

MAINE STATE BOARD OF EDUCATION

REVIEW TEAM REPORT

Program Approval Visit

University of Maine at Machias Education Preparation Programs

**Machias, Maine
November 15 – 18, 2009**

PROGRAM REVIEW TEAM

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I. Introduction

This Team report of findings is based upon a review of the self-study report developed by the teacher education unit from the University of Maine at Machias, as well as from data collected and reviewed during the on-site visit conducted November 15-18, 2009. The State Board approved Review Team conducted interviews with faculty, administrators, professional staff, students, cooperating teachers, and cooperating school administrators. The Team also visited classes on campus and observed student teachers in the field during visits to the Rose M. Gaffney Elementary School in Machias and the Harrington Elementary School in Harrington. In addition to the self-study, Team members reviewed related and corroborative program documents as well as representative student work, including formative and summative student portfolios (in both hard copy and electronic formats) as available to them in an exhibit room on campus.

The University of Maine at Machias (UMM) is one of seven campuses within the University of Maine System. Located in Washington County UMM is the easternmost university in the United States. Founded as the Washington State Normal School in 1909, the School thereafter became known as the Washington State Teachers College. In 1968, through an act of the Legislature, the College was folded into the newly created University of Maine System and has since been known as the University of Maine at Machias. Currently celebrating its centennial year, UMM presently provides both undergraduate and graduate postsecondary education to students within the Downeast region and beyond. Some 1,350 students are enrolled in UMM coursework, much of which is attuned to and/or aligned with the University's unique geographic location.

UMM offers Bachelor of Arts and Science degrees in twelve major programs as well as opportunities for self-designed, individualized programs. Academic programs in the liberal arts, environmental and behavioral sciences, teacher education, business, and ecotourism prepare graduates for their chosen fields. A graduate program option is also offered in collaboration with the University of Southern Maine (USM). UMM's educator preparation programs are infused with and enriched by a uniquely personal approach to education designed to inculcate learner centeredness as well as to model the building and maintenance of learning communities.

UMM is administratively structured around three (3) academic divisions: Arts and Letters; Environmental and Biological Sciences; and Professional Studies. The Educator preparation programs, based within the Division of Professional Studies, have 91 students in its various program offerings. Current educator preparation program student enrollments are as follows: 56 in Elementary Education and 14 in Secondary Education. In addition, there are 19 program enrollments in the Teacher Certification Program (designed for individuals with a baccalaureate degree but lacking the necessary course requirements to qualify for Maine teacher certification). At the time of the Team visit there were 36 students enrolled in the Master of Science in Education cohort with 10 from Washington County. The UMM unit director serves as cohort advisor; the unit director and a full-time UMM faculty member teach two masters courses. Graduates from this program will be awarded the MS degree from the University of Southern Maine.

State program approval was last granted to the UMM educator preparation programs in 2004 with two (2) undergraduate education programs culminating in Maine teacher certification – a major in elementary education (K-8) or a minor in secondary education (7-12) for those majoring in physical and life science or for students majoring in English or social sciences. For the 2009 renewal cycle UMM is seeking approval for the following programs:

Renewal: Major in Elementary Education (K-8) with Concentrations in Humanities, Social Science, Science and Mathematics, Early Childhood, Special Education, or Coaching

Renewal: Minor in Secondary Education (7-12) with a Major in Art, English, Life or Physical Science, Social Science or Mathematics.

Initial Approval: Major in Elementary Education (K-8) with Concentrations in Early Childhood, Special Education or Coaching

Initial Approval: Major in Secondary Education (7-12) with Concentration or Minor in Art, English, Life or Physical Science, Social Studies, or Mathematics

Initial Approval: Alternative Route to Certification Programs:

- Elementary Education Teacher Certification (K-8)
- Secondary Education Teacher Certification (7-12) in Art, English, History, Life or Physical Science, Social Studies, or Mathematics.
- Special Education Teacher Certification (K-8 or 7-12)

II. 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.

The University of Maine at Machias Strategic Plan contains the institutional mission which is stated as follows:

“The mission of the University of Maine at Machias is closely linked to its location on the rugged Atlantic Ocean coast, among forests, glacial lakes, and abundant aquatic and terrestrial wildlife. This Downeast location, with its rich human and natural resources, provides a unique living and learning environment for our students. Through its liberal arts core and broad range of baccalaureate programs, the University prepares students for life-long intellectual growth, individual success, leadership in a global society, and the advancement of a sustainable environment. The University's applied research and public services contribute to the improvement of the quality of life and economic development in Downeast Maine. The University of Maine at Machias collaborates with each of the other campuses in the University of Maine System to fulfill the needs of public higher education in the state of Maine”.

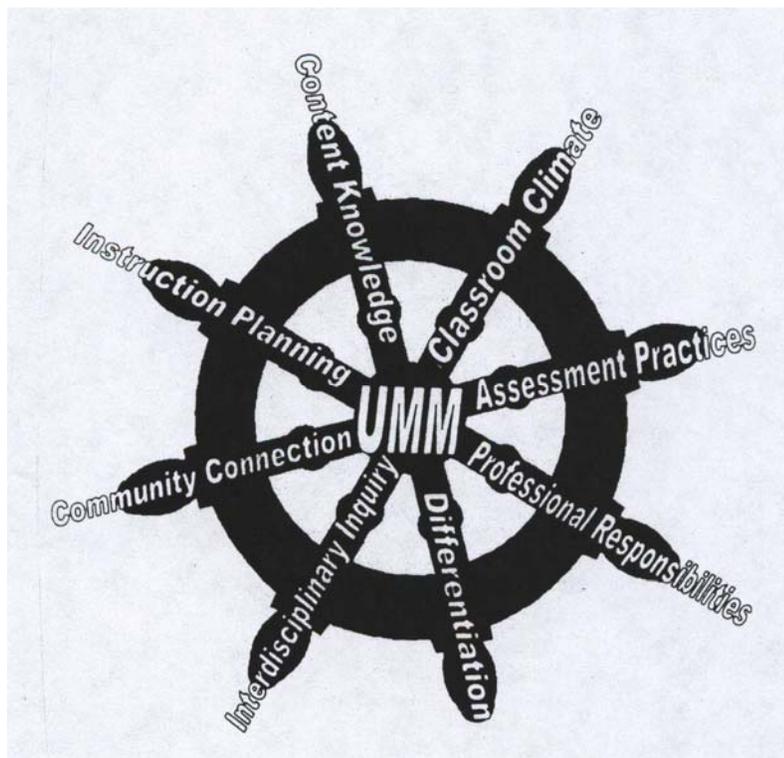
The UMM Educator Preparation Program Unit believes in teaching teacher candidates as they will practice. Consequently, the education program faculty and students are guided by the following Mission Statement and Conceptual Framework:

We believe that knowledge and understanding are socially constructed and that knowledge is actively acquired. Teachers must first and always be learners. Neither knowledge nor quality of performance is static, and it is important that students not only acquire knowledge and skills but that they form “habits of mind” that ensures ongoing inquiry and reflection that can support a lifetime of artful teaching. Artful teachers, utilizing a constructivist's approach, understand that good practice is based on sound educational theory and that as professionals, they must engage in on-going self-directed professional development. We want our students to be passionate about learning, curious about things around them so that they can model that passion and curiosity for their students.

The mission of the UMM teacher education program is “to prepare and graduate highly-proficient and dedicated educators who are committed to the principles of instructional practices

which are grounded in a sound research base.” The program vision is to support graduates “to assume leadership roles in practice, research, and administration of the teaching profession.”

Schematically, the educator preparation program unit has configured this combination of beliefs and anticipated outcomes as follows:



The UMM conceptual framework addresses each of the “spokes” put forth in this steerage schema and links each with both Maine’s Ten Initial Teacher Certification Standards and Maine’s Learning Results. Specific references to these elements and standards appear across the curriculum. Review Team members were able to affirm that the UMM teacher education program is delivered in a holistic, collaborative, learner-centered, and inquiry-based manner as envisioned in the program’s Conceptual Framework. Additionally, it was found that students are encouraged to teach in the ways in which they have been taught. It was apparent that program classes actively engage candidates and focus upon *how* students learn as well as on *what* they learn. A consistent emphasis is placed upon showing candidates how to build and maintain learning communities. Assignments are appropriately challenging and call upon candidates to synthesize information from multiple disciplines and various classes and to create ways to effectively utilize this information. Candidates are provided with the necessary assistance to help them form their own learning goals. Program assessment measures invite and facilitate candidate self-assessments. And, candidates are expected to reflect further on what they’ve learned, as a means of direction to further inquiry and learning, and to share these reflections with program faculty and peers.

The conceptual framework is supported by a considerably referenced knowledge and research base and provides an appropriate organizing structure that reflects the program's current curriculum as well as alignment with the ten initial teaching certification standards. The framework represents a deliberate and considered approach by program faculty to build upon the foundation of the ten initial teaching certification standards that is carefully integrated with the mission of the University and the vision of the teacher education program. As an organizing principle, the UMM teacher education program Conceptual Framework provides the basis for the unit to continue to develop and coordinate its curriculum and practices, both for its current teacher candidates and for the students they will serve.

III. Summary of Team 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:

The University of Maine at Machias (UMM) teacher education programs are grounded by the following mission statement:

Knowledge and understanding are socially constructed and the knowledge is actively acquired. Teachers must first and always be learners. Neither knowledge nor quality of performance is static, and it is important that students not only acquire knowledge and skills but that they form "habits of mind" that ensures ongoing inquiry and reflection that can support a lifetime of artful teaching. Artful teachers, utilizing a constructivist's approach, understand that good practice is based on sound educational theory and that as professionals, they must engage in on-going self-directed professional development. We want our students to be passionate about learning, curious about things around them so that they can model that passion and curiosity for their students.

It was the Team's charge to examine evidence of specific program and course requirements where teacher candidates demonstrate their understanding and ability to apply Maine's Ten Initial Teacher Certification Standards within this conceptual framework. Specifically, program requirements as described in the university catalog, student handbook, course syllabi, formative and summative assessments (i.e., pre-service teachers' portfolios), and a variety of student and faculty interview data were analyzed within the context of Standard One criteria. UMM presently offers candidates two approved undergraduate education programs culminating in State of Maine Teacher Certification. This includes the Bachelor of Science degree students, who major in Elementary Education (K-8), or minor in Secondary Education (7-

12) for those majoring in physical and life science or those Bachelor of Arts degree students majoring in English or Social Sciences.

Through the Team's interviews it is clear that the Mission Statement, Maine's Ten Initial Teacher Certification Standards, and Maine's Learning Results are interrelated, accepted, and widely understood by its administration, faculty, staff, and students. The ten initial teacher certification standards and the standards-based learning results provide direction to program curricula and form the basis on which expectations for student learning are developed. In addition to student and faculty interviews, where the ideas and beliefs relevant to Maine's Teaching Standards and Learning Results were clearly and consistently articulated, the students' teaching portfolios provided further concrete evidence that the criteria for Standard One was met. The specific evidence from the portfolios included lesson and unit plans, mid-term and final student teaching evaluations, and reflective analysis papers that addressed both the ten teaching standards and Maine's Learning Results.

The review of this evidence validated the self-study report where it was stated that pre-service teachers are introduced to the Maine Initial Teaching Standards early in their educational programs and are incorporated into education content area method courses. Based on interviews and portfolio examination, it appears that every education course addresses the principles of standard-based education through examination of the *Maine Learning Results (MLRs)* and this provides a framework for students to meet Maine's Initial Teaching Certification Standards. However, there is a critical inconsistency between the programs' course syllabi and the interview and portfolio data. Although there is a clear articulation by students and faculty regarding the development, implementation, and assessment of Maine's Ten Initial Teacher Standards and Learning Results, many of the programs' course syllabi do not specifically reference the standards by aligning them to specific course objectives. In fact of the 14 syllabi reviewed, only EDU 332, Science Education Methods, EDU 334, Integrated Reading and Language Arts Methods (K-4), EDU 344, Mathematics in the Elementary School, EDU 348, Middle/Secondary Mathematics Methods, EDU 349, Integrated Reading and Language Arts (5-8), EDU 351 Middle/Secondary Science Education Methods, EDU 450/460 Middle/Secondary School Seminar & Technology had brief references to Maine's Ten Initial Teacher Certification Standards and Maine's Learning Results.

In the 2004 program evaluation, a table entitled a "Suggested Format for Implementation of Maine Initial Teaching Standards" demonstrated progress in which the components were being aligned to specific courses identifying whether the component was being introduced or reinforced within the context of the course. It was anticipated that this initial format would then be developed with syllabi identifying specific course objectives that were aligned to the teaching standards and the use of Maine's Learning Results. The specific alignment of the standards and assignments relevant to the implementation of learning results need to be clearly aligned to course objective within relevant syllabi.

Overall Assessment of Standard

Course objectives in the program syllabi are not specifically aligned to the teaching standards and application of the learning results, however, through our interviews it is clear that the Mission Statement, Maine’s Ten Initial Teacher Certification Standards, and Maine’s Learning Results are interrelated, accepted, and widely understood by its administration, faculty, staff, and students.

Recommendation:

- ▶ By the 2014 program review, each of the Maine Ten Initial Teaching Standards and assignments relevant to the implementation of learning results need to be clearly aligned to course objectives within relevant syllabi.

The 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:

UMM’s Self Study Report states that it “regularly and systematically uses data, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs and clinical experiences.” There are three levels of assessment including: evaluation at the institutional policy level, assessment at the education program level and assessment of teacher candidates.

Assessment of Teacher Candidates

There are various ways that teacher candidates are assessed throughout their program at UMM to scaffold students throughout the program to inform administration and faculty about appropriateness of objectives and alignment of content, pedagogical effectiveness and assessment.

Early in their first semester, teacher candidates must pass a keyboarding proficiency test. However, they may retake the test as many times as necessary and there is a one credit keyboarding class available for those who need to strengthen their skills. The early 18 hr practicum experience of six, three-hour sessions in a grade level of their choice provides an

opportunity for students to observe and assist their mentor teacher with small group activities. Students then reflect on their experience via class discussions and journaling. This written reflection is based on readings, class discussions and practicum experiences.

There are a variety of assessments and benchmarks that are in place to ensure the success of the teacher candidates. These include: successful attainment of Maine's Initial Teacher Certification Standards, passing PRAXIS I and II, maintaining a GPA of 2.5 and sophomore and junior year self-assessments that focus on dispositions. PRAXIS I and II must be successfully passed before student teaching. Beginning in Fall 2009, students are required to pass PRAXIS I at the end of the sophomore year, prior to admission to the professional education sequence of courses. Candidates also undergo an informal professional course interview. Two faculty members interview students prior to registration for professional coursework. Currently, the faculty are considering the possibility of requiring a faculty recommendation prior to the professional course interview.

Before student teaching, candidates formally apply for a student teaching placement. In addition to the above requirements, students submit three personal narratives that include their teaching and learning philosophy, a summary of their goals for their students, their own personal goals and a list of their practicum or other pertinent experience. After a review of materials by the Field Placement Coordinator to insure academic requirements have been met, the faculty review applications for consideration of acceptance and suggestions for field placements. Prior to the field placement confirmation, the candidate interviews with the principal and cooperating teacher.

Student teaching is a capstone course for UMM teacher certification candidates. They participate in a 15-week mentored teaching experience wherein they are observed by the cooperating teacher and by a faculty supervisor with whom they meet bi-weekly. These observations are followed by a conference between the student and supervisor and periodically between the cooperating teacher and supervisor. The supervisor provides extensive feedback that includes observations of the student's lesson implementation and constructive suggestions for improvement. The student teachers do self-evaluations and receive two formal evaluations at mid-term and at the end of the student teaching experience. The formative midterm evaluation is collaboration between the student, cooperating teacher and the supervising teacher wherein goals are developed for the remainder of the semester. The final evaluation follows the same process, but goals are only included if needed. The cooperating and supervising teacher determines a final grade collaboratively. The cooperating teacher uses a rubric to evaluate whether the Initial Teacher Certification Standards have been met. Student teachers are required to videotape themselves teaching at least twice during their placement. An early initial taping is encouraged so their self-analysis can inform their subsequent teaching. These videos are included in their e-portfolio. The e-portfolio is submitted to demonstrate that teaching candidates have met the Ten Standards for Initial Certification. Portfolios are presented to a

combination of education faculty, supervisors and/or cooperating teachers. The portfolio is assessed using a 4-point rubric for each performance indicator.

Assessment of the Education Program

Informal student evaluations occur throughout the semester. These inform faculty and determine if curriculum modifications are needed. The formal end-of-semester course evaluations are also implemented. Individual instructors, Division Chair and the Vice President of Academic Affairs, review these evaluations. Non-tenured faculty members undergo an annual peer review that focuses on teaching, scholarship, professional development and service. Adjunct faculty members are evaluated at the end of their first, second and third years and every two years thereafter. Exit interviews with graduating seniors provide information concerning pedagogical effectiveness, alignment of content and assessment and appropriateness of objectives. Student feedback is considered as exemplified by the request for a classroom management course that is now part of the education program curriculum.

Evaluation at the Institutional Policy Level

Data is available concerning admissions, enrollment, retention, SAT scores, financial aid, annual expenses, class size, faculty and degrees conferred and graduation rates. Interviews and review of the artifacts indicate that it is difficult to determine retention data in the education program because there are many students who are returning and/or not full-time.

UMM developed a campus-wide Strategic Plan and in response, all Divisions and individual Programs developed strategies for growth and improvement. Members of the Education Program are aware that there are still gaps in the campus-wide assessment system, but are working to improve this.

Recommendations:

- ▶ The Review Team encourages the unit to develop a systemic data collection and dissemination system for the teacher preparation programs. This was recommended during the 2004 Program Approval Visit; it has not yet been fully implemented.
- ▶ Program documentation needs to be strengthened. Although interviews revealed assessment strategies have been used, this was not made clear in the artifacts.

The Standard is Met.

Standard Three: Field Experience and Clinical Practice

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

The University of Maine Machias and its school partners design, implement and evaluate field experiences and clinical knowledge and skills necessary to help all students learn. Throughout the written guidelines for pre-service field work, and through interviews with UMM faculty, teacher candidates and their mentor teachers, the guiding principles of the Conceptual Framework are evident. Every course, beginning with the first required education course in the sequence, School and Community, has a clinical component and students are required to complete a designated number of hours in schools during their coursework. It is usually after completing this course that students may realize that teaching is not for them. These students clarify this decision through the counsel of their advisors. Social Studies Methods is considered the gatekeeper course for the professional education program and includes a required 8 hour school based field experience.

In recent surveys students expressed the need for increased preparation in classroom management and creating a positive classroom environment. This school year, 2009-2010 saw the implementation of a 2 credit Junior Year Internship with Classroom Management. Students currently enrolled expressed excitement that the course has been created and seniors are happy to see that the new offering is available to teacher candidates since it was their input that led to its creation.

Practicum and student teaching cooperating teachers through interviews offered several constructive suggestions. These educators were either graduates of the program at UMM and/or have served as cooperating mentors. Their suggestions include: more explicit emphasis for elementary and secondary candidates on strategies for differentiating instruction and practicing “informed teaching”; more hands-on experiences in practica; increase opportunity to develop units of study, not only lesson plans; create more specific criteria for practica related to coursework; Ask experienced teachers to be videotaped and use these in methods classes for discussion and analysis; bring classroom teachers to campus during methods classes; consider workshop or seminar for new practica mentors. The group, to a person, praised recent increase of practicum requirements and the responsiveness of education faculty to suggestions from the field.

Field Experiences and Clinical Practice

The criteria, time line and logistics for field experience are clearly outlined for education students. There is evidence that all the required guidelines, procedures and forms are available to students, are included in coursework, and included in faculty advising. Students are fully conversant with these aspects of their preparation. Cooperating teachers receive letters clarifying the particular course expectations for each placement and are asked to complete a brief check-list and a short paragraph commenting on the students' abilities in the classroom. Students are required to fulfill a total of over 740 hours of school based practicum hours, including student teaching. Cooperating mentor teachers are nearly always fully certified educators with 3 or more years of teaching experience. It appears from the materials provided in exhibits that cooperating mentor teachers are familiar with Maine's Initial Teacher Certification Standards and the midterm and final evaluation are designed directly around the ten teaching standards. Students address them through their education coursework and can articulate in conversation how the teaching standards are translated into practice. Beginning in the fall of 2009 all students are required to pass the three sections of Praxis I before they can enroll in professional education courses. Students must pass Praxis II content area tests prior to student teaching. Education Program students begin gathering potential artifacts for their portfolios in the sophomore year.

The capstone clinical experience is of course student teaching and students must apply for their placement. The Student Teaching Handbook contains complete information about the student teaching experience and related forms and rubrics. In addition to the school based cooperating mentor teacher, UMM full-time faculty supervise the student teachers as evidence of the emphasis and importance that the program places on this culminating experience for teacher candidates. The student teaching placement concludes with the student teacher interview with the school principal and cooperating mentor teacher and a defense of their portfolio before the education committee. Creation and defense of the student teaching portfolio is a standards based process. A rubric and criteria for the portfolio and defense exist. Currently Education Faculty oversees the defense. Inclusion of school partners is planned.

Schools in the Machias area include a Native American population due to the presence of two Passamaquoddy Tribal Reservations, a large Hispanic population in the Milbridge School and a group of Chinese students at Washington Academy, where secondary candidates acquire classroom experience. These afford UMM students several settings in which to plan and facilitate learning for a more diverse population than most teacher candidates in Maine are able to experience. While recognizing that students have some choice in their student teaching placement, all Education students need to have the opportunity to learn, observe and apply strategies for working with ethnically and culturally diverse populations.

Student conversation revealed that they feel highly prepared for the student teaching experience and that the program of coursework, on-campus teacher panels and workshops provides them with the knowledge, skills and attitudes to work in classrooms. When students

were asked what teacher qualities they take away from the Education Program, responses included open, well-rounded, educated, prepared, responsive, reflective, ready for anything, flexible, and evaluating themselves as well as their students.

Current student teachers have high praise for the preparation they have received as well as how clear and supportive the process of placement and transition to the classroom is. A number of candidates attribute this to the high expectation of school field work throughout the Program. It is clear that Education faculty have made use of annual feedback from students regarding their pre-service experiences. Two examples are the attention to the school field work guidelines, communication with cooperating mentors and principals and the addition of the junior year Internship and classroom management course.

Education students demonstrate in interviews that they know the interrelationship of content, pedagogy and clinical experience, the three guiding principles of the UMM Education Program. The team consistently heard from Education students at all levels some of the common language of the UMM Education Program: planning for and teaching all learners, reflection, flexibility, Maine's Learning Results and Maine's initial ten teaching standards.

Commendations:

- ▶ There are fully developed and implemented guidelines for teacher candidates and school partners for all practicum placements.
- ▶ There is common understanding of the Conceptual Framework and Program Guidelines among Education Faculty and Education students.
- ▶ The strong partnership with cooperating mentor teachers and the establishment of an Education Program Advisory Board on which area teachers sit.

The 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 University of Maine Machias 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.

The philosophy and practices of the education Program at UMM reflect the Diversity Policy and Vision Statement of the University. UMM claims to be a diversity conscious campus. This is reflected in matters of gender, age, culture and socioeconomics. In addition, looking at the total population of students, 8% is culturally diverse, representing black, non-Hispanics, American Indian or Alaska Native, Asian or Pacific Islander and Hispanic. If we include solely the full-time matriculated student body the percentage is higher, 10-20% exceeding the State of Maine average. In 2008-2009 six Canadian students completed their student teaching in New Brunswick and three are currently student teaching.

The self-study reports and findings reflect that the UMM education full-time and adjunct faculty is diverse, including individuals of Caucasian, Asian and African American descent, ranging in age from 33-62 and includes five women and four men.

There is program-wide emphasis on diversity. Course syllabi indicate that courses regularly include strategies for working with at risk students. Elementary education students are required to take 4 history courses that are designed in part to give students opportunities to understand the basis for the world's diversity. In addition, Wabanaki history is included in the Maine and local History course. Of note, all methods courses address the diverse needs of individual students related to age, gender, culture, and stage of development. The principal of the Beatrice Rafferty School will host groups of UMM students for several days in spring 2010. Students will be introduced to mores and folkways of the Native American culture and will learn what differentiation techniques may be appropriate for this population. In collaboration with Mano y Mano, a similar experience is being planned at the Milbridge Elementary School, where there is a Hispanic student population. In addition, unit faculty have been planning for inclusion of trips to both Reservations as a part of first-year students' experience.

The student teaching experience is cited as the opportunity when teacher candidates may demonstrate practices that value fairness and learning by all students, and when they may demonstrate their ability to meet the needs of all learners. UMM education faculty and cooperating mentor teachers provide feedback. In addition, the capstone portfolio is designed to demonstrate through artifacts from their teaching and personal reflection the candidates' knowledge, skills and understanding of pedagogy related to ensuring that all students achieve desired results.

Many secondary students have practicum experiences and student teach at Washington Academy, a high school which recruits students from Asia. Over 100 international students are enrolled currently at WA. The Academy has several English as a Second Language teachers who speak to UMM students while they are taking EDU 460 Senior Seminar.

Student teachers and graduates of the program report that there is a clear emphasis in course work on the theory and practice related to teaching diverse learners, and that they are required to include differentiated learning opportunities throughout their lesson plans.

Nonetheless, translation into classroom practice remains a challenge. Several suggestions were made by present and past students that might be considered by UMM education faculty as a way of supporting teacher candidates in the challenging work of meeting the needs of all students. These include, using practicing classroom teachers either as guests to campus or through video or polycom, to model strategies that have been successful; provide an example of an effective strategy then, “Show me”, as one teacher put it. It appears that it is more common for both cooperating teachers and their student teachers in grades K-5 to employ effective differentiation strategies. It may benefit teacher candidates and their students to consider deepening this element of the UMM education program’s Conceptual Framework.

Commendations:

- ▶ The University is commended for having a diversity plan in place and the Education Program for having in place a pluralism statement that is published in the UMM catalogue as well as on each course syllabus in which diversity plays a role.
- ▶ The Education Program has made more than a good faith effort in areas Diversity since the last Program approval visit in 2004.

Recommendation:

- ▶ The Team encourages the UMM Education Program to continue to partner with schools in the region with diverse populations and to pay heed to the fact that all candidates need to have opportunities to interact with diverse populations of candidates, on-and-off-campus faculty, and children.

The Standard is Met.

Standard Five: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Findings:

The education faculty at UMM are credentialed in the fields in which they teach and hold teaching certifications. Two of the three core faculty members hold earned Masters and doctoral degrees in relevant fields of education. The third core faculty member holds a Masters and

Certificate of Advanced Study in education and her acceptance into candidacy for a Doctor of Educational Leadership is expected by the end of 2010. A fourth core position is vacant because of a sudden, unexpected departure. While the unit head has temporarily covered the course the unit is encouraged to fill the position as soon as is feasible.

Part-time faculty adds critical mass, breadth and depth to the core faculty. One group of part-time faculty are full-time faculty at UMM in other programs that are credentialed in content areas such as sciences and math and have regular, ongoing teaching assignments in education. With their full-time faculty status and the program's inclusion of these faculty in curriculum development, faculty meetings, advising and other activities we encourage the codifying of this existing substantive involvement and certification. The other group of part-time faculty are off campus individuals who are credentialed in education and substantively involved in the program activities above and beyond teaching. Their skills are exemplified by their master's degrees in speech pathology; curriculum development; secondary education/sciences; educational leadership; reading and child development; secondary education/life sciences; teacher of the year in Cincinnati and a related honorary doctorate in education from Swarthmore College. From what the visiting Team experienced, these part-time faculty significantly enrich the UMM education program.

The team reviewed syllabi, professional development activities, professional activities and outreach. It was observed that unique past experiences of faculty dovetailed with unique characteristics of Washington County such as: a rural community in which Hispanic children comprise over 25% of the student body enrollments; the unique special needs of the County's Native American communities; and the applied knowledge of instructional technologies. The faculty itself offers gender, racial, age and ethnic diversity plus very diverse experiences. And, in Maine's most isolated baccalaureate granting institution, the unit faculty has an exceptional influence on and plays a true leadership role among educators and schools throughout Washington County.

The Team found substantive evidence that the curriculum and program structure, and actual delivery incorporated *Maine Learning Results*, Initial Teacher Certification Standards and appropriate assessment tools are in place. Faculty discussed their applications with thoroughness and ease and students showed a comfortable grasp of the principles. Furthermore, students actually engaged in discussion and debate on the benefits and shortcomings of standards and their applications and generally reached an articulate appreciation of the MLR and ITCS. The team expresses some concern that echoes the 2004 team report, i.e., the MLR and ITCS are not clearly identified as core elements of program and syllabi and they should be in the future, although the team found plenty of evidence that such standards are central to the program's learning process and outcome assessments.

Areas seen as ongoing challenges center on the need to assure faculty numbers and credential balance in such a small program, given moderate staffing turnover, small numbers of faculty and the use of other UMM faculty and quality part time faculty. Formalizing the relation with these other full-time faculty, possibly as joint appointments, should be considered.

In summation, the team reviewed faculty resumes, syllabi and other faculty artifacts. The Team interviewed both core UMM faculty and part-time faculty. The team interviewed several student constituencies and reviewed student evaluations of faculty and the faculty members self evaluations. The team observed faculty teaching and met with educators at public school, and talked with school administrators and faculty peers. The consensus is that UMM has a competent, highly dedicated, respected faculty that serves UMM students well and demonstrates involvement and commitment to the region's education community.

The 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:

UMM is organized in a traditional manner. The education program head reports to a division chair (In a larger university this would be a dean.) who reports to the provost who reports to the president. Other UMM programs have similar reporting lines. Budget parameters are set at the institutional level and allocated to programs by the provost and chairs. Concurrently, program heads bring forward their ongoing requests and new proposals and differences are reconciled.

Library funds are partially allocated to each program for their recommendations, and technology funds are partially allocated for recommendations. The education program head and division chair both indicate that education is treated equitably and fairly. An example of special requests is the proposed portable MAC lab which was funded for education through a special grant request.

The above system appears to work well. However, the visiting team notes that education is one of the three largest academic programs in terms of full time students. There might be value in revisiting the previously considered idea of having the education program head report directly to the Provost thereby eliminating one layer of administration.

The visiting team found evidence of and heard testimony from various constituencies that the education program head is qualified, competent, respected, well liked and effective in her oversight of the program. The team confirms this assessment.

Evidence is provided that education faculty carry a full course load. Part time faculty are strategically used and placed in courses where they are credentialed and experienced. An unusual exception to this standard was the unexpected sudden departure of a full time faculty member one week before classes in September. Modest overload of some full time faculty was

temporarily implemented to assure teaching quality in unique courses. The program head also pays particular attention that school teachers who supervise student teachers are appropriately certified.

The team observed appropriate facilities and technology for the program. There are appropriate offices, classrooms and labs. In the area of technology, the unit has priority access to four video-conferencing rooms, two P.C. and one portable MAC labs, full access to campus IT support and an education faculty member with strong IT credentials. In the library, in addition to an education section, there is an array of services including the wide array of University system services plus such on-line library systems as 725 journals in "Education Full Text", 110,000 full-text non-journal documents in "The Education Resources Information Center (ERIC)" and several other services related to education. There is also a small lounge and library dedicated to the student teacher club.

For all the IT support the visiting team also heard some concern that basic training on computers is somewhat deficient and education students would benefit from easy access to the types of computers and software they will find in schools while student teaching.

Overall the governance and facilities for the education program at UMM meet expectations.

This Standard is Met.

IV. Recommendation to the Maine State Board of Education:

The University of Maine at Machias Review Team recommends that the Maine State Board of Education grant the University of Maine at Machias education preparation program full five-year program approval from fall 2009 through fall of 2014.