



University of Maine at
PRESQUE ISLE
North of Ordinary

INTERIM REPORT
College of Education
January 2014

The College of Education at the University of Maine at Presque Isle wishes to express its appreciation for the Maine Department of Education's collegiality and guidance throughout the reaccreditation process. The quality of our program is of paramount importance to the College of Education faculty and we welcome the constructive critique of our practices in our joint effort to continuously improve education across the state of Maine. To that end we respectfully submit our interim report to the Maine Department of Education who conducted a thorough review of our Teacher Education Program in February of 2012. Our response to that review was presented to the Maine Department of Education on May 9th of 2012 prompting the following action:

That the University of Maine at Presque Isle Teacher Education program be granted program approval from Winter 2012 to Winter 2014 and that the Unit be required to develop and submit an Interim Report to the Maine Department of Education no later than January 31, 2014. The Interim Report would be limited to the Unit's response to the team's recommendations associated with Standards #1 and #2.

The specific areas needing attention, as identified by the Department of Education are as follows:

1. The theories and research that support the tenets of the Conceptual Framework need to be identified and described, thereby providing evidence of a solid knowledge base as is required by Chapter 114.
2. The unit needs to specify assessments that measure *Maine's Ten Initial Teacher Certification Standards* in all syllabi to gather multiple measures of student achievement of the Standards.
3. The unit needs to conduct a validity study on the student teacher evaluations to ensure that candidates are offered appropriate feedback and to ensure evidence that Standards are met.
4. The unit needs to create tools and processes to assess candidates' Initial Professional Portfolios, particularly for the component of *Maine's Ten Initial Teacher Certification Standards*.
5. The College of Education must create a comprehensive unit assessment system that can be used to demonstrate the effectiveness of the program and inform program design and development.
6. The College of Education must use **CENSEO** to collect data on all candidates.

RESPONSE TO TEAM'S RECOMMENDATIONS:

#1: The theories and research that support the tenets of the Conceptual Framework need to be identified and described, thereby providing evidence of a solid knowledge base as is required by Chapter 114:

The Conceptual Framework of the College of Education is borne of our shared vision: Learning Together, wherein faculty and students acquire knowledge through implementation of a variety of approaches based on a multiplicity of learning theories. Learning occurs through social interaction, interaction with the environment, through knowledge or skills acquired by study, and through exploration and experience. Our holistic pedagogical approach to learning is driven by the 5 dimensions of our conceptual framework; knowledge, instructional strategies, diversity, reflection, and dispositions (*see Appendix I for complete document with imbedded citations*).

#2: The unit needs to specify assessments that measure *Maine's Ten Initial Teacher Certification Standards* in all syllabi to gather multiple measures of student achievement of the Standards.

All syllabi for EDU courses have been carefully reviewed and now make clear reference to the 10 Initial Maine Teacher Standards. College of Education faculty have created a grid which lists the EDU and PHE courses and identifies which of the ten standards are being met in which courses. All ten standards are covered in the program. Please refer to Appendix II for the grid. Assessment strategies are imbedded in each syllabus and copies of the syllabi can be viewed at this site:

<http://www.umpi.edu/files/academic-programs/education/syllabi>

#3: The unit needs to conduct a validity study on the student teacher evaluations to ensure that candidates are offered appropriate feedback and to ensure evidence that Standards are met.

#4: The unit needs to create tools and processes to assess candidates' Initial Professional Portfolios, particularly for the component of *Maine's Ten Initial Teacher Certification Standards*.

#5: The College of Education must create a comprehensive unit assessment system that can be used to demonstrate the effectiveness of the program and inform program design and development.

Areas #3, #4, and #5 collectively focus on the need for a comprehensive reevaluation of the process for assessing teacher candidates relative to Maine's 10 Initial Teacher Certification Standards. As a result of the visiting team's findings, the faculty of the College of Education redesigned and implemented a system for teacher candidate assessment which includes:

- I. CENSEO: A Teacher Candidate Professional Portfolio
- II. General Assessment of the Efficacy of the Teacher Education Program

I. CENSEO: Teacher Candidate Professional Portfolio (see appendix III)

CENSEO is web-based monitoring and assessment system with three tiers unique to the teacher education program at the University of Maine at Presque Isle. Teacher candidates move through the degree program by documenting and assessing their professional growth. Each level reflects the student's progression toward meeting the competencies and requirements for successful completion of the Teacher Education program as defined in the Conceptual Framework and Maine Teacher Standards. At each of the three levels the student is monitored by an advisor who comments, requires revisions, and approves submissions. The advisor must ultimately approve successful completion of a level before the student is able to advance to the next level.

Level 1: ENTRY

The teacher education student completes the requirements for Level 1 as s/he progresses through the first 45-60 credit hours of the Teacher Education program. Upon successful completion of Level 1, the student is officially accepted into the teacher education program and therefore becomes a teacher candidate. Any student who is not accepted may reapply under conditions outlined by the Chair of the College of Education in consultation with the student's advisor and others as appropriate.

Level 2: DEVELOPMENTAL

The teacher candidate completes the requirements for Level 2 as s/he progresses from 45/60 credits to 90 credits, prior to enrolling in EDU 495 Student Teaching.

Level 3: CLINICAL

The teacher candidate completes the requirements for Level 3 during student teaching. Successful completion of Level 3 is a requirement for graduation from the Teacher Education program.

II. General Assessment of the Efficacy of the Teacher Education Program:

The following instruments were utilized in an effort to assess the efficacy of the Teacher Education Program at the University of Maine at Presque Isle:

- A. *Graduate Survey*: A survey was designed and distributed to the 56 graduates of the class of 2013. The purpose of this survey was to ascertain the graduates' perceptions of their understanding and preparedness for meeting the Maine's Ten Initial Teacher Standards, and to measure their level of personal satisfaction with the teacher education they received at the University of Maine at Presque Isle.
- B. *Student Teacher Assessment*: A system of formative and summative assessments framed by Maine's 10 Initial Teacher Standards was prepared by cooperating teachers and university supervisors on all student teachers during the 2012-13 academic year. The formative assessment was designed to measure pedagogical progress based on the teacher standards, to be reviewed with the student teacher.

METHODOLOGY for General Assessment of the Efficacy of the teacher Education Program

A. *Graduate survey*: An electronic survey titled *Education Program Graduates Survey* (see appendix xxx) was distributed to all University of Maine at Presque Isle College of Education students scheduled to graduate in May of 2013. This was done using each individual's University e-mail account. Notification of request for survey completion was sent out for three consecutive weeks prior to graduation. The survey was sent to 56 students and was returned by 29 for a return rate of 52%. Six returned surveys were invalidated due to entry errors resulting in a survey analysis based on 23 respondents. The instrument was designed to obtain the following information:

1. The extent to which the student perceived they were prepared to become a teacher. The components of the Ten Maine Teacher Standards were employed as the basis for the queries. Respondents were asked to rate their perception on a 5 point Likert scale from "strongly agree" to "strongly disagree" for each of the 67 queries.
2. Respondents level of personal satisfaction with established characteristics of the teacher education program. Respondents were ask to rate their level of satisfaction on a 5 point Likert scale from "extremely satisfied" to "extremely dissatisfied". The query characteristics were comprised of components of the program ranging from quality of instruction to student teaching.

B. *Student Teacher Assessment*: The summative *Final Student Teaching Observation* instrument (see appendix IV) was completed by individual cooperating teachers and university supervisors on all student teachers (98 students) participating in the 15 week student teaching practicum during the 2012-2013 school year.

1. *Cooperating Teacher*: All students participating in the student teaching practicum are placed with a cooperating teacher. The role of the cooperating teacher is to *teach* the student teacher what they know about how to teach, and *coach* the student teacher so that their skills can develop in a supportive, mentored environment. The Cooperating Teacher, by virtue of the position, helps to determine who will enter the profession of teaching and regulates the quality of future teachers. Because of the importance of the cooperating teacher, criteria and qualifications have been developed for their selection. The objective of the criteria is to define a relationship between the University and the cooperating teachers, and between the cooperating teachers and the students who may be assigned to them. The following criteria are sought for all cooperating teachers.

The qualified cooperating teacher:

- has completed a minimum of three years teaching experience, with the most recent year being in the present school system
- has a valid teaching certificate
- teaches in the area of his/her certified specialty
- consistently demonstrates high quality teaching
- demonstrates desirable personal and professional attitudes
- demonstrates evidence of continuous professional growth

- participates in the program voluntarily
- looks upon the growth of student teachers as a challenge and a contribution to the profession
- is recommended by a school administrator(s)
- exhibits good communication skills and can provide constructive feedback.

Each cooperating teacher participates in an orientation meeting with the university supervisor to establish responsibilities to the student and to the university. Part of that orientation is instruction on how to observe and assess student progress which includes a summative *Final Student Teaching Observation*. Results of the final observations are compiled for each student and aggregated to give a general profile of all the student teachers.

2. *University Supervisor*: A representative of the University of Maine at Presque Isle oversees the activities of each student teacher in their assigned placement. The supervisor may be a full time university faculty/staff member whose only assignment is student teaching, a full time university staff member who teaches some courses at the university and supervises teacher candidates part-time, or a part-time professionally trained educator who is employed to supervise student teachers. All supervisors are considered employees of the University of Maine at Presque Isle and are subject to personnel governance. All supervisors are considered to be highly qualified having significant successful experience teaching in K-12 schools, qualification for teaching licensure, and a minimum education level equivalent to a master's degree. All university supervisors participate in an orientation with the University of Maine at Presque Isle Director of Student Teaching in their roles and responsibilities including writing a *Final Student Teaching Observation* summative report. Results of the final observations are compiled for each student and aggregated to give a general profile of all the student teachers.

RESULTS

Graduate Survey:

Of the 56 surveys that were sent to 2013 graduates of the College of Education 26 were returned. Six surveys were rejected due to lack of sufficient information. Thus, the final study sample consists of 23 respondents, representing a return rate of 39 percent (39%). Returned surveys were coded, tabulated, and entered into an Excel program. Since the information gathered from the survey is essentially descriptive in nature it was decided that simple and combined percentage presentations and rank ordering, where appropriate, would most efficiently and effectively portray the significance of collected data. Also, it was determined that this particular format chosen to present the data would allow for the most meaningful understanding and reflection of the information by readers. The Graduate Survey consists of two parts: A) **Perceptions of Adequacy of Teacher Preparation by Graduating Students** and B) **Graduates' Perception of Personal Satisfaction with the Teacher Education Program.**

Limitations of the Study:

Much of the information contained in this study reflects *perceptions* of the respondents and it is recognized that they *may* not necessarily represent the reality of situations. As suggested by some, *attitudinal research* can be somewhat suspect given that the results obtained might be

considered to be reflective of respondents' biases, hidden agendas, and/or lack of accurate or inadequate information rather than representing reality. These limitations are recognized as possibly existing in this study and are taken into account as part of the subsequent discussions and programmatic recommendations.

A) Perceptions of Adequacy of Teacher Preparation by Graduating Students:

Respondents rated each of Maine's 10 Initial Teacher Standards and component elements on a 5 point Likert scale. An aggregate percentage score for individual ratings within each element was obtained and an aggregated mean rating score for the standard was calculated. (See Appendix V) For purposes of this analysis, items considered significant and in need of further discussion were those items at or below 1.5 SD of the mean aggregate "Strongly Agree" percentage score. The mean aggregated percentage score for "Strongly Agree" was 45% with a Standard Deviation of 4 percentage points. Therefore elements within each standard with a percentage score at or less than 39% was considered needing review and discussion. Of all the items the following 13 items within the Ten Standards were identified as being significant:

Standard 1: Demonstrate knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) you teach and the ability to create learning experiences that make these aspects of subject matter meaningful to students.

2. Evaluating teaching resources and curriculum materials for comprehensiveness, accuracy, usefulness and for representing particular ideas and concepts in clear and meaningful ways: 38%

4. Modeling the use of the tools of your discipline through the inclusion of technology and creating opportunities for students to practice the use of the tools: 38%

Standard 2: Demonstrate the ability to integrate the concepts, tools of inquiry, and structures among the disciplines.

C. Pursuing and acquiring material and human resources in various disciplines for classroom use: 38%

Standard 3: Demonstrate knowledge of the diverse ways in which your students develop and learn by providing learning opportunities that support students' intellectual, physical, emotional, and social development.

A. Discerning individual, student and group differences (e.g., intellectual, cultural, social): 38%

D. Identifying when and how to access appropriate services or resources to meet your students' needs: 34%

Standard 5: Understand and use a variety of instructional strategies and appropriate technologies.

I. Providing students with strategies for evaluating the content encountered via technology (i.e., Internet, list serves): 37%

Standard 7: Demonstrate the ability to support students' learning and well-being by engaging students, home, school, colleagues, and community.

B. Identifying strategies to link school, home, and community to enhance student performance and well-being: 36%

D. Recognizing when it is appropriate to consult with other school professionals concerning a student's learning or health: 36%

E. Describing ways to work with community agencies to foster student growth: 32%

F. Working with other school personnel, representatives of community agencies, and representatives of other professional and education organizations with the goal of supporting student learning and well-being: 32%

Standard 10: Demonstrate a strong professional ethic and a desire to contribute to the education profession.

C. Utilizing information gained from reading professional journals; 36%

H. Developing and implementing a personal development plan to enhance your professional growth: 36%

J. Working with colleagues to achieve school and district goals and to address problems in the school: 32%

B) Graduates Perception of Personal Satisfaction with the Teacher Education Program:

Respondents were asked to rate their level of satisfaction with the Teacher Education Program on a 5 point Likert scale ranging from “Extremely Satisfied” to “Extremely Dissatisfied” for 10 general questions developed by the faculty. An aggregate percentage score for each question was obtained and an aggregated mean satisfaction rating score was calculated for the combined questions. It should be noted that that one student rated “Extremely Dissatisfied” for all items (see appendix VI).

These results suggest that 89% of the graduating students who participated in this survey were either “Extremely Satisfied” (51%) or “Satisfied” (39%) with their experience as a student at the University of Maine at Presque Isle, as measured by the aggregated mean satisfaction rating scores. One student indicated “Extremely Dissatisfied” in all areas. Although the overall rankings were satisfactory in further analysis several areas of concern were noted. Items considered significant and in need for further discussion were those items identified at or below 1 SD of the mean aggregate “Extremely Satisfied” percentage score. The mean aggregated percentage score for the “Extremely Satisfied” was 51% with a Standard Deviation of 6 percentage points. The following items scored below 1 standard deviation were identified as needing further discussion:

3. Your preparation to use technology to enhance learning.
4. Your preparation to address the needs of diverse learners.
6. Your interaction with faculty in the College of Education

Student Teacher Assessment:

All 2012-2013 student teachers were formally assessed by their cooperating teacher and b) university supervisor using the summative *Final Student Teaching Observation* (see Appendix IV). The instrument was designed to measure student teacher competencies on 45 items identified in Maine’s 10 Initial Teacher Standards. A 6 point Likert scale was utilized and individual item scores from both raters were aggregated and a correlation between the observers was found to be 0.79. A correlation of that magnitude is considered to be a strong indicator of agreement between the raters. Statistical analysis was performed on the aggregated scores of 45 items resulting in the following:

Mean=5.205 SD= .214

Score of significance at SD 1.5 = <4.99

Upon analysis four items were found to be significant at the 1.5 SD level and warranted further discussion:

Standard 4-3: Articulates lesson goals and provides defensible rationales for these goals.

Standard 8: Understand and use a variety of formal and informal assessment strategies to evaluate and support the development of the learner.

Standard 8-1: Uses performance assessment or student portfolios.

Standard 8-3: Uses a variety of formal and informal assessment strategies.

Standard 8-4: Matches assessment types and strategies to learning objectives.

Faculty Discussion and Action:

The faculty of the College of Education has reviewed the findings of the study and has made the following programmatic changes:

- A. Citations that support the tenets of the Conceptual Framework have been included in the document and modifications will be made in all documents citing the Conceptual Framework.
- B. Each College of Education course syllabus has been reviewed and redesigned to reference specific alignment and assessment of *Maine's Ten Initial Teacher Certification Standards*.
- C. Program assessment:
 - a. CENSEO: A web-based monitoring and assessment system unique to the teacher education program at the University of Maine at Presque Isle has been developed and implemented. As teacher candidates move through the degree program they are required to document and assess their professional growth by completing the three levels in CENSEO. Each level reflects the student's progression toward meeting the competencies and requirements for successful completion of the teacher education program as defined in the Conceptual Framework and Maine Teacher Standards. (see *CENSEO Handbook in Appendix III or visit: <http://www.umpi.edu/files/academic-programs/education/CENSEO-user-guide.pdf>*).
 - b. 2012-2013 graduates perception of preparation. Students were asked to rate their perception of their preparation to teach based on Maine's 10 Initial Teacher Standards. The following 13 items were reviewed by the faculty:
 - i. **Standard 1-2:** Evaluating teaching resources and curriculum materials for comprehensiveness, accuracy, usefulness and for representing particular ideas and concepts in clear and meaningful ways. *Recommendations: We have secured a new space in the library to hold curriculum materials and will request copies of school curricula (math, language arts, etc.) to be housed there. Engage CACE in procuring resources and develop assignments that require students to examine these materials.*
 - ii. **Standard 1-4:** Modeling the use of the tools of your discipline through the inclusion of technology and creating opportunities for students to practice the use of the tools. *Recommendation: Engage in discussions with and/or survey local schools about what technology is being employed and integrate these programs into methods courses. What we do: Biomechanics Movement Analysis Report, smart boards, web quests (and other electronic tools),*

faculty engagement in professional development around technology integrated into courses, various campus wide initiatives/grants.

- iii. **Standard 2-3:** Pursuing and acquiring materials and human resources in various disciplines for classroom use. *Recommendation: prepare a data base of materials and resources (in progress). Stock the new library space with curriculum materials as a model for what is available.*
- iv. **Standard 3-1:** Discerning individual, student, and group differences (e.g., intellectual, cultural, social). *Recommendations: Continue to emphasize differentiated instruction in all methods courses.*
- v. **Standard 3-4:** Identifying when and how to access appropriate services or resources to meet your students' needs. *Recommendations: The concept of Response to Intervention (RTI), differentiated instruction, and proficiency based learning has become an integral component of all methods courses and is a particular emphasis in EDU 387.*
- vi. **Standard 5-9:** Providing students with strategies for evaluating the content encountered via technology (i.e., internet, list serves). *Recommendations: EDU 261 Technology in the Classroom has been redesigned to include this in the course and the University of Maine at Presque Isle has received a grant for faculty and staff development.*
- vii. **Standard 7-1:** Identifying strategies to link school, home, and community to enhance student performance and well-being. *Recommendations: EDU 150, 351, 357, and 387 have been redesigned to include strategies for including home and community.*
- viii. **Standard 7-4:** Recognizing when it is appropriate to consult with other school professionals concerning a student's learning or health. *Recommendations: This has become a component of the emphasis on Response to Intervention which is introduced in the foundation EDU 150 course and continued in all methods courses.*
- ix. **Standard 7-5:** Describing ways to work with community agencies to foster student growth. *Recommendations: The College of Education will continue to emphasize service learning through encouraging students to participate in SEAM and the Physical Education Club; both of which emphasize service to the community.*
- x. **Standard 7-6:** Working with other school personnel, representatives of community agencies, and representatives of other professional and education organizations with the goal of supporting student learning and well-being. *Recommendations: Continue to foster student growth through participation in the Central Aroostook Center for Education (CACE), SEAM, and the Physical Education Major's Club.*
- xi. **Standard 10-3:** Utilizing information gained from reading professional journals. *Recommendations: EDU 371 and 373 requires reading and responding to professional journals and reading and writing critical book reviews on relevant topics. EDU 150 requires attendance at and reflection papers on lectures. The GFE requirement in EDU 351, 357 and PHE 100 requires reading form professional journals. This is also a requirement for documentation in CENSEO.*

- xii. **Standard 10-8:** Developing and implementing a personal development plan to enhance your professional growth. *Recommendations: Students are required to complete the portfolio as outlined in Levels 2 and 3 of CENSEO.*
- Standard 10-10:** Working with colleagues to achieve school and district goals and to address problems in the school. *Recommendations: The College of Education continues to provide leadership in addressing common school initiatives and reforms such as RTI, Proficiency Based Education, Common Core Learning Outcomes, and Positive Behavior Support through activities jointly sponsored through CACE and our PDS partners.*

- D. The College of Education has documented the integration of 54 hours of Guided Field Experience into its Professional Education courses.
- E. During the past academic year the faculty of the College of Education embarked on an analysis of the scope and sequence of its curriculum. During that review the need for additional course work in the utilization of technology in the teaching process was identified. As a result a new course was added to the required professional education sequence and adjustments were made to the core methods courses. It was also agreed that additional emphasis on differentiated instruction, diversity, and collaboration would be placed within each core EDU course. These changes are scheduled for Fall 2014.
- F. Use of CENSEO: CENSEO is introduced to all students in the foundational course EDU 150 (*Exploring Education in Contemporary America*) and PHE 100 (Introduction to Physical Education). Additionally, each College of Education course syllabi includes a list of artifacts (produced in that course) which satisfy particular CENSEO requirements.
- G. Faculty of the UMPI College of Education will continue to actively participate in supporting public education reforms such as Proficiency Based Education and Common Core Initiatives through engagement in proactive leadership activities with central Aroostook Council on Education and the Northern Maine Consortium.

APPENDICES

Appendix I:	Conceptual Framework with imbedded citations	p. 13
Appendix II:	Courses Aligned with Maine's 10 Initial Teacher Standards	p. 20
Appendix III:	Teacher Candidate Portfolio / CENSEO Handbook and course template	p. 21
Appendix IV:	Final Student Teaching Observation	p. 22
Appendix V:	Education Program Graduates' Survey Results	p. 25
Appendix VI:	Graduates' Level of Satisfaction with the Teacher Education Program	p. 31

APPENDIX I: CONCEPTUAL FRAMEWORK

[original document with imbedded citations]

CONCEPTUAL FRAMEWORK: LEARNING TOGETHER

KNOWLEDGE
INSTRUCTIONAL STRATEGIES
DIVERSITY
REFLECTION
VALUES and DISPOSITIONS

The Conceptual Framework of the College of Education is borne of our shared vision: Learning Together, wherein faculty and students co-construct knowledge through a multiplicity of learning theories. While Piaget's constructivist epistemology has been widely accepted as a pervasive assumption, learning is actually an interactive construction of knowledge (Reusser 2001). Learners, as they strive to make sense of their world, do not passively receive stimuli through observation, but by the act of reorganizing their mental structures in increasingly sophisticated ways. Learning is fundamentally a social activity. Knowledge is co-constructed from a combination of direct personal experience and being told by others. "Most learning in most settings is a communal activity, a sharing of the culture. It is not just that the child must make his knowledge his own, but that he must make it his own in a community of those who share his sense of belonging to a culture" (Bruner 1986). Knowledge, from this perspective, is no longer seen as solely residing in the head of each individual, but as being distributed across individuals whose joint interactions and negotiations determine decisions and the solution of problems.



KNOWLEDGE

Quote: “We are drowning in information and starving for knowledge.” R. D. Roger

Definition: The word *knowledge* is central to education and therefore we must question what curriculum designers, educators, and students mean when they discuss *knowledge* (Yero, 2001). John Dewey envisioned *knowledge* as having dual meanings. First, it is the result of an individual process of inquiry, and secondly, it arises when a significant number of individual inquiries result in the same conclusion.

Relationship to our theme, *Learning Together*: Educators possess knowledge of the central concepts, tools of inquiry, and structures of the discipline they teach as well as the ability to create learning experiences that make the subject matter meaningful to students.

Both content knowledge and pedagogical knowledge are fundamental to good teaching. Porter and Brophy (1988) and McNergney & Herbert (1995) stress the critical importance of this balance. Brophy (1992) underscores the importance of content knowledge in order to plan and facilitate learning experiences that encourage students to then construct new knowledge based on prior experiences. He also supports integration of various content areas as an effective teaching strategy. And Shulman's (1986) emphasis on pedagogical knowledge stresses the importance of presenting information in multiple ways and of understanding why information might be difficult or easy for students to understand, depending on the presentation mode: use of examples, demonstrations, and analogies, for example.

INSTRUCTIONAL STRATEGIES

Quote: “Imagine all the teachers teaching well, experts in nature-nurture interactions, who fill the mind in individually tailored ways, guided by scientifically supported principles of the brain and instruction and by cultural sensitivity.” Virginia Berninger and Todd Richards

Definition: Instructional Strategies are methods that can be used to deliver a variety of content objectives. Strategies determine the approach a teacher may take to achieve learning objectives. Strategies can be classed as direct, indirect, interactive, experiential, or independent. Scaffolded Instruction is a concept that has grown out of research on how individuals learn (Collins, Brown, & Newman, 1987; Vygotsky, 1978). This concept is based on the idea that at the beginning of learning, students need a great deal of support; gradually, this support is taken away to allow students to try their independence. This is what Pearson & Gallagher (1983) called the gradual release of responsibility.

Relationship to our theme, *Learning Together*: Understanding theories of child development and of learner characteristics is essential for educators who strive to implement differentiated learning strategies that enhance learning for a diverse body of learners. Sensitivity to individual differences and to students' varied approaches to learning assists educators in capitalizing on students' talents, interests, motivational orientations, and goals when designing appropriate learning experiences that are realistic and feasible in the classroom (Brophy, 1998). Cooperative learning groups and shared inquiry are at the heart of Dewey's (1924) project method of instruction. (insert citation here: Putnam / cooperative learning)

Examples of instructional strategies include: *Modeling*. Modeling has been shown to be a vital part of helping students learn the process of constructing meaning and of helping them learn the various strategies and skills involved in this process (Bandura, 1986). Students can provide modeling for each other through cooperative learning. *Cooperative Learning*. In cooperative learning groups students enhance their thinking by having meaningful engagements with more experienced peers (Wells, et.al. 1990). *Choice*. Having choices helps students meet their own individual needs (Allington & Johnston 2002) and allows them to actively construct their own meanings (Martinez & Roser, 1985). *Independent work*. Self-initiated or independent work is an important instructional strategy. *Prior Knowledge Activation*. Activating prior knowledge is an important instructional strategy (Cooper, 1993) that helps students become independent learners. Research on schema theory and prior knowledge has clearly shown that students construct meaning by activating prior knowledge. *Concept Attainment*. Concept Attainment is an indirect instructional strategy that uses a structured inquiry process. It is based on the work of Jerome Bruner. In concept attainment, students figure out the attributes of a group or category that has already been formed by the teacher.

DIVERSITY

Quote: “It is time for parents to teach young people early on that in diversity there is beauty and there is strength”. Maya Angelou

Definition: Recognition and acceptance of differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. (Professional Standards for the Accreditation of Schools, Colleges and Departments of Education: 2002 Edition, p.53)

Relationship to our theme: *Learning Together:* America’s schools are becoming increasingly diverse, that is why “all teacher candidates must develop proficiencies for working effectively with students and families from diverse populations”. College of Education recognizes the importance of designing and implementing curricula that make student teachers aware and appreciative of differences that exist in the society at large, and in educational settings. College of Education provides experiences for prospective educators to acquire knowledge, skills and professional dispositions necessary for working with heterogeneous people.

Classroom and field experiences help student teachers enhance their development and growth both personally and professionally.

Candidates are assessed on their ability to work with students from a broad range of diverse groups. It is aimed to improve practice and to modify the College’s programs when necessary.

Diverse faculty may address teaching and learning from multiple perspectives.

REFLECTION

Quote: “Content if hence th' unlearn'd their wants may view, The learn'd reflect on what before they knew”. [Alexander Pope](#) (1688 - 1744)

Definition: "Reflection is the process of stepping back from an experience to ponder, carefully and persistently, its meaning to the self through the development of inferences; learning is the

creation of meaning from past or current events that serves as a guide for future behavior." Daudelin (1996)

Relationship to our theme, *Learning Together*: Educators are reflective practitioners who continually evaluate the effects of their choices and actions on students, parents, administrators, and other professionals in the learning community, and who actively seek opportunities to grow professionally. Reflection extends well beyond the technical aspects of teaching; planning, delivering, assessing, evaluating, and revising. It encompasses social and ethical considerations as well. Dewey's vision of teacher education encouraged the notion of developing future teachers who are empowered to improve on the condition of schools; to be agents of change. He felt the most important quality of a teacher was critical reflection. "Reflection is an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds supporting it and future conclusions to which it tends." (Dewey, 1933, p.6). Yost, Sentner, & Forlenza-Bailey (2000) present a holistic view of critical reflection, maintaining that it is possible to bring teacher candidates to increasingly higher levels of thinking and reflection through engaging in critical dialogue, supervised field experiences, constructivist teaching methods, and journal writing about critical incidents.

VALUES and DISPOSITIONS

Quote: "Your living is determined not so much by what life brings to you as by the attitude you bring to life; not so much by what happens to you as by the way your mind looks at what happens". Khalil Gibran

Definition: Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. (<http://www.ncate.org>).

Relationship to our theme, *Learning Together*: The topic of *dispositions* is central to teacher education (Diez, 2000) and symbolizes a major shift in thinking; from knowledge, skills, and attitudes – into knowledge, skills, and *dispositions* (Freeman, 2007). Those scholars who have examined the subject of teacher dispositions typically build on the traditional foundations of educational philosophy and workforce behavior, and are now seeking to make direct connections to student learning. In an atmosphere of increased accountability and concern for the success of all students, colleges of teacher education as well as state and national accrediting agencies are identifying teacher attributes that are critical to teacher efficacy.

Dispositions are the human interface between teaching and student learning and are still largely a matter of subjective intuition. How professional educators are disposed toward students, colleagues, administrators, curriculum, families, and communities, directly impact student learning. Dispositions are beginning to emerge metaphorically, in the terminology of contemporary cognitive science, as an 'action potential'; the determinant of whether and in what direction the teacher's accumulated knowledge and skill will move them (Gardner, et al., 2001).

WORKS CITED

- Allington & Johnston (2002) *Reading to Learn*. NY: Guilford
- Bandura, 1986 Bandura, A. (1986). The Explanatory and Predictive Scope of Self-efficacy Theory. *Journal of Clinical and Social Psychology*, 4, 359-373.
- Bruner, J. (1986)._Prospects: Quarterly Review of Education, v16 n1 p77-83 1986 *Play Thought and Language*.
- Collins, Brown, Newman (1987) *Cognitive Apprenticeship: Teaching the Craft of Reading, Writing and Mathematics*. Technical report 403. University of Illinois. Jan 1987
- Cooper (1993) *Literacy: Helping Children Construct Meaning* 2nd Ed. Boston. Houghton Mifflin
- Daudelin (1996) *Reflection as a Core Process in Organisational Learning*. Journal of Workplace Learning. 16 (8)
- Dewey, J. (1933). *How we think: A restatement of the relations of reflective thinking and the educative process*. (2nd revised edition). Boston: D.C. Heath.
- Diez, M.E. and Raths, J.D. (2007) *Dispositions in Teacher Education: Their Nature, Development, and Assessment*. Published by IAP
- Freeman, L. (2007) *An Overview of Dispositions in Teacher Education*, in: Diez, M.E. and
- Gardner, H., Csikszentmihalyi, M., and Damon, W., (2001) *Good Work. When Excellence and Ethics Meet*. Basic Books
- Martinez & Roser (1985) *Read it Again*. Reading Teacher V. 38
- McNergney & Herbert (1995) *Foundations of Education: The Challenge of Professional Practice*. Allyn & Bacon
- Pearson & Gallagher (1983) *The Instruction of Reading Comprehension*. Contemporary Educational Psychology. V 8. 307-344
- Porter & Brophy (1988) *Synthesis of Research on Good Teaching: Insights From the Work of the Institute for Research on Teaching*. ASCD
- Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education: 2002 Edition, p.53
- Reusser, K. (2001) Elsevier Science Ltd. International Encyclopedia of the Social & Behavioral Sciences ISBN: 0-08-043076-7

Schulman (1986) *Those Who Understand: Knowledge Growth in Teaching*. Educational Researcher V. 15. No 2. Feb 1986

Vygotsky (1978) *Interactions Between Learning and Development*. Mind & Society. Cambridge, MA. Harvard University Press

Wells, et.al. 1990 *Classroom Communities of Literate Thinkers*. England, Praeger Publishers

Yost, Sentner, Forlenza-Bailey (2000) *An Examination of the Construct of Critical Reflection: Implications for teacher Education Programming in the 21st Century*. Journal of Teacher Education V. 51 No 1

Yero, J. (2001) Teacher's Mind Resources: <http://www.TeachersMind.com>

ADDITIONAL WORKS CONSULTED

Cruickshank, D. (1987). *Reflective teaching: The preparation of students of teaching*. Reston, VA: Association of Teacher Educators.

Edelman, Gerald (2006). *Second nature: brain science and human knowledge*. Yale University Press; New Haven

English, L. (1999). Reasoning by analogy: A fundamental process in children's mathematics learning. In *Developing Mathematical Reasoning in Grades K-12*, Yearbook, edited by L. V. Stiff & F. R. Curcio, pp. 22-36. Reston. Va.: NCTM

Florio Ruane, S. (2001) *Teacher Education and Cultural Imagination: Autobiography, Conversation, and Narrative*. Lawrence Erlbaum Associates, Inc.

M. Cochran Smith. *American Educational Research Journal*, 1995 - aer.sagepub.com
PP- 493-522 *Color Blindness and Basket Making Are Not the Answers: Confronting the Dilemmas of Race, Culture, and Language Diversity in Teacher Education*

NCATE: <http://www.ncate.org>

Raths, J.D. (2007) *Dispositions in Teacher Education: Their Nature, Development, and Assessment*. Published by IAP

Ratey, John (2001). *A user's guide to the brain*. Vantage: New York

Reid, Kim & Stone, Addison (1991). Why is cognitive instruction effective: Underlying learning mechanisms? *Remedial and Special Education*, Vol. 12, No. 3, 8-19

Wilson, Suzanne, Floden, Robert, Ferrini-Mundy, Joan (2001). *Teacher preparation research: Current knowledge, gaps, and recommendations*. Center for the Study of Teaching and

Zeichner, K. (1996) *Culture and Teaching: Reflective Teaching and the Social Conditions of*
*Scho*Bruner, J. (1986). *Prospects: Quarterly Review of Education*, v16 n1 p77-83 1986
Play thought and language.

APPENDIX II: COURSES ALIGNMENT WITH THE 10 MAINE TEACHER STANDARDS

Course	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	CF Know	CF Ins Str	CF Div	CF Ref	CF Dis
Edu150	X	X	X	X	X	X		X	X	X	X	X	X	X	X
Edu200	X	X	x	X	X	X	X	X			X	X	X	X	X
Edu261	X	X	X	X	X	X	X				X	X	X	X	X
Edu301	X	X	X	X	X		X	X	X	X	X	X	X	X	X
Edu310	X	X	X	X	X	X	X	X			X	X	X	X	X
Edu350	X		X			X	X	X			X	X	X	X	X
Edu351	X	X	X	X	X	X	X	X			X	X	X	X	X
Edu352	X	X		X	X		X	X	X	X	X	X	X	X	X
Edu353	X	X	X	X	X			X	X	X	X	X	X	X	X
Edu356		X	X	X				X	X		X	X	X	X	
Edu357	X	X	X	X	X		X			X	X	X	X	X	
Edu361	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Edu362	X		X			X					X	X	X	X	X
Edu363	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Edu365	X	X	X	X	X		X	X	X		X	X	X	X	X
Edu366	X		X	X	X			X			X	X	X	X	X
Edu371			x	X		X	x	X	X		X	X	X	X	
Edu373			X	X		X	X	X	X	X	X	X	X	X	
Edu374			X				X				X		x		
Edu375			X				X				X				
Edu376	X	X	X	X	X						X	X	X	X	X
Edu377	X		X	X	X	X	X	X	X	X	X	X	X	X	X
Edu378		X	X			X		x			X	X	X	X	X
Edu387	X		X		X	X	X	X		X	X	X	X	X	X
Edu390	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Edu393	X	X	X	X				X			X	X	X	X	
Edu395	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Edu495	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Phe100	X	X	X		X				X	X	X	X	X	X	X
Phe102	X			X		X					X	X			
Phe121	X		X		X			X	X		X	X			
Phe122	X	X	X	X	X	X		X		X	X	X		X	X
Phe123	X	X	X	X	X	X		X		X	X	X		X	X
Phe204	X		X			X	X		X	X	X	X	X	X	X
Phe265											X	X	X	X	X
Phe267	X	X	X	X	X	X	X	X		X	X	X	X	X	X
Phe274				X	X			X	X		X	X	X	X	X
Phe302	X	X	X	X	X			X	X		X	X	X	X	X
Phe313	X		x								X	X	X	X	X
Phe361	X		X		X		X	X		X	X	X	X	X	X
Phe381	X	X		X	X						X	X	X	X	X
Phe382	X	X	X	X							X	X			
Phe385	X		X			X	X	X	X	X	X	X			
Phe396	X	X		X	X	X			X		X	X	X	X	X
Phe480	X	X	X	X	X				X	X	X	X		X	
Phe485	X	X				X	X			X	X		X	X	X
Phe495	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Sed320		X	X				X		X	X	X		X	X	X
Sed372	X	X						X	X	X	X		X	X	X

S= Standard CF= Conceptual Framework

APPENDIX III: CENSEO COURSE TEMPLATE and TEACHER CANDIDATE
PORTFOLIO / CENSEO HANDBOOK*

*CENSEO Handbook is attached at the end of the document

As students move through the Teacher Education program they will document their professional growth and development by submitting artifacts that reflect the competencies required by the university. These artifacts are archived in CENSEO. This template is completed by each instructor and added to the course syllabus.

The following activities for this course may be entered in CENSEO Level:

Current Philosophy of Teaching and Learning	
Growth towards UMPI's Conceptual Framework	
Attributes	
CF 1. Knowledge	
CF 2. Instructional Strategies	
CF 3. Diversity	
CF 4. Reflection	
CF 5. Disposition	
Growth towards Maine's Initial Teacher Standards	
TS 1. Knowledge of Concepts	
TS 2. Integration of Concepts among disciplines	
TS 3. Diverse ways of learning	
TS 4. Planning instruction	
TS 5. Use of variety of instructional strategies and technology.	
TS 6. Creates and maintains a classroom environment which supports and encourages learning.	
TS 7. Demonstrates the ability to support students' learning and well-being by engaging students home, school, community.	
TS 8. Understands and uses a variety of formal and informal assessments.	
TS 9. Demonstrates an awareness of and commitment to legal and ethical responsibilities.	
TS. 10 Demonstrates a strong professional ethic and a desire to contribution to the profession.	
Awareness of Maine's Learning Results/Common Core	
Field Experiences	

APPENDIX IV: FINAL STUDENT TEACHING OBSERVATION

Purpose: This form is the final observation during the student teaching placement using results of prior observations. All 10 standards must have an evaluation or an indication of N/A meaning *not assessed, not applicable* or *not observed*. The use of the NA must be used sparingly since the goal is to assess the teacher candidate on as many of the indicators as possible. The 10 standards and teacher dispositions below cover the important knowledge and skills that the University of Maine Teacher Education Program desires for its teacher candidates to demonstrate during the Supervised Teaching experience. Rubric:

6: Exceptional- Consistently exceeds performance standards. Currently has the potential to be an outstanding first-year teacher.
5: Advanced- Performance is consistently above the average performance standards. Demonstrates the likelihood of becoming a highly competent teacher with more experience and mentoring.
4: Acceptable, adequate- Meets the average performance standards. Demonstrates acceptable level of performance.
3: Minimally Acceptable- Meets, but does not exceed the minimum performance standards. Demonstrates basic level of performance.
2: Needs Improvement- Is inconsistent in meeting minimum performance standards. Does not demonstrate sufficient depth in most areas. <i>NOTE: This is a failing score.</i>
1: Unsatisfactory- Does not meet minimum performance standards. Does not perform at an acceptable level on required competencies. <i>NOTE: This is a failing score.</i>

U Sup = Mean aggregate score of all student teachers by the University Supervisors
 Coop T = Mean aggregate score of all student teachers by the Cooperating Teachers
 Aggr = Combined mean aggregate score of the U. Supervisor and the Cooperating teacher

Mean U. Sup: 5.14
 Coop T: 5.27
 Aggr 5.20
 Standard Deviation = .214
 Mean=5.205
 Score of significance at SD 1.5 = <4.99

Correlation between University Supervisor and Cooperating Teacher = .79

Standard 1: Content Knowledge/Pedagogy	U Sup	Coop T.	Aggr
Demonstrates appropriate knowledge of content	5.19	5.23	5.21
Alternative views of concepts are considered and discussed when appropriate	5.05	5.21	5.13
Uses accurate content sources of information	5.34	5.45	5.40
Guides the presentation of content in an effective logical manner.	5.17	5.20	5.18
Lessons include specific and appropriate objectives	5.10	5.30	5.20

Teaching strategies are consistent with learning objectives.	5.17	5.27	5.22
Connects content to real life applications/students' prior experiences/prior learning	5.14	5.34	5.24
Standard 2: Integration of concepts, tools of inquiry and structures	U Sup	Coop T.	Aggr
Uses reading and writing in teaching other content	5.15	5.15	5.15
Uses material from other content areas in instruction	4.97	5.12	5.04

Standard 3: Student Development and Diversity	U Sup	Coop T.	Aggr
Adapts lessons to fit individual student needs	4.94	5.07	5.00
Demonstrates understanding of and sensitivity to issues of diversity and equity during the design, implementation and assessment of instruction	5.10	5.20	5.15
Supports students' physical, emotional, social , cognitive and moral development	5.15	5.35	5.25
Discerns individual student and group differences	5.07	5.24	5.16
Standard 4: Planning Instruction	U Sup	Coop T.	Aggr
Develops daily, and weekly plans linked to student needs and performance, and adapted to student progress and motivation	5.04	5.20	5.12
Demonstrates originality in lesson development within parameters of school curriculum	5.13	5.28	5.20
Articulates lesson goals and provides defensible rationales for these goals	5.88	5.11	4.99
Provides opportunity for individual practice	5.36	5.20	5.28

Standard 5: Instructional Strategies	U Sup	Coop T.	Aggr
Chooses effective and appropriate strategies and materials to meet learning goals and engage students	5.22	5.26	5.24
Monitors and adjusts strategies in response to learner feedback	4.91	5.17	5.04
Uses multiple teaching and learning strategies to engage students in active learning	5.12	5.22	5.17
Develops clear, accurate presentations and representations of concepts	5.03	5.17	5.10
Includes the use of appropriate technology	5.05	5.29	5.17
Employs effective questioning and discussion techniques	5.06	5.16	5.11

Standard 6: Management	U Sup	Coop T.	Aggr
Creates a comfortable, effective learning environment	5.27	5.32	5.29
Employs principles of effective classroom organization	5.17	5.15	5.16
Uses a variety of strategies to increase students' desire and opportunity to learn	5.17	5.17	5.17
Creates an environment conducive to cooperative and	5.18	5.27	5.22

independent work			
Anticipates and responds appropriately to student behavior	5.06	5.14	5.10
Preserves instructional time by minimizing disruptions	5.21	5.13	5.17
Standard 7: School, Home and Community Involvement	U Sup	Coop T.	Aggr
Works with others (community, parents, colleagues) to support student learning	5.24	5.32	5.28
Employs strategies to connect school, home, and community	5.07	5.23	5.15

Standard 8: Assessment	U Sup	Coop T.	Aggr
Uses performance assessment or student portfolios	4.82	5.02	4.92
Uses assessment to inform instruction	5.01	5.13	5.07
Uses a variety of formal and informal assessment strategies	8.85	5.10	4.97
Matches assessment types and strategies to learning objectives	4.97	5.10	4.98

Standard 9: Ethical and Legal Responsibility	U Sup	Coop T.	Aggr
Maintains confidentiality in dealings with students, parents, teachers and school personnel	5.30	5.57	5.44
Complies with policies related to health and safety	5.19	5.51	5.35
Demonstrates understanding of standard education laws and regulations governing student rights and teacher responsibilities	5.14	5.48	5.29
Interacts with all students in an equitable manner	5.54	5.59	5.56

Standard 10: Professional Development	U Sup	Coop T.	Aggr
Maintains a professional demeanor and recognizes teacher's role as a model for students	5.43	5.50	5.46
Participates actively on work teams and committees	5.26	5.54	5.40
Participates in staff development opportunities and training sessions	5.25	5.53	5.39
Demonstrates reflective practice	5.32	5.42	5.37
Works collaboratively with colleagues to achieve school goals and address problems	5.25	5.52	5.38

APPENDIX V: GRADUATE SURVEY RESULTS

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

Standard 1: Demonstrate knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) you teach and the ability to create learning experiences that makes these aspects of subject matter meaningful to students by:

A. Using multiple representations and explanations of concepts that capture key ideas and linking them to students' prior learning.

42%	50%			8%
-----	-----	--	--	----

B. Evaluating teaching resources and curriculum materials for comprehensiveness, accuracy, usefulness and for representing particular ideas and concepts in clear and meaningful ways.

38%	50%	4%		8%
-----	-----	----	--	----

C. Engaging students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence.

50%	42%			8%
-----	-----	--	--	----

D. Modeling the use of the tools of your discipline through the inclusion of technology and creating opportunities for students to practice the use of the tools.

38%	50%	4%		8%
-----	-----	----	--	----

E. Incorporating knowledge of students' experiences in the planning, execution, and evaluation of their learning experiences.

42%	50%			8%
-----	-----	--	--	----

F. Explaining the important principles and concepts delineated within your discipline and aligning them with standards.

42%	46%	4%		8%
-----	-----	----	--	----

Standard 1 Aggregate Mean % Scores

Strongly Agree:	Agree:	Undecided:	Disagree:	Strongly Disagree:
41%	48%	1%	2%	8%

Standard 2: Demonstrate the ability to integrate the concepts, tools of inquiry, and structures among the disciplines by:

A. Creating learning experiences in which your students are required to construct knowledge and test hypotheses using the methods of inquiry and standards of evidence of multiple disciplines.

46%	46%	4%		4%
-----	-----	----	--	----

B. Encouraging students to recognize and respect the interdependence of all knowledge and ideas by combining and integrating knowledge of different disciplines.

42%	50%		4%	4%
-----	-----	--	----	----

C. Pursuing and acquire material and human resources in various disciplines for classroom use.

38%	54%		4%	4%
-----	-----	--	----	----

Standard 2 Aggregate Mean % Scores

Strongly Agree:	Agree:	Undecided:	Disagree:	Strongly Disagree:
42%	50%	1%	3%	4%

Standard 3: Demonstrate knowledge of the diverse ways in which your students develop and learn by providing learning opportunities that support students' intellectual, physical, emotional, and social development by:

A. Discerning individual, student and group differences (e.g., intellectual, cultural, social).

38% 54% 4% 4%

B. Supporting individual student's physical, social, emotional, cognitive, and moral development.

42% 54% 4%

C. Observing how students learn and ascertain their different learning styles.

54% 42% 4%

D. Identifying when and how to access appropriate services or resources to meet your students' needs.

34% 54% 4% 4% 4%

E. Identifying and designing instruction appropriate to students' stages of development, learning styles, strengths, and needs.

54% 42% 4%

F. Making appropriate provisions and adaptations for individual students who have particular learning differences or needs.

50% 38% 8% 4%

G. Understanding and making connections to students' experiences and backgrounds in planning and implementing curriculum.

50% 46% 4%

H. Demonstrating understanding of and sensitivity to issues of diversity and equity during the design and assessment of instruction.

46% 46% 4% 4%

Standard 3 Aggregate Mean % Scores

Strongly Agree: Agree: Undecided: Disagree: Strongly Disagree:

46% 47% 2% 1% 4%

Standard 4: Plan instruction based upon knowledge of subject matter, students, and curriculum goals by:

A. Planning for learning opportunities that recognize and address variation in developmental level, learning styles, performance modes, and individual needs.

44% 52% 4%

B. Developing daily, weekly, and long-range lesson plans that are linked to student needs and performance, and adapting them to ensure that the plans capitalize on student progress and motivation.

52% 44% 4%

C. Demonstrating originality in lesson development within the parameters of the existing school curriculum.

48% 40% 4% 4% 4%

D. Articulating lesson goals and providing educationally and ethically defensible rationales for those goals.

44% 52% 4%

E. Planning collaboratively with colleagues on curriculum goals and frameworks both for the classroom and for schools.

48% 44% 4% 4%

Standard 4 Aggregate Mean % Scores

Strongly Agree:	Agree:	Undecided:	Disagree:	Strongly Disagree:
47%	46%	2%	1%	4%

Standard 5: Understand and use a variety of instructional strategies and appropriate technologies by:

A. Choosing effective teaching strategies and materials to meet different learning goals and student needs.

44%	52%	4%
-----	-----	----

B. Monitoring and adjusting strategies in response to learner feedback.

40%	56%	4%
-----	-----	----

C. Using multiple teaching and learning strategies to engage students in active learning opportunities and to helping students take responsibility for their own learning.

52%	44%	4%
-----	-----	----

D. Varying your role in the instructional process depending on the content, purposes, and student needs.

40%	52%	4%	4%
-----	-----	----	----

E. Developing a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and providing diverse perspectives to encourage critical thinking.

40%	56%	4%
-----	-----	----

F. Employing a wide range of questioning and discussion techniques that elicit responses at a variety of affective and cognitive levels.

44%	52%	4%
-----	-----	----

G. Using educational technology to broaden student knowledge about technology as well as to deliver instruction.

Strongly Agree:	Agree:	Undecided:	Disagree:	Strongly Disagree:
48%	48%			4%

H. Encouraging your students to use technology and help them to access that technology.

52%	44%	4%
-----	-----	----

I. Providing students with strategies for evaluating the content encountered via technology (i.e., Internet, list serves).

36%	48%	4%	8%	4%
-----	-----	----	----	----

Standard 5 Aggregate Mean % Scores

Strongly Agree:	Agree:	Undecided:	Disagree:	Strongly Disagree:
44%	50%	1%	1%	4%

Standard 6: Create and maintain a classroom environment which supports and encourages learning by:

A. Creating a comfortable, well-organized physical environment.

56%	40%	4%
-----	-----	----

B. Establishing a classroom climate of openness, mutual respect, support, and inquiry.

56%	40%	4%
-----	-----	----

C. Working with students to manage their own behaviors and assume responsibility for their own learning.

52%	44%	4%
-----	-----	----

D. Using principles of effective classroom organization.

48% 48% 4%

E. Using a variety of strategies to increase students' desire and opportunity to learn.

48% 48% 4%

F. Creating an environment in which students work both cooperatively and independently.

56% 40% 4%

Standard 6 Aggregate Mean % Scores

Strongly Agree: 53% Agree: 43% Undecided: Disagree: Strongly Disagree: 4%

Standard 7: Demonstrate the ability to support students' learning and well-being by engaging students, home, school, colleagues, and community by:

A. Advocating for students while respecting their privacy and right to confidentiality.

40% 52% 4% 4%

B. Identifying strategies to link school, home, and community to enhance student performance and well-being.

36% 56% 4% 4%

C. Describing ways to proactively develop partnerships with parents and guardians in support of students' learning and well-being.

40% 52% 4% 4%

D. Recognizing when it is appropriate to consult with other school professionals concerning a student's learning or health.

36% 56% 4% 4%

E. Describing ways to work with community agencies to foster student growth.

32% 44% 12% 8% 4%

F. Working with other school personnel, representatives of community agencies, and representatives of other professional and education organizations with the goal of supporting student learning and well-being.

32% 48% 8% 8% 4%

Standard 7 Aggregate Mean % Scores

Strongly Agree: 36% Agree: 51% Undecided: 5% Disagree: 4% Strongly Disagree: 4%

Standard 8: Understand and use a variety of formal and informal assessment strategies to evaluate and support the development of the learner by:

A. Describing the purposes of assessment.

52% 44% 4%

B. Using a variety of formal and informal strategies to assess student outcomes.

52% 44% 4%

C. Matching assessment strategies and instruments to Learning Results and program objectives.

52% 44% 4%

D. Using concepts of reliability, validity, and generalizability to design and improve high quality assessments.

52% 44% 4%

E. Employing a variety of assessment techniques to collect knowledge of learners, student learning progress, and program effectiveness.

52% 44% 4%

F. Using assessments and evaluation to modify teaching and learning strategies and for diagnostic purposes.

48% 48% 4%

G. Communicating responsibly and knowledgeably to students, parents, communities, and agencies about student achievement and program outcomes.

44% 48% 4% 4%

H. Involving learners in self-assessment and goal setting for learning.

48% 48% 4%

I. Documenting learning using a variety of methods such as portfolios, school records, and other long-term indices of the multiple abilities of students.

44% 52% 4%

Standard 8 Aggregate Mean % Scores

Strongly Agree: Agree: Undecided: Disagree: Strongly Disagree:

49% 46% 1% 4% 4%

Standard 9: Demonstrate an awareness of and commitment to ethical and legal responsibilities of a teacher by:

A. Maintaining confidentiality concerning all dealings with students, parents, teachers, and school personnel.

52% 44% 4%

B. Adhering to a code of ethics that demonstrates an understanding of the laws that govern students' rights and teacher responsibilities.

52% 44% 4%

C. Demonstrating knowledge of situations which make one vulnerable to liability actions.

44% 44% 8% 4%

D. Complying with school policies related to health and safety issues, such as administration of medication and reporting concerns of physical and sexual abuse.

40% 52% 4% 4%

E. Adhering to affirmative action policies pertaining to school and classroom settings by interacting with all students in an equitable manner.

44% 44% 4% 4% 4%

Standard 9 Aggregate Mean % Scores

Strongly Agree: Agree: Undecided: Disagree: Strongly Disagree:

46% 45% 1% 4% 4%

Standard 10: Demonstrate a strong professional ethic and a desire to contribute to the education profession by:

A. Being an active, contributing member of work teams and committees.

48% 44% 4% 4%

B. Participating in staff development opportunities and training sessions and applying information and strategies gained as a result of those experiences to your own teaching.

40% 48% 4% 4% 4%

C. Utilizing information gained from reading professional journals.

36% 52% 8% 4%

D. Applying information gathered during attendance at professional conferences.

40% 48% 8% 4%

E. Developing associations with organizations dedicated to learning.

40% 48% 8% 4%

F. Reflecting upon and strengthens your teaching by evaluating (alone and with colleagues) lessons taught and making appropriate improvements.

48% 44% 4% 4%

G. Staying abreast of and employing new teaching strategies and technologies.

44% 48% 4% 4%

H. Developing and implementing a personal development plan to enhance your professional growth.

36% 56% 4% 4%

I. Maintaining a professional demeanor and recognizing the teacher's role as a model for students.

48% 48% 4%

J. Working with colleagues to achieve school and district goals and to address problems in the school.

32% 60% 4% 4%

Standard 10 Aggregate Mean % Scores

Strongly Agree: Agree: Undecided: Disagree: Strongly Disagree:
41% 50% 1% 4% 4%

Summary

Standards Aggregated Mean Scores for Graduate Survey

Standard	SA	A	U	D	SD
1	41%	48%	1%	2%	8%
2	42%	50%	1%	3%	4%
3	46%	47%	2%	1%	4%
4	47%	46%	2%	1%	4%
5	44%	50%	1%	4%	4%
6	53%	43%			4%
7	36%	51%	5%	4%	4%
8	49%	46%	1%		4%
9	46%	45%	1%	4%	4%
10	41%	50%	1%	4%	4%
mean %	45%	48%	1%	2%	4%

SD= 4

APPENDIX VI: GRADUATES' LEVEL OF PERSONAL SATISFACTION WITH THE EDUCATION PROGRAM

Please indicate your level of personal satisfaction with the following aspects of your teacher education

Extremely Satisfied Satisfied Undecided Dissatisfied Extremely Dissatisfied

1. Your preparation in the content of your teaching field.	49%	43%	4%	4%	
2. Your preparation to effectively manage the classroom.	49%	43%	4%	4%	
3. Your preparation to use technology to enhance learning.	43%	49%	4%	4%	
4. Your preparation to address the needs of diverse learners.	43%	53%		4%	
5. The advisement you received.	53%	30%	13%	4%	
6. Your interaction with faculty in the College of Education	44%	44%	4%	4%	4%
7. The overall support you received from the faculty	57%	35%	4%	4%	
8. Your student teaching experience	61%	23%	8%	8%	
9. How well did your education at UMPI prepare you for your present job?	53%	26%	17%	4%	
10. Overall how satisfied are you with the education you received	57%	39%		4%	

Aggregate Mean % Personal Satisfaction Scores

Extremely Satisfied:	Satisfied:	Undecided:	Dissatisfied:	Extremely Dissatisfied:
51%	39%	6%	1%	4%

