

REVIEW TEAM REPORT

PROGRAM APPROVAL VISIT TO:

University of Maine at Presque Isle

February 12-15, 2012

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I. Introduction

This report is based upon evidence found through a review of the University of Maine at Presque Isle's (UMPI) self study, exhibits placed in the team's work room, a campus tour, and information gathered through multiple interviews, school visits, and classroom observations that took place during the on-site visit that occurred February 12-15, 2012.

The University of Maine at Presque Isle, located in northern Maine, is one of seven campuses in the University of Maine System. Founded in 1903 as the Aroostook State Normal School, UMPI offers baccalaureate and associate degree programs to approximately 1400 traditional and non-traditional age students through a variety of on-campus and on-line course offerings. A large percentage of students are low income, first generation and/or indigenous students.

The University emphasizes professional programs and a balanced curriculum that promotes a strong foundation in the arts and sciences. As stated in the self study, central to its mission is a commitment to the following ideals:

- close student, faculty, and staff interaction in support of intellectual growth and personal development;
- diversities of culture, age, and nationality among both students and staff;
- public service which promotes the well-being of the state's citizenry; and,
- a global consciousness

The state team reviewed baccalaureate degree programs in Elementary Education (K-8), Secondary Education (7-12), Art Education (K-12), and Physical Education (K-12). Elementary Education majors complete a subject area major, also known as a concentration, in Early Childhood Education, English, French, Mathematics, Science, Social Studies, or Special Education. These concentrations range in credit hours from 30-36 credits. Secondary Education candidates can major in Biology, English, French, Mathematics, or Social Studies, with subject area requirements ranging from 36-41 credits.

At the time of the on-site visit, there were 101 students enrolled in the B.S. Elementary Education degree program, 30 students enrolled in Secondary Education programs, 34 students enrolled in Physical Education, and 8 students enrolled in Art Education.

Students who have already earned a baccalaureate degree can enroll in each of the teacher education programs through the post-baccalaureate route. These students enroll in the Bachelor of Liberal Studies degree program and work closely with an advisor who approves their program of study. Twenty four students are seeking elementary certification, 7 are seeking secondary certification, and 4 have no plan at this time.

An additional 41 students with a degree are working towards certification, although they are not seeking a second degree. Of this group, 16 students are seeking elementary certification, 22 are seeking secondary certification, and 3 are seeking certification in K-12 physical education.

II. Summary of the Unit's Conceptual Framework

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

Findings:

During the 2009-2010 academic year, the Conceptual Framework was thoroughly reviewed by the College of Education (CoE) and the CoE Advisory Committee, which is comprised of the In-service Committee of Central Aroostook Council of Education (CACE).

The framework's central theme is *Learning Together* and it is based on "the belief that teacher candidates, faculty, and cooperating education professionals are partners in formulating opportunities for learning, practice, and reflection through inquiry and facilitated experiences." *The Maine Standards for Initial Teacher Certification* serve as a foundation of the framework that has the following five dimensions:

Knowledge- the assimilation and accommodation of the various areas of study in becoming a teacher and an educated person

Instructional Strategies- the art and science of pedagogy

Diversity- the 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

Reflection- the willingness to review, reexamine, evaluate, and rethink concepts and processes, and abstract and refine ideas from learning experience and social interaction

Dispositions- professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities

In the Conceptual Framework, each dimension is defined clearly and in great depth so candidates, faculty, cooperating teachers, university supervisors, and other stakeholders will all understand the foundation of the program.

Limited evidence reflecting current research of the knowledge bases and theorists associated with the Conceptual Framework was found during the review.

The Conceptual Framework graphic is visible on most College of Education syllabi, as are the specific dimensions of the framework and *the Maine Standards for Initial Teacher Certification* addressed in each course. While faculty members identify which Conceptual Framework dimensions and Teaching Standards are addressed in each course, they generally do not specifically align them with course assessments.

The implementation of *Censeo* will allow students and faculty to track students' growth in their understanding of the Conceptual Framework and *the Maine Standards for Initial Teacher Certification* at three different program levels: Entry, Developmental, and Clinical. Interviews indicated that students are aware of the Conceptual Framework, as are members of the faculty, CACE, and cooperating teachers.

Recommendation:

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.

III. Summary of Findings for Each Standard

Standard One: Initial Teacher Candidate Performance

<p><i>Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and abilities necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.</i></p>

Findings:

Standard One of this program review seeks to insure that the candidates demonstrate the knowledge, skills, and dispositions necessary to be effective teachers. To this end, an examination was made of the alignment of the degrees and certification requirements with *Maine's Ten Initial Teacher Certification Standards* and with the Conceptual Framework of the unit.

The University of Maine at Presque Isle's College of Education offers programs leading to a Bachelor of Science degree in K – 8 Elementary Education, 7 – 12 Secondary Education in the areas of Biology, English, French, Math, and Social Studies, K – 12 Art Education and K – 12 Physical Education. A Bachelor of Liberal Studies for Teacher Certification is also offered.

The Education BS Program is a robust 128-credit degree program. It consists of 45 credits in the General Education Curriculum that span the categories of Writing and Cultural Literacy, Multicultural Experience, Quantitative Decision-Making, Social

Sciences, Humanities and Fine Arts. In Elementary Education 48 Professional Education credits and an additional two mathematics courses make up the professional component of the program. Finally, 30 – 36 credits in a subject area Major satisfy the content requirements to become highly qualified. The Bachelor of Science in Physical Education is comprised of the core General Education Courses, 33 credit hours of Professional Education courses, 41 credits of content requirements and an additional 16 credit hours of science. Secondary Bachelor of Science degrees share the General Education curriculum and require between 36 and 45 Professional Education credits with an additional 36 to 40 credits in one's major. Although the 120 credit Liberal Studies B.L.S. requires the General Education curriculum, the remainder of the program is not well defined due to the highly individualized nature of this program in which candidates are admitted having previously earned a baccalaureate degree. The catalogue states "students majoring in the Bachelor of Liberal Studies for Teacher Certification must meet with an advisor to approve their program." The requirements in all BS degree programs exceed Maine Department of Education's 24-credit subject content requirement for secondary certification and the U.S. Department of Education's content requirement of 24 credits for highly qualified teacher status.

The requirements for admission into the Teacher Education Program include;

1. A cumulative GPA of 2.5 or higher;
2. Successful completion of foundational education courses; and
3. Passing scores on the PRAXIS I.

The *Maine Learning Results* and *The Maine Ten Initial Teacher Certification Standards* and the College of Education's Conceptual Framework are embedded in most Professional Education courses. The Team found no evidence of assessment of Teacher Standards until student teaching. As part of the student teaching experience, candidates are assessed at least twice, by the University Supervisor and the Cooperating Teacher, utilizing an assessment tool that is aligned with *Maine's Ten Initial Teacher Certification Standards*. The aggregated results of these assessments in Fall 2011 indicated that students were performing at the Advanced level on all Ten Standards as scored by both the Cooperating Teachers and the University Supervisors. The Team found no evidence of reliability or validity analysis for the assessment tool in support of this data.

There is a well-developed system for student teaching. Comprehensive handbooks were created for Student Teachers, Cooperating Teachers, and University Supervisors outlining requirements, guidelines, and forms. The final requirement of the Teacher Education program is an Initial Professional Portfolio that includes evidence of work that demonstrates understanding of *Maine's Ten Initial Teacher Certification Standards*. The portfolios available for examination by the Team did not consistently demonstrate this evidence.

The CoE has experienced some dramatic changes in the past few years. Based upon the data in the Self-Study, enrollment has decreased from 519 to 286 between 2007 and 2011. Data discrepancies between the self-study and the annual Title II reports make it impossible to verify the accuracy of these numbers. This decrease is attributed to the

reestablishment of teacher preparation programs in the Maritime Provinces of Canada resulting in a significant decrease in the number of Canadian students seeking initial teacher certification through participation in the UMPI educator preparation programs. In response to this significant drop in enrollment, the College of Education faculty members are in the process of advocating a number of steps. Surveys were conducted to gather input from principals, graduates and alumni. Additionally, an electronic management system (*Censeo*) for the assessment and monitoring of student performance aligned with *Maine's Ten Initial Teacher Certification Standards* was created and is being implemented. Finally, the faculty is recommending the elimination of a number of programs including:

1. Elementary French;
2. All Secondary Education programs with the exception of Social Studies; and
3. Secondary English, History and Math in Liberal Studies.

In summary, the Team found insufficient evidence that ensures candidates' demonstration of the content, pedagogical, and professional knowledge, skills and abilities necessary to help all students learn as outlined in *Maine's Ten Initial Teacher Certification Standards*. The recent changes with the implementation of *Censeo* are promising, however, a more comprehensive assessment system must be developed to ensure that this Standard is met.

Overall Assessment of Standard

A. Recommendations

1. 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.
2. 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.
3. 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*.

B. Review Team Decision

This Standard is **Not Met**.

Standard Two: Assessment System and Unit Evaluation

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

Findings:

The University of Maine at Presque Isle's College of Education has undergone significant changes since the last state program review. Most notable are a change in department administration, the retirement of three program faculty members, and the need to review, rewrite, and revise programs and practice. Additionally, changes at the institutional level have and will contribute to the ambiguities noted by the team. These changes include the departure of the institutional researcher and the pending retirement of the president. The lack of historical data, raw data, and artifacts has challenged the visiting team's ability to document this standard being met.

Other than through course grades, assessment of candidates has taken place primarily at the end of the program. The assessment data provided did not provide evidence that the assessment of *Maine's Ten Initial Teacher Certification Standards* occurs until student teaching takes place and the assessment that is done at that juncture is not validated. There is a well-developed observation system for student teachers and a final assessment completed by the University Supervisor and the Cooperating Teacher. Although Initial Professional Portfolios are required, no evidence as to how they are commonly assessed was found.

The recent development of the technology solution *Censeo*, is intended to provide a consistent way to collect some of the assessment data necessary to provide evidence in the future that this standard is met. This new system will provide a technology solution for the applicants, candidates, and the program completers. The program will provide the assessment data consistent with the Conceptual Framework of the college. The components collected include:

1. An advisor/advisee development plan;
2. A philosophy of teaching/learning;
3. Evidence of growth toward at least two attributes of the Conceptual Framework;
4. Evidence of growth toward at least two of *Maine's Ten Initial Teacher Certification Standards*;
5. Demonstrated awareness of the Common Core of Learning;
6. Advisor and self-evaluations of dispositions;
7. Evidence of successful completion of PRAXIS I;
8. Documentation of completion of Self-initiated Field Service;
9. Transcripts;
10. Evidence of minimum GPA of 2.5;
11. Student Teaching documentation; and
12. Initial Professional Portfolio

All of these pieces of evidence have been required, but the collection and assessment of them is underway and will be implemented by the end of the Fall 2012 semester. To date, *Censeo* is currently being used by some faculty.

Evidence exists that documents the total investment of all of the College's staff into this new technology solution. Training sessions have been conducted for both Education and Arts and Sciences faculty. The participation of the Information Technology Department, and loan and relocation of a technologist to assist the College of Education, are particularly noteworthy as they are indicative of the can-do spirit of UMPI. The development work put into *Censeo* provides a clear path for the Candidate to move through the progression of phases from Entry through Developmental to Clinical, with clear criteria and benchmarks to document Candidate progression.

The new technology system includes the potential for an e-portfolio component and program evaluation data to inform the unit's program decisions in the future, including accessibility through a future portal for the College.

Program Evaluation:

The College of Education has responsibility for the design and implementation of a unit assessment system that provides for ongoing assessment of the program, as well as its program completers.

The Team found that the College of Education has not consistently collected assessment data for the unit and discrepancies were found in the data provided. The Team found no evidence of either a comprehensive unit assessment plan or a data management system designed to collect unit data. Evidence exists of a significant effort on the part of current unit administration to collect information from principals, recent graduates, and alumni, yet the historical data is either inconsistent or not available.

Overall Assessment of Standard

A. Recommendations

1. 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.
2. The College of Education must use *Censeo* to collect data on all candidates.

B. Review Team Decision

This standard is **Not Met**

Standard Three: Field Experiences and Clinical Practice

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

Findings:

Collaboration Between Unit and School Partners

It is evident that the unit and its school partners design and implement quality teacher candidate clinical programs. This is especially evident in the Professional Development School model currently under development. Throughout the written materials (MOU with MSSM, and PDS agreement initiated by Teague Park School and adopted by other schools), the Teacher Education Student Handbook, and through interviews with UMPI faculty, teacher candidates, their cooperating teachers and principals, there is strong evidence of collaboration with all parties.

According to the unit and principals that were interviewed, the cooperating teachers are always fully certified educators with three or more years of teaching experience, but usually much more than three. For training, cooperating teachers receive a packet that includes a handbook and evaluation forms. Additionally, the PDS cooperating teachers and administration meet weekly with interns to discuss various aspects of the clinical experience. All parties involved agree that this PDS relationship is a valuable addition to the unit, and the Team wishes to stress that all parties involved hope that this relationship continues to develop and be supported by multiple partners.

There exists a Professional Development School Teacher Advisory Board that meets regularly to discuss the direction of the program and educational topics. There also exists a formal group of area superintendents, principals, and curriculum coordinators (Central Aroostook Council of Education, CACE) that collaborates with the unit to develop professional development for area teachers. All parties involved report that the unit currently supports and collaborates at a high level with CACE. The unit and local schools mutually benefit immensely from this partnership. The Team sees the value placed on this collaboration and hopes that all parties have full intent to keep and strengthen this relationship. The Team believes this is an exemplary model for the state.

Candidate Knowledge, Skills, and Attitudes to Help All Students Learn

Currently with UMPI's Conceptual Framework focus on diversity, candidates stated they understood the importance of teaching students with diverse needs and would like more opportunities to work with diverse PK-12 students. Several options for students are available and encouraged by the unit, but candidates state that they do not take them or

are not aware of them. While these options may be in place, all candidates need to be required to learn, observe, and apply strategies for working with ethnically and culturally diverse populations.

With the newly integrated *Censeo* software, the criteria, time line, and evidence for field experiences are clearly outlined for education students. There is evidence that *Censeo* will provide all the required guidelines, procedures, and forms available to students and will be a powerful tool for faculty advising. However, currently some students, notably juniors and seniors as well as transfer students and certification students, stated that they did not receive adequate explanation of these materials and timelines. There was also ample confusion on the part of many students as to what courses they needed or when courses would be offered, as well as when key unit benchmarks (Praxis tests, SIFE, GPA requirements, professional portfolio, etc.) are collected or assessed.

Candidate conversations reveal that they generally feel prepared for the clinical experience, and that the program of coursework provides them with the knowledge, skills and attitudes to work in classrooms. This was especially evident in the Physical Education candidates. When candidates in the clinical experience were asked what type of teachers the unit was producing, they responded several times with “hands-on,” “creative,” and “aware of the diverse needs of K-12 students.”

Several elementary candidates noted that they were not trained to use Apple laptops and Smartboards they encountered in their clinical placements. Most of the candidates and the cooperating teachers the Team interviewed stated that candidates needed “more hours in the schools sooner” as well as “more teaching opportunities instead of just observations.” The review Team has seen evidence that the unit has identified this discrepancy, and a plan is in place to address this concern. It should be noted that candidates in the Physical Education program are an exception to this trend and reported that they have many opportunities to practice concepts from courses in a variety of settings.

Design, Implementation, Evaluation, of Field Experiences

The unit’s field experiences prior to admittance into advanced program classes are the Student Initiated Field Experiences (SIFE). SIFE is a variety of student-selected experiences that give students the opportunity to work with PK-12 students. Students are required to write a reflective piece on each of the experiences. The Team could not find substantial evidence that the SIFE experiences were verified or assessed by the unit.

There is some evidence that more field experiences (three to five hours of observation) are being added into each of the methods courses of the elementary program. As mentioned earlier, candidates interviewed requested that these be less observation and more teaching of concepts and practices learned in the method courses.

Candidates address the *Maine Initial Teaching Certification Standards* (MITCS) through their education coursework and can articulate in conversations how the teaching standards are translated into practice. The MITCS are also assessed in the formal student teaching observations during their clinical experience. This clinical field placement is the

capstone experience and there are three options for candidates: a traditional 15-week student teaching experience, a Professional Development School internship, and an international student teaching experience with the Lertlah School in Bangkok, Thailand. The clinical handbook contains complete information about the student teaching experience and related forms.

In addition to a cooperating teacher, UMPI either hires a veteran teacher to supervise the student teachers or utilizes a few of the unit faculty for this role. The unit has identified the need to require more faculty to fulfill this role. It appears that the clinical placement concludes with two formal observations conducted by the cooperating teacher and the university supervisor. Another component is the creation of the professional portfolio, but the Team was not able to find an actual rubric and how or when it is assessed.

Interviews with cooperating teachers offered several constructive suggestions on what would better prepare student teachers: 1. The unit needs to provide more instruction on a variety of current research-based teaching strategies including utilizing instructional technology; 2. The candidates need more opportunities to practice these strategies; 3. The unit should continue to develop ways to inform candidates on the professional roles of teachers. The group of cooperating teachers unanimously noted the value of having a student teacher in their classrooms for both their PK-12 students, as well as their own professional development.

Additionally, candidates and cooperating teachers expressed the need for increased preparation in classroom management, especially multiple modes of managing behaviors. The review Team has evidence that the unit discovered this deficiency and has already made steps to make the classroom management course a required course.

In summary, the unit has several options for clinical placements for their candidates, complete with a new, innovative software, called *Censeo*, in place, as of Spring 2012. The review Team realizes that the unit is in a major transition based on a change in leadership and a significant reduction in student enrollment; a result may be that some of the past benchmarks have not been assessed or verified. It is apparent that many of the unit's weaknesses have been identified and interventions and changes are being made.

Overall Assessment of Standard

A. Commendation

The Team wishes to acknowledge both the progress and the value of the PDS program and the internship offering as well as the collaboration the unit has with CACE.

B. Recommendations

1. Curriculum should reflect current pedagogy and the diverse methods of teaching specific content. In particular, in elementary education, candidates

should be exposed to current methodology in teaching, classroom management and instructional technology.

2. The unit should continue to address the requirements, the number, verification, and assessment of field experiences, especially in the elementary methods courses.

C. Review Team Decision

This Standard is **Met**.

Standard Four: Diversity

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

Findings:

UMPI Campus Diversity

A key component to Standard Four is the overall campus commitment to diversity. Some of this is found in the Diversity Committee's draft of the UMPI Diversity Plan (Fall 2011). The Diversity Plan's findings, with regard to diversity, are the following: of 1436 students enrolled at UMPI, 64% are women, 19% international, 3% American Indian, 1.3% African American/Black, 1% each Hispanic, Asian, Native Hawaiian/Pacific Islander, with 2.6% declaring a specific disability. Coupled with this is the obvious diverse make-up of the University staffing including 172 full time equivalent staff employees of 43% men, 3.4% Asian, 2.3% American Indian, 1% Hispanic, and .005% Black. Notwithstanding the somewhat geographic isolation of the campus boasting to be "North of Ordinary," UMPI represents itself as a very Diverse Community of Learners and the Learned. The team believes that UMPI is committed to and models embracing diversity for the candidate.

Candidates are first introduced to the concepts of diversity and tolerance in their First Year Orientation and First Year Seminar. Candidates also are asked to complete the computer program, "Everyone Matters."

UMPI has had hundreds of students from the Canadian Maritime Provinces in their Teacher Education Program. Many of these are non-traditional students and represent a range of ages. UMPI is actively pursuing international relationships with several Asian countries, especially China, to bring students to the UMPI campus that would serve to complement those international students that currently attend their international exchange program. UMPI is also exploring opportunities to offer courses to students in Korea and East Asia.

The Campus is a very vibrant community celebrating the differences in its student body, its faculty, and its support staff. It elicits ongoing support in this celebration from staff, faculty and students as they are represented in the Diversity Committee's UMPI Diversity Plan.

The Unit's Commitment to Diversity

Another component of Standard Four is the unit's Conceptual Framework. The syllabi of unit faculty provide evidence relative to the role of the program helping candidates understand and respect diversity in both their teaching and learning consistent with *Maine's Initial Teaching Certification Standards* on an ongoing basis. Syllabi revealed that candidates are exposed to learning in multicultural relevance. Candidates understand that a warm, caring, safe and secure learning school environment that is free from ridicule and bullying and that fosters tolerance of others is considered the optimum learning and teaching environment.

It is evident that the unit teaches its candidates to be cognizant of different teaching and learning styles and to adapt instruction and services to the unique learning needs of students in the inclusion of students with disabilities in the general education curriculum. All candidates are required to complete EDU 387 "Teaching Students with Special Needs" as a pre-requisite to the clinical experience.

Before candidates enter their clinical experience, they are asked to complete student self-assessments of their own tolerance and internal bias as it relates to individual core values and consciousness. Then, it is required that students reflect upon this self-assessment of their professional dispositions.

The unit provides many opportunities for candidates to learn and develop lesson plans that focus on diversity, including their personal learning plans that celebrate diversity and allow for differentiated instruction, working with culturally diverse students and families, and cooperative learning. In team interviews with candidates and program graduates, they commented that unit graduates were well versed in the need for diversity awareness. Candidates also spoke about the positive development of producing lesson plans that provided accommodations for students with disabilities. They are cognizant of the need to become teachers of diverse classrooms. Despite this preparation, candidates' student teaching experiences do not consistently lead to experiences teaching diverse student populations.

The unit continues to promote diversity, as it has expanded its programs and outreach services to provide opportunities for students from diverse communities. A good example of this would be the Nellie Mae Foundation grant to foster the educational opportunities for the Native American and First Nation candidates.

Overall Assessment of Standard

A. Commendation

University of Maine at Presque Isle is to be commended for its efforts to promote, practice, exemplify, and serve as a model of diversity and tolerance in the education community. Efforts to celebrate diversity provide the basis for promoting a social consciousness within the entire university culture and climate.

B. Recommendation

Opportunities for program candidates to work with individuals from diverse backgrounds must be identified and required of all candidates.

C. Review Team Decision

This standard is **Met**.

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.

Findings:

UMPI's self-study indicates that there are 7.5 full-time faculty members in the College of Education, including 6.5 who are tenured or tenure-track. The Unit depends on a large number of adjunct faculty members for course coverage, with 16-24 courses offered by 14 adjunct faculty since the spring of 2010. Forty-one percent of courses were taught by adjuncts in the fall of 2011, as were 32% in the spring of 2012.

All full-time faculty members have an earned doctorate in the field in which they teach, and all but one adjunct holds a master's degree or a doctorate. Adjuncts are selected by faculty for their pedagogical expertise and are typically practicing, or recently retired, educators or administrators.

In addition to full- and part-time faculty, the Unit is supported by a director of student teaching, a full-time administrative assistant, and the director of Central Aroostook Council for Education (CACE). The Unit also has a cadre of 19 student teaching supervisors, including 3 full-time faculty members, who supervise students across the state and in Canada.

Faculty members employ a number of instructional techniques in courses, including hands-on activities, PowerPoints, discussion, modeling of pedagogy, and universal design. As a result of survey data, faculty participated in professional development to learn more about the use of Blackboard, Skype, Smart Boards, and computer assisted

devices so these tools could be better utilized and modeled for students. A number of required courses are offered on-line and interview data suggest that there is some concern about the offering of methods courses through this format.

As stated in the *Procedures for Reappointment, Promotion, and Tenure Based on Peer Evaluation* document, faculty review criteria include instruction (teaching effectiveness and course and curriculum development), institutional service (student advising, service to the university, and professional service to the community), and professional development. Faculty members are evaluated annually until they earn tenure and are then reviewed once every four years. UMPI faculty members are expected to teach 12 credit hours per semester and each course offered is evaluated by students at its conclusion. The data from the evaluations are included in the review process. All full-time faculty members serve as student advisors, with most College of Education faculty advising between 20 and 30 candidates.

Faculty regularly engage in institutional service including participation on the following: University Search Committees, Institutional Review Board, Academic Standards, Institutional Review, Diversity Committee, CACE Executive Committee, Presidential Search Committee, Faculty Assembly, and Athletic Standards.

Faculty members regularly participate in professional development through publications, presentations, and conference attendance. Faculty members have published in journals including the *International Journal of Special Education*, the *International Journal of Multicultural Education*, and *Society for Information Technology and Teacher Education*. Conference presentations have been made at MAHPERD, The American Association of Teacher Educators, and at many local professional development workshops.

Through CACE, faculty members have the unique opportunity of presenting at, and participating in, a number of professional development opportunities with well-known speakers. Recent opportunities have included sessions on Collaborative Problem Solving, Writing Across the Curriculum, Positive Behavior Intervention Support, RTI, Dynamic Differentiated Instruction, Stop Bullying Now, and the Brain. It should be noted that there is a tremendous amount of collaboration between CACE and the College of Education. Candid discussions about the needs of the local schools and teacher education programs regularly occur, with various members of CACE providing feedback on revised documents such as the Student Teacher Handbook. Interviews indicated that CACE members believe that UMPI is generally very responsive to their needs and concerns. Effective PDS relationships have been built between the College of Education and some of the public schools in CACE.

Overall Assessment of Standard

A. Commendations

1. The partnership between CACE and the College of Education is extremely strong, respectful and mutually beneficial.

2. Faculty members have worked extremely hard during the past year and a half to strengthen their student data collection system and examine their capacity to continue all currently offered degree programs.

B. Recommendations

The unit is dependent on a large number of adjunct faculty. These numbers may decrease as the result of faculty proposed program eliminations, but if that is not the case, efforts should be made to reduce the number of adjuncts to maintain program cohesion.

C. Review Team Decision

This standard is **Met**.

Standard Six: Unit Governance and Resources

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

Findings:

Unit Governance

UMPI is organized in a two-tiered organizational structure with the Board of Trustees governing seven campuses in the University of Maine System. System decisions are passed on to the governing officers of UMPI.

The UMPI faculty is governed through three academic colleges: Education, Professional Programs, and Arts and Sciences. The College of Education has an interim leadership structure, which is currently under review. The chair of the College of Professional Studies is the current interim chair with an interim assistant chair providing support. The College of Education meets formally at least every two weeks and also has representation on the Faculty Curriculum Committee and the Faculty Assembly.

Based on comments from administration, lack of movement toward finding a new chair of the College of Education, and the transitional state that the programs are in, it appears to the team that support of the College of Education as a separate entity may be in question.

Personnel

Evidence is provided that faculty members of the unit generally carry a full course load and often times overloads. One faculty member is retiring at the end of the semester, and administration stated that they would support the hiring of two other positions (not affiliated with the retirement) that would support the new direction of the unit.

Facilities and Resources

The team observed appropriate facilities and technology for the program. There are appropriate offices, computer labs, and classrooms with integrated instructional technology. For example, the unit has access to classrooms that include, but are not limited to: computers, projectors (overhead, LCD), Smartboards, and DVD players. The faculty and candidates also have full access to campus IT support. A Mac cart is available to faculty, but candidates reported that only one course utilized the cart a couple of times.

The unit's faculty and candidates have access both to sufficient and current library and curricular resources and electronic information. There is training available in library services and research skills. There are adequate funds set aside for faculty to use for professional development or to present scholarly materials at regional or national conferences. Administration stated that they would be open to any proposals that the unit submitted regarding new faculty, equipment, or additional professional development funds.

The unit self-identified the use of technology as a challenge, however, the visiting team did not hear the same concern from cooperating teachers or students in the program. Students reported that several faculty required projects that incorporate instructional technology and model that technology in courses. However, some students were frustrated that Mac computers were used exclusively in the public schools but were not incorporated into the education courses. They also reported that if Macs were used on campus, the software was not Apple, but Microsoft. This may be addressed through more effective use of the cart of Mac laptops housed in the library and through professional development training.

In summary, evidence was found that the unit has appropriate governance and facilities for the education program at UMPI to meet expectations.

Overall Assessment of Standard

A. Recommendation

Due to international education initiatives, developing partnerships with the PDS program, positive community partnerships with CACE, and a program still in transition, the committee recommends that the College of Education maintain its autonomy and not be incorporated into another college at this time.

B. Review Team Decision

This Standard is **Met**.

IV. Recommendation to the State Board of Education

The Review Team recommends 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 One and Two. Following review of the Interim Report, a recommendation will be made to the State Board of Education as to whether the Unit's approval should be extended through Winter 2016.

V. List of Individuals Interviewed and Sources of Evidence Reviewed

A. INDIVIDUALS INTERVIEWED:

Administration and Staff:

Dr. Donald Zillman, President
Dr. Michael Sonntag, Provost/Vice President for Academic Affairs
Mr. Charles Bonin, Vice President for Administration & Finance
Dr. Ray Rice, Chair of College of Arts/Science
Dr. Deborah Hodgkins, Chair of Faculty Assembly
Mr. Malcolm Coulter, Chair Curriculum Committee
Ms. Kim-Anne Perkins, Coordinator of Bachelor of Liberal Studies Program
Ms. Joanne Wallingford, Director of Information Services
Mrs. Bonnie DeVaney, Director of Career Services

College of Education:

Ms. Clare Exner, Interim Chair of College of Education
Dr. William Breton, Assistant Professor of Special Education
Dr. Suzanne Beudet, Professor of Physical Education
Dr. Barbara Chalou, Professor of Education
Dr. Leo-Paul Cyr, Associate Professor of Art and Art Education
Mr. Alan Gordon, Lecturer of Physical Education
Dr. Tomasz Herzog, Associate Professor of Social Studies Education
Dr. Joanne Putnam, Professor of Education

Mr. Leo Saucier, Lecturer
Dr. Christine Standefer, Professor of Physical Education
Dr. Zhijun Wu, Professor of Education
Mr. Jack Stewart, Director of Student Teaching and Field Experiences
Mr. Alan Gordon, Advisor, PE Majors Club
Mr. David Ouellette, Executive Director, Central Aroostook Council on
Education (CACE)
Ms. Lisa Udasco, Administrative Assistant I

Students:

Emily Case	Randi Kaplin
Andrew Doherty	Chris Kaulback
Kaitlyn Dolimount	Jeremy Tarr
Chelsie Hawkins	Wendy Walsh

Individuals Interviewed During Area School Visits:

Pine Street School:

Ms. Janice DeLong, University Supervisor
Ms Loretta Clark, School Principal
Ms. Danielle Pelkey, PDS Intern
Ms. Marissa Post, Student Teacher
Ms. Debra Wright, Cooperating Teacher
Ms. Tammy Willey, Cooperating Teacher

Presque Isle Middle School:

Mr. Bill Guerrette, Cooperating Teacher
Ms. Casey Johnson, Cooperating Teacher
Ms. Cassandra Green, PDS Intern
Mr. Sam Picard, Student Teacher

Teague Park School:

Ms. Tanya Belanger, School Principal
Ms. Karin Howe, Cooperating Teacher
Ms. Lorinda Duncan, Cooperating Teacher
Ms. Beth Thibeault, Cooperating Teacher
Ms. Angela Pelletier, Cooperating Teacher
Mr. Ed Theriault, PDS Intern
Ms. Erica MacDougall, PDS Intern
Ms. Alexis Gereben, PDS Intern

Mah-Sos School, Tobique, New Brunswick:

Ms. Paula Perie, School Principal
Ms. Tina Bear, Student Teacher

Members of CACE/University Advisory Council Interviewed:

Mr. Luke Shorty, Director MSSM
Ms. Wendi Malenfant, Easton Elementary Principal
Ms. Ellen Schneider, Assistant Superintendent/Curriculum Coordinator
SAD #1
Ms. Sue Parks, Fort Fairfield Elementary Principal
Mr. Lynn McNeal, CAMSP Math/Science Grant Director
Mr. Fred Boyd, Special Education Director MSAD #42
Mr. Rick Bragg, Principal Washburn Elementary/Middle High School

Members of CACE Executive Committee Interviewed:

Mr. Marc Gendron (Chair), Superintendent SAD 20/AOS #99
Mr. Ed Buckley, Superintendent MSAD #45
Mr. Roger Shaw, Assistant Superintendent AOS #99
Mr. Frank McElwain, Superintendent RSU #39

Recent Program Graduates:

Steven Callioras
Chelsea Cheney
Megan Fowler
Olivia Hollingsworth
Shirley Jewell
Michelle Phillips

B. SOURCES OF EVIDENCE:

**Unit Standard 1
Initial Teacher Candidate Performance**

Index

1. Admissions Requirements and Procedures
2. Advising and Monitoring Procedures
3. Professional Competencies expected at the completion of the College of Education program
4. Content proficiencies expected at the completion of the College of Education Program

5. Course alignment with the 10 Maine Teaching Standards and the UMPI College of Education Conceptual Framework
6. Censeo-Measurement Tool
7. Data of performance of graduates (Title II) reports, including results of state certification exams and job placement rates.
8. Student evaluations, including student teaching and internship performance completed by the University Supervisor
9. Student evaluations, including student teaching and internship performance completed by the Cooperating Teacher

Standard 2
Assessment System and Unit Evaluations

1. 2011 External Survey Summaries
2. Report to Advisory Committee
3. Maine Principals Survey of UMPI program effectiveness based upon the Ten Maine Teacher Standards.
4. Alumni Survey of UMPI program effectiveness based upon the Ten Maine Teacher Standards.
5. Spring 2011 Survey of Student Teachers perception of the UMPI program effectiveness.
6. Fall 2011 Survey of Student Teachers Perception of the UMPI program effectiveness.
7. Teacher Education Student Handbook
8. Title II- Praxis II Summary
9. Recommended changes to the program
10. Title II Reports
11. Praxis II Summaries

Standard 3
Field Experience and Clinical Practice

1. Documentation of Collaboration between UMPI and Schools
 - a. MOU with MSSM
 - b. PDS with Teague Park School
 - c. Central Aroostook Math/Science Partnership School
 - d. MOU with Lertlah
2. Teacher Education Student Handbook
3. Student Teaching Handbook
4. EDU 395: Internship in Teacher Education
5. PHE 396: Fieldwork in Physical Education
6. Self Initiated Field Experience (also found in Censeo)

Standard 4
Diversity

1. UMPI Diversity Plan
2. UMPI Diversity Report
3. Education Enrollment by Ethnicity
4. Enrollment by Gender
5. Project Compass
6. Activities to promote Diversity
7. University Course Alignment Matrix with Diversity within the Conceptual Framework.

Standard 5
Faculty Qualification, Performance & Development

1. Faculty Vitae that includes information of the following:
 - a. Academic Degree
 - b. Professional Experience
 - c. Teaching and Administrative load for the past 2 semesters
 - d. Current Professional & Academic Association memberships
 - e. Publications

- f. Papers presented
 - g. Other scholarly activity
2. Qualifications of Cooperating Teachers & University Supervisors
 3. AFUM Contract
 4. Procedures for Reappointment, Promotion and Tenure based on peer evaluation
 5. Current Faculty and Staff Directory
 6. Faculty loads for Advising, Teaching and Supervising Internships
 7. Copies of workshops for Student Teaching Cooperating Teachers and University Supervisors
 8. Faculty Trainings and Workshops

Standard 6
Unit Governance & Resources

1. Mission Statement/Vision Statement
2. University of Maine at Presque Isle Strategic Plan
3. Organizational Chart
4. Non-Discrimination Policies
5. College of Education Budget
6. University System and AFUM Contract