

REVIEW TEAM REPORT

PROGRAM APPROVAL VISIT TO:

Saint Joseph's College
Education Program
Standish, Maine
February 5-8, 2012

Program Review Team:

Dr. Douglas Lynch, Chair

Dr. Allyson Hughes Handley, University of Maine, Augusta

Angela Hardy, Unity College

Dr. Christine Standefer, University of Maine, Presque Isle

Dr. Jane Dalton, Maine College of Art

State Board Observer: Nancy Perkins

State Consultant: Harry W. Osgood
Higher Education Specialist

Table of CONTENTS

I.	Introduction	3
II.	Summary of the Unit’s Conceptual Framework	5
III.	Summary of the Team’s Findings for Each Standard	
	Standard 1	7
	Standard 2	12
	Standard 3	16
	Standard 4	21
	Standard 5	27
	Standard 6	30
IV.	Recommendation to State Board of Education	32
V.	List of Individuals Interviewed and Sources of Evidence	33

I. Introduction:

This report is based upon a review of the self-study developed by the teacher education unit from Saint Joseph's College, and from the data collected and reviewed during an on-site visit February 5-8, 2012. The State Board appointed visiting team conducted interviews with faculty, administrators, university support staff, current students and alumni, visited classes on campus, and observed student teachers in the field. In addition to the self-study, team members reviewed documents made available to them in an exhibit room on campus.

There are three programs offered in the Teacher Education Department: Elementary Education, Physical Education, and Secondary Education. Graduates in Elementary Education and Physical Education receive a Bachelor of Science degree. Students who minor in Secondary Education receive either a Bachelor of Arts or a Bachelor of Science degree in one of five content areas: History, English, Mathematics, Chemistry or Biology. One hundred and fifteen students are presently enrolled in one of the Teacher Education programs.

In 1912, the Sisters of Mercy founded Saint Joseph's College in Portland, Maine to educate young women to become teachers. In 1915, the College was chartered by the state of Maine to establish "such courses of study, departments and schools as they may elect". From 1912 to 1956, the College was located on the grounds of the Motherhouse in the Deering section of Portland. In 1956, the College moved to its present site in Standish, Maine in order to facilitate growth of its physical plant to accommodate

increasing enrollments and expansion of its programs. In 1970, the College became coeducational in response to societal changes. In the past decade, the College has engaged in significant planning and expansion activities.

Saint Joseph's College of Maine is a coeducational Roman Catholic liberal arts college sponsored by the Sisters of Mercy. It is the only Catholic college in Maine. Although it is primarily a residential college—in the traditional 4-year baccalaureate program, 1,000 students presently live and attend classes on the 350-acre campus at Sebago Lake in Standish—Saint Joseph's also offers online undergraduate and graduate degree programs to 2,500 adult learners across the United States and in more than 20 other countries. Both the on-campus and online divisions have been developed in specific fulfillment of Saint Joseph's mission as —a liberal arts college that nurtures intellectual, spiritual and social growth in students of all ages and all faiths within a value-centered environment.

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:

Education faculty reviewed the conceptual framework that they had developed in 2005 and subsequently revised the conceptual framework that better supports teacher certification professional development. The broad headings of knowledge, pedagogy, and dispositions served as organizers for the specific goals and competencies of the program. Knowledge outcomes focus upon content, technological and cultural literacy. Pedagogy outcomes identify instructional and management strategies. Dispositions emphasize leadership and affective strategies.

A notable feature of the conceptual framework is its emphasis on students acquiring a broad content knowledge base. This design is substantiated with 48 semester hours of the General College Core as well as the requirement that Elementary Education majors complete a 24 hour concentration in English, Math, Science or Social Studies.

A clear alignment between the articulated conceptual framework, history and mission of the college is the devotion to service. "Teaching as service and vocation" is the college mission. There is a strong commitment to helping college students refine their personal philosophy of education to include service to others.

The mission and practices of Saint Joseph College are based upon “the core values of: faith, excellence, integrity, community respect, compassion, and justice (Online Academic Catalog, 2011). Characteristics of notable teachers include honesty, determination and strong ethical resolve. Saint Joseph’s College Teacher Education Program seeks to produce professionals with these characteristics as well as leadership abilities.”

The review team found considerable evidence that the program design, faculty and student practices compliment the conceptual framework.

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.

Findings:

Saint Joseph's College provides a broad based liberal arts experience for the education students. Three undergraduate program options are available to Saint Joseph's College students: Elementary Education (K-8), Physical Education (K-12) and a Secondary Education (7-12) minor with a major in Biology, Chemistry, Mathematics, English or History. Because of different program requirements the following findings and recommendations are divided into Elementary/Secondary Education and Physical Education.

Saint Joseph's College and the Education Department work collaboratively to ensure that all pre-service educators leave with a sense that teaching is a "service and vocation". The faculty, staff, partners, and students all clearly articulated the concept that the role of the teacher is that of a caring individual with a moral obligation to remain professional and supportive towards learning and the learner. Students develop this sense through infusion of the College's mission that is evident within the liberal arts core. The professional responsibilities that befall an educator are introduced early and often within the education program across all three certification areas. The candidates' professional responsibilities and codes of conduct are laid out explicitly within the literature provided to students prior to entering their field experiences.

The service learning methodology is integrated throughout the college and is now supported further by a director of service learning as noted by core faculty. Additionally, the progressive and carefully defined field experiences/internships orient the students early to the realities of the profession and the concept of reflection as a tool for professional growth. Candidates leave Saint Joseph's College with skills in reflection and a commitment to the learner and community allowing candidates to truly live the mission of the institution.

It was evident to the Team that in all three programs, the course syllabi clearly identify and refer to the conceptual framework, the Maine Initial Teacher Certification Standards and the state standards (Maine Learning Results or the Common Core). Beyond that, students are introduced to the required portfolio process which is also clearly aligned to Maine's Ten Initial Teacher Certification Standards. Portfolio artifacts are developed throughout the required sequence of courses beginning in the first year of college. Students in elementary education present their portfolio to their peers and a group of faculty prior to graduation, during their Research Methods course. Students in physical education present their portfolios to peers and one physical education faculty member within PHE 405. It was unclear to the Team who shepards the process for the secondary education minors and to whom they present their portfolios.

Evidence exists to support the planned implementation of the ePortfolio in the elementary education and physical education programs. Furthermore, evidence suggests that the incremental plan for full implementation of the ePortfolio is progressing and the Team

encourages unit members to fully implement the ePortfolio by spring 2015, as per plan. One note of concern from students is the potential portability of the ePortfolio upon graduation. The students believe that they will be building their electronic portfolio through the ANGEL platform. In order to maintain access to their portfolio within ANGEL upon graduation, they indicated that they would need to pay an annual fee. The Team suggests that program faculty investigate ways to mitigate this concern so that the ePortfolio can be both available and adaptable for professional use following graduation.

In the self-study, it was noted that the entire education department utilizes a common lesson plan format titled the “SJC lesson plan template.” However, the Team found that use of this template is inconsistent in that samples exist in the elementary program but not in physical education or secondary education. Students within those two programs stated that they designed lesson plans within the Adapted Physical Education course and within the Curriculum Design course. An alternative lesson plan format, the 5-e inquiry learning cycle, is introduced for elementary educators within the science methods course. It is not apparent that this learning cycle model is presented to the secondary candidates.

The programs are intentionally designed, with the exception of physical education, to have students enroll in the Exceptionality course post-student teaching. It was shared by education faculty that this placement allows the students to draw from their intense classroom experience to inform them as they learn new content. Introduction of special education is touched upon within Teaching and Learning for elementary educators. PE 315 (Adapted Physical Education and Mainstreaming) introduces the legal

responsibilities a teacher has towards accommodating students with special needs and guides students towards developing lessons with goals, objectives and accommodations modified for special needs' students. It is unclear whether or not secondary education minors are introduced and practiced in the development of accommodations within their lesson plans prior to entering the student teaching experience. Alumni feel confident in their content knowledge within their professional employment; however, they shared with Team members that they were not well prepared for working with exceptional students.

Within the self-study, standard 1-assessment section, the following statement was noted, "Education students must include assessment, accommodations, and differentiation on every lesson plan written in all course work and field placements." The Team found evidence of incomplete lessons and accommodations that lent themselves more towards classroom management strategies rather than allowing the teacher to plan for diverse learners. In some of the sample lessons, the assessments were not clearly articulated or measurable against the stated objective or stated standard. Candidates would benefit from an increased focus on alignment between standards, targeted instruction, and measurable assessment practices.

Commendation:

- It is clearly evident that the program instills the value of teaching as a service and vocation. Candidates are firmly rooted in the concept that educators should be nurturing and display ethical and moral responsibilities toward their profession

Recommendation:

- A disconnect appears to be present between the signed “contract” acknowledging the need to pass the Praxis II exam and candidates recognizing the state requirement for teacher certification. The unit needs to revisit this issue and clarify the apparent confusion exhibited through candidate responses.
- The program would be well served to re-examine the sequence of courses, particularly in the area of exceptionality, in relation to the preparedness of the candidate for student teaching.

This Standard 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.

Findings:

St. Joseph's College was actively engaged in a comprehensive NEASC review shortly before the Maine Department of Education program review. The NEASC review process helped establish a culture that supported reflection of institutional goals and effective assessment practices. The NEASC process established an institutional assessment plan that articulates continuous improvement. The college assessment team met with each department to discuss and establish a process through which departmental objectives were aligned with college outcomes.

Against this back-drop of attention to effective practices, the department has used a process of "gated progression" since 2007 to assess the quality of candidates. They have recently increased the attentiveness to quality with a required junior year portfolio review.

There is some ambiguity within the documents reviewed by the Team regarding the explicit courses that require portfolio review across elementary education, physical education, and secondary education programs.

According to the review documents, the professional portfolio is introduced in the Foundations of Education (ED100) course that all Elementary, Physical Education

majors, and Secondary Education students are required to take. Each student submits a 1st year portfolio for review. Portfolio artifacts are added in additional courses: Elementary Education majors review in Children’s Literature (EH113). Secondary education minors review in (ED 445) Secondary Methods.

As described by faculty, Elementary Education candidates are introduced to the expected format and criteria for evaluating portfolios during the Teaching and Learning course in the sophomore year. They examine exemplars for each of the portfolio components. Additional attention to identifying the quality of the portfolio occurs during the junior year, during which the candidates present in person to the whole faculty.

The Portfolio Checklist—Professor Review Sheet is keyed to the ten Maine Initial Teaching Standards. Reflection is a key attribute of the portfolio review process as represented in the question “How has the process portfolio assisted you with documenting your growth toward mastery of the ten standards?” The entire full time faculty participates in the in-person review of the candidates. If candidates exhibit deficiencies, the candidates are expected to resubmit for additional review.

The Elementary and Secondary Education Portfolio guidelines identify portfolio components. The contents of the portfolio are associated with courses through the four year program. Rating scales are evident, but the criteria for making the specific decision are not articulated.

Field experiences are assessed by cooperating teachers and college faculty using the Maine Initial Teaching Standards. The student teacher evaluation forms for mid-term and final evaluations use a scale of exceeds, meets, and partially meets the standards. Faculty comments are extensive, providing formative assessment information for the candidates.

The classroom observation form explicitly addresses key expectations in instructional practice, classroom climate, unique instructional needs, assessment and professional development and responsibility.

Discussions with faculty indicated that candidate student teaching placements are based upon a combination of objective data such as review of Core courses (including internships), a GPA of 2.7 or higher and passage of Praxis I. The teacher education faculty members work with the candidate to assign student placements. Both the faculty and candidates report that placements are determined through a collaborative process to best fit the professional and personal qualities of the candidate.

There are informal and formal procedures in place to collect data for quality improvement. For example, after intern teaching, candidates are interviewed by faculty to identify areas of strength and potential improvement.

The Education Department intends to work closely with the Institutional Research Director to analyze data collected and to use the analysis to inform future practice. There

are two on-going endeavors that they will solicit for effective analysis: the correlation between passage of Praxis I, GPA and graduation from the approved programs and a statistical analysis of the responses from recent alumni surveys.

As described in assessment plans, the Education Department, as well as other units on campus, will continue re-examining its assessment strategies and outcomes to closely align with the college's institutional goals and effective assessment practices.

This Standard 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.

Findings:

The Teacher Education Department at Saint Joseph's College offers candidates three undergraduate program options leading to certification: Elementary Education, Physical Education, and a Secondary Education minor. Throughout their course of study candidates are provided opportunities to enter into public school classrooms through practica (designated times in the classroom prior to student teaching) and internships (a minimum of eight hours per week for fifteen weeks), culminating in the student teaching experience.

It is evident through conversations with candidates that the field experiences can begin at the freshman level in all programs if the candidate has declared interest upon entry to the college. This is further evidenced by the document provided in the Self-Study, Practical and Clinical Experience Requirements which outlines the requirements of each field experience as it relates to each course. The expectation that candidates will engage in on-going observations and interactions at school-based sites provides opportunity for the candidates to learn about the profession, connect classroom content to an authentic audience, and engage in reflection. There is some confusion by candidates between and within programs regarding the terminology associated with these progressive field experiences. Language is used interchangeably.

Placements for candidates engaged in practica, internships or student teaching occurs at sites within a 20 mile radius, with a few exceptions. Within the elementary education program, there has been a service learning project implemented that requires candidates to design and implement environmentally-based programming within a culturally diverse school, Riverton School, in Portland. Within the secondary education program, there is a practicum associated with Curriculum Design course that encourages candidate observations and lesson development and implementation within Portland High School, allowing the candidates to experience a diverse student population. Unfortunately, this placement does also allow candidates to choose alternative placements that are closer to the college and support a less diverse audience.

Placements for internships within the elementary education program are done by faculty in consultation with candidates enrolled in either ED 320 Reading or ED 330 Math. Supervision is completed by the cooperating teacher and the faculty member teaching either of the ED courses.

Candidates are required to apply for student teaching; in so doing they either a) select a school and mentor teacher based upon a previous internship or, b) rely on the guidance of St. Joseph's College faculty member. The majority of student teaching placements choose a teacher with whom they have previously observed and occur within a 20 mile radius of St. Joseph's college thereby limiting education candidates' access to a diverse population of students.

Each of the three certification programs has unique characteristics and expectations towards field experiences. As a result, an internship handbook has been developed for each program while one unified student teaching handbook is utilized for all student teaching placements.

Student teachers are observed a minimum of three times per semester, however, based upon conversations with student teachers and St. Joseph's faculty, weekly meetings with faculty supervisors at the candidates' placement sites can occur as frequently as weekly. Students and faculty both value and appreciate the on-going and constant feedback from supervising faculty, which forms an important mentor/mentee relationship.

There was no evidence that selected mentor teachers were required to meet established criterion prior to hosting a student teacher. It was evidenced through conversations with faculty and mentor teachers that a strong on-going relationship exists with several local schools where placements are on-going.

Faculty members suggested that mentor teachers engage in a conversation with the faculty member/supervisor of a field experience regarding the candidate who will be on-site in the near future. This experience was not fully coordinated amongst the mentor teachers with whom the Team spoke. The candidate begins his/her internship or student teaching experience and within three weeks, the cooperating teacher is asked to attend a breakfast on the college's campus. It is evidenced by the self-study and conversations with mentor teachers that this breakfast is utilized as a tool to strengthen communication

between St. Joseph's faculty and mentor teachers. Conversations with most mentor teachers indicated good communication with the education faculty throughout the process. Mentor teachers of elementary program candidates indicated that they clearly understood the scope and sequence of the student teaching semester and the role they play within that structure. There was not solid evidence that mentor teachers within the secondary education program had this same understanding. It may behoove the unit to facilitate training for all mentor teachers (of all three programs) prior to student teaching, for new and existing mentor teachers, to update them on changes in policies at St. Joseph's College, and to review expectations.

Mentor teachers observe and evaluate the performance of student teachers in both their internships and student teaching experience. The Student Teaching Handbook suggests a consistent and cohesive framework for student teaching within the elementary, secondary and physical education student teaching experience. There are multiple assessment strategies in place as evidenced by the handbook for pre-observation conferences, a mid-term observation using Maine's Standards for Initial Teacher Certification, and a final evaluation that demonstrates competency with each of the ten certification standards.

Commendation:

Candidates have an opportunity to step into a classroom through fieldwork in their freshman year gaining valuable hands-on experiences and knowledge of the role of teachers in public education. A mutually beneficial relationship exists with partner sites, providing a warm and caring environment for nurturing and supporting student teachers in their endeavors to become future educators.

Recommendation:

The unit should consider expanding its reach and broaden the placement sites to enable students to work with diverse populations, including but not limited to ethnic, cultural, and gifted and talented, to allow all candidates opportunities to teach and learn in a variety of settings.

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:

Saint Joseph's College is situated within a rural setting along Sebago Lake in Maine. It is a small community of learners comprised of approximately 1,000 undergraduate students and prides itself on its student to faculty ratio and the ability it has to foster a nurturing and intellectual community. Members of the Saint Joseph's College community seem to embrace the mission and core values adopted by the institution and this is evident within the academic programming, the in-depth review and reflection annually on one of the core values, and through the service learning programming.

The self-study indicated that the candidates "live and learn on a diversity conscious campus." This was presented clearly to the Team through the intentional efforts made at raising awareness towards diverse religious beliefs; towards an effort in the elementary program to address multiple intelligences and learning styles; and through the opportunity students have at participating in service and mission oriented trips.

The self-study also indicated that racial and ethnic diversity exists within the four-year program. This statement was more difficult to verify based on the artifacts available for review. There are more females enrolled than males with 66.13% being female of the 995 students reported within the college diversity artifact folder. A majority of the students are from the New England region with one international female student.

Nineteen students reported a race or ethnicity other than white/non-Hispanic and 377 students chose not to indicate their ethnicity. Of the 618 students who did report, 97% are white/non-Hispanic.

While the self-study indicates that providing for diversity among programs of study for a small, parochial, private, rural college is challenging, the team observed instances where candidates were exposed to diverse student learners. The proximity of the college to the urban Portland setting allows for field experiences where faculty may design outcomes to intentionally support Unit standard four. At this time, there are opportunities for candidates to engage in observation and teaching within this diverse urban setting. These opportunities exist through the Science Methods course for elementary educators as well as through the Curriculum Design course for secondary educators. It is evident, however, that students may opt out of some of these experiences and choose sites that are less diverse and closer to campus. In keeping with both the intent and the purpose of the College's mission the Unit needs to ensure that all candidates have experiences where they can acquire and apply the knowledge and skills necessary to help all students learn. Consequently, all College teacher certification programs need to ensure that each of their candidates has a range of field experiences helping them learn how to teach students with diverse backgrounds in PK-12 schools.

The Education Department at Saint Joseph's College has developed and shared with the team a Diversity Plan. This plan indicates a start date of Fall 2011 and projects through the 2012/2013 academic year. After observations in classrooms and review of syllabi, it

is evident that some of the goals indicated are being met. The Unit has indicated that it intends to facilitate the connection of diversity in on-campus coursework to classroom settings. Again, this goal could be realized through a concerted effort to ensure that all candidates are building knowledge and skills in authentic settings where diverse learners are present. Currently, a majority of placements occur within schools where the institution has built long-term relationships. While this is commendable, these schools largely mirror the environment in which the candidates are learning as they are predominantly white/non-Hispanic students living in rural communities.

The Diversity Plan indicates that the faculty members are aware of the need for instruction of multiculturalism. This was not clearly evident in the artifacts; however, it was mentioned by faculty that attention was being directed towards respect for religious diversity and instruction leading towards alternative perspectives of the Muslim and/or Middle Eastern communities. The Unit's goal states, however, that students will later apply their understanding through lesson planning and field experiences. The only indication of this practice existing was through the elementary science methods course. A more clearly articulated plan, timeline, and relation to targeted courses may help the Unit realize this goal, moving beyond religious diversity to embrace the full understanding of multiculturalism.

At the end of the Diversity Plan, the Education Department listed activities that currently reflect how the department and institution is implementing this plan. Of the seventeen items listed in the list, only five of them are required for education candidates. The

service learning project at Riverton School and the Adapted Physical Education internship are two curricular requirements within this list; the secondary education program is not included. Under separate review, it was noted that the Curriculum Design course in the secondary education minor does include a placement within a Portland school; opportunities have been granted for students to choose an alternate placement. The remaining three items, out of the five that might affect an education candidate include: reflection towards religious diversity; a request to include updated materials in the library reflecting diversity; and a newly designed special education major.

When reviewing the immediate objectives documented at the conclusion of the Diversity Plan, there is no indication that the faculty support a required field placement within a culturally diverse community prior to graduation. All of the objectives utilize language that supports opportunity for, possibilities of, and cultivation of interest towards engaging in the teaching and learning process with young learners from a diverse background. The Team strongly urges Unit faculty to reassess their objectives in light of the language within Unit Standard Four and with the understanding that all candidates need to be able to serve all student learners.

Of special note for consideration is the previously highlighted challenge within the Diversity Plan that emphasizes the college location in a rural community. The report indicates that transportation for students without vehicles is limited and the cost associated with travel to and from placements with diverse student populations hinders

progress towards realizing this goal. The Unit may want to engage in dialogue related to the transportation of students to and from placements and fieldwork.

Additionally, the report indicates that there is a great challenge in recruiting diverse student populations and faculty of diverse backgrounds. The reasoning indicates salary, the rural location of the college, and the lack of peers present for the potential recruit. While this may continue to be a challenge, the Unit can be creative in utilizing the strengths that they have before them to help their candidates. The Unit has fostered strong and close relationships with area schools. Faculty members have a reputation for close supervision of candidates and for fostering a nurturing and respectful community. The Unit may want to apply the same process and skill set towards developing consistent and meaningful placements for all education students in the nearby Portland area to tap into the culturally diverse backgrounds of the community.

While the Unit has indicated that diversity exists beyond race and ethnicity, it is evident that teacher candidates may not possess the knowledge and skills necessary to support learners of exceptionalities as well. By design, a majority of the content associated with the understanding of exceptional learners and the legal procedures occurs post-student teaching for all teacher candidates. The physical education major and the elementary education major include components of exceptional learners within one course each vis-à-vis adaptive physical education instruction or multiple intelligences and learning styles. After reviewing available lesson plans, evidence of a clear understanding and ability to articulate appropriate modifications for targeted learners was sparse. Based upon the

evidence available to the Team, the question remains as to whether or not a candidate is appropriately prepared for the student teaching experience instead of whether the candidate is prepared upon graduation.

Recommendations.

- 1) The Unit needs to revisit their diversity plan in concert with administration and make renewed efforts to increase and retain both students and faculty from diverse backgrounds.

- 2) The Unit needs to develop a plan for having teacher candidates gain the knowledge and experience necessary to prepare them to work with students from diverse cultural backgrounds as well as with students having exceptional needs. The plan needs to be for all education candidates rather than for those who select the option.

- 3) The Unit needs to develop assessments for measuring teacher candidates' proficiencies in working with students and faculty from diverse backgrounds.

This Standard is Partially 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:

A. Rationale for the Decision/Recommendations.

Faculty members within the teacher education program are appropriately qualified with respect to graduate and doctoral degree preparation as documented by faculty resumes and individual faculty development plans. In addition most, if not all, faculty associated with the program have extensive K-12 experience which has facilitated rich partnerships between St. Joseph's College and local public schools. Conversations with education faculty indicated that as new initiatives emerge within PK-12 public schools, this has and will trigger changes or modifications to the existing teacher education curriculum.

Recently a formalized faculty assessment process was implemented which includes an annual professional growth plan developed by each full-time, on-campus faculty member. These plans are shared with department chairs and the Vice President for Academic Affairs. Department chairs discuss these plans with respective individual full-time faculty. Online part-time faculty are evaluated by the Program Directors within the Graduate and Professional Studies (GPS) department which houses the online program offerings of the College including master's programs in education (a program not part of the on-site program review process).

Full-time faculty members reported that they have access to professional development funds made available through the VPAA's office. Several recent campus developments appear to enhance the opportunities for full-time faculty to become or remain current in their knowledge of PK-12 best practice and instructional technology. The recently created Faculty Center for Innovation (FCI) has the potential to provide support for faculty as the College continues to develop institutional learning outcomes. Funding is available for up to \$1,000.00 per faculty member per year to support scholarly and research activities in addition to \$150.00 per year for professional memberships. A competitive three-tiered Faculty Scholarship and Teaching Award program was introduced in 2001 with awards ranging from \$500.00 to \$2,000.00 for individual full-time faculty.

The College President and members of the faculty indicated that a new institutional research position has been created which will enable the campus to more fully implement data based decision making. Based upon conversations with faculty, all full-time education faculty members participate in student teacher supervision within the PK-12 public schools which provides the opportunity to observe current practice and policy regarding content and pedagogy.

Commendation:

Program faculty members are commended for their individual and collective efforts to familiarize students with the recently adopted Common Core Standards and the Smarter Balanced (the common core assessment aligned) initiatives in Maine. While the Review

Team's current visit cannot address institutional/program preparedness for the Common Core initiative, it will be beneficial for Saint Joseph's to continue its current preparedness planning.

Carefully designed and fiscally supported faculty development activities will be necessary to effectively incorporate the Common Core standards within the teacher education programs. Clearly, a unique opportunity exists for St. Joseph's to develop a "community of practice"; actively involving student, faculty and school partners, with the state-wide implementation of the Common Core State Standards (ICCS).

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:

The education program is headed by the Chair of Teacher Education who is responsible for the elementary, secondary, special education and physical education programs. The Chair reports to the Vice President of Academic Affairs. Faculty report that their workloads, unit budget and technology support are comparable to similar sized academic departments within the College.

Faculty development is supported in multiple ways including funds for professional memberships, conference attendance and a three tiered Faculty Scholarship and Teaching Award program as referenced under Standard Five. Facilities and technical support for the program include individual offices for most faculty, training and staff support for the ANGEL course management system, and a new dedicated curriculum lab for the education programs.

Conversations with College administrators describe budget development processes for operational and capital expenditures that originate at the academic department level. Department chairs review budgets with the VPAA/Provost who presents the overall academic budget to the Chief Financial Officer (CFO). The CFO reports to the president but confers continually with the Executive Vice President on all fiscal matters. The current administrative structure recommended by the Board of Trustees, whereby the

President is focused on external relations and fundraising while the Executive Vice President oversees all internal operations, is likely be revisited once a new President is hired.

Preliminary budgets and budget requests are reviewed with senior staff and priority is given to student needs. Recently a new financial tracking system was purchased, “Budget Pac” which will enable all budget managers including academic department chairs to better track budgets on a monthly reconciliation basis. Education related budgets currently exist within three primary cost centers, namely; the elementary education budget which includes elementary, secondary and special education, the physical education budget, and the distance learning budget which is housed within the Graduate and Professional Studies department. As the newer programs in secondary and special education grow, it may be appropriate to consider the development of more detailed budgets for these two areas as opposed to the existing pooled budget. Of particular note regarding academic governance is the “GPS/On-campus Synergies” initiative that is designed to create a seamless academic planning and approval process between these two entities that previously functioned independently. Conversations with administrators as well as Faculty Senate leadership verified that GPS leaders are now members of the Faculty Senate. From an operational standpoint, this means than any new programs developed by GPS must be formally approved by the Faculty Senate. This new practice is likely to ensure consistent academic quality and foster cross fertilization of ideas and pedagogy across both campus sectors.

This Standard is MET.

IV. Recommendation to the Maine State Board of Education

The Program Review Team recommends that the Saint Joseph's College 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 Unit Standard Four. 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 the Winter 2017.

V. List of individuals Interviewed and Sources of Evidence

Education Department Faculty

Dr. Kathleen Clements
Mr. Peter Connolly
Dr. Sue Kelly
Dr. Karen Lemke
Dr. June Marshall
Dr. Cynthia Mowles
Dr. Janice Rey

Saint Joseph’s College Core and Secondary Education Faculty

Dr. Elizabeth Auger – Biology
Mr. Scott Balcomb – Math
Dr. Greg Teegarden – Environmental Science
Dr. Michelle Laughran – History
Dr. Edward Rielly – English
Mrs. Michelle Tucci – Foreign Language

Saint Joseph’s College Administration and Staff

The Honorable Kenneth Lemanski	Interim President
Professor John Zerillo	Executive Vice President
Dr. Randall Krieg	VP Academic Affairs/Dean of the College
Mr. Kevin Paquette	Registrar
Ms. Kathleen Davis	VP of Enrollment
Sr. Kathleen Sullivan	VP for Sponsorship & Mission Integration
Mr. Phillip Yauch	Chief Financial Officer
Mrs. Rochelle Davis	Director, Heffernan Library
Ms. Janet LaFlamme	Chief Administration Officer (HR)
Mr. Brian Curtin	Director of Athletics
Ms. Andrea Cross	Director of Financial Aid
Mr. Reis Hagerman	Dean of Student Life

Current Unit Candidates

Kathryn Bois	Elementary Ed
Amanda Cross	Elementary Ed
Joseph Doane	Elementary Ed
Kayla Vannah	Elementary Ed
Jeff LeTellier	Elementary Ed
Aimee Davis	Elementary Ed – transfer student

Andrew Audibert Secondary Ed – Math
Emily Leverone Physical Education
Adam Gaulin Physical Education
Katie Foster Special Ed

Windham High School Visitation

Mr. Chris Howell – Principal
Ms. Deb McAfee - Assistant Principal

Ms. Sue Hapenny - Social Studies, Secondary Student teacher Steven Jenkins
Mr. Phil Rosetti - Social Studies, Long time cooperating teacher
Mr. Pete Small - Social Studies, Secondary Student teacher Robert LaRoche
Ms. Holly Wilson – Social Studies, Secondary Student teacher Pat Hamilton

Windham Middle School Visitation

Mr. Mark Jaronczyk – Assistant Principal
Ms. Kate Berry – Teacher
Allison Pearsall – Student teacher Fall of 2011, asked to remain as a long term sub

Jordan Small Middle School Visitation

Mr. Randy Crockett – Principal
Ms. Joni Merrill – Physical Education Teacher
Amanda Knowlton – Student teacher

School Partners

Mrs. Ginny Day – Principal of George E. Jack and Edna Libby Elementary Schools
Mrs. Lori Davis – Grade 2 Teacher – Veteran cooperating teacher
Mr. Dan Joseph – Principal of Russell School in Gray, Maine

Alumni Panel

Cris Lavigne	Danny Blake
Susan Muzzy	Danielle Johnson
AJ Ruth	Ann Marie Henderson
Jenn Sullivan	

B. SOURCES OF EVIDENCE:

Standard 1- Box 1

1. Table of Contents
2. Admissions Bullets – Marketing
3. Student Rosters – Majors
4. Student Rosters – Minors
5. Templates
6. E-Portfolio Implementation Plan
7. College Advising Guides
8. Standards – Common Core/Sample Math
9. Institutional Learning Outcomes
10. Methods Courses Syllabi
11. Education Department Syllabi
12. College Core Syllabi
13. Secondary Minor Syllabi
14. Physical Education Department Syllabi
15. Collaboration – Sample e-mail
16. Employment Sheets (students self-reporting employment which gets hand written “On the Door”)
17. Example – Senior Transcript Audit
18. Sample Advising Schedules
19. College Retention Plan
20. Sample – Elementary Education Student File
21. Sample – Secondary Education Student File
22. Sample Lesson Plans
23. P.E. Portfolio Project
24. Sample – Student Teaching Binder

Standard 2 - Box 2

1. Table of Contents
2. Institutional Learning Assessment Plan

3. Junior Portfolio Review with Video Tapes
4. Samples – Cooperating Teacher Feedback Forms
5. College - Institutional Learning Assessment Plan
6. Senior Program Reviews – “SNOW Charts”
7. Education Program – Perceived Value Report
8. Title II Reports
9. Interim Review Updates
10. Sample – Student Teaching Evaluations
11. Alumni Feedback
12. Hardcopy – Praxis I and Praxis II Database
13. Binder – Education Department Assessment Notebook
14. 4 Year Program Assessment Plan
 - a. Children’s Literature File
15. b. Sophomore Learning Center
16. c. Junior Social Studies Unit
17. d. Sample – Senior Research Thesis
18. e. Senior Professional Portfolio

Standard 3 - Box 3

1. Table of Contents
2. Service Learning Diversity Reflections
3. Service Learning – Physical Education
4. Sample – Clinical Site Letters
5. Practicum Handbook
6. Junior Internship Handbook
7. Student Teaching Handbook
8. Special Education Internship Handbook
9. Secondary Education Minor Handbook
10. P.E. Internship Manual
11. Sports and Exercise Science Department Cooperating Teacher Handbook
12. Sports and Exercise Science Department Student Teaching Handbook
13. GPS Student Teaching Handbook

14. Syllabi – Internships
15. Education Department School Placement Sites
16. Samples – Collaboration with School Partners
17. Service Learning Projects
18. Student Teaching Assignments
19. Partnership – Lyseth School
20. Physical Education Student Teaching Assignment

Standard 4 – Box 4

1. Table of Contents
2. Diversity Plan
3. Diversity Reflections
4. Cooperating Schools Diversity Measures
5. College Diversity Information
6. Admissions Criteria
7. Cross-Reference with Methods Syllabi for Diversity Statements (Box 1)

Standard 5 – Box 5

1. Table of Contents
2. Faculty Vitae
3. Education Core Faculty Vitae
4. Physical Education Faculty Vitae
5. Sample – Education Department Professional Development Plans
6. Sample – Completed Professional Development Plan
7. Faculty Scholarship Samples
- Dr. Rey
8. Dr. Clements
9. Dr. Lemke
10. Dr. Marshall
11. Dr. Kelly
12. Faculty Senate Committee Memberships
13. Sample – Education Department Workshops and Meetings

Standard 6 – Box 6

1. Table of Contents
2. Governance Chart
3. ANGEL Web-enhanced Teaching Platform
4. Faculty handbook
5. Support – Sample mileage reimbursement
6. Planning Documents
 - a. Self-Directed Program Review
 - b. Diversity Plan
 - c. E-portfolio Implementation Plan
 - d. Institutional Learning Assessment Plan
7. Program Approval Documents
8. 2012 – Program Approval Self-Study
9. NEASC – College Accreditation Self-Study, October – 2011
10. Faculty Senate, Minutes and Committees
11. College Academic Center Brochures
12. Program Approval Timeline
13. Marketing Information
14. Binder – Education Department Resource Manual
15. Current Budget