

IX. Unit Standard Three: Field Experience and Clinical Practice

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

The Education Division at UMFK prepares candidates for careers in Elementary and Secondary Education (Mathematics, Life Sciences, Modern and Classical Languages, Technology, English and Social Studies). Candidates in UMFK's education programs participate in early field experiences in both the elementary and secondary education programs. Elementary candidates begin field experiences in their freshman year and secondary candidates in their sophomore year. Each group then continues with early practicums throughout their program finishing with the capstone experience of student teaching. The beginning field experiences are organized through specific required coursework and the methods-focused practicums of the Holistic Pre-service Experience Model, outlined in Figure 1.1, begin in the first semester of the junior year and places

candidates into core methods classes, clinical lab classes and expose them to over 250 hours of pre-student teaching practicum in public schools.

The beginning field experiences are organized as follows:

Edu 214 Classroom Communication	Spring Freshman	25 hrs (Elementary)
Edu 299 Intro to Multi Cult Curr	Fall Sophomore	25 hrs (Elementary)
Edu 339 Classroom Management	Spring Sophomore	25 hrs (Elementary and Secondary)

An example of the early field work guidelines and expectations can be found in Appendix XI . This document describes student responsibilities and actions for the practicum. Candidates are assessed in this beginning practicum work as part of their required courses. Examples of field journals can be found in the documents file for Unit Standard Three. The early field practicums are organized through the faculty member who instructs the course, under the guidance of the Director of Student Teaching and Early Practicums. Candidates are encouraged to complete their work with a teacher they already know and can log their hours at home during school breaks. Suggesting the work be carried out in schools within the candidate’s home district is done to reduce the burden on area teachers who are working with students in the practicum work attached to the clinical lab classes

The UMFK field-based, Holistic Pre-service Experience Model, is designed for our pre-service candidates to work with and receive input from four different stakeholders who will influence their thinking and knowledge of educational pedagogy and classroom management as they prepare for student teaching. UMFK candidates spend one day per week in a classroom with a host teacher and his/her students for the three semesters before student teaching. To accompany this experience the division created ten laboratory based courses for Elementary candidates and eight laboratory based courses for Secondary candidates, to augment the regular core classes of the Elementary Education major/Secondary Education core.

The lab classes are taught by area classroom teachers or administrators who are currently working in the public schools and involve a more hands-on curriculum introducing students to current practices in Maine’s classrooms. An example of lab class syllabi can be found in Appendix XII. Candidates are required to spend two hours of practicum time for each lab class they take. This allows for some flexibility with our part-time learners who may be taking only one methods class and the associated lab class, but for full-time candidates it places them with six hours per week in a public school, throughout their junior and senior years. Our partner schools are as follows:

Elementary:

- Fort Kent Elementary School K-6 (Fort Kent)
- St Francis Elementary School K-6 (St. Francis)
- Wallagrass Elementary School K-6 (Wallagrass)

Valley Rivers Middle School 7-8 (Fort Kent)
Dr. Levesque School K-6 (Frenchville)
Madawaska Elementary School (Madawaska)
Van Buren District Elementary School (Van Buren)

Secondary Schools:

Fort Kent Community High School (Fort Kent)
Wisdom High School (St. Agatha)
Madawaska High School (Madawaska)
Van Buren District High School (Van Buren)

The Clinical Lab faculty members also work with candidates on reflection concerning their experiences in the public schools. The field practicums are arranged by the Director of Student Teaching and Early Practicums who is responsible for working with clinical lab faculty, partner schools, and area host teachers. The division plans a working dinner each semester with methods faculty, clinical lab faculty, university supervisors, and mentor/host teachers to share information about program effectiveness. The joint meeting works to ensure all parties are familiar with Common Core Teaching Standards (CCTS), divisional expectations, understanding of expected candidate competency and dispositions and to build a unified presence concerning the role that the collective experience plays in candidate readiness.

The syllabi for core methods classes and their associated clinical labs are available in the file folder in Unit Standard Three. The file folder also contains examples of candidate work and faculty assessments related to field practicums. As our learners move through their programs, the early practicums are a critical component in their preparation for student teaching and in the construction of a professional portfolio. The portfolio document is a core part of the unit's assessment plan in ensuring all candidates are proficient in essential knowledge, performance abilities and that they model appropriate teacher dispositions. It is a required part of the application for student teaching placement.

The construction of the Professional Portfolio is introduced in Edu 339 Classroom Management, during the second semester of the sophomore year. This class is required of all candidates and introduces them to the concept that they are responsible for demonstrating competency in the CCTS as a requirement for student teaching placement. The process is further explored in Edu 335 Computers in the Classroom, also required of all learners, as candidates begin construction of an e-portfolio and personal web-page. Each year the division hosts a portfolio workshop for all education candidates.

The e-portfolio requires that candidates create an application for each standard, which outlines key performance indicators and the artifacts they will use to write their rationales to document their competency in the standard. The early practicum work has helped candidates choose more effective artifacts for their portfolios and has been essential in their preparation and application

for student teaching. Each candidate must also engage in a peer editing process, where two other students must read and offer insight into their portfolio, before they present it to the education faculty.

Each standard is reviewed by the faculty as a whole, and learner proficiency in a standard is addressed one at a time. Candidates are expected to continue work on their portfolio as part of student teaching and the updating of artifacts is part of the student teaching assessment protocols. The application and assessment materials for the portfolio process can be viewed in Appendix VIII and examples of student portfolios can be found in the documents folder for Unit Standard II –Assessment, and they are attached electronically to this document.

Benchmarks for Field Experiences

The use of required courses to house the early practicum experiences has created a series of benchmarks that are used as part of the unit’s assessment plan. UMFK’s elementary candidates must demonstrate seventy-five hours (twenty-five hours for secondary) of early field work and a minimum of 250 hours of practicum work in the Holistic Pre-service Experience Model.

Documentation of the completion of the seventy-five hours practicum (elementary) twenty-five hours (secondary) in early classes is required before candidates begin the elementary major or the secondary educational core. These hours are reviewed as part of the assessment in the classes where they are housed. The assessment plan can be found in Appendix VII of the status report.

The application and assessment materials for student teaching can be found in Appendix XIII of the self-study which demonstrates the use of these benchmarks in the capstone experience. As part of the early portfolio work, candidates receive a copy of what is expected for student teaching in the sophomore workshop, which is conducted in Edu 339 Classroom Management. This review also covers the requirement for Praxis I and II as part of the student teaching application.

The division’s requirements for student teaching placement include the following components:

- Completion of Praxis I exams
- Completion of Praxis II exam
- Documentation of completion of academic major or liberal arts core
- Finger Printing/Criminal background check
- Overall GPA of 2.5
- A grade of “C” or better in all required education and lab courses
- Completion of Professional Portfolio
- Completion of 250 hours of practicum time – through lab classes
- Completion of General Education core - Meeting all requirements for graduation

During the student teaching experience, students are assigned a mentor teacher and a university supervisor. The mentor teacher and supervisors work closely with the Director of Student Teaching and Early Practicums to ensure that candidates take over full-day teaching responsibilities in a timely fashion to be certain they are building confidence working with students. This group plays a key role in working with our pre-service teachers to make sure that they are successful during the student teaching placement and that they are making adequate progress in building proficiency in teacher competencies.

The university supervisors and mentor teachers both attend the working dinners and share insights into the student teaching experience with other stakeholders. Supervisors visit, observe, and evaluate candidates a minimum of four times over a given semester, usually two times per eight-week placement. Candidates are assessed in their placement based on their ability to demonstrate essential knowledge, performance abilities, and key dispositions as teachers. The evaluation forms used to assess candidate proficiency throughout the student teaching placement can be found in the Appendix XIII.

Our pre-service teachers enter their student teaching placement with classroom experience from their early placements and are guided from the first week of student teaching to actively engage and embrace their growth as a classroom practitioner. The Student Teaching course is a reflective process where the mentor teacher and supervisors document the candidate's progression toward readiness as a classroom teacher.

If a candidate begins having trouble in any part of the practicum, the supervisor may spend more time with them as required or they may be asked to meet with the Director of Student Teaching and Early Practicums. The division also uses an ALERT process which concerns itself with teacher dispositions and that route can be used at any-time in the program. The ALERT process material can be viewed in Appendix IV. We have had one case in the past year where this process was used to guide a candidate to withdraw from student teaching and to pursue a non-certification path to graduation.

For a list of recent student teaching placements please see Appendix XIV. Profiles of our partner schools can be found in the documents file for Unit Standard Three.

X. Unit Standard Four – Diversity

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

The education division at the University Maine Fort Kent (UMFK) supports diversity as a natural part of its student body and faculty. Numerous education candidates at UMFK hail from

multiple regions of the United States and Canada, as well as other parts of the world, and represent a variety of nationalities, ethnic backgrounds, and cultural diversity. Many of them are recruited as part of our nationally recognized sports teams and join the teacher education family at UMFK as they pursue higher education.

As a campus UMFK supports a diverse student body, faculty and staff and has applied multiple resources dedicated to ensure success for all members of the UMFK community. UMFK's teacher candidates engage with faculty and staff members from various ethnic backgrounds as part of their educational experience. Information concerning UMFK's campus data and its efforts to embrace diversity can be found in the document file for Unit Standard Four.

The Education Division facilitates, through its curriculum and actions, the diversity statements it has incorporated from UMFK's Academic Affairs office and the University Maine System's office. The Academic Affairs office incorporates the belief that:

“ an educational community possessing members of varied races, religions, creeds, ethnicities, socio-economic class, sexual orientation, and the like enriches the educational experience based upon the diversity of perspective in the classroom. Outside of the classroom, this same diversity allows students, staff and faculty to grow socially based upon interactions between members of the educational community.”

The University of Maine Systems Office's statement on Diversity in the Curriculum stresses:

“Increased diversity on our campuses must be reflected not only in the demographic profile of students, faculty, and staff but in the curriculum as well. Students know that we teach what we think is important. If their own background and heritage is nowhere to be found in the curriculum they study, they may rightfully assume that it is not valued and that, in a very real sense, there is no place for them in the academy. The process of multi-cultural curricular reform engages faculty as both teachers and scholars in re-thinking their disciplines. It can revitalize not only the curriculum but individual faculty scholarship. At the same time, such curricular re-visioning provides the foundation for a campus culture that is both more diverse and more open to diversity.”

The Education Division believes it is critical, as outlined in our conceptual framework, that our learning community supports equal opportunity for all its members. The conceptual framework calls for our education programs to include curriculum which addresses and assesses candidate proficiency in supporting the needs of individual learners and their abilities to differentiate instruction for issues such as diversity and exceptionality.

The curriculum of the education programs at UMFK are designed to ensure that our candidates understand the essential knowledge and dispositions needed to be a successful educator in a diverse classroom. To prove that our candidates are adequately prepared to help all students they

work with, the program requires all candidates to take course work, clinical labs and field practicums to prepare for the modern classroom. This course work includes a variety of classes that incorporate experiences for candidates in addressing learner exceptionalities, specific student interventions, multi-culturalism in the curriculum, and content literacy for all students. This experience also includes clinical lab classes facilitated by classroom experts, field practicum work and field trips to South Portland and Edmundston public High Schools.

The special education work required of all candidates consists of two core classes and their associated clinical labs and practicums. The first class, Edu 303 Teaching Exceptional Children, addresses working with student exceptionalities in the regular classroom. To augment the exceptionality course, the division also requires all candidates to compete Edu 403 Intervention Strategies, which is based on the Response to Intervention model. During this class candidates review over one hundred different intervention strategies and compile an annotated bibliography of the scientific research they are based upon. Each class also has an associated one-credit clinical lab course, which is taught by experts in the field of special education, who are currently working in public schools. The lab faculty help students reflect on the practices they witness or participate in during the methods-based practicums. Examples of student work, assessments, and assessment tools are available in the documents file for Unit Standard Four.

As candidates work through the education major or the secondary educational core, they begin work in planning, teaching, and assessing student work as part of core methods classes. In their planning work, in both the elementary and secondary programs, candidates are asked to address learner differences and to make plans to differentiate the curriculum, as well as demonstrating the use of a variety of instructional strategies to engage the learners they are planning for. The early field experience also allows candidates to observe teachers in action and practice their own teaching with real students as part of that process. Examples of student work, assessments, and assessment tools are available in the documents file for Unit Standard Four.

All candidates in the education programs are required to take coursework that addresses content literacy as part of the curriculum. Secondary candidates enroll in Edu 454 Reading and Writing Across the Secondary Curriculum and elementary learners take Edu 451 Reading for Elementary Teachers. Both of these courses have assignments that are related to working with students who have reading issues that involve their status as an English Language Learner. They also address specific exceptionalities that deal with reading difficulties and cover effective reading instruction for all students so they can increase understanding and achievement. Examples of student work, assessments and assessment tools are available in the documents file for Unit Standard Four.

Through our early practicum experiences and student teaching, our candidates are exposed to numerous students in public classrooms. And, while the UMFK education program benefits greatly from the diversity of candidates we have enrolled in our programs, it suffers from having

few local experiences where our candidates can experience classrooms with students of color and/or diverse national identity.

While the demographics of the United States makes it very likely that UMFK pre-service teachers will encounter diverse classrooms as a norm when they start their teaching career, the practicum experience for our candidates is very limited in exposure. Because the need to observe and participate with students of color and diverse ethnic backgrounds is important for all future teachers, the Education Division has made it a priority to provide our candidates with such an experience.

During the fall of their senior year all candidates enroll in Edu 477 Multi-Cultural Curriculum Design, and the associated diversity lab and practicums. This course is dedicated to the integration of multi-culturalism into the planning, teaching, and assessment practices of a teacher's classroom. Two key experiences that are included in this course include a trip to an Edmundston New Brunswick High School, la Cité des Jeunes which is located in a French community and one to the South Portland Public High School, where the school community has a robust population of diverse students and works with a variety of English Language Learners.

The Edmundston school experience allows our candidates to participate and visit with students who complete all content classes in French and are learning English as a second language. The idea that the school community supports all of their students being functionally bilingual helps our candidates see the value of a multi-lingual environment. The school wishes to maintain French as the primary language both at the school and the surrounding community.

The experience at South Portland High School allows our candidates to visit with students from Africa, the Middle East and other regions that have immigrated into the greater Portland community. Some of the individuals they meet have come from war-torn countries, such as Iraq, and have fled that life to pursue a new beginning in the United States. It was not only a great experience concerning diversity in public schools, but also an emotional experience that students talked about all the way back to Fort Kent.

Students are asked to write reflections as part of their experiences in Edu 477. These student reflections lend themselves to further dialogue amongst themselves and with the professor. Samples can be found in the file folder under Unit Standard Four.

While Fort Kent and the surrounding communities have only a slightly diverse population, UMFK is fortunate to have a significant diversity in our own community. Our athletic teams and academic programs have brought many students from various cultural backgrounds (Jamaica, Trinidad and Tobago, St. Kitts, Nevis, Haiti, Cameroon, Ukraine, etc) to our campus. Our candidates attend classes and social events with students from all over the United States and the

world and this has been helpful in their overall understanding of diversity. The education programs at UMFK are dedicated to making sure our candidates also have experiences in diverse classrooms. We have had excellent support from the UMFK administration and academic community in making this possible.

XI. 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.

As reported in the Introduction, the number of candidates in the education programs at the University of Maine at Fort Kent (UMFK) dropped steadily from 2010 to 2012, with only a slightly upward movement in 2013-2014. With the changing number of students came shifting roles for the faculty members who serve the education programs at UMFK. Even with the changing roles, the UMFK administration and the education division have worked together to make sure the programs have adequate resources and well-qualified faculty working with our candidates.

The Education Division is served by four full-time faculty members, all of whom teach classes in other areas of the university as needed to support our overall campus mission. The current full-time faculty roles for the 2014-2015 academic years are as follows: Dr. Bruno G. Hicks serves as chair of the Education Division, teaches in both the elementary and secondary programs, and provides support for the Biology/Environmental Studies program. Dr. Doris Metz serves as Director of Student Teaching and Early Practicums, teaches in both the elementary and secondary program and offers support to the First Year Experience program. Dr. Paul Buck teaches Multi-Cultural Education, for the elementary and secondary programs, as well as courses in History and Spanish. Dr. Terry Murphy teaches Adolescent and Children's Literature for both elementary and secondary candidates, as well as English Composition.

The division is also served by two core adjunct faculty members that help us offer an up to date academic program in Reading, Writing and Mathematics. Professor Meranda Castonguay and Professor Patricia Richard, both have numerous years of classroom experience and expertise in the areas they teach. Along with our core adjuncts, our candidates are fortunate to have an excellent group of highly qualified clinical faculty who teach our lab classes. Below you will find the qualifications of the Faculty.

Qualifications – Educational Faculty

Dr. Bruno G. Hicks, Professor of Education and Environmental Studies, has served on the faculty since 1997. He received his Ed.D from the University of Maine in 1995 in Science and

Environmental Education. Dr. Hicks completed a MS degree from Lesley College Graduate School in 1983, in Environmental Education and has BS degrees in Biology and Environmental Studies. He was a math and science middle school teacher for ten years and worked as an interim principal at the St Francis Elementary School during his sabbatical leave in the 2008-2009 academic years.

His recent public service in education includes serving as team chair for the Maine Department of Education's Program Review of Thomas College and as co-chair for the Review Team of Unity College's which sought of additional degree-granting authority. He recently presented a workshop for the Washburn School District (spring 2014) on standards-based report cards and co-led an overnight excursion to Acadia National Park for Wisdom High School (fall 2014).

Dr. Hicks is an active member of the UMFK faculty and spent two of the last five years serving as Chair of the Faculty Senate. He serves on numerous committees at UMFK and serves the University of Maine System on the Deans and Directors of Teacher Education. In the fall of 2013, Dr. Hicks returned to the role of Chair of Teacher Education after a three-year absence.

Along with his education coursework, Dr. Hicks teaches Env 415 Environmental Philosophy and Env 200 Introduction to Environmental Science. He has served the last two springs as an Honors faculty, running the Hon 400 Honors II seminar, focused on the history and nature of science.

Dr. Doris Metz, Associate Professor of Curriculum and Instruction, has served on the faculty since 2006. She received her Ph.D. from the University of Denver in 2006 in Educational Leadership/Curriculum and Instruction. Dr. Metz completed a M.Ed. degree from Arkansas Tech University in 1991 in general elementary education. In addition, Dr. Metz was granted a BS degree from UMFK with a major in Biology, minors in English and Social Science, and a concentration in K-9 education in 1983. Her teaching experience spans the decades since the 1980s through today, both in elementary and secondary teaching.

Dr. Metz is an active member of the campus community as a contributing member and/or chair/co-chair to many committees including the Faculty Peer Review, Academic Council, Strategic Planning and NEASC committees. She has continued in her own professional development by taking over thirty-credit hours in special education coursework to maintain her professional teaching license as a K-8 educator in Maine. In addition, she has developed five new courses in order for the education division to provide an online Gifted Education endorsement for practicing teachers. Collaborating with her students, Dr. Metz has locally published multiple units that support the mission of the Acadian Archives. These units are accessed by local educators, and include units on Mardi Gras, and an Acadian Curriculum Trunk that was used as part of the Congrès mondial acadien, 2014. This unit was partially funded through a grant from the UMFK Foundation.

Along with teaching in the Education programs, Dr. Metz is part of the First Year Experience team dedicated to identifying and improving upon incoming students' learning proficiencies at

the university. Her responsibilities include teaching one section of HUM 102, meeting bi-monthly to discuss improvements to the program as well as identified concerns, and advising a cohort of students. Currently Dr. Metz advises over forty students, 2/3 of which are not education majors.

For the past two years, another role Dr. Metz has undertaken is that of Director of Student Teaching and Early Practicums. Among the responsibilities of this position is establishing and nurturing the collaboration with area schools so education candidates are provided the opportunity to find field experience placements as they work through their academic career.

Dr. Paul F. Buck II, Assistant Professor of History and Education has served on the faculty since 2009. He received his Ph.D from the University of Maine in 2008 in U.S. and Canadian History. Dr. Buck completed his MA degree in Spanish from at Middlebury College in 1998 and has a BA in Canadian Studies/Multi-Language (French, German, Russian) from Saint Lawrence University in 1992. He is a Fulbright scholar serving in the Fulbright Classroom Exchange in 1997-98 in Dakar, Senegal. He has earned two different types of Fulbright awards in his career. While a secondary French and Spanish teacher, he participated in a 1997-98 Fulbright Classroom Exchange to Lycée Galandou Diouf in Dakar, Senegal. As a doctoral student, he earned a 2006-07 Canada-U.S. Fulbright Scholarship to the Bibliothèque and Archives nationales du Québec and to Université Laval in Québec City.

Dr. Buck has eight years of full-time K-12 teaching experience in Spanish and French and has taught in Maryland and Maine schools. He brings to UMFK a vast experience in languages, history and multiculturalism. Dr. Buck teaches our Edu 477 Multi-Cultural Curriculum Design course and has been instrumental in working with candidates on pedagogical issues surrounding diversity.

Dr. Terry Murphy, Professor of English Education has served on the faculty since 1983. Dr. Murphy completed her Ed.D at Hofstra University in 1991. In 1975 she completed an MS degree at the University of Southern Maine and in 1975 she earned her BS degree at the University of Maine Fort Kent.

Dr. Murphy teaches classes in English Composition for all UMFK students and serves the Education Division by teaching Edu/Eng 253 Literature of Children and Adolescents.

Core Adjuncts

Meranda Hafford-Castonguay – Received her Bachelor of Science Degree in Education in 2003. She received her Masters of Education, Concentration in Literacy from the University of Southern Maine in 2010. Meranda has been a grade 4 teacher for the past eleven years. Professor Castonguay is currently teaching Edu 451 Reading for Elementary Teachers and Edu 463 Writing for Elementary Teachers for the Elementary Education program.

Patricia Richard – Received her Bachelor of Science degree from the University of Southern Maine, Gorham Campus with a major in Elementary Education and minors in Math and Social Studies in 1968. Pat has 40+ years teaching experience in elementary education. She has been a math adjunct instructor at UMFK since 1995. She taught grade two students for many years. She had experience in teaching in multiage classrooms, and teaching Gifted and Talented students in grades K-8. She was a Social Studies, Math and Science Curriculum Leader for many years. Professor Richard is currently teaching Edu 412 Teaching of Math and Edu 412L The Math Lab for the Elementary Education Program.

Clinical Lab Faculty

Timothy Doak – Received his Bachelor of Science in Education from the University of Presque Isle in 1990. Tim obtained his Master’s of Education in Secondary Education from the University of Maine in 1996. He received a Certificate of Advanced Studies in Educational Leadership from the University of Southern Maine in 2000. Tim has twenty four years experience in the education system. He has been serving as our District Superintendant for MSAD# 27 the past four years and was also superintendant at another district for two years. He served as a high school principal in several districts for many years. He has many years’ experience teaching middle school Social Studies. Tim teaches Edu 358L and Edu 359L Secondary Methods Lab I and II.

Lisa Bernier – Graduated from the University of Maine Fort Kent with a Bachelor of Science in Education in 1982. Lisa received her Master’s of Education from the University of Maine in 1992 and recently received a Superintendent Certification from the University of Southern Maine in addition to a Gifted and Talented Certification also from the University of Southern Maine in 2011. She has been a principal at Dr. Levesque School in Fenchville for 10 years. She has twenty-one years teaching experience in grades 5-7. Lisa is the school’s Gifted and Talented Administrator, Gifted and Talented teacher and serves as the Special Education Director for K-6. In 2008 and 2010 she served as a member on Maine’s DOE Special Education Review Team. Lisa currently teaches Edu 454L Content Literacy and Edu 463L Writing Strategies Lab.

William “Ben” Lothrop – Earned his Bachelor of Science in Elementary Education from the University of Maine Presque Isle in 1995. Ben completed his Master’s Degree in Educational Leadership at the University of Maine in 2011. Currently he is taking classes from University of Maine Fort Kent for Special Education Director Certification. Ben is currently the Assistant Principal/Special Education Coordinator at a local school district. He organizes and oversees the special education program in his school district. Ben has many years experience as a high school social studies teacher. Ben currently teaches Edu 303L Exceptional Child Lab.

Tammy Lothrop – Graduated with a Bachelor of Arts degree in Sociology from the University of Maine Presque in 1995. She received her Master’s of Social Work degree from University of New England in 2006. For four years Tammy has been the Academic Success Coach at Fort

Kent Community High School. Her role as an Academic Success Coach is to provide students, teachers and families with intervention strategies to break down barriers that interfere with a student's academic, social and emotional success. She has many years' experience as a school social worker. Tammy currently teaches Edu 403L Intervention Strategies Lab.

Kayanne Levesque – Graduated from the University of Maine Fort Kent with a Bachelor of University Studies with Concentration in Elementary Education in 1989. She received a Master's in Education and Literacy Specialist Clinic from the University of Maine in 2003. Kayanne has been the Literacy Coach/Specialist for MSAD 27 for the past six years as well as Literacy Specialist/Reading Recovery Teacher in other school districts. She has more than fifteen years' experience teaching elementary school. Kayanne currently teaches Edu 451 L Reading Strategies Lab.

Pamela Plourde – Graduated from the University of Maine Fort Kent with a Bachelor of Science degree in Elementary Education & Computer Applications. She received a Master's of Science degree as a Professional Educator from the University of Southern Maine in 2011. Pam has fifteen years teaching experience. She teaches middle school math and science. She is currently a math league advisor which is a position she has held for seven years. Pam is currently a St. Jude Math-a-Thon coordinator. She has been a mentor teacher for UMFK for the past two years. Pam currently teaches Edu 415 L STEM Education Lab.

Tracie Boucher – Received her Bachelor of Science degree in Education/Behavioral Science with a minor in Biology from the University of Maine Fort Kent in 2002. She obtained her Master's Degree in Library Science from Texas Women's University in 2006. Tracie is currently the Librarian/Media Specialist & Assistance Technology Coordinator at a local school district, a position she has held for 13 years. She assists teachers in the implementation of technology into their lessons and curriculums. Tracie is responsible for the implementation of research skills and literary programming. She instructs students in the use of word processing programs, internet use and research. Tracie currently teaches Edu 477L Diversity Lab.

Mitchell Daigle – Graduated from the University of Maine Fort Kent in 2007 with a Bachelor of Science in Computer Applications. He has been teaching high school math for the past four years. He delivers a math curriculum to secondary students. Mitch teaches algebraic, geometric skills and theories, as well as Advanced Technologies at the St. John Valley Technology Center. He has worked as an adjunct professor for the Arts and Sciences, teaching *Introduction to Information Technology* for the last 6 years. Mitch currently teaches Edu 335L Technology Lab.

Robby Nadeau – Graduated from the University of Maine Fort Kent with a Bachelor of University Studies, Secondary Education in History in 2008. He has been teaching middle school and high school social studies for four years. He also taught courses in World Geography, Western Civilization and U.S. History. For two years he taught Social Studies to

grades 6, 7 and 8 students as well as math to 6th grade students. Robbie currently teaches Edu 411L Social Studies Lab.

Evaluation and Professional Development

Student Course Evaluations

All courses in the education division undergo student evaluations as part of the assessment process to ensure quality courses are maintained in the curriculum. The evaluation process also includes student comments about the instructor and or the course content and present one avenue for course review. The course evaluations are reviewed by the division chair, the faculty member and the Vice-President of Academic Affairs (VPAA). The data is used to evaluate adjunct performance, an important consideration for our lab classes and are used to talk about faculty performance concerning a course. Faculty members often use these evaluations and student comments as part of their tenure or post tenure review to demonstrate effectiveness in the classroom.

Annual Reports

Each full-time faculty member of the division files an annual report with the division chair, which describes their teaching, service and scholarship for the year. These reports are used by the department chair to create an annual division report. The annual reports describe the division's yearly work and lays out our annual goals for the division. These reports are submitted to the VPAA office and are reviewed collectively by the VPAA and the Chair to discuss division progress. A copy of the latest annual report can be found in the documents folder for Unit Standard Five.

Tenure and Promotion

Three of the four full-time members of the division are tenured and undergo post tenure review every four years. The post-tenure review process starts with a review by the division chair, evaluation by the campus peer review committee, and assessment by the Vice-President of Academics and the President of the campus. The complete review process concerns itself with faculty service, scholarship, and teaching, along with consideration of promotion and merit pay. The faculty peer review committee at UMFK is made up of faculty from each division, as the program faculty members of any program are limited in number.

The other faculty member is in a tenure-track position and is under tenure consideration this year. Faculty in a tenure track position are reviewed annually by the Division Chair, the faculty peer review committee, the Vice President of Academic Affairs and the President. Faculty members who are not making adequate progress toward tenure are informed and a remediation plan is considered. A new faculty member has six years of employment before a tenure decision is rendered. Beyond the annual campus protocols that are involved in tenure consideration, the

tenure application of the faculty member is forwarded to the University Of Maine Board Of Trustees for final tenure approval.

For a complete look at service, scholarship and teaching, the documents folder for Unit Five contains all faculty resumes and vitae.

Faculty Development Funds

Faculty development funds are made available to all full-time faculty members at UMFK. The total funds available are \$28,500 distributed evenly in the spring, summer and fall. Faculty interested in using these funds need to develop an application which is submitted to the Academic Council for review and the committee awards the funds based on their merit, whether the faculty is presenting at a conference and how well the project fits the University's overall goals. Faculty members in the Education Division follow the same procedures as all other faculty members on the campus. For special projects, faculty members can inquire directly with the Vice-President of Academic Affairs who has a small fund for such initiatives.

XII. Unit Standard Six: Unit Governance and Resources

UMFK Governance:

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

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

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

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

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

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

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

Faculty members also govern through one of the institution's four academic divisions: Arts & Sciences, Education, Professional Management and Nursing. Divisions consider issues related to the academic programs housed in that division. Three of the academic divisions elect a Division Chair from their membership and the University President appoints a Director of Nursing to chair the Nursing division. Each academic chair serves as a member of the President's cabinet, which serves as an advising body for President and executive leadership. The cabinet has broad representation from across the campus and considers issues concerning policy and budget, including position management.

The Chairs and VPAA comprise the Academic Leadership Council, which meets regularly to review academic polices and strategies for the institution. The chairs also serve the Quality Undergraduate Education committee where they work with other key personnel to ensure the academic integrity of all programs.

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

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

Governance: Education Division

The Education Division is made up of four core faculty members. Every three years, this body elects one of its members to serve a Chair of the Division. The Chair serves as the leader of the division and oversees all aspects of the unit, including curriculum, budget, advising, tenure and promotion process, and conflict resolution between parties.

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

The Education Division has drafted and adopted its own criteria for promotion and tenure. This document can be found in Appendix XV. The campus peer review committee, the Vice-President for Academics, and the Division Chairs have responsibilities working with tenure-tracked faculty toward a successful tenure at the institution.

The Education Division has its own budget and the University allocates the funds needed to run an efficient program, including all aspects of the student teaching process. The Education Division functions well within the academic structure of the University and is supported throughout the academic community. As an academic division, the education unit has control of all aspects of the program needed to ensure the quality of our academic programs and to run an efficient unit. The administrative support for the efforts to offer lab classes and early practicums has been outstanding, even when low numbers have caused some concern. The administration has also been very supportive of our semester-based working dinner and breakfast, as a tool for growing our relationship with partner schools. The current budget of the Education Division can be found in Appendix XVI.

Faculty members in the Education Division work on a twelve-credit teaching load per semester and receive additional compensation for any teaching over that amount. Teaching overloads is

optional for faculty and is never required. Because the candidate numbers have fluctuated over the years between 2010 and 2015, faculty members have taught in other areas besides education, when warranted. The division also works with qualified adjuncts to offer courses and clinical labs which have been a great benefit to our candidates.

Library resources:

The documents file for Standard #6 has a detailed breakdown of the education resources provided by the library to support UMFK's Education Division, its faculty members and our candidates.

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

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

<https://www.umfk.edu/archives/>

Audio-Visual Materials The Library has a growing collection of video cassettes, CDs, audio cassettes and vinyl records. The videos, DVDs, CDs, and vinyl records may be checked out for three days; the loan period for audio cassettes is one week. Viewing and listening equipment is available in the Library. For a complete list of the library's video collection, go to

<https://www.umfk.edu/library/> .

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

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

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

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

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

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

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

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

XIII. Appendices

- I. Clinical lab faculty
- II. Alignment matrix CCTS/UMFK Curriculum
- III. Example of student work in Edu 358 – Secondary Methods
- IV. Alert Form
- V. Curriculum plans
- VI. Bachelor of Science in Secondary Math
- VII. Assessment plan benchmark and gateways
- VIII. Portfolio materials
- IX. Current survey data on field placements
- X. Disposition survey data
- XI. Early field work guidelines and expectations
- XII. Sample lab syllabi
- XIII. Student Teaching materials
- XIV. Student teacher placement list
- XV. Promotion and Tenure Criteria
- XVI. Education Budge

Links for UMFK Documents
UMFK Education Division Status Report
For
Maine Department of Education
March 22-25, 2015

UMFK Catalog

<https://www.umfk.edu/catalog/>

Education Web-page

<https://www.umfk.edu/education/>

Student Electronic Portfolios

<http://rollycaterpillar.wix.com/a-peabody-portfolio>

<http://matthewanderson8.wix.com/e-portfolio>

UMFK Academic Calendar

<https://www.umfk.edu/academics/calendar/>

UMFK Admissions Page

<https://www.umfk.edu/admissions/>