

# ***REVIEW TEAM REPORT***

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## ***PROGRAM APPROVAL VISIT TO:***

UNITY COLLEGE  
Teacher Preparation Program  
Unity, Maine  
March 4 - 7, 2012

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## **I. Introduction**

The College's Teacher Education Program sought and received initial approval from the State of Maine School Board in 2007. The State Board Approved Program Review Team (hereinafter referred to as "Team") convened for its site visit from March 4-7, 2012 to conduct the review for the Unit. This report is based upon a thorough review which consisted, in part, of the Unit's "Self Study Report". Additionally, during the on-campus site visit, interviews with college faculty, administration, candidates, cooperating teachers, and administrators were conducted in addition to class and partnership school visitations. Furthermore, instructional syllabi, handbooks and other exhibits submitted by the Teacher Education Program faculty were also reviewed.

The College was founded in 1965 by a group of citizens from the town of Unity and opened its doors to 39 students in 1966. The campus, located on 160 acres of donated land, was an institute of Liberal Arts and Sciences. Now with a student body of 550 students, the College focus is on the environment and natural resources. Concern for the environment is an important global issue shared by many students today. The College offers programs that are largely suited to the involved and committed citizen of tomorrow. (Unity College Employee Handbook, 2012. pg. 7-8)

Over the past five years administration and faculty have conducted a review of the entire academic organization of the college, its majors, the general education program, and College Wide Learning outcomes (CWLO) in response to the most pressing environmental challenges of the 21<sup>st</sup> Century. As a result of this Academic Master Planning (AMP), the College reduced the number of majors offered from 23 to 15, and in light of this, is presently reviewing the general education program for content and structure. A newly designed governance infrastructure included the appointment of two Teacher Education Program Co-directors, one of whom chairs one of the five Academic Centers. A March 2012 goal of completion coincided with the accreditation team visit.

As a result of the AMP, the Unit is "more focused on sustainability and preparing citizens to be actively engaged in solving environmental problems" through "place-based experiential learning". Its mission to develop "graduates...prepared to be environmental stewards, effective leaders and responsible citizens...is closely aligned with overall goal of environmental education". The College's mission statement cites that it "prepares dedicated students for professional practice as engaged and environmentally aware experienced educators."

## **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.*

### **The Unit's Conceptual Framework**

The Unit's Conceptual Framework is a very a well designed with a philosophically based structure which is strategically aligned with its mission. The concept framework, 3E: Experience, Engagement and Environment, suitably aligns its goals for both the content learner and the pre-service teacher.

Experience (program and pedagogy) reflects the campus commitment to the hands on practical and authentic learning experiences. “The Teacher Education Program is committed to delivering a program that not only employs experiential learning strategies, but also examines and evaluates experiential teaching and learning as pedagogy”.

Engagement (people and professionalism) encourages involvement and responsibility. Students are treated as “professional partners in teaching and learning and demonstrate the highest character in the classroom and in life.”

Environment (place and purpose) aligns with the unit’s mission to prepare s for Environmental stewardship. Valuing the environment, students come to appreciate both nature and place as both ecological and pedagogical resources. (Unity College Self Study Report)

The campus faculty appears to understand and embrace this notion and is committed to its success and integration into all coursework. The outgrowth of this framework by faculty and candidates has yielded consistent language and conceptualization of a central theme in the campus curriculum. Extensive outreach and service learning projects have successfully connected the candidates to the community, and will be an impetus to furthering the Teacher Education Program’s shared vision, coherence, and professional commitments.

**Commendation:** This Unit is commended for its unique submission of the Concept Framework which is a scholarly piece of work including cites and references of the theoretical underpinnings of the program.

### ***III. Summary of Findings for Each Standard***

#### **Standard One: Initial Teacher Candidate Performance**

*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.*

**Level:** Initial

#### **Findings:**

The Unit enables its candidates to earn secondary teaching certificates (grades 7-12) in Life Science or Physical Science. Standard One focuses on the candidates, ensuring that the program meets professional, state, and institutional standards. To this end, an examination must be made of the degree and certification program requirements ensuring that these align with *Maine’s Ten Initial Teacher Certification Standards*.

The Unit highlights the importance of preparing “engaged and environmentally aware experiential educators.” To support this commitment, general education requirements center on an Environmental Stewardship Curriculum. This curriculum includes a disciplinary core that incorporates a distribution model across the liberal arts and sciences, and an interdisciplinary core that reflects integrated courses taken at the freshman, sophomore, and junior/senior year that focus on “sustainability and development of skills needed to be engaged environmental citizens.”

To become certified, candidates must take at least 24 credit hours in life science or physical science. Forty-two life science courses and 16 physical science courses are listed in the program report as “current approved science courses.” However, required science courses have been identified in each certification area with some

room for open selection within these approved courses. Eight semester maps have been developed for fall 2012 which suggest how the science courses can fit in with all other course requirements—major, disciplinary core, and interdisciplinary core—to ensure completion within four years. Candidates must achieve a C or better in the 24 science credits with an overall 2.5 grade point average prior to being recommended for certification.

The Teacher and Learning major is composed of 10 courses plus student teaching for a total of 42 credits. In the fall 2012 an eleventh course, *Teaching with Technology*, will be added. However, the total number of credits will not increase because two four-credit education courses will be reduced to 3-credits each. Candidates must have a grade point average of 2.5 after completing 14 credits in the major; 3.0 at the time of completing the 30 credits in the major prior to student teaching.

Coursework in the major include five education courses and three psychology courses:

*Foundations of Education*  
*Instruction and Evaluation Design*  
*Curriculum Development & Assessment*  
*Education for Exceptional Children & Youth*  
*Teaching Science in the Secondary Schools*  
*Introduction to Psychology for Teaching & Learning*  
*Human Development*  
*Educational Psychology*

A concern was voiced that some candidates might take *Introduction to Psychology* prior to entering the Teaching and Learning major and this course could not substitute for *Introduction to Psychology for Teaching & Learning*, which is noted as having about a 90% overlap. This inability to substitute exists since *Introduction to Psychology for Teaching & Learning* is part of The Unit's approved Teacher Certification Program. Consequently the Maine State Certification Office only recognizes this course as part of the program. A consideration to include an addendum to the program including a choice of either course would benefit candidates who find themselves in this situation.

All major courses spread throughout the four years are linked to field experiences that span from 5-12 hours. Two practicum courses are an additional part of the major; *Education Field Practicum I* and *Education Field Practicum II*. Each of these practica involve 25 field hours in different sites with the first occurring early in the program and the second in the latter half.

Current students, alumni, faculty, and school partners provided numerous examples of how the full college curriculum embodies the ideological framework of E<sup>3</sup> (experience, engagement, and environment). Active engagement and experience (the first two E's) are emphasized and fostered throughout the general education curriculum, the major requirements, and the science concentrations. Moreover, the third "E"—environment—is a critical frame for the Environmental Stewardship Curriculum, the science courses, and the major by emphasizing the use of one's local environs to have grade 7 through 12 study science. Specifically, in asking candidates "What kinds of teachers do your professors strive to produce?" they readily express "engaged with the students rather than having a formal teaching style," "place-base education," kinesthetic and providing for many learning styles," "flexible, finding different ways to teach versus direct instruction." These comments reflect congruence with the program's conceptual framework.

The *Maine Learning Standards* and *Maine's Ten Initial Teacher Certification Standards* are introduced early in the program. A "Matrix of Maine Teacher Certification Standards and Student Development" handout identifies the links between the performance indicators that fall under each of *Maine's Ten Initial Teacher Certification Standards* and the Teaching and Learning major courses. Each performance indicator subsequently is identified as being "introduced," "practiced," or "applied" within the course. Course assignments also are cross-walked with the standards and performance indicators. In examining course

syllabi, not all had performance outcomes listed, while specifying what the candidate should be able to do by the end of the course. Neither did all syllabi explicitly inform the candidate what Maine Teacher Certification Standard/s is/are being addressed by the course.

In interviewing candidates, they are clear as to the different phases or tracks of the program and how the program starts with a “broad base” to ensure one wants to teach. Candidates are aware of the timeframe when Praxis I and Praxis II must be taken and passed in order to continue in the program. The requirement of the ePortfolio is known from the start since candidates compile artifacts immediately, placing these pieces of evidence within the appropriate *Maine’s Ten Initial Teacher Certification Standard*. Candidates during student teaching are assessed by their cooperating teacher using Maine’s *Ten Initial Teacher Certification Standards* and performance indicators.

The culminating project is the aforementioned ePortfolio. This product is used as a formative and a summative assessment. Formatively, the ePortfolio is assessed prior to student teaching to identify areas in which the candidates particularly needs to improve. This assessment also helps the university supervisor in coaching the candidate. Summatively, the ePortfolio is used at the end of student teaching to determine a candidate’s proficiency in meeting the standards.

Samples of candidate portfolios artifacts were organized according to *Maine’s Ten Initial Teacher Certification Standards* providing ample documentation for each standard. One concern, however, did emerge. Lesson plans ranged in format and detail. Often neither assessments nor differentiation strategies were listed. It appears that even though alumni and current candidates could clearly identify the 5 E’s (engage, explore, explain, elaborate, evaluate), which is the gold standard for science lesson planning, a sampling of lesson plan formats are distributed throughout the program with the candidates being able to pick among them. The evidence shows that without a standard format, critical aspects of planning such as clear assessments and differentiation techniques are not explicitly laid out.

Finally, *Maine’s Ten Initial Teacher Certification Standards* specifies the use of educational technology to deliver instruction. Conversations with school partners, candidates, and alumni indicate that essential technology skills are taught with respect to lab skills, use of the SmartBoard, and familiarity with the software available through the Maine Laptop Initiative. Faculty, though, have felt the need to be more systematic and thorough in teaching how technology can be used to facilitate instruction and candidate learning. Thus, a 2-credit technology course has been added to the major and will begin this fall.

In summary, evidence was found that the Unit’s ensures candidates’ demonstration of the content, pedagogical, and professional knowledge, skills, and abilities necessary to help all students learn. Nevertheless, attention to a few details would be beneficial in ensuring candidates are aware of the learning objectives for each major course and their connection to *Maine’s Ten Initial Teacher Certification Standards* as well as having a consistent lesson plan that will explicitly identify critical aspects of effective instruction.

### **Recommendations:**

- To help assist candidates progress through their program of preparation, consideration should be applied to fairly equivalent courses, such as *Introduction to Psychology* and the *Introduction to Psychology for Teaching & Learning* course, to eliminate barriers to program entry and to enhance choices.
- Course syllabi should include the learning outcomes with a connection to *Maine’s Ten Initial Teacher Certification Standard/s* that is/are being addressed through the course content and experiences.

- A consistent lesson plan format/template that includes assessment and differentiation strategies should be adopted.

**Review Team Decision: Standard One is met.**

**Standard Two: Assessment System and Unit Evaluation**

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

**Level:** Initial

**Findings:**

The Unit has a clear and sequential process for intake and benchmark assessments of teacher education candidates, as they progress through their Teaching and Learning major at the College. Students may declare a major at any time throughout their course work. Many Teaching and Learning majors have a second major within the sciences.

Initially, candidates declare their intent to participate in the Teacher Education program with the “Declaration of Interest” form. They meet with an advisor to review expectations, and must pass Praxis I prior to enrollment in the program. Students take five education courses and two Practicum courses between freshman and senior year. After Practicum I, with 25 hours of field experience, which is typically taken in the freshman or sophomore year, candidates must participate in the first of two portfolio presentations and assessments. This evaluation is done by at least two members of the Teacher Education Committee and includes an oral component, an evaluation of the online portfolio, and an assessment of dispositions. Members of the Teacher Education Committee and several candidates verified adherence to this process.

Prior to formally applying to the program, candidates must pass Praxis II in either Life Sciences or Physical Sciences. Candidates apply to the Teacher Education Program after all previous requirements are met. They must also submit two letters of recommendation and a transcript to verify coursework and academic standing.

Candidates engage in Practicum II (also 25 hours) typically in their senior fall, prior to student teaching. The program’s co-directors work to ensure that candidates have both a middle and high school experience in Practica I and II, and they match candidates to placements based on individual profiles, needs and desires.

Student teaching encompasses a 15-week full-time placement in a local school, typically completed in either the spring of senior year or the fall of the subsequent year (a 9<sup>th</sup> term). The second and final portfolio review takes place at the end of this experience. Candidate portfolios, both final and ongoing, online and in hard copy, provided evidence of meeting Maine’s Ten Initial Teacher Certification Standards, through sufficient artifacts and rationale statements for each standard.

During the Student Teaching semester, the student teacher is observed and assessed at frequent intervals by both the college supervisor and the onsite cooperating teacher. Host teachers receive a file with observation and evaluation forms and procedural documents. The college faculty member observes at least five times in the semester (approximately every two weeks) and conducts a midterm and final evaluation based on Maine's Ten Initial Teacher Certification Standards. Local cooperating teachers from area schools verified this attentiveness to formative and summative feedback, confirming that college supervisors were highly visible in the schools and classrooms, maintained open and frequent communication with host teachers, and were readily available for questions or concerns. This degree of observation and assessment is possible due to the small number of student teachers each year, but will become cumbersome if numbers increase in the future.

An advisory board, comprised of educators from various educational institutions including the local field placement schools as well as informal community partners, meets three times a year to discuss programmatic considerations.

On-campus, the Teacher Education Committee supervises candidates' progress, advises candidates with regard to academic planning, assesses candidates' competency in meeting established standards and recommends candidates for certification. The membership of the TEC includes full-time teacher education faculty, a representative of the science faculty and the Co-Directors of the Teacher Education Program. The TEC meets for one hour every other week, in addition to conducting portfolio reviews. From interviews with various TEC members past and present, it is clear that this Committee is an integral part of the assessment of candidates and of ongoing assessment of the program itself.

Cooperating teachers receive ample support, early and careful planning, and clear guidelines for mentoring candidates, and they all confirmed the visibility of the program directors within the local schools. One school principal said that the Unit is "easy to work with" in every way. All host teachers are highly qualified, and several schools are in transition to a proficiency-based paradigm. The college may find that, through the use of the new Tandberg system, proficiency-based programming on campus can be developed to mirror and align with that of RSU 3 and 18.

The Education program faculty are evaluated according to the institutional guidelines, as outlined in Standard Five of this document.

**Commendation:** The co-directors should be commended for their strong advising and guidance of students throughout their four years of course work and placement opportunities.

**Review Team Decision:** **Standard Two is 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.*

#### **Level: Initial**

#### **Findings:**

The Unit places candidates in a range of school and informal/non-formal educational settings. These settings support the Unit's conceptual framework by offering candidates the opportunity to participate in experiential learning.

The Teacher Education Program's partnerships with informal or alternative educational settings are particularly reflective of the College's conceptual framework. These include the Maine Academy of Natural Sciences, Kennebec Montessori School, Maine Discovery Museum, Starrett Learning Center, and the Chewonki Foundation. In addition, the College has formal Memoranda of Understanding with RSU#3, Maine Central Institute; RSU #18, and Nokomis High School, in Newport, Maine. A strength of their partnerships with RSU #3 and RSU#18 is that these districts are members of the Maine Cohort for Customized Learning. RSU #18 and Maine Central Institute support Unit candidates throughout their program. Administrators from RSU #3 and MCI spoke highly of the partnerships with the Unit and described them as continuing to grow.

Candidates participate in field experiences throughout their program. Field experiences are a part of most education major courses and placements. Field experiences begin early in the program, require increasing classroom engagement and culminate in a full semester of student teaching. A minimum of 97 hours of experience with students and teachers is required before student teaching. Candidates and alumni called these experiences, "the backbone of the program."

The Co-Director of Teacher Education is responsible for coordination of field experiences. She reported making every effort to place candidates in settings that were a good fit for them and their needs. Her efforts to make good matches were commended by current candidates, program graduates, and a partner school administrator.

The Co-Directors of Teacher Education also do all of the supervision of teacher education candidates. Candidates are observed during Practicum II and Student Teaching. Candidates and partner school faculty commended the co-directors' presence in the schools, their excellent communication, and their support of students.

All school partners participate in the assessment of the Teacher Education Program. They each have a representative on the program's Teacher Education Advisory Board. The program also solicits feedback from partner school principals and their science departments on program structure, field experiences, policies, and procedures. Partner school faculty also engage in the assessment of teacher education candidates. Cooperating teachers assess teacher education candidates' dispositions and competencies. For example, at mid-semester they do an assessment of dispositions, and at the end of Practicum I and II, they complete a final evaluation. During student teaching, cooperating teachers also assess candidate performance in reference to Maine's 10 Initial Teaching Standards.

**Commendation:** A strength of their partnerships with RSU #3 and RSU#18 is that these districts are members of the Maine Cohort for Customized Learning and teacher education candidates' experiences are enhanced through first hand experience with proficiency based education.

**Review Team Decision:** Standard Three 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.*

**Level: Initial**

**Findings:**

The College embraces diversity. Candidates engage in rigorous academic programs designed to prepare them to become environmental stewards, effective leaders and responsible citizens. This coursework encourages candidates to think critically about multiple viewpoints surrounding complicated environmental issues. During their first semester at the College, students take the Unity Experience (UE). Diversity, framed around the College's mission, is a strong component of this core course. One of the explicit UE course outcomes states that candidates will "appreciate the value of diverse people and ideas." Topics and community service experiences focus on personal development, community engagement, and environmental issues. As a College administrator noted, the curriculum at Unity promotes diversity and interaction. Candidates learn to embrace the diversity of perspectives, to engage in dialogue in a civil manner, and develop critical thinking skills. Candidates were able to articulate the transferability of these skills to teaching in a secondary classroom setting.

The commitment to diversity is at all levels of the College. For example, through the addition of majors such as Captive Wildlife Care and Education, the College has achieved gender balance. The college student population has a male-female ration of .92 : 1. In addition, there is a Diversity Committee appointed by the President and a student Diversity and Equality Club. Each group plans campus events that focus on Diversity. For example, the Team visit took place during Roots Week. Events taking place on campus this week include Bystander Training, Celebrate Diversity Contest, Cooking Our Roots Contest, and mapping our heritage. Overall, members of the campus community describe the environment as caring and accepting.

The teacher education curriculum provides opportunities for candidates to learn about issues of diversity, to develop and teach lessons that address the diversity of learners, and to develop a classroom climate that values diversity. These courses include Educational Psychology, Foundations of Education, Instruction and Evaluation Design, Education for Exceptional Children and Youth, and Teaching Science in the Secondary School. Through these courses, candidates learn about various educational philosophies and perspectives and their impact in educational settings. They are required to apply their knowledge to diversity issues by planning and implementing lessons that include modifications for diverse learners. For example, in the course, Instruction and Evaluation Design, students plan for and implement a series of lessons that include modifications for diverse audiences such as English Language Learners, behaviorally challenged students, or physically handicapped students. Following the lesson, they reflect upon the accommodations that were made and the perceived effectiveness of the accommodation.

The field experiences associated with the above courses as well as Educational Field Practicum I and II and Student Teaching occur in diverse educational settings. Candidates are placed in a range of settings from an urban expeditionary learning high school in Portland where there are over 20 languages spoken by the student body, a public/private high school where approximately 25% of the student population are international candidates and an extensive English as a Second Language program, and the district immediately surrounding campus where about one-fourth of the population (23%) are considered special needs and 72% are included in the free or reduced lunch program. These settings provide teacher education candidates opportunities to interact with students of diverse ethnic, racial, socio-economic, ability and gender groups; and to ensure that candidates are aware of the needs of students with diverse backgrounds as they prepare to help all students learn. A cooperating teacher reported that the Unit's teacher education candidates do a "good job with differentiation and adapting instruction." A school administrator and the graduates reported that the Teacher Education Program prepares its candidates to seek out resources in the school to support students with disabilities and students who are English Language Learners.

Currently, the Unit's Teacher Education Program faculty and candidates is not racially diverse, but makes good-faith efforts to increase faculty and candidate diversity. Based upon IPEDS data, the College has grown more racially diverse since its last review. The number of non-white students has doubled. Additionally, according to the Dean for Enrollment Management, the College recently hired a consultant to support its goal of attracting more international students. The teacher education program has also set goals related to increasing candidates' opportunities to engage with diverse faculty and students. Their goal is to use technology to provide the candidates access to regions and opportunities for engagement with diverse faculty and students. Specifically, the goal is that candidates in the Program will have one course from a faculty member with a different racial or ethnic heritage and that two courses will support candidates in understanding how to use technology to increase opportunities for learning and connections to diverse communities regardless of location. In conjunction with RSU #3, the College was recently awarded a grant to purchase a Tandberg video conference system with RSU# 3. The President and VPAA expressed a commitment to use the new technology to support the achievement of this goal.

**Commendation:** The Unit has made a commitment at its highest levels to use the Tandberg video conference system to increase candidates' opportunities to engage with diverse faculty and students. The Team commends these commitments and encourages continued forward movement.

**Review Team Decision:** **Standard Four 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.*

**Level:** Initial

### **Findings:**

The Teacher Education Program has four principal faculty members. Two co-directors oversee the day to day management of the Teaching and Learning major, advising students throughout their

course of study, supervising and evaluating student teachers, developing partnerships with area schools and organizations, and serving as the voice of the program on the campus. In addition, two additional faculty members regularly teach courses necessary for the completion of the Teaching and Learning major. Another faculty member serves as an adjunct instructor as needed. A number of other instructors across campus teach major candidates in content area courses in life and physical sciences.

Faculty members have a workload of 21 credits per year, equivalent to a 3-4 semester split of 3-credit courses. One of the co-directors teaches both Education and Science courses, with a 6-credit course release for administrative and supervisory responsibilities. The second co-director of the program fulfills several roles on campus, with responsibilities equivalent to a full time position, with 24 hours dedicated to teacher education. The co-directors were described by colleagues as “top notch,” and candidates praised their remarkable commitment to their academic and personal well-being.

All faculty members are skilled and knowledgeable, with a minimum of a master’s degree within their area of expertise. Two of the four Education instructors hold doctorates. Faculty members meet the college standards for teaching, service and scholarship, and are evaluated against these criteria.

Faculty members regularly integrate authentic place-based community experiences into their courses, which align with the college’s conceptual framework of experience, engagement and environment. Some examples noted during interviews include “adventure-based environmental education” activities with local children and youth, a middle school rafting trip, and experiences working in special education classrooms. Education candidates are well-versed in their content area, and often bring hands-on science exploration into schools and informal settings. The fluid interweaving of the sciences, education courses, and community engagement creates effective and note-worthy collaboration across programming for candidates. Faculty members across campus create personalized connections with students and engage in best practices for inquiry-based learning. One faculty member described the integration as “one big community,” encompassing the college and the nearby towns.

Faculty members also participate actively in committees on campus and, consequently, in service to the institution as a whole. They also engage in professional development, both on and off campus. One faculty member explained that the college embraces a broader definition of “scholarship” based on Boyer’s model which includes scholarship of engagement as well as scholarship of teaching and learning processes.

Faculty is evaluated according to clearly articulated procedures and policies (the Faculty Assessment Review Process or FARP), as developed and implemented by the Faculty Evaluation Committee. Instructors submit an annual report documenting their contributions to teaching, service and scholarship. When a faculty member is ready for renewal and/or promotion, the FEC considers, among other documentation, the member’s dossier, peer classroom observation report(s) completed by a faculty peer, a letter from the Center director, and student course evaluation data. Recommendations from the FEC then are passed along to the VPAA and ultimately the president of the college who has the final decision.

Faculty members may receive a five-year reappointment, a two-year probationary contract, or a one-year terminal contract. Faculty may also ask to be considered for promotion according to the guidelines set forth in the “Faculty Evaluation Guidelines.”

**Review Team Decision: Standard Five 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.*

**Level:** Initial

**Findings:**

For the past four years the college has worked diligently to craft a new governance structure. The faculty voted to accept the new structure with a President, Vice President of Academic Affairs (VPAA), Dean of Retention and Institutional Research, and five Center Directors. A Co-Director of the Teacher Education Program was brought on campus to provide impetus for change and consensus building around the new governance design. She was voted by the faculty to be the Director of the Center for Experience Environmental Education for a three-year tenure and is also in charge of faculty professional development. The second Co-Director of the Teacher Education Program carries more responsibility for classroom teaching and supervision responsibilities. Together they form a team which capitalizes on each of their strengths. It is evident that there is strong support from the President and VPAA which enables the Co-Directors to deliver and operate coherent programs of study. Policies and procedures were passed by the faculty and put into place. The new Mission Statement and Conceptual Framework is evidence of support of this standard.

The Unit has demonstrated that, as a team, they are quite capable of effectively managing their program. They are looking to make the education program a major, in order to grow the size of the program. A goal has been set to increase the number of school practicum, student teachers and graduates each year as well. A Teacher Education Committee (TEC) was formed with representatives from education and content faculty with strict guidelines for turnover to ensure continued involvement throughout the College's entire content faculty. This working group participates in program design and evaluation of the Unit and its programs. Their commitment to best practices and improving their pedagogy is reflected in their alternate bi-weekly meetings to discuss pedagogical practices. Content and education teachers work closely together to design, implement and evaluate the 7-12 program. TEC members referred to their newly acquired MAC computers with a plan to expand the number every two years. They shared their use of Tandberg, Smart Board and the new Technology Plan.

Interviews with the Vice President for Finance and Administration (VPFA) and the Institutional Budget Management (IBM) and faculty members demonstrated further testimony of the symbiotic relationship between faculty and administration. Though the VPFA had only been on board for six months, she and the IBM worked closely together. The latter, with staff and candidate input, seems to

have control over finances related to instruction. Grants and bequeaths appeared to be available to support all five Centers which were metered out proportionally on the as-needs basis. Faculty voiced satisfaction with the financial support for materials and equipment. Recently five MAC computers were purchased for candidate use to align with Maine's Technology initiative with faculty expressing their need for more computers.

Faculty are awarded \$1500 each, over a two year period for professional development of their choice. Faculty grant writing is encouraged when appropriate. Faculty and administration agreed that funding was on par with their expectations and adequately supported their programs both on-campus and off campus clinical work.

The Employee Handbook specifies the rights and policies pertinent to employment, on the job benefits, general practices including most concerns from academic freedom to dress codes. Compensation, salary benefits, general practices, and safety issues were addressed as well as communications mechanisms and personal conduct. The Unit's workload policies stipulated 21 credits per year with a load of teaching 3-4 courses over the two semesters in the academic year. Consideration is made for time for scholarship, assessment, advisement, collaborative work and service. Several adjunct faculty are utilized in the program.

The Unit has a professional agreement to collaborate with several area schools some of which are committed to transition to place-based and proficiency-based schools. Several partner schools with diverse populations allow practicum candidates to plan for and practice differentiation within their day to day teaching. Additionally, non-traditional approaches to education are partners as well. Student teachers and practicum candidates placed in partner schools were supervised and supported by the co-directors of the program. Interviews with Candidates and cooperating teachers attested to the supervisors' attentiveness and unceasing support. The program presently has one student teacher, but may have up to 4 or 5 next semester, which represents a typical distribution. Practicum candidates are visited as well.

Services from support personnel are represented in different ways. The librarian staff offer technology workshops and is presently planning to create a room where students or classes may gather for small group work or tutorials. According to the Director of Library, the Quimby Library holdings have recently been updated based on patterns of use and cost. The library serves college students, faculty and staff as well as the local population which is unfunded. Workload is now spread between three full time library aides and work study students. The librarian has been proactive in reducing the costs for on line journals by using platforms such as EBSCO and integrated searches. A Co-Director's curriculum holdings have been transferred into the library.

A recent campus wide survey reveals that students want more quiet hours for studying, library literacy workshops, and curriculum resources. They also want a media lab as well as a computer lab with MAC computers. The librarian is also looking for funding for digital storage, a learning management system, and a platform for video streaming. This initiative would enable the possibility of developing webinars and tutorials for the new computer proficiencies examination model as well as help candidates to meet the technology standards in Maine's Initial Teacher Certification Standards.

The Teacher Education Program has recently added a Teaching and Technology course and purchase of five Mac computers which does not meet the needs of the education candidates who are working in

the public schools, all of which are equipped with MAC computers. The Unit may consider collaborating with the Library and the newly formed Instructional Technology Committee to increase the number of MAC computers until they are able to secure a larger number of computers for education candidates' use.

**Review Team Decision: Standard Six is met.**

#### **IV. Recommendation to the State Board of Education**

It is the finding of the Program Review Approval Team that the Unit has met all six standards set forth for Teacher Education Program approval by the Maine State Board of Education. It should be noted that commendations were attributed to the program for excellence in their efforts in developing opportunities integrating technology into the curriculum, as well as their partnerships with schools and organizations in their region which offer valuable internship and student teaching experiences. These partners are piloting proficiency-based education, as well as offering diverse population perspectives. Additionally, the co-directors were commended for their dedication to advise and guide candidates through the programs' practicum and student teacher requirements in the field.

**The Review Team recommends that the Maine State Board of Education grant the Unity College educator preparation program full five-year program approval from spring 2012 to spring 2017.**

#### **V. List of Individuals Interviewed and Sources of Evidence**

##### **INDIVIDUALS INTERVIEWED:**

##### **Administration and staff**

President- Stephen Mulkey

Senior Vice President of Academic Affairs- William Trumble

Vice President for Finance and Administration- Debbie Cronan

Institutional Budget Manager – Doug Fox

Dean of Enrollment Management (Admissions, Financial Aid, Marketing) – Alisa Johnson

Director of Library Services- Melora Norman

Dean of Student Affairs – Gary Zane

Dean of Institutional Research – Holly Hein

##### **Education Department Faculty**

Angela Hardy

Dr. Gerry Saunders

Dr. Jim Horan  
Wilma Lombardi, adjunct instructor

**Faculty external to the Education Department**

Dr. Jim Horan, Psychology  
Dr. Aimee Phillipi, Biology  
Dr. Gerry Saunders, Biology  
Barry Woods, Mathematics  
Tom Mullin, Parks, Recreation and Ecotourism  
Jim Horan, Professor of Developmental Studies  
Don Lynch, Professor of Psychology  
Dave Potter, Professor of Aquaculture and Fisheries (science representative)

**Cooperating Teachers**

Roger St. Amad  
Hauns Bassett  
Carol Boothroyd  
John Cangelosi  
Benjamin Donaldson  
Ted Taylor

**Students**

Beth Capiorelli  
Travis Courser  
Brittney Kunst  
Jason Luttmer  
Chris McArthur  
Olivia Thornton  
Courtney Tway  
Ashley Sutton, student teacher

**Alumni**

Hauns Bassett  
Casey Jaroche  
Kim Scantlebury  
Travanion Grenfell

**Administrators from Schools**

Carl Gartly, Principal China Middle School  
Jason Judd, Dean of Academics

**SOURCES OF EVIDENCE**

**Documents and Exhibits**

## Artifacts Available for Review: Unity College Teacher Education

Program Review: March 4-7, 2012

### **Standard 1**

- Appendix 2.1.a Sample 8 semester map for Secondary Education Physical
- Appendix 2.1.b Sample 8 semester map for Secondary Education Life Science major
- Appendix 2.1.c Evaluation criteria and rubric for evaluating pre-student teaching presentation of portfolio to Teacher Education Committee
- Appendix 2.1.d Evaluation criteria and rubric for evaluating post-student teaching presentation of portfolio to Teacher Education Committee
- Appendix 2.1.e Rubric for evaluation of student portfolios
- 2.1.g Unity College Catalog
- 2.1.f Teacher Education Newsletter
- 2.1.g Disposition Rubric
- 2.1.h Cooperating Teacher Evaluation of Student Teacher
- 2.1.i Field Experience Assessment Forms
- 2.1.j Teacher Certification Advising Sheet
- 2.1.k Syllabi
- 2.1.l Interview Rubric

Matrix of Maine Teacher Standards and Standard development

Course assignments and inferences to standard and performance indicators

In Portfolio - Sample Lessons from Student Teaching

### **Standard 2**

- Appendix 2.2.a Student Declaration of Interest

- Appendix 2.2.b Practicum I portfolio assignment
- Appendix 2.2.c Application to student teach
- Appendix 2.2.d Pre-student teaching portfolio presentation
- Appendix 2.2.e Post-student teaching portfolio presentation
- Appendix 2.2.f Rubric used for portfolio review
- Appendix 2.2.g Practicum II final evaluation
- Appendix 2.2.h Student teacher evaluation by cooperating teacher
- Appendix 2.2.i Disposition of teacher candidates
- Appendix 2.2.j Field experience agreement: Education for Exceptional Children
- Appendix 2.2.k Post graduation survey
- Appendix 2.2.m Post graduation survey: five years after graduation

### **Standard 3**

- Appendix 2.3.a Education field experience laboratory syllabus
- 2.3.b Field Experience Agreement
- 2.3.c Field Experience Log
- 2.3.d Field Experience Assessment
- 2.3.e Memoranda of Understanding with Partner Schools
- 2.3.f Teacher Certification Handbook
- 2.3.g Student Teaching Development Plan
- 2.3.h UC Supervisors
- 2.3.g Sample Internship Agreement

### **Standard 4**

- 2.4.a Unity Non Discrimination Policy

### **Standard 5**

- 2.5.a TEC CV/Resume
- 2.5.b Faculty Annual Reports and Plans
- 2.5.c Curriculum Service Learning Inventory
- 2.5.d Personnel Policy and Procedures
- 2.5.e Faculty Evaluation Guidelines
- 2.5.f Adjunct Hiring and Evaluation Process

### **Standard 6**

- 2.6.a Faculty Handbook
- 2.6.b College Organization Chart
- 2.6.c TEP Advisory Board
- 2.6.d Staff Support for TEP
- 2.6.e Teacher Education Committee Notes
- 2.6.f TEP Annual Review by VAPP
- 2.6.g IT Department Description
- 2.6.h Technology Plan

### **Examples of Student Work Viewed**

#### Digital Portfolios – available at Googledocs

- E Ci – Practicum 1
- A S - Pre-student Teaching
- R L – Post Student Teaching

#### Hard Cory Portfolios

- L B - Student Teaching
- K L – Student Teaching
- K L – Field Experience Log

### **College Classroom Observations**

EDU 3223 Curriculum Development and Evaluation  
EDU 3333 Educating the Exceptional Child and Youth  
BI 3243 Genetics  
PY 1003 Introduction to Psychology for Teaching and Learning

### **Public School visitations**

China Middle School  
Maine Central Institute