

# **Review Team Report**

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**State Program Approval Visit to**

**Thomas College**

**Teacher Preparation Program**

**Waterville, Maine**

**November 1 - 4, 2009**

**Program Review Team:**

Dr. Douglas Lynch, University of New England, Chair

Kelly Mead, Husson University

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**Observers:**

James A. Banks, Vice-Chair, Maine State Board of Education

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Harry W. Osgood, Maine Department of Education

## **Introduction**

This report is based upon a review of the self-study developed by the teacher education unit from Thomas College, and from the data collected and reviewed during a site visit November 1-4, 2009. A visiting Team conducted interviews with faculty, administrators, college 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.

The Thomas College program in Elementary Education was launched in the fall of 2001 as part of a comprehensive shift for an institution that had once been known as “Maine’s Business College” to a liberal arts college with programs in business, education and technology. As part of that transformation that began with a strategic planning process in 2001, the College revised its mission statement, obtained new degree granting authority for the Bachelor of Arts degree, eliminated a number of two-year programs, and ultimately added the M.S. in Education to accompany the existing graduate programs.

Since 2001, the College has seen significant enrollment growth, has expanded its physical plant with the addition of new campus housing (2003, 2008) and an athletic center (2006), and has added significantly to its endowment.

The elementary education program received initial program approval in the fall of 2004 and has now grown to include 74 students (Fall 09) comprising approximately 10% of the undergraduate day population.

## **Renewal: Elementary Education Programs**

## **I. Summary of the Unit's Conceptual Framework**

**The conceptual framework 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 is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework provides the bases that describe the unit's intellectual philosophy, which distinguishes graduates of one unit from those of another.**

### **Review of the Conceptual Framework**

The Thomas College conceptual framework emphasizes candidates as “reflective practitioners who use the tools of inquiry, a knowledge of human growth and development, and a constructivist approach to the creation of understanding and learning to build classrooms where all students are challenged, and all students can learn.” The constructivist perspective with emphasis upon active instructional techniques with reflection upon those practices is well integrated and documented throughout the program. Candidates are also clearly attentive to accommodating developmental differences with differentiated instruction. Field experiences provide a very significant and effective role throughout the program giving the opportunity for students to practice constructivist-learning principles throughout the program. Coordinated course schedules and field placements within the same settings result in significant collaborative learning experiences. Working as a team may prove invaluable as the candidates enter the K-8 professional setting.

## II. Summary Findings for Each Standard

### Standard 1: Initial Teacher Candidate Performance

The curriculum for educators must prepare candidates for the areas in which they will seek certification in accordance with the requirements specified in the Maine Department of Education regulation Chapter 115: Certification of Education Personnel: Standards and Procedures.

#### Findings:

Thomas College's Elementary Education Program offers a broad-based liberal arts foundation for education students. There is a good balance of literacy and math courses. It is clear that students in the program are familiar with Maine's Ten Initial Teacher Certification Standards and student portfolios are aligned with these standards. Teacher candidates are made aware of these standards at the inception of the program. Thomas College's "Core Competencies" that outline the analytical, communication, leadership and interpersonal skills expected of graduates reinforces the Initial Teacher Certification Standards.

The Education Program is built upon the principles of inquiry, reflection and constructivist learning, clearly articulated by faculty and students. There are a variety of courses and field experiences that support the development of the Initial Teacher Certification Standards. Students appear to have ample opportunity to develop and integrate the central concepts, tools of inquiry, and structures of the core disciplines.

All education students are required to take ED 322: Teaching Students with Exceptional Needs in the Regular Classroom. This provides students with an opportunity to gain skills and knowledge in diverse ways in which students develop and learn. Their extensive field experience also exposes them to students with a variety of learning needs.

There are multiple opportunities for students to plan instruction based upon knowledge of subject matter, students and curriculum, both in their coursework and student teaching experiences. There is a good balance of content knowledge acquisition in the education program, particularly with the addition of an early childhood instructor and the emerging emphasis on information and quantitative skills. Students in the education program are exposed to technology and required to demonstrate proficiency and integration through such courses as CS 115: Introduction to Computer Applications and ED 245: Computers Across the Curriculum, as well as in other methods courses. Although technologies commonly used in schools, such as Mac-Books and Smart-Boards, are available, they do not appear to be used to capacity.

Creating and maintaining an appropriate classroom environment is modeled well and addressed throughout the program. Students are able to develop a toolbox of models for managing student behavior. Through their student teaching experience, candidates are able to observe and develop the capacity to work with parents as partners in education.

Assessment skills are addressed in a number of courses as well as in student teaching experiences. Students must include assessments that measure Maine's Learning Results in lesson plans for their coursework and in the field. They are expected to demonstrate skills and knowledge in applying and analyzing multiple forms of formal and informal assessment.

An awareness of ethical and legal responsibilities is addressed in ED 122: Foundations of Education, ED 322: Teaching Students with Exceptional Needs in the Regular Classroom and through advanced field and student teaching placements.

Students are encouraged to attend area professional development offerings and to join professional organizations. Collaborative skills are emphasized throughout the program.

**Recommendations:**

1. Whereas all education courses are aligned with the Maine Initial Teacher Candidate Standards, the standards are not consistently specified in the syllabi. Listing the Standards in the course syllabus would provide another opportunity for candidates to connect their learning to the Standards.
2. Although the use and integration of technology is addressed in a number of courses, the program is not maximizing opportunities for students to get experience using technology that is widely used in schools, such as Macs and Smart-Boards. It would enhance candidate's preparation to have more in-depth experience with these technologies.

**This Standard is Met.**

## **Standard 2: Unit Assessment and Evaluation System**

**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:**

Thomas College has a web-based assessment administration system that allows faculty advisors and students to track progress toward a degree. This database includes major, cumulative GPA and Praxis scores plus high school achievement information. The education program's students compare well academically with the student body as a whole, demonstrating equal and sometimes above average relative qualifications.

The assessment framework for teacher candidates uses a variety of formal and informal assessments. These assessments are tied to Maine's Ten Initial Teacher Standards and to the College's "Core Competencies". Formative assessments include regular feedback from faculty in class and in the field. Benchmark assessments include semester review by the Academic Affairs Committee, GPA benchmarks at the end of each year, and goal setting meetings with faculty. Summative Assessments include Praxis Scores, portfolio review and Advanced Field Experience assessments.

Teacher candidates are given ample opportunity to review assessment data in order to improve performance. Due to the small size of the program, communication with faculty is maximized. Both current students and graduates emphasized how well their professors were able to individualize for their strengths and needs. Students have goal setting meetings with their advisor a few times a year and review assessment data at that time. There is a major emphasis on reflection throughout the program.

Performance assessments in fieldwork and for the portfolio are aligned to the Ten Initial Teacher Candidate Standards. To reach the highest level of attainment in the portfolio, candidates are required to include multiple artifacts per standard. However, it is unclear whether there are multiple scorers of the portfolios. There was a lack of evidence of quantitative data on students' field performance. Although there was an opportunity for both Mentor Teachers and Supervisors to rate students on Maine's Ten Initial Candidate Standards, the forms provided were very subjective in nature. It is unclear what processes would be in place if a candidate disagreed with the ratings in a performance evaluation. The Bean School Optional Practicum Experience does provide a commendable model of a more quantitative approach to assessing student field experience.

It is unclear what the procedures and processes are for using the data from assessment results to improve unit operations and program quality. The 2009 Status Report stated that there was a review of required courses and requirements for the teacher education program each semester but the report did not specify who was involved in this review or what data was referenced. It is evident that the faculty meet frequently to discuss students and programming, but there is limited evidence that the unit regularly and systematically uses data to evaluate the efficacy of its courses, programs, and clinical experience.

The data collected and utilized by the Retention Program is commendable. Of particular note is the "Card" system that quantifies risk factors related to retention and assigns every student a risk "score". Students receiving scores within a particular range are targeted for specific interventions outlined in a collaboratively developed action plan.

**Recommendations:**

1. Thomas College should document processes and procedures to systematically review student and program data to evaluate the efficacy of its courses, programs, and clinical experiences.
2. Performance Assessments in advanced field work and for portfolios should be less subjective. The rigor of the portfolio requirements warrants review. The Bean School Optional Practicum Experience provides a model of a more quantitative approach to assessing student field experience.

**This Standard is Met.**

### **Unit 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 faculty at Thomas College demonstrates their commitment to providing learning opportunities that enable students to apply theory to practice as well as develop skills and dispositions that are essential for success in the teaching profession. The field experiences are designed to be progressively intensive and extensive, readily provide opportunities for application from current coursework in the field, and instill a model of professionalism and critical reflection on the part of the teacher candidates.

Students are placed in each of these experiences under the guidance of a field supervisor/Thomas College faculty member. The initial experience during the freshman year is arranged by students themselves. After providing appropriate information to the principal, the faculty member relies on the expertise of the building principal to arrange proper placements of individual students for Advance Field experience. Students are required to apply for student teaching, and in doing so, they may make a request for a particular placement. Most often, students' requests are granted. While this allows for a strong relationship to develop between the mentor teacher and student teacher, it does not allow for diversity of experience, student population, and school culture or climate.

There was no evidence of established criterion by which mentor teachers are selected. Whereas the mentor teachers are required to observe candidates and evaluate their performance, there is no evidence suggesting consistent procedures and requirements for informal and formal

observation with tools to record such observations. The result may be inconsistency in the quality of feedback provided to the candidate. There are multiple assessment strategies in place to evaluate the performance of candidates. The unit has developed clear benchmarks and entry and exit criteria for candidates in clinical practice. All student teaching candidates will culminate their experience through a presentation and evaluation of their portfolios with select Thomas College faculty. Mentor teachers participate in an evaluation procedure of the candidates with whom they are supervising. The rating scale with this evaluation tool is predominantly narrative and thus fairly subjective with considerable opportunity for interpretation. The unit would benefit from a review of these assessment tools, a comparison of these tools to those from the Bean School Teaching Assistant Practicum experience, and a revision that would provide comprehensive and clear expectations along a continuum of success for the candidates.

The unit's conceptual framework indicates that graduating students will be reflective practitioners, will apply a constructivist approach to teaching and learning, and will meet the needs of all learners in a classroom. The field experiences for students certainly demonstrate opportunity for students to be reflective. In fact, this practice of critical reflection is evident throughout the unit's education program. This is indicated through the students' portfolios, video-taped lesson and follow-up reflective conversations, journals, evaluation tools, and on-site interviews by the Review Team.

**Commendations:**

1) The opportunity for extensive immersion into the field through the fall Teaching Assistant Practicum and spring Student Teaching placement is commendable. The rigor that has been established through the recently designed and implemented fall Teaching Assistant

Practicum experience certainly aids in the development of a highly knowledgeable educator with a holistic view of the workings of a school year and the development of learners as they progress from September through June.

2) The unit's program is highly relational, collaborative, reflective and supportive. Students are encouraged to observe their peers teaching in a classroom, provide feedback, and collaborate on a regular basis. Because the unit values these skills and experiences, candidates will be well prepared to implement this model in their future school environment.

### **Recommendations:**

1) The relationship that the unit has with two schools, in particular, has been beneficial to the faculty and the education students. It is noted though that there is little opportunity for education candidates to work with a diverse student population, beyond the limited scope available at both partner schools. It would be appropriate for the unit to broaden their field placement sites so that candidates may work with students of various ethnic and cultural backgrounds. This may also be satisfied by requiring students to diversify field placement experiences.

### **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:**

The essence and hence the purpose of this standard is to ensure that ALL teacher candidates are prepared to ensure the learning of ALL students. The unit has made some concerted efforts in addressing this standard. The unit provides teacher candidates multiple experiences to work with students with exceptionalities. Special education and the various educational issues related to meeting the needs of students with exceptionalities are addressed in coursework and fieldwork experiences. The unit also provides teacher candidates some fieldwork experiences that allow them to work with economically disadvantaged students. It is unclear whether teacher candidates are provided content about economically disadvantaged students that would help gain knowledge about economically disadvantaged students in courses. Although teacher candidates are provided learning opportunities to varying degrees about meeting the needs of students with exceptionalities and students from economically disadvantaged backgrounds, teacher candidates do not have these same learning opportunities and experiences with students from diverse ethnic and racial groups.

Thomas College is located in a region of the state that has significant socioeconomic diversity, but the region is neither racially nor ethnically diverse. This context presents certain challenges for the program in recruiting candidates from diverse ethnic and racial groups and for providing opportunities for their candidates to work with students from diverse cultural

backgrounds. This region, however, provides unique opportunities for teacher candidates to work with students from diverse socioeconomic backgrounds.

The unit takes partial advantage of these opportunities. One of the two partner schools, Benton Elementary School, has 44.4% of their student body from economically disadvantaged backgrounds. The other partner school, James Bean School, has 27.5% of their students from economically disadvantaged backgrounds. Both schools provide opportunities for teacher candidates to work with students from economically disadvantaged backgrounds. There are several schools in the local area, however, with a higher percentage of students from economically disadvantaged backgrounds. Students reported that they were given the opportunity to observe at Clinton Elementary School, which has a significantly larger percentage of disadvantaged students than the two partner schools. This learning opportunity, however, was not a required part of the students' field experiences. Therefore, only a small group of students had this field experience. The unit is encouraged to have similar field experiences required for all teacher candidates and to have a learning component of the experience focused on preparing teacher candidates to work with students from economically disadvantaged backgrounds.

The unit is also encouraged to design field experiences for teacher candidates in settings with students from different ethnic and racial groups so that they develop the knowledge and skills for working with racially and ethnically diverse students. Although schools in the local area have limited student and teacher diversity in regards to race and ethnicity, the unit is encouraged to find opportunities for teacher candidates to work with more diverse communities. At the moment, students have limited opportunities to work with students from diverse ethnic and racial groups.

Diversity has become increasingly important in the general education core for students at Thomas College. The Arts and Sciences department has extended the College's core competency statement on diversity. There are connections to this extended definition of diversity in education course syllabi. For example, in ED 320: Methods of Teaching Mathematics, teacher candidates are exposed to different world cultures in relation to Mathematics and have a "ethno-mathematics" activity that integrates a cultural approach to mathematics. It is unclear how the department's expanded competency statement on diversity is integrated throughout the courses. Parts of this statement are included in readings materials and assignments. The unit is encouraged to integrate the department's extended definition of diversity and multicultural perspectives throughout the education program in courses and field experiences. The importance of learning about different cultural groups needs to be emphasized throughout the education program.

There have been a few College-wide programs that address multicultural perspectives. Teacher candidates are not required to attend these programs that are offered outside the classroom context. The unit is encouraged to require teacher candidates to attend some of these College-wide programs for them to gain more knowledge of these multicultural perspectives being offered. The unit is also encouraged to sponsor, offer, and/or facilitate similar programs that represent different perspectives from individuals and groups from different cultural backgrounds.

Thomas has done a remarkable job at recruiting and retaining first-generation college students. There has been a significant increase in the retention of first-generation students and there is a comprehensive plan in place for dealing with the various needs to this group of students. The College has done a comprehensive analysis of data about retention trends,

admission patterns, and risk factors for this group of students. The unit has access to this information. It is not clear how faculty in the education program use this information to meet the educational needs of their first-generation college students enrolled in the program.

Faculty in the education program recognizes the importance and need for teacher candidates to develop understanding of students with a variety of learning styles and exceptionalities. This recognition is especially highlighted in the third year of the program. During the third year of the program, students have opportunities to work with students with exceptionalities through their field experience. Students also have a component of their study devoted to special education that is connected to their field experience. The required course, ED 322: Teaching Students with Exceptional Needs in the Regular Classroom, includes not only an overview of Maine and federal regulations but also take a more comprehensive examination of the instructional approaches most effective in meeting the diverse learning needs of students with exceptionalities. In their field experience, students observe an identified special education student and have opportunities to put theory into practice. Students also have opportunities to gain additional learning experience about the specific needs of students with exceptionalities through the collaboration with a school established in ED 322: Teaching Students with Exceptional Needs in the Regular Classroom.

**Recommendations:**

1) The unit needs to develop a diversity plan to make efforts to increase and retain both students and faculty with diverse backgrounds.

2) The unit needs to develop a plan for having their teacher candidates gain the knowledge and experiences necessary to prepare them to work with students from diverse cultural backgrounds. This plan needs to include what experiences students will have in their field experiences to increase their knowledge and skills in working with students from diverse cultural groups. This plan also needs to include additional materials in courses that would increase teacher candidates' knowledge of diverse cultural groups and backgrounds.

3) The unit needs to develop assessments for measuring teacher candidates' proficiencies in working with students and faculty from diverse cultural backgrounds. The unit needs to specify and articulate how these assessments will measure these proficiencies.

**This Standard is Conditionally Met.**

## **Standard Five: Faculty Qualification, Performance, and Development**

**Faculty are qualified and model best professional practices in scholarship, service, and teaching, including 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 performances and facilitates professional development.**

### **Findings:**

The education faculty at Thomas College currently has three full-time members, all with doctorates, and one part-time faculty member with a Master's degree. There is also one adjunct faculty member teaching this semester. In prior years, the unit has utilized additional adjunct faculty who are current practitioners. Curriculum vitae substantiate that these educators possess knowledge in their academic concentrations and have multiple educational certifications and endorsements. Membership in professional associations and related service contributions are evident. The Team concludes that this group has the required qualifications to prepare beginning teachers.

Mentor teachers in partner schools provide another valuable professional resource for students. Interaction with these educators in the field offers rich experiential learning opportunities for all candidates and a setting for them to connect theory to practice. Stakeholders identified this as an extremely worthwhile component of the program. In fact, many students suggested that more experiential opportunities would be beneficial in their teaching preparation.

Collaboration among the education faculty is highlighted by its own members as well as by other professionals within the College. The cohesion of the unit and the uniqueness of its size allow faculty members to converse informally about curriculum and student matters multiple

times a week. Documentation of these meetings would ensure clarity in the decision-making processes. Students confirm that professors are readily available and offer guidance and support in their learning.

The faculty highlights that constructivism, reflection, and hands-on learning are modeled and emphasized in methods courses. Current and former students mention these components as well and emphasized that strategies and materials acquired in their course work have been invaluable resources when creating their own learning communities. The unit is encouraged to ensure that the elements of their conceptual framework and standards are clearly reflected within all syllabi and course work. This connection provides consistency and accountability.

The use of technology in the teaching and learning process is emphasized in the conceptual framework. Although the students are currently required to take CS 115: Introduction to Computer Applications and ED 245: Computers Across the Curriculum, there is minimal evidence of consistent integration of technology in coursework, college classes, in field experiences, and in artifacts. Faculty members are encouraged to use technology to enhance their own instruction as they model and teach candidates. The development and integration of these same skills by the candidates should be explicitly required in all education course work and student teaching.

As previously mentioned, the unit members are involved in professional associations and participate in related activities. It should be noted that Thomas College allocates money for professional development and these funds are readily available for the unit. Faculty members are encouraged to actively identify and seek professional growth opportunities directly related to their teaching, to ensure that they remain knowledgeable about current best practices in the field of education.

Finally, there is a faculty evaluation procedure outlined in the *Faculty Handbook*. The annual process includes a self-evaluation, student evaluations, and a written performance report completed after a meeting between the faculty member and the Division Chair.

**Commendations:**

1. The faculty is viewed as a cohesive unit and communicates regularly.
2. Current and former students report a high level of support and guidance from all unit faculty.

**Recommendations:**

1. To achieve the goals for technology, the unit should examine its current practices and identify ways to enhance the integration of technology in college classroom instruction, course work requirements, and in field experiences in partner schools.

**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 unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state and unit standards. The undergraduate program in education is administered as part of the Department of Arts and Sciences. The three full time faculty, Arts and Sciences Department Chair, and the Vice President for Academic Affairs meet on a regular basis to monitor the program and to make recommendations for changes and improvements.

Curricular changes are discussed by the Arts and Sciences Department, approved by the Academic Affairs committee, and finally the Faculty Senate. The education programs benefit from their integration with the Arts and Sciences department because of the opportunities for planning and cross-disciplinary work.

There are no separate budget lines for individual academic programs, so education does not have a specific budget allocation. Nevertheless, the analysis of budget expenditures and discussions with faculty suggest funding is adequate, that requests for resources and professional development are regularly supported. Adding a new full-time faculty line in the fall 2009 indicates college support for the education program.

Ongoing professional development was shown in several arenas. Faculty demonstrated attendance at the American Association for Teaching and Curriculum, significant leadership and presentations at both state and national middle level professional organizations, Maine

Department of Education sponsored mentor training, publications in international journals, and presentations at the International Reading Association. The unit has created a unique opportunity for students to work as clerical assistants with Maine Association of Middle Level Education.

Students receive group instruction as well as one-on-one assistance in using the library instructional resources. The library staff administers the SAILS test to monitor library expertise, adjusting orientation to meet identified area of concern. Library staff also assist faculty with resources and materials needed in their classrooms. Focused support for teacher candidate growth is provided through teacher education Pathfinders and EBSCO-Reference Status in Education. The use of the Area Resource Center (ARC) gives access to curriculum materials. New educational resources added to the library in 2008-09 include two new databases, Global Issues in Context and Educator's Reference Complete, along with Gale's ASCD Education Collection, 56 e-books focusing on the professional development of educators.

Moodle was adopted as the Thomas's Course Management System during the fall 2009, replacing Blackboard. Both faculty and students report using Moodle to post instructional materials and share resources.

Information technology resources are available within classrooms, for students and faculty. The IT staff devotes considerable individual attention to students, with a significant amount of direct service one-on-one support.

The organization and documentation of institutional procedures should be more systematically applied. Documentation of such policies and procedures would substantiate the basis for program decisions and improve the ability to replicate and sustain the program. Such a basis would provide continuity as faculty change. Articulation of procedures is also essential to

assure equity of student experiences. Improved organization and documentation should extend to the use of data and procedures for altering practices for program improvement.

**This Standard Is Met.**

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

The Review Team recommends that the Maine State Board of Education grant State program approval to the Thomas College Elementary Education program through December 31, 2011. It is further recommended that the Board require an Interim Report, addressing the Team's findings and recommendations concerning Standard 4, Diversity, be submitted to the State Board by December 31, 2011. Upon acceptance of this report the Board may then extend State program approval to the fall of 2014.

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

##### **Faculty**

Dr. Wallace Alexander	Associate Professor of Education
Dr. Dale Dickson	Asst. Professor of Psychology/Arts & Science Chair
Gayla LaBreck	Adjunct Instructor of Education
Dr. Philomena McPhee-Brown	Professor of Education
Ellen McQuiston	Associate Professor of English
Dr. Joseph Scozzafava	Assistant Professor of Biology
Dr. Pamela Thompson	Assistant Professor of Education
Dr. Stephen Turner	Guest Professor of Mathematics

##### **Administration and Staff**

Lisa Auriemma	Director of Library Services
Robert Callahan	Vice President for Enrollment Management
Meghan Crosby	Assistant Registrar
Debbie Cunningham	Dean for Retention Services
Frances Day	Vice President for Institutional Advancement
Lisa Desautels-Poliquin	Vice President for Student Affairs
Dr. Thomas Edwards	Vice President for Academic Affairs
Beth Gibbs	Vice President for Financial Affairs and Treasurer
Christopher Rhoda	Vice President for Information Services
Dr. George Spann	President

##### **Elementary Education Students**

Ashleigh Barker	
Kimberly Bishop*	
Mallorie Blakney	
Daniel Brannigan	Student Ambassador/Tour Guide
Patrice Cianchette	
Beth Corey	
Sarah Estes	Student Ambassador/Tour Guide
Jessica Gagnon*	
Brittany Gardiner	
Michael Glynn	Teacher Assistant Practicum (Bean School)
Rachel Golden	
Tonya Jones	
Kelsea Kenyon*	
Donna Kissinger	
Michelle McCorrison	
Chelsey Nicastro	
Laura Shepard	
Andrea Shorty	
Joanna Sinsabaugh	
Olympia Thibault	
Meaghan Worcester	

\*Education Club Hosts

**Thomas Alumni Teachers**

Kelsey Bouchard	Clinton Elementary	Kindergarten.
Jason Cyr	Waterville Junior High School	Grade 7
Caroline Joseph Eldridge	Hussey School, Augusta	Grade 2
Walli Fitton	Mitchell School	Grade 3
Kendra Lakeman	Lincoln Elementary School, Augusta	Grade 2
Paula Vigie	Winslow Junior High School	Grade 6

**Supervising/Cooperating Teachers**

Darlene Armstrong	Teacher	Grade 1	Benton School
Nancy Nickerson	Teacher	Grade 6	Benton School
David Packard	Assistant Principal		Benton School
Kirby Reardon	Teacher	Grade 4	Bean School
Nancy Reynolds	Principal		Bean School
Stephanie Thibodeau	Teacher	Grade 5	Benton School
Heather Wilson	Teacher	Grade 5	Bean School

**School Visits**

Benton School  
Bean School

## Exhibits Reviewed by the Team

Exhibit
<b>General</b>
Course syllabi for all education courses (2006-7; 2007-8; 2008-9; fall 2009)
2009 course catalog
Education Handbook
Employee Handbook
Faculty Handbook
Program template
Core Competencies
Viewbook
Admissions materials (Application)
Fall 2009 Course Schedule
Arts and Sciences department minutes
Academic Affairs Committee Minutes
Faculty Senate minutes
<b>Standard I: Initial Candidate Performance</b>
Sample evaluations of students (field/student teaching) forms and reports
Portfolio Assessments Rubric
Sample Portfolios
Graduate Placement Information
Student Teacher Mid-Point Self Evaluation
Mid-Placement Checklist
Student Teacher Observation Report
Formal Observation
Informal Observation
Responsibilities of Student Teachers
Professional Performance Student Self-Evaluation
Instructor Self-Evaluation Worksheet
Student Teacher Evaluation Final Evaluation
<b>Standard II: Assessment System and Unit Evaluation</b>
Title II reports
Praxis Prep sample materials
Sample letters from registrar re: students status
Sample GPA report for education students
Retention and Graduation Reports
Sample online student program sheet
<b>Standard III: Field Experiences and Clinical Practice</b>
Teaching agreement with MSAD #47
List of teaching placements 2004-09

List of Cooperating Teachers/Schools
School profiles
Ad for faculty searches
IPED Data-Diversity
<b>Standard V: Faculty Qualifications, Performance and Development</b>
Faculty Resumes
Faculty sample publications
Faculty Development activities
Schedule showing education courses (2007-8; 2008-9; fall 2009)
<b>Standard VI: Unit Governance and Resources</b>
Library Resources: Year in Review
Organizational Chart

**Sample Student portfolios**

- Year 1
- Year 2
- Year 3
- Year 4

**Advanced Field Sample Lesson: “What is a Bat?”**

- DVD of field student offering the lesson
- Lesson Outline
- Classroom student products

**Student Teaching: Feedback and Assessment samples**

**ED 320: Methods of Teaching Mathematics**

- Sample student work products in math literacy: “Community Collage”