

**Saint Joseph's College of Maine
Education Department
Interim Report
Presented to the State Board of Education
December - 2018**



**SAINT JOSEPH'S COLLEGE
OF MAINE**



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INTRODUCTION:

Saint Joseph's College was granted conditional program approval by the State Board of Education for their Elementary, Physical Education, Special Education, Secondary Education and Online Graduate Programs in June of 2017. This paper represents the interim report that addresses the recommendations stated in Standard One: Initial Teacher Candidate Performance and Standard Two: Assessment System and Unit Evaluation made by the Review Team. We take the comments of the Review Team seriously and have used several resources to develop our updated assessment plan which, hopefully, complies with the recommendations set forth in the Review Team Document.

We used the following resources to address the concerns:

1. Evaluating the Effectiveness of Teacher Preparation Programs for Support and Accountability from the National Comprehensive Center for Teacher Quality.
2. The Review Team recommendations for improvement.
3. Faculty experts from similar and aspirant colleges with Education Programs including Bates College, Plymouth State College, Boston College and Thomas College.
4. The new Education Department faculty at Saint Joseph's College.
5. The Nursing Department at Saint Joseph's College.

We have developed an assessment system to support the implementation of the recommended goals and to help evaluate unit effectiveness and to determine areas for improvement. A Timeline is included as a process for continuous review of the effectiveness of

the programs and operations serving our candidates, partner schools and alumni. This process includes a wide array of assessment across courses, faculty, partner schools, supervisors, alumni and employers.

Contained in the document below you will find our original self-study, the Review Team Document and the College updated Gated Assessment Plan. Additionally, there are appendices attached which include our Education Department documents relevant to this response.

CONCEPTUAL FRAMEWORK:

Saint Joseph's College is a Catholic College in the Mercy tradition. As such, our Mission Statement is as follows:

“Rooted in and professing fidelity to the teachings of Jesus Christ and the doctrines and heritage of the Roman Catholic Church, Saint Joseph's College, sponsored by the Sisters of Mercy, is a liberal arts college that nurtures intellectual, spiritual, and social growth of students of all ages and all faiths within a value-centered environment.”

Additionally, the College has Core Values which all members of the community adhere to and take seriously: Saint Joseph's mission and core values reflect both the intellectual and educational heritage of Catholic and Renaissance Humanism and the distinctive commitment of the Mercy tradition to the values of compassion, social justice, and community. Saint Joseph's College thus is characterized by its commitment to nurturing intellectual, spiritual, and social awareness and growth in its students. Faith, excellence, integrity, community, respect, compassion, and justice, the institution's core values, inform all the activities and work undertaken by the College.

We believe that all children can learn and that good teaching is good teaching. At the outset, our students are taught to teach those children placed before them. As we, in the Education Department, prepare future teachers it is important to keep in mind that our values inform all we do and how we proceed.

Why come to the Education Department at Saint Joseph's College of Maine?

1. In the Mercy tradition we view teaching as service and vocation.
2. Teachers graduate from our program acutely aware of leadership outcomes and how to be a teacher leader in their profession.
3. Teaching is modeled by professors who have all taught in public schools.
4. All supervision for senior student teaching is provided by educators and faculty familiar with our teacher preparation program and expectations.
5. Preservice teachers work with children in public schools from the moment they arrive through incremental courses – designed service learning projects, volunteer opportunities, practicum experiences, junior internships, and student teaching.
6. Through previous grants and partnerships our students provide urban diverse populations with hands-on science materials and on-site teaching.
7. All senior student teaching is done in local schools within a 20 mile radius of the College. Our students do not go home to student teach. This allows for seminars and on-campus opportunities for inquiry and reflection. Student teaching cohorts provide needed collegiality.
8. We are a small program where professors know their students individually.

9. Methods courses are kept small, by design, to provide multiple opportunities to practice teaching skills during the semester.
10. A concentration in Special Education is now available for Elementary Education majors in addition to English, Science, Math and History.
11. All students in Elementary Education will graduate highly qualified in elementary education and in a subject of their choice which allows for a Middle Level Endorsement in that area from the state of Maine.
12. As freshmen students have an iPad that are used both for learning and teaching.

PROGRAMS

There are five programs offered in the Teacher Education Department: Elementary Education, Physical Education, Secondary Education, Special Education, and Online Graduate 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. Students in the Special Education Program receive a Bachelor of Science Degree. 120 students are presently enrolled in the undergraduate Teacher Education programs. The Online Graduate Education offers four programs that may lead to certification. The two that are part of the Master of Science in Education degrees are in the Educator concentration and the School Leadership concentration. A graduate certificate is also available in the School Leadership Program which leads to Assistant Building Administrator certification. The alternative pathway to certification is a grouping of three courses, Teaching Methods in Secondary Education, Educating the Exceptional Student in the Classroom, and Student Teaching.

HISTORY

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.

In 1994, the Board of Overseers and the Board of Trustees approved the following Statement of Mission:

“Rooted in and professing fidelity to the teachings of Jesus Christ and the doctrines and heritage of the Roman Catholic Church, Saint Joseph's College, sponsored by the Sisters of

Mercy, is a liberal arts college that nurtures intellectual, spiritual, and social growth of students of all ages and all faiths within a value-centered environment.”

During the Strategic Planning process in 2010 and again in 2014 the Mission of the College was reviewed and reaffirmed. In May 2013, the Board of Trustees approved the following Vision Statement to serve as a guide for the strategic planning exercise the College was undertaking.

Saint Joseph’s College will be recognized for its preparation of life-long learners through innovative course delivery and content that empowers people and communities to meet the challenges of a changing world.

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.

In 2012, Saint Joseph’s College celebrated its centennial anniversary by honoring our rich history as a Catholic liberal arts college sponsored by the Institute of the Sisters of Mercy. While recognizing our shared heritage and past successes, we also work to embrace the potential of the future. The College recently has undergone a number of changes that are addressed in Sustaining the Promise Strategic Plan.

In spring 2013, the College began a new strategic planning process, and after over a year of planning and review, in fall 2014 the Board of Trustees approved a new Strategic Plan, *Sustaining the Promise: Toward Saint Joseph’s College’s Second Hundred Years*. The Plan is described and referenced throughout the report (<https://www.sjcme.edu/about-us/strategic-plan/>)

This institutional-level plan provides direction, structure, and flexibility as the College grows and evolves and includes seven initiatives: Stewarding Our Enrollment; Strengthening the Faculty and Staff Community; Enhancing and Diversifying Our Revenue Streams; Developing a 21st Century Educational Program; Preserving and Extending Our Legacy, Stewarding our Campus Environment; Institutionalizing Our Commitment to Excellence.

As addressed in the Progress Reports of 2013 and 2014, Saint Joseph’s College continues to progress in integrating formerly two distinct entities: the 4-year campus and online "division," as the once sharp demarcation between online and on-campus diminishes. Goals of the new organizational structure include creating a culture of collaboration, creativity, and appropriately integrated decision-making. A VP/Chief Learning Officer (CLO) position, filled by Dr. Michael Pardales, now oversees all aspects of students’ direct and indirect experiences, allowing for a fully integrated, systems-wide unification of planning, implementation, and evaluation of

academic and developmental programming. With the primary objective to enhance networks for the purpose of taking advantage of development potential, undergraduate academic department Chairs and Program Directors from both campus and online programs report to a single Dean of Undergraduate Studies, who reports to the CLO. Graduate Program Chairs report directly to the CLO, who serves as Dean of Graduate Studies while this position remains unfilled.

The College statement of mission outlines the direction of our path. In fulfillment of this mission, Saint Joseph's College will: Foster a strong academic community dedicated to the pursuit of truth through serious study, integration of knowledge, and an ongoing dialogue between faith and reason; Encourage all students to explore widely the arts and sciences while they also prepare to live ethical and meaningful lives; Provide a strong foundation for graduate study, professional service, and career advancement; Offer in an extension of its mission to multiple areas of the world both degree and non-degree programs through distance education; Enhance students' awareness of human dignity and the meaning of life; Advocate for justice and peace in recognition of each person's responsibility for the welfare of both humankind and the environment.

Saint Joseph's mission and core values reflect both the intellectual and educational heritage of Catholic and Renaissance Humanism and the distinctive commitment of the Mercy tradition to the values of compassion, social justice, and community. Saint Joseph's College thus is characterized by its commitment to nurturing intellectual, spiritual, and social awareness and growth in its students. Faith, excellence, integrity, community, respect, compassion, and justice, the institution's core values, inform all the activities and work undertaken by the College.

In the fulfillment of its mission, Saint Joseph's College has experienced a number of changes. Mission congruence has been strengthened through a revised Mercy sponsorship structure. Institutional effectiveness has been enhanced by changes in the organization's leadership and senior management which have resulted in an improved organization structure and a renewed commitment, throughout the College community, to ongoing strategic planning. Academic programs have been expanded and improved, and a new academic plan, developed in support of the institutional strategic plan, is presently being implemented to assure continuous assessment and quality improvement. Physical, technological, and information resources have also been expanded and improved, and a new master plan and information technology plan are being developed in adherence to the institutional strategic plan.

Teacher education has been and continues to be an important part of Saint Joseph's College's institutional history and mission. The College prides itself on the graduates from our education programs and continues to strive to enable our current students to exemplify its mission and values as they progress through their undergraduate experience.

In keeping with the mission of Saint Joseph's College, the Teacher Education Programs remain focused on providing a high quality well-rounded curriculum. The broad headings of knowledge, pedagogy, and dispositions serve as organizers for the specific goals and competencies of the program. These guiding principles, coupled with regulatory mandates, form the foundation for the conceptual framework.

OUTCOMES

Graduates of the Saint Joseph's College Teacher Education Programs will be able to demonstrate their abilities in three areas:

- **KNOWLEDGE**
 - **Content Literacy** related to appropriate general and professional knowledge specific to individual disciplines.
 - **Technological Literacy** related to state-of-the-art technologies employed to strengthen performance in all personal and professional areas.
 - **Cultural Literacy** related to today's diverse learners. This encompasses the behavioral knowledge, skills and abilities needed to effectively enable all learners to achieve.
- **PEDAGOGY**
 - **Instructional Strategies** related to teaching effectiveness, learning outcomes and assessments. This includes skillful and varied methodology with diverse learners incorporating problem solving, critical thinking, and reflection.
 - **Management Strategies** related to the curriculum and the orchestration of the learning environment. This includes facilitating classroom dynamics that model fairness and respect.
- **DISPOSITIONS**
 - **Leadership Strategies** related to personal and professional conduct. This includes professional development and a demonstrated commitment to continuous personal advancement.
 - **Affective Strategies** related to modeling acceptance and collaboration. This includes recognition of self and student worth, and the importance of fostering social, emotional, moral, and spiritual growth.

CONCEPTUAL FRAMEWORK

The challenge of any teacher education program is to guide the candidate into a developing professional educator equipped with knowledge, versed in pedagogy, and instilled with dispositions including leadership and support of diversity. The process occurs over time when a carefully sequenced set of experiences and opportunities engage and encourage a candidate's development.

Saint Joseph's College is a small liberal arts college that prides itself in offering assistance and individual attention to all students. The mission statement describes the College as a place that "nurtures intellectual, spiritual, and social growth in students of all ages and all faiths within a value-centered environment" Students and faculty feel a deep sense of belonging and support in the college community.

Several campus-wide initiatives have been established to ensure success for all students. The Academic Center was founded in the fall of 2005 in part through a generous six-year grant from the MELMAC Education Foundation in Augusta, Maine, to forward its "Early Success in College" initiative.

In fall 2016, TAC transitioned to the Academic Center for Excellence (ACE); expanding its services and further supporting the entire college community. Located in Alford Hall, ACE consolidates and effectively utilizes academic services offered on campus. The purpose of the Center is to connect all students, particularly first and second-year students, more easily with academic support services. Those services include:

- First-Year Experience (FYE)
- ADA Accommodations
- Liberal Studies/ Undeclared Advising
- Individual Mentoring for Academic Success
- Directed Studies Support
- Academic Tutoring: Via Peer Instruction
- Exam Prep and Study Tools
- Study Skills Workshops: Via Career Services
- Writing Tutors: Via the Writing Center
- ELL Services
- First-Year Placement Exams

Personal and professional development is further refined via the process of reflection. Dewey (1910) noted the importance of reflection in learning and others have expanded the concept to include teaching:

Reflective teachers constantly replay the events of teaching moments in their minds. In addition, observation of students enables them to become more conscious of their teaching practices and impact. Through the process of reflection, teachers analyze their lessons and remain open to alternative possibilities. (Steffy, Wolfe, Pasch, and Enz, 2000, p. 14).

Reflection serves the purpose of re-evaluating one's progress and setting the direction for continued refinement and growth. Self-evaluation enables and encourages learners to develop. This maturation is refined through the nurturing and value-centered environment referred to in the mission statement of the College and the philosophy of the Teacher Education Program. The program's content supports this growth and instills the needed knowledge, pedagogical skills, and dispositions required of professional educators. To facilitate this end, all students placed in

field experiences are required to keep reflective journals daily. Supervisors use reflective protocols when observing and assessing.

KNOWLEDGE

The critical requirement of content knowledge is a recognized prerequisite for a teacher to succeed. “Practice must be based on what is known by the profession as a whole ... which requires of professionals that they be aware of the current knowledge base” (Darling-Hammond, Bransford, 2005, p. 15-16). Consistent with this perspective, the InTASC Model Core Teaching Standards 4 and 5 (2011) begin their recommendations with the importance of understanding the content that one is teaching.

Teacher candidates must be competent in reading, writing, and mathematics, as well as demonstrate a sound knowledge base in the natural, physical and social sciences. “On subject matter, research shows a positive connection between teachers’ preparation in subject matter and their performance in the classroom” (Wilson, Floden & Ferrini-Mundy, 2001, Executive Summary p. 2). Candidates must further demonstrate both depth and breadth of understanding in the subject matter they are preparing to teach, and possess an understanding of the modes of inquiry for their concentration.

To assist all students in their quest to demonstrate competency in subject matter the college developed a new Core Curriculum. On April 20, 2016, the Faculty Senate voted and approved a revision to the core curriculum that better reflects the College’s vision of what it means to be an educated person. The core curriculum is the heart of our baccalaureate education, and provides the grounding for the student’s major course of study. The core curriculum’s concentration on the liberal arts and science supports key parts of the College’s mission: to “encourage students to explore widely the arts and sciences while they also prepare to lead ethical and meaningful lives” and to “enhance students’ awareness of human dignity and the meaning of life.” Moreover, the core curriculum supports several of the College’s Institutional Learning Outcomes. Specifically:

- Identify and apply the ethical and moral dimensions of their particular field of study.
- Demonstrate effective communication skills in both written and oral formats.
- Engage in responsible citizenship, social justice, and environmental stewardship.
- Demonstrate critical thinking skills and the ability to analyze and evaluate information from diverse sources and perspectives.

Knowledge, as related to teacher education, must also include technological literacy. “Teachers in 21st century schools must be technology-proficient educators who are well-prepared to meet the learning needs of students in a digital age” (NCTAF, 2003, p. 89). The constant emergence of new technologies impacts department programming. All candidates utilize appropriate technologies to support, deepen and communicate their learning and teaching strategies. Our new Pad Initiative (started in the 2015-2016 school year) aims to support this knowledge.

Cultural literacy acknowledges diversity and facilitates understanding and sensitivity for all learners. To be culturally literate our students need to clearly understand their own culture, see the similarities and the differences between them and others, and to be tolerant of the differences. The 2011 InTASC Model Core Teaching Standards for teacher education programs emphasizes the need for effectiveness with a diverse population of students. This can be attained when our graduates recognize and support diversity and find ways to enable each individual to succeed. The United States continues to become more economically, socially and ethnically diverse with each passing decade. As student diversity increases, the instructional process must evolve to meet the classroom challenges (Slavin, 2000). It is essential that every educator understand that with a clear understanding of cultural literacy and tolerance of difference, the "effects of well-prepared teachers on student achievement can be stronger than the influences of student background factors such as poverty, language background, and minority status" (Darling-Hammond, 2000, p. 37).

PEDAGOGY

Teachers need a broad and deep command of the subjects they teach, as well as an understanding of how to teach. According to Parkay and Stanford (2007) accomplished teachers possess pedagogical content knowledge. This is the product of wisdom about teaching, learning, students and content. Candidates isolate essential concepts and skills through the new Common Core State Standards and the Maine Learning Results where appropriate. They create a variety of assessments to measure learning. Then, mindful of differentiation in learning development and skills within disciplines, they design cohesive lessons that scaffold learning.

The knowledge of pedagogical techniques is what enables teachers to convey what they know to students in meaningful ways. Pedagogical techniques can be grouped into instructional strategies, management strategies, and according to Vygotsky (1986), relationship strategies. Meaningful connections between students and teachers allow for learning to occur. "To act in kind and caring ways, to go beyond the superficialities, to look and listen for power and potential in our students, to be aware of the light in the eyes of a child, all these are qualities of relational consciousness and prepare the way for a pedagogy of depth" (Witte-Townsend & Hill, 2006).

Saint Joseph's College students learn instructional strategies related to teaching effectiveness, learning outcomes and assessments. They develop management strategies related to the curriculum and the orchestration of the learning environment. In addition to providing students with current best practices, the concept that differentiation is needed to address the needs of all students is underscored. Additionally, the professional educator must continuously reflect upon optimal teaching strategies (Palmer, 2007). Students are provided multiple opportunities through coursework and teaching experiences to refine their reflective practice techniques. Graduates are clearly able to demonstrate expertise with pedagogical skill.

SERVICE

In accordance with our mission, we view "teaching as service and vocation". Professors in the education department view the development of the concept of "Teaching as Service and Vocation" as part of our mission. In addition to the development of theory, teaching skills and

strategies, and content knowledge, there is a strong commitment to helping students refine their personal philosophy of education to include service to others. Some students choose to teach because they want to share. Some choose to teach to foster their love for children. Many choose to teach because they feel called to service. This call may be viewed as a way to give back, to serve the public, or to demonstrate compassion and caring. According to Suitts (2016), “For the first time in recent history, a majority of children attending U.S. K-12 schools come from low-income families” (p. 37).

“Teaching is more than a noble profession. It is a vocation, a calling...The teacher is the most important person in any civilization, as on him (or her) depends the molding of the nation” (Butsingh, 2007). People answer the call to teach for many reasons (Cookson, 2005; Hansen, 1994). “An individual who is strongly inclined toward teaching seems to be a person who is not debating whether to teach but rather is contemplating how or under what circumstances to do so” (Hansen, 1994, p.3).

Research has shown that one of the most important criteria for the improvement of academic achievement for students is the quality of the teacher in the room (Danielson, 1996; Marzano, 2007). Perhaps some teachers have lost their purpose for entering the profession in the first place. Perhaps they have forgotten what it was like to play school when it was all about the student. Improvements can always be made to instructional practice, curriculum development, professional development and training. But, in addition to national standards and national testing, when professionals view teaching through the lens of “Teaching as service and vocation”, children will always come first. Perhaps, when children are the immediate and only focus, improvement will come quickly and all children will be included.

DISPOSITIONS AND LEADERSHIP

At the heart of the Saint Joseph’s College community are the core values of: faith, excellence, integrity, community, respect, compassion, and justice (Saint Joseph’s College Online Academic Catalog, 2016). 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. These teacher leaders are influential beacons to the students they serve on a daily basis. Their knowledge, pedagogy, and dispositions are guiding models for students. Through role model leadership, teachers demonstrate desirable attitudes towards learning, diversity, and social interactions. Students emulate this modeling and adopt similar desirable characteristics. Patience, excitement and the desire to learn are attributes which will enable all students to become lifelong learners.

The need for leadership extends beyond the walls of the classroom. The Institute for Educational Leadership identifies the classroom teacher as the key to solving many of the educational challenges facing schools (Dozier, 2002). Significant issues such as school and district-wide policies, major program and curriculum revisions, evaluation and reform can and should be influenced by the teacher who can also be a leader.

A teacher leader who collaborates with colleagues can share ideas, concerns and solutions. These associations provide venues for personal growth and professional advancement. Developing

partnerships with parents, the community and other local resources will enhance classroom based learning. Participation in local and national professional organizations also affords opportunities to advance learning.

The College's core values support the candidate's development of positive personal attributes. These attributes when modeled in classrooms foster social, emotional, moral and spiritual growth. When the values of honesty, respect, responsibility, fairness, and compassion become the centerpiece for classroom culture, they may influence the way in which adults and children interact, talk, and make daily decisions. Additionally, as a faith-based college guided by the charism of the Sisters of Mercy, we believe that students deserve second, third, and more chances to succeed in our teacher education program.

This conceptual framework ensures that the Teacher Education Programs remain focused on providing a high quality, intensive and professional curriculum. The broad headings of knowledge, pedagogy, and dispositions serve as organizers for the specific goals and competencies of the program. It is the design of the program to produce competent graduates who are well prepared to enter their chosen discipline and become leaders in their profession.

STANDARDS

It is no longer sufficient to *teach* information to students. Teaching is only sufficient if the students have *learned* the information taught.

Multiple sets of standards are used in coursework and placements to set clear expectations for all graduates. First and foremost, the InTASC Model Core Teaching Standards (2011) are used as the guiding framework for all placements. Students must demonstrate multiple times and on multiple measures that they have met the State Standards for certification.

Additionally, professors adhere to these standards for their disciplines when aligning syllabi and course expectations. Examples of professional standards include the NCTE, NCTM, CEC, ISLLC, InTASC, and the National Board for Professional Teaching Standards.

Finally, all of our students access and use the Common Core State Standards and the Maine Learning Results. Individual professors also include the CCSS in all courses where the CCSS have been written. Students use CCSS when preparing lessons for peer teaching and authentic teaching in clinical placements.

CLOSING

Student teaching is the culminating experience of four years of theory, integrated seamlessly with internship exposure, to foster the development of reflective, responsive, and effective teachers. Most senior student teachers are very excited walking into their placement. This is to be expected for most will walk in as students and leave as teachers. It is an incredibly remarkable transformation for most.

THE EDUCATION DEPARTMENT RESPONSE:

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 team found that students and faculty report feeling very connected to their programs and to one another. It was reported by current students and alumni that faculty work hard to ensure students are supported throughout their tenure and are fully prepared to meet the challenges of teaching or school administration. The team also documented repeated reports that the culture in and out of the classroom is conducive to learning.

For the Undergraduate certification programs, evidence from syllabi, foundational documents, and interviews with students, faculty, staff, and alumni indicate knowledge of the InTASC Common Core Teaching Standards and the other professional standards related to a particular certification (e.g. CEC, SHAPE). The team found a strong belief among faculty, students, and alumni that course content, capstone projects such as the e-portfolio, and experiential opportunities directly reflect effective application of these standards.

Evidence from these same sources indicate the programs treat the InTASC standards and Maine Teaching Standards as equivalent or interchangeable, resulting in a lack of knowledge about Standard eleven (11) of the Maine Teaching Standards, which contain Maine's Technology Standards for Teachers (NETS-T). As a result, there is no mention of Maine's Technology Standards for Teachers in any of the documentation provided to the team. Similarly, the National Technology Standards for Administrators (NETS-A), which is found in Chapter 114, Section 2.1.19 is also not mentioned in any of the documentation provided to the team. Therefore, the performance indicators delineated in Chapter 2.1.11(a-t) and 2.1.19(a-u) are not a consideration when demonstrating that candidates meet professional and state standards for technology.

Students, including student teachers, alumni and faculty reported that classroom management is embedded into the curriculum such that it is challenging to identify the specific skill to master. The perception among the reporters was that classroom management is unevenly embedded across the programs and would benefit from a more practical way to teach this skill.

Chapter 114 Unit Standard One provides holistic performance and knowledge indicators to guide the development of assessments for demonstrating proficiency of each standard. The team found evidence of standards mapped to courses/curricula at a basic level and inconsistent mapping of performance and knowledge indicators across programs. The team found no

documentation of assessment data to indicate candidates have met professional, state, and institutional standards.

Recommendations:

- Ensure the curricula for initial teacher and school leader certification are aligned with Chapter 114, 2.1 Unit Standard One, standards 1-19.
- Demonstrate how it is determined that candidates meet all relevant standards.
- Demonstrate how assessment data is used to inform programmatic changes in order to ensure ongoing alignment of teacher preparation programs with relevant standards.

This Standard is Partially Met.

The InTasc Standards have 11 standards which must be met. Our e-portfolio and our Handbook showed only 10. We made a deliberate decision to include and embed the 11th standard (technology) into all of the other standards. This was not acceptable to the review team. We understand why this was questioned and have aligned all of our documents to include Standard 11. **Standard #11: Technology (NETS.S)**. The teacher models and applies the National Educational Technology Standards for Students (NETS.S) to design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.

See appendix p. 124

Standard Two: Assessment System and Unit Evaluation

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

Findings:

The teacher education program has a well-articulated conceptual framework and Teacher Education Program Outcomes (Knowledge, Pedagogy, Dispositions).

The teacher education program addresses the 10 InTASC standards (not the 11 Maine Teaching Standards) and Specialty Association Standards (Council for Exceptional Children standards for special education and SHAPE standards for physical education) throughout the education program. The teacher education program has established five gates, or transition points, marking a student's progress through the education program. The gates are entry into the College, completion of first year, entry into the professional core of courses, requirements for student teaching, and student teaching. There are guidelines for required elements for the five gates articulated in the document titled 2007 - 2017 Gated Assessment Plan (in preparation for student teaching). The five gates, or transition points, use multiple sources of evidence at each gate that are typically associated with predicting student success. These include Praxis Core Skills to determine their reading, writing, and mathematics performance; course grades and GPA representing their achievement in content and professional knowledge and their standing in university studies; and the judgment of university and school professionals regarding the candidate's readiness for certification and potential as a teacher.

The decision-making process and the use of data in the five gateways is unclear. The recommendation for certification is missing from the transition points. There is no evidence the program takes effective steps to eliminate sources of bias in performance assessments and works to establish the fairness, accuracy, and consistency of its assessment procedures.

These guidelines have not been operationalized into an assessment system which:

- a. takes a series of benchmarks for a student's progress through the program and identifies clear decision points at each gate, including what happens when a candidate does not move forward; and,
- b. produces regular data reports from applicants, candidates, recent graduates, faculty, and other members of the professional community, using multiple assessments from internal and external sources for program review and improvement.

The procedure for the final step of making the recommendation for certification is unclear in the assessment plan, although interviews revealed there is a process whereby the education program chair verifies program completion and the registrar transmits that list of students to the Maine Department of Education Office of Certification. The assessment of the Teacher Education Program outcomes is unclear.

Evidence of both formative and summative assessment was found. The InTASC standards addressed by each course have been identified, although specific assessments were not named. Single course assignments, which had criteria for completion and instructor feedback to candidate, were reviewed. Mentor teachers and supervisors provide feedback to student teachers based on the InTASC standards, and candidates spoke to how they use the feedback to make improvements. Candidates complete self-assessments for the InTASC standards. A standards-based e-portfolio is begun early in the program and then revised in a dedicated portfolio course near the end of the program to become a culminating standards assessment that is aligned with the InTASC standards and Specialty Professional Association for special education majors. The focus on the InTASC standards, rather than the Maine Teaching Standards, means that Maine Teaching Standard 11 is not explicitly addressed in assessing teaching candidates.

Information technology is used on a limited basis. Title II reporting uses electronic databases. The Saint Joseph's Student Information System, Campus Cafe, is capable of organizing and reporting admissions data, GPA, and other student data. There is no evidence the teacher education program systematically creates and reviews data reports from the Student Information System.

The faculty report meeting regularly to discuss their programs. Saint Joseph's College has a regular course evaluation process used by faculty. It also has a regular program evaluation process and a two-day annual retreat for all programs. There are activities, but there is no evidence of regular reports of candidate or graduate performance data used in the review of program quality. There is no evidence of specific improvements that have been made based on review of data.

Although transition points for progress through the program have been defined, and assessment and feedback are occurring throughout a candidate's program, there is no evidence that the education program regularly and systematically compiles, summarizes, and analyzes data to improve candidate performance, program quality, and unit operations.

The graduate online program does not currently recommend candidates for administrator certification. The self-study report for Standard 2 does not address the graduate online program. Materials across other standards indicate various types of data being used in the program for admissions and for evaluating the ISLLC standards as part of the school leader internship. There is no assessment system that would be used for transition points, ongoing evaluation of candidate progress, and data-based program improvement.

Recommendations:

Develop an assessment system for initial teacher and school leader certification that is aligned with Chapter 114, 2.1 Unit Standard One, standards 1-19 that includes:

- a. clearly articulated transition points that establish data collection and decision-making procedures at each point.
- b. a process for gathering, reporting, and analyzing individual and aggregated data on direct teaching or administrator performance, such as teaching units and teaching observations.

c. a process for gathering, reporting, and analyzing individual and aggregated data on the e-portfolios for teachers.

d. data collection and analysis that will be incorporated into the process of program improvement.

This Standard is Not Met.

The department recognizes and understands that the Review Team did not accept our Assessment Plan. We have worked over the past year to develop a specific plan incorporating many data points which we will pilot over the next 3 years prior to our next Program Review. Two issues seem to be of primary concern from the Review Team: The need for an increase in specific data points to be used by the Education Department to determine if the program is doing what it says, and a specific plan for what occurs when a student does not reach the benchmarks or gates listed in the assessment plan.

Changes and Updates: Please see the attached Gated Assessment Plan and Timeline for improvement.

Online Graduate Response:

MSEd Program Assessments

The SJC institutional goals, MSEd program learning objectives, and course level learning objectives all demonstrate congruence. The MSEd School Leadership program measures achievement toward the *Professional Standards for Educational Leaders* (PSEL). Fully online, the MSEd Leadership Program is housed in our Learning Management System, Brightspace. Each course has been designed with alignment to Quality Matters for program development, implementation, and evaluation down to the unit and assignment level as evidence supporting the attainment of the standard is collected by our adjunct instructors who provide substantive feedback on all assigned units.

Graduate degrees in SJC's MSEd School Leadership program are conferred through an educational process and awarded upon successful completion of required course work against professional standards (PSEL).

The benchmarks of the MSEd Leadership degree program include successful completion of 36 credits of 10-12 courses including a six-month internship course (ED 580). This internship requires students to demonstrate progress on all PSEL standards. Both a mid-term evaluation and a final evaluation is prepared by both the student and the mentor. The program instructor also addresses the progress of student work on the standards.

Graduate students do not matriculate from the program unless they successfully complete all courses, especially the internship. Students complete an online evaluation of the coursework, instructors, and technology. Enrollment data is provided monthly. Our goal is to prepare leaders who can work effectively in ethnically, racially, socially, and linguistically diverse educational environments. Through our partnerships with local school districts, students have the opportunity to apply leadership theories and practices in real-world settings.

What our student's say:

“Thank you again for the terrific feedback. ...I have found this to be such a better learning process **as a practicing educator when the bookwork can be meshed with my practical experiences.** Were I part of DOE, I think I would require teachers and administrators to not simply recertify, but **actively engage in collaborative coursework outside their own buildings.**”

Eric Klein, Principal, Gray-New Gloucester High School

Physical Education Response:

In physical education, field experiences begin the first semester in Introduction to Physical Education, Sport and Exercise Science (SE 110). The students participate in a service learning experience at a local school. For several years, the students have been supervising recess to reduce the incidence of bullying on the playground. Also, in the first year, the students have had an optional service learning opportunity to help coordinate and run a program called “Are you fitter than a 5th Grader” in conjunction with the Wellness Director of the Alford Center.

In the second year, students enrolled in Methods in Teaching Elementary PE and Assessment (PE305) and Methods in Teaching Middle and Secondary Physical Education and Assessment (PE306) participate in a variety of field-based experiences that include at least one service learning component.

In the third year, students enrolled in PE315 Adapted Physical Education and Assessment participate in a ten-hour service learning project in which they work with a child in a local school with a disability. An adapted physical educator or a physical therapist supervises the students. During the third year, students enrolled in Applied Skills and Practicum (PE 405) complete 60 hours of internship in the public schools. They complete 30 hours at each of two levels: K-5, 6-8, or 9-12. This experience is designed to prepare for student teaching.

In the fourth year, Student teaching (PE 408), the capstone clinical experience, occurs in either semester of the fourth year. Because physical education majors are qualified to be certified K-12, the fifteen-week student teaching experience is divided into two parts. During the first half of the semester, the student teacher is placed in either an elementary, middle or high school setting. At the end of 7.5 weeks, the student moves to a new site at a different grade level.

ASSESSMENT PLAN AND TIMELINE

Evaluating the Conceptual Framework	Target Areas	Participants	Timeline	Additional Resources
The Conceptual Framework will be evaluated on a continual basis. This will include a review of the 3 Program Outcomes.	Course Scope and Sequence. Update the conceptual framework based on student, course, internal and external review.	Faculty, Current Students, Alumni, Partner Schools	Yearly	
Student progression through the program will be reviewed on a continual basis.	Semester Progression meetings Advising Meetings	Faculty, Current Students	Once a semester, Once a semester	
	SNOW Student Survey (include all majors in the ed program) Alumni Survey	Alumni Seniors students	Annually, spring	
The Education Program will produce regular data reports for review.	Incoming GPA and SAT scores Admission criteria Successful completion of internships. Successful completion of coursework. Successful completion of student teaching.	Registrar, IT, faculty, Admissions Team	Annually, spring	
Internal assessment measures will be used to evaluate the program.	Assessment of student ePortfolio presentations, Jr Year End of course e-portfolio assessments. Review the 4 year writing projects. Review 4 year Department projects (Philosophy statement, Learning Centers, Unit plan, Professional Portfolio) Retention rate Freshmen year and junior year Rate of course passage C and above Compare graduation rates to retention rates,	faculty, students	By semester in each course Every other year	IT support
External assessment measures will be used to evaluate the program.	Praxis I Praxis II Cooperating Teacher Evals including supervisor reviews, Principal forum, Alumni hiring info First year hires survey	Faculty, Students, Partner school Prinicpal's, Supervisor	Annually, spring	IT support
Is the program meeting the	Job placement rates	Alumni	Annually, spring	

needs of employers ?	Employer focus group	Employers	Every other year, spring	
	Alumni focus group	Alumni	Every other year, spring	
Does the program meet student needs?	Aggregate course evaluation data	Students	Each semester	
	Departmental student survey	Students	Annually, fall and spring	
	Student focus group Refine e- portfolio rubrics	Students	Spring/ Senior Seminar	
What are the program's strengths?	Results of program reviews, school administrators, faculty and students.		Every other year	
What are areas for continued improvement?	External review results All relevant data	Chief Learning Officer, Department Faculty, School administrators, Alumni	Every other year	

Saint Joseph's College of Maine
Education Department
Gated Assessment Plan
(In Preparation for Senior Student Teaching)



SAINT JOSEPH'S COLLEGE
OF MAINE

GATED ASSESSMENT

GATE 1: Entry in the College and the Unit

Students applying for entry into Saint Joseph's College with a major in Elementary Education, Special Education, Physical Education or a minor in Secondary Education must meet the same criteria as all Saint Joseph's College applicants.

Requirements:

- 1. Students apply directly to the College Admissions Team.**
- 2. Review of candidate by the Education Department Chair when questions arise.**

GATE 2: Completion of First Year

The professional portfolio is introduced in the Foundations of Education (ED100) course that all Elementary, Physical Education majors, Special Education majors, and Secondary Education students are required to take. Each student develops a 1st year portfolio for review. Elementary Education majors review in Children's Literature (EH113). Secondary education minors review in (ED 355) Secondary Methods.

Students in each of the four programs are required to pass Praxis I in order to student teach. As such, students are reminded and sign a contract in ED100 (Foundations of Education), EH 113 (Children's Literature), and SPED 110 (Introduction to Special Education) that they are aware of the Praxis I (and II) policy.

All Elementary, Special Education, Secondary, and Physical Education students must pass all courses within their major with a "C" or higher (See online college Catalog for courses)

<http://catalog.sjcme.edu/content.php?catoid=29&navoid=913>

Requirements:

- 1. Transcript Review with Department Advisor. All courses below a "C" must be retaken.**
- 2. Fingerprinting and criminal background check must be completed and documented to the Chair by the end of the first semester freshmen year.**
- 3. Praxis I must be attempted in year one with documentation presented to the Chair.**
- 4. Portfolio artifacts are submitted in the e-portfolio after approval from the professor in each of the courses taken in the program of study.**
- 5. Complete the Required Signatures Document outlining requirements for placements, vehicle use, standards of dress and concentrations.**

If the requirements are not met:

- 1. All courses below a "C" must be retaken.**
- 2. When the other requirements are not met a letter is sent to the student and placed in their file. A copy is sent to the advisor documenting the deficiency.**
- 3. Students are required to submit their updated and completed e-portfolio to the professor in EH 113, and ED 355.**

GATE 3: Entry into the Professional Core of Courses

The professional core of courses continues during the sophomore, junior, and senior year. Elementary Education students complete their first practicum sophomore year during Teaching and Learning (ED 210). Students in special education complete the first practicum in SPED 110 freshmen year. Juniors complete internships in ED 320 and ED 330.

The professional core of courses in Physical Education begins in the third year.

Secondary Education students minor in education and work to complete their academic major in addition to the professional core courses. Secondary Education students must declare their minor during Foundations of Education (ED100).

Requirements:

- 1. Students must continue to maintain a grade of “C” or above in all education courses. Courses below “C” must be retaken.**
- 2. Review the required 2.7 GPA requirements with advisors.**
- 3. Continue to fulfill the requirements of the e-portfolio.**
- 4. Secondary Education Students must officially declare the minor if not completed to date.**
- 5. Successful Passage of ED320 and ED330 (Junior Internships)**

If the requirements are not met:

- 1. All courses below a “C” must be retaken.**
- 2. If the 2.7 GPA is not maintained the student has a letter stating it needs to be raised in order to student teach.**
- 3. Mandatory e-portfolio check in with appropriate course professors.**

GATE 4: Requirements for Student Teaching

The Education programs utilize multiple assessments to regularly evaluate a candidate’s development. Formal criteria may include exams, research papers, class presentations, internships, and the e-portfolio. Through successful completion of the courses with a “C” or better we conclude that the students have successfully met the standards set forth for the professional core courses. Additionally, students must complete their e-portfolio checkpoints. (See Portfolio Document)

Education students are required to submit writing samples for inclusion into their e-portfolio. For example, students write a philosophy statement during their first year, and a compare and contrast paper in the sophomore year. Students write numerous research papers throughout the four-year program. Rubrics for assessing the samples have been developed.

Students apply for student teaching the semester prior to the experience. Faculty review applications for:

- o Education courses, including internships, completed at a “C” or better**

- **An overall GPA of 2.7 or better**
- **Passage of Praxis I at the cut scores established by the State of Maine Department of Education**
- **Portfolio Review with faculty at the end of the junior year. The student must present their portfolio orally and in person to the faculty reviewers and pass all requirements set forth in the e-portfolio document.**

After the student's application form has been processed and approved by the teacher education faculty the team meets with the Placement Coordinator to assign student placements. Our Placement Coordinator maintains and develops strong partnerships with our cooperating schools. The Placement Coordinator works closely with districts to ensure that all cooperating teachers are highly qualified in their area of expertise, have taught over 5 years, and have Principal approval.

Requirements:

- 1. Passage of Praxis I**
- 2. Completion of all required courses except ED430 and ED555**
- 3. GPA at 2.7 and above**
- 4. Portfolio Presentation with Department Faculty**
- 5. Application Completed**
- 6. Department Approval**

Students are not admitted to student teaching unless ALL of the requirements are met.

GATE 5: Student Teaching

Student teaching is the pinnacle professional clinical experience at Saint Joseph's College. The student teachers spend a minimum of fifteen weeks in a classroom gradually increasing degrees of responsibility until assuming total responsibility for the instruction in the classroom. The qualified and certified cooperating teacher(s) and college supervisor direct and guide the student teacher throughout the experience.

Requirements:

- 1. Daily Journal**
- 2. Lesson Plan Binder**
- 3. Observations**
- 4. Midterm Formal Assessment (See Handbook)**
- 5. Final Formal Assessment (See Handbook)**

GATE 6: Recommendation for Certification

Requirements:

- 1. Students must successfully complete student teaching which is verified by the College Supervisor in coordination with the Cooperating Teacher.**
- 2. Program Completion is verified on the Graduation Application by the Director of Teacher Education and the College Registrar.**
- 3. The Director Recommends certification to the Registrar.**
- 4. The Registrar stamps each transcript of qualifying students before it is released to the State Department of Education.**

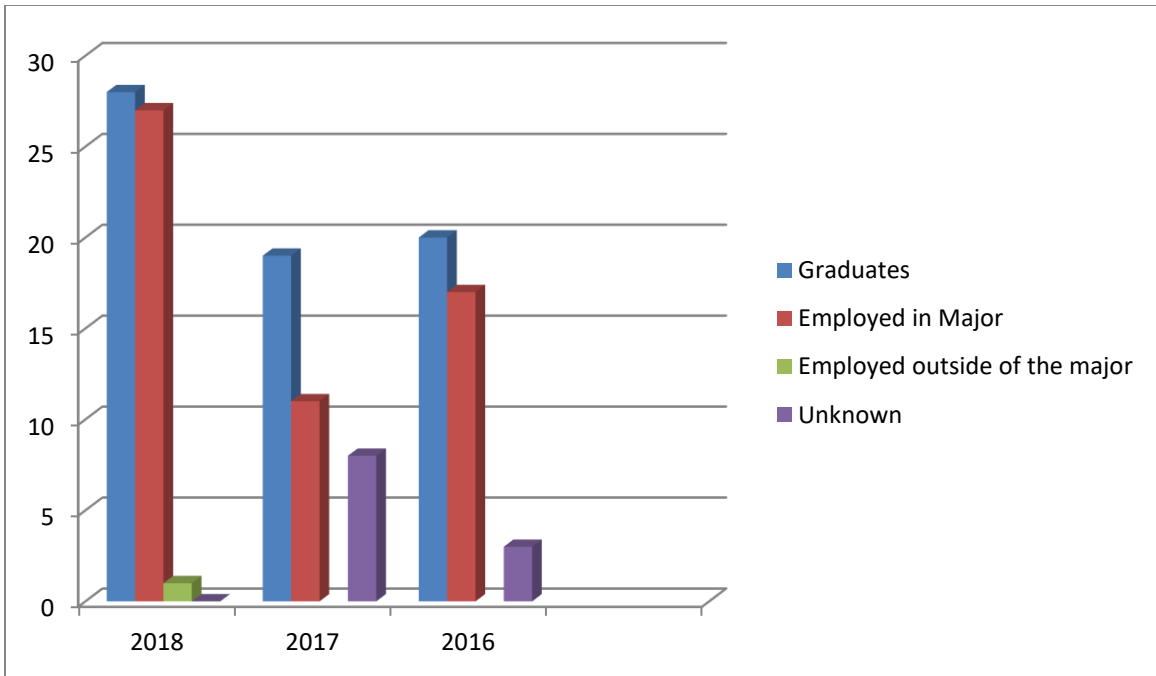
Students are encouraged to take Praxis II after successful completion of the student teaching experience.

Conceptual Framework Evaluation Plan

1. Develop a team of Principal's from our partner schools to provide specific feedback on our student teachers and new professionals.
2. Refine the Cooperating Teacher Feedback form to include a review of supervision skills provided to our students. Analyze the information provided from this document.
3. Continue to collect data on all new hires (first year alumni) and analyze by number of our students hired and if they seek employment in their degree field.

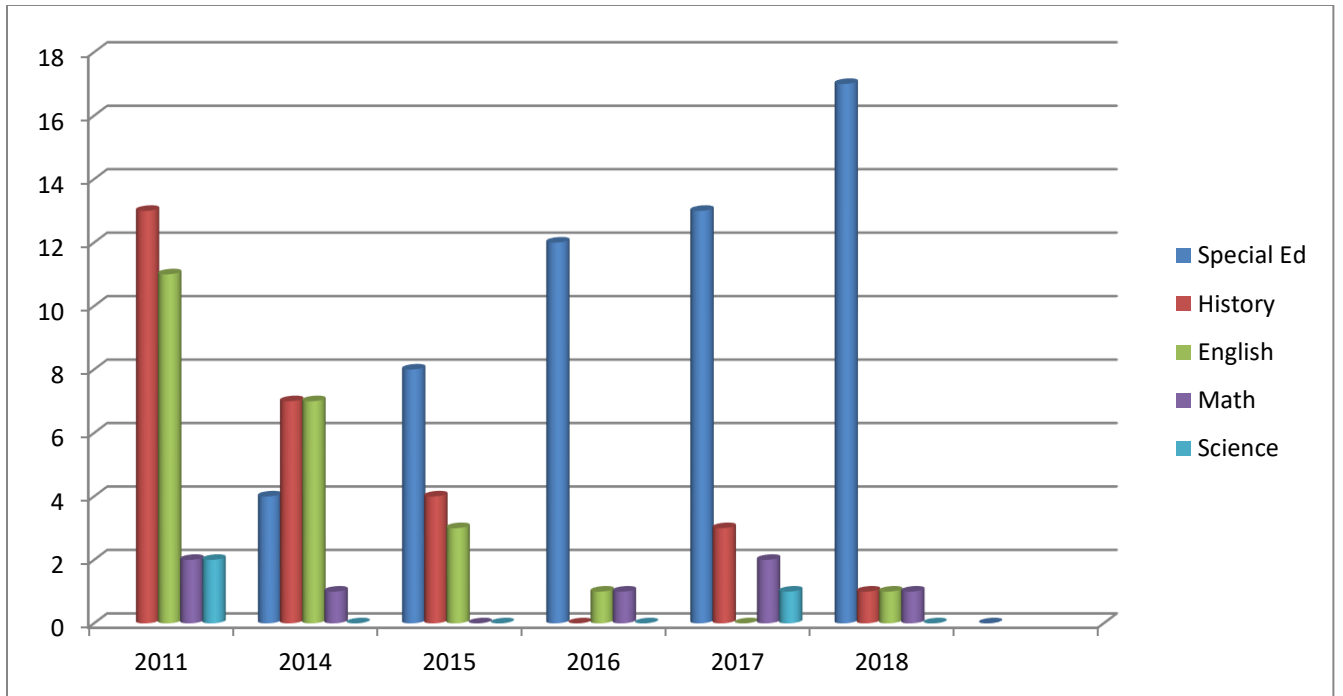
4. Calculate our retention rate in all education programs at the end of the freshmen year and at the end of the junior year.
5. Survey all first year teachers at the end of their first year of teaching for areas of success and need that the college could provide during their program of study.
6. Expand the SNOW Chart to include students in all education programs. Currently only Elementary and Special Education majors are included.
7. Review Praxis I passage rates to determine if additional supports are needed for passage.
8. Compare graduation rates to retention rates.
9. Continue to refine the e-portfolio system rubric to ensure candidate proficiency. By semester
10. Use student end of course evaluation forms to change curriculum if appropriate. By semester
11. Review the writing projects across the 4 years to ensure students in all education programs are held accountable to the standards.
12. Review the major Education Department Projects (Education Philosophy, Learning Centers, Unit Development, Professional Portfolio) to include students in all of the majors.
13. Classroom management is unevenly embedded among the programs. Ensure all students have access.\
14. Add the Department Dispositions to all Syllabi.
15. Develop a virtual professional learning community for all education students.

Alumni Employment 2016-2018



The most accurate assessment of any Education Department is the quality of the graduates and their ability to be hired. For the past three years all graduates from Saint Joseph’s College Education Programs wishing to be hired in their major have been.

Concentration Growth



Historically, History was our largest concentration.

We have worked very hard to develop our Special Education major and concentration since the major was introduced. It has grown steadily.

This chart represents the growth in the Special Education Concentration since it was introduced.

Appendices

Program Approval

Self-Study

February 12-14, 2017



**SAINT JOSEPH'S COLLEGE
OF MAINE**

Education Department

"Let us take one day only in hands at a time. Resolve to do good today
and better tomorrow." Catherine McAuley

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PREFACE

The Teacher Education Department at Saint Joseph's College meets the standards set forth in the 2008 revision of Chapter 114, Purpose, Standards and Procedures for the Review and Approval of Preparation Programs for Educational Personnel. Our goal is to help each of our education students achieve the standards and skills necessary to assist all students in achieving standards of learning.

PROGRAMS

There are five programs offered in the Teacher Education Department: Elementary Education, Physical Education, Secondary Education, Special Education, and Online Graduate 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. Students in the Special Education Program receive a Bachelor of Science Degree. 120 students are presently enrolled in the undergraduate Teacher Education programs. The Online Graduate Education offers four programs that may lead to certification. The two that are part of the Master of Science in Education degrees are in the Educator concentration and the School Leadership concentration. A graduate certificate is also available in the School Leadership Program which leads to Assistant Building Administrator certification. The alternative pathway to certification is a grouping of three courses, Teaching Methods in Secondary Education, Educating the Exceptional Student in the Classroom, and Student Teaching.

ADMINISTRATIVE STRUCTURE

The Director of Teacher Education has oversight of the entire Education Department. Responsibilities include the Elementary Education Program, the Physical Education Program, the Secondary Education minor, The Special Education Major, and the Online Graduate Programs. It is important to note that there is a full-time Director of Online Graduate Programming. The role of the Director of Teacher Education is to ensure that there is efficient communication between the five programs, with the administration of the College, and with all regulatory agencies including the State of Maine Department of Education. At the same time, we recognize that our programs have many commonalities and espouse the same outcomes. Due to the unique nature of our disciplines, however, we approach the accomplishment of those outcomes in different ways. How we intersect as a unit to meet our outcomes and where and how we differ is delineated throughout the self-study.

By way of introduction, the following brief list demonstrates in a “snapshot” what makes the Education Department at Saint Joseph’s College of Maine unique and different.

Why come to the Education Department at Saint Joseph’s College of Maine?

13. In the Mercy tradition we view teaching as service and vocation.
14. Teachers graduate from our program acutely aware of leadership outcomes and how to be a teacher leader in their profession.
15. Teaching is modeled by professors who have all taught in public schools.
16. All supervision for senior student teaching is provided by educators and faculty familiar with our teacher preparation program and expectations.
17. Preservice teachers work with children in public schools from the moment they arrive through incremental courses – designed service learning projects, volunteer opportunities, practicum experiences, junior internships, and student teaching.
18. Through previous grants and partnerships our students provide urban diverse populations with hands-on science materials and on-site teaching.
19. All senior student teaching is done in local schools within a 20 mile radius of the College. Our students do not go home to student teach. This allows for seminars and on-campus opportunities for inquiry and reflection. Student teaching cohorts provide needed collegiality.
20. We are a small program where professors know their students individually.
21. Methods courses are kept small, by design, to provide multiple opportunities to practice teaching skills during the semester.
22. A concentration in Special Education is now available for Elementary Education majors in addition to English, Science, Math and History.
23. All students in Elementary Education will graduate highly qualified in elementary education and in a subject of their choice which allows for a Middle Level Endorsement in that area from the state of Maine.
24. As freshmen students are issued an iPad that are used both for learning and teaching.

HISTORY

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.

In 1994, the Board of Overseers and the Board of Trustees approved the following Statement of Mission:

“Rooted in and professing fidelity to the teachings of Jesus Christ and the doctrines and heritage of the Roman Catholic Church, Saint Joseph's College, sponsored by the Sisters of Mercy, is a liberal arts college that nurtures intellectual, spiritual, and social growth of students of all ages and all faiths within a value-centered environment.”

During the Strategic Planning process in 2010 and again in 2014 the Mission of the College was reviewed and reaffirmed. In May 2013, the Board of Trustees approved the following Vision Statement to serve as a guide for the strategic planning exercise the College was undertaking.

Saint Joseph's College will be recognized for its preparation of life-long learners through innovative course delivery and content that empowers people and communities to meet the challenges of a changing world.

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.

In 2012, Saint Joseph's College celebrated its centennial anniversary by honoring our rich history as a Catholic liberal arts college sponsored by the Institute of the Sisters of Mercy. While recognizing our shared heritage and past successes, we also work to embrace the potential of the future. The College recently has undergone a number of changes that are addressed in Sustaining the Promise Strategic Plan.

In spring 2013, the College began a new strategic planning process, and after over a year of planning and review, in fall 2014 the Board of Trustees approved a new Strategic Plan, *Sustaining the Promise: Toward Saint Joseph's College's Second Hundred Years*. The Plan is described and referenced throughout the report (<https://www.sjcme.edu/about-us/strategic-plan/>).

This institutional-level plan provides direction, structure, and flexibility as the College grows and evolves and includes seven initiatives: Stewarding Our Enrollment; Strengthening the Faculty and Staff Community; Enhancing and Diversifying Our Revenue Streams; Developing a 21st Century Educational Program; Preserving and Extending Our Legacy, Stewarding our Campus Environment; Institutionalizing Our Commitment to Excellence.

As addressed in the Progress Reports of 2013 and 2014, Saint Joseph's College continues to progress in integrating formerly two distinct entities: the 4-year campus and online "division," as the once sharp demarcation between online and on-campus diminishes. Goals of the new organizational structure include creating a culture of collaboration, creativity, and appropriately integrated decision-making. A VP/Chief Learning Officer (CLO) position, filled by Dr. Michael

Pardales, now oversees all aspects of students' direct and indirect experiences, allowing for a fully integrated, systems-wide unification of planning, implementation, and evaluation of academic and developmental programming. With the primary objective to enhance networks for the purpose of taking advantage of development potential, undergraduate academic department Chairs and Program Directors from both campus and online programs report to a single Dean of Undergraduate Studies, who reports to the CLO. Graduate Program Chairs report directly to the CLO, who serves as Dean of Graduate Studies while this position remains unfilled.

The College statement of mission outlines the direction of our path. In fulfillment of this mission, Saint Joseph's College will: Foster a strong academic community dedicated to the pursuit of truth through serious study, integration of knowledge, and an ongoing dialogue between faith and reason; Encourage all students to explore widely the arts and sciences while they also prepare to live ethical and meaningful lives; Provide a strong foundation for graduate study, professional service, and career advancement; Offer in an extension of its mission to multiple areas of the world both degree and non-degree programs through distance education; Enhance students' awareness of human dignity and the meaning of life; Advocate for justice and peace in recognition of each person's responsibility for the welfare of both humankind and the environment.

Saint Joseph's mission and core values reflect both the intellectual and educational heritage of Catholic and Renaissance Humanism and the distinctive commitment of the Mercy tradition to the values of compassion, social justice, and community. Saint Joseph's College thus is characterized by its commitment to nurturing intellectual, spiritual, and social awareness and growth in its students. Faith, excellence, integrity, community, respect, compassion, and justice, the institution's core values, inform all the activities and work undertaken by the College.

In the fulfillment of its mission, Saint Joseph's College has experienced a number of changes. Mission congruence has been strengthened through a revised Mercy sponsorship structure. Institutional effectiveness has been enhanced by changes in the organization's leadership and senior management which have resulted in an improved organization structure and a renewed commitment, throughout the College community, to ongoing strategic planning. Academic programs have been expanded and improved, and a new academic plan, developed in support of the institutional strategic plan, is presently being implemented to assure continuous assessment and quality improvement. Physical, technological, and information resources have also been expanded and improved, and a new master plan and information technology plan are being developed in adherence to the institutional strategic plan.

Teacher education has been and continues to be an important part of Saint Joseph's College's institutional history and mission. The College prides itself on the graduates from our education programs and continues to strive to enable our current students to exemplify its mission and values as they progress through their undergraduate experience.

CHANGES

Since 2012 the Education Department has implemented changes in programming which reflect our commitment to:

- Teaching as Service and Vocation
- Leadership
- The value of a Liberal Arts Education
- Diversity
- Standards-based Teaching and Learning
- The development of a personalized e-portfolio
- The daily use of educational technology
- Special Education has been added as a concentration

Department Program Changes:

1. A Praxis I and II database is reviewed and updated weekly.
2. A Diversity Plan has been updated.
3. An “e-Portfolio” Implementation Plan has been completed.
4. Student files have been updated to reflect current programming.
5. 2 Education Department Curriculum Labs are completed and available to students.
6. An Education Department drive includes all policies, paperwork, and information. It can be accessed on the “I” Drive and is available to all.
7. The Teaching Lab established in Alford Hall room 214 has been continually updated. It includes new technology and needed teaching and storage space.
8. The Online College Catalog has been completely updated and reflects current offerings.
9. A new assessment plan has been developed by the College as part of the strategic plan.

Elementary Education Program Changes:

1. The Elementary Education Program includes a mandatory 24-hour concentration in the Liberal Arts. Students may choose from English, math, science, history or special education. These courses are taken in addition to the College Core Program and all courses for the Elementary Education major.
2. All advising is done through full-time professors in the Education Department with advising templates.
3. All students complete regular incremental portfolio reviews.
4. All students meet with the full-time education faculty for a mandatory reflective review session on their e-portfolio.
5. A concentration database is updated monthly.
6. A new Fast-track option for graduate credit has been developed for seniors in the measurement and evaluation course.
7. The Department has transitioned from the sole use of state standards to include the Common Core State Standards.

Secondary Education Program Changes:

1. One advisor has been assigned from each department from the major.
2. Secondary students are advised by a full-time faculty member who coordinates the secondary education program in addition to the Chair of their major.
3. The secondary education minor program of study has a new scope and sequence.
4. Prerequisites have been established.
5. The course numbers have been changed through the registrar to reflect the major course of study.
6. Application procedures for student teaching have been aligned with the Education Department.
7. A portfolio component has been added to Secondary Teaching Methods.
8. Students in Secondary Teaching Methods do a full semester internship in their major area of study.
9. The Exceptionality (ED340) course has been redesigned so that elementary education and secondary minor students can participate together.
10. A three page secondary advising protocol has been written and is used for all students.

Special Education:

1. Special Education was introduced as a new major in the Education Department in 2011
2. The program is currently being reviewed for accreditation.

Physical Education Program Changes:

1. An Instructional Strategies Course has been added.
2. More field based experiences in: elementary/middle, middle/secondary, and adapted physical education are now required.
3. Life skills and physical activities have been added to the instructional skills and tech courses to meet the needs of all students in the PreK-12 grade spans.

CONCEPTUAL FRAMEWORK

INTRODUCTION

Members of the full time Teacher Education Department faculty met frequently during the 2015-2016 academic year to revise our program outcomes and our conceptual framework. We reached consensus on the outcomes and the conceptual framework in May 2016. In 2016 we met as a team and revised and updated our conceptual framework. Most of the framework remains current and valid.

In keeping with the mission of Saint Joseph's College, the Teacher Education Programs remain focused on providing a high quality well-rounded curriculum. The broad headings of knowledge, pedagogy, and dispositions serve as organizers for the specific goals and competencies of the program. These guiding principles, coupled with regulatory mandates, form the foundation for the conceptual framework.

OUTCOMES

Graduates of the Saint Joseph's College Teacher Education Programs will be able to demonstrate their abilities in three areas:

- **KNOWLEDGE**
 - **Content Literacy** related to appropriate general and professional knowledge specific to individual disciplines.
 - **Technological Literacy** related to state-of-the-art technologies employed to strengthen performance in all personal and professional areas.
 - **Cultural Literacy** related to today's diverse learners. This encompasses the behavioral knowledge, skills and abilities needed to effectively enable all learners to achieve.
- **PEDAGOGY**
 - **Instructional Strategies** related to teaching effectiveness, learning outcomes and assessments. This includes skillful and varied methodology with diverse learners incorporating problem solving, critical thinking, and reflection.
 - **Management Strategies** related to the curriculum and the orchestration of the learning environment. This includes facilitating classroom dynamics that model fairness and respect.
- **DISPOSITIONS**
 - **Leadership Strategies** related to personal and professional conduct. This includes professional development and a demonstrated commitment to continuous personal advancement.
 - **Affective Strategies** related to modeling acceptance and collaboration. This includes recognition of self and student worth, and the importance of fostering social, emotional, moral, and spiritual growth.

CONCEPTUAL FRAMEWORK

The challenge of any teacher education program is to guide the candidate into a developing professional educator equipped with knowledge, versed in pedagogy, and instilled with dispositions including leadership and support of diversity. The process occurs over time when a carefully sequenced set of experiences and opportunities engage and encourage a candidate's development.

Saint Joseph's College is a small liberal arts college that prides itself in offering assistance and individual attention to all students. The mission statement describes the College as a place that "nurtures intellectual, spiritual, and social growth in students of all ages and all faiths within a value-centered environment" Students and faculty feel a deep sense of belonging and support in the college community.

Several campus-wide initiatives have been established to ensure success for all students. The Academic Center was founded in the fall of 2005 in part through a generous six-year grant from the MELMAC Education Foundation in Augusta, Maine, to forward its "Early Success in College" initiative.

In fall 2016, TAC transitioned to the Academic Center for Excellence (ACE); expanding its services and further supporting the entire college community. Located in Alford Hall, ACE consolidates and effectively utilizes academic services offered on campus. The purpose of the Center is to connect all students, particularly first and second-year students, more easily with academic support services. Those services include:

- First-Year Experience (FYE)
- ADA Accommodations
- Liberal Studies/ Undeclared Advising
- Individual Mentoring for Academic Success
- Directed Studies Support
- Academic Tutoring: Via Peer Instruction
- Exam Prep and Study Tools
- Study Skills Workshops: Via Career Services
- Writing Tutors: Via the Writing Center
- ELL Services
- First-Year Placement Exams

Personal and professional development is further refined via the process of reflection. Dewey (1910) noted the importance of reflection in learning and others have expanded the concept to include teaching:

Reflective teachers constantly replay the events of teaching moments in their minds. In addition, observation of students enables them to become more conscious of their teaching practices and impact. Through the process of reflection, teachers analyze their lessons and remain open to alternative possibilities. (Steffy, Wolfe, Pasch, and Enz, 2000, p. 14).

Reflection serves the purpose of re-evaluating one's progress and setting the direction for continued refinement and growth. Self-evaluation enables and encourages learners to develop. This maturation is refined through the nurturing and value-centered environment referred to in the mission statement of the College and the philosophy of the Teacher Education Program. The program's content supports this growth and instills the needed knowledge, pedagogical skills, and dispositions required of professional educators. To facilitate this end, all students placed in

field experiences are required to keep reflective journals daily. Supervisors use reflective protocols when observing and assessing.

KNOWLEDGE

The critical requirement of content knowledge is a recognized prerequisite for a teacher to succeed. “Practice must be based on what is known by the profession as a whole ... which requires of professionals that they be aware of the current knowledge base” (Darling-Hammond, Bransford, 2005, p. 15-16). Consistent with this perspective, the InTASC Model Core Teaching Standards 4 and 5 (2011) begin their recommendations with the importance of understanding the content that one is teaching.

Teacher candidates must be competent in reading, writing, and mathematics, as well as demonstrate a sound knowledge base in the natural, physical and social sciences. “On subject matter, research shows a positive connection between teachers’ preparation in subject matter and their performance in the classroom” (Wilson, Floden & Ferrini-Mundy, 2001, Executive Summary p. 2). Candidates must further demonstrate both depth and breadth of understanding in the subject matter they are preparing to teach, and possess an understanding of the modes of inquiry for their concentration.

To assist all students in their quest to demonstrate competency in subject matter the college developed a new Core Curriculum. On April 20, 2016, the Faculty Senate voted and approved a revision to the core curriculum that better reflects the College’s vision of what it means to be an educated person. The core curriculum is the heart of our baccalaureate education, and provides the grounding for the student’s major course of study. The core curriculum’s concentration on the liberal arts and science supports key parts of the College’s mission: to “encourage students to explore widely the arts and sciences while they also prepare to lead ethical and meaningful lives” and to “enhance students’ awareness of human dignity and the meaning of life.” Moreover, the core curriculum supports several of the College’s Institutional Learning Outcomes. Specifically:

- Identify and apply the ethical and moral dimensions of their particular field of study.
- Demonstrate effective communication skills in both written and oral formats.
- Engage in responsible citizenship, social justice, and environmental stewardship.
- Demonstrate critical thinking skills and the ability to analyze and evaluate information from diverse sources and perspectives.

Knowledge, as related to teacher education, must also include technological literacy. “Teachers in 21st century schools must be technology-proficient educators who are well-prepared to meet the learning needs of students in a digital age” (NCTAF, 2003, p. 89). The constant emergence of new technologies impacts department programming. All candidates utilize appropriate technologies to support, deepen and communicate their learning and teaching strategies. Our new Pad Initiative (started in the 2015-2016 school year) aims to support this knowledge.

Cultural literacy acknowledges diversity and facilitates understanding and sensitivity for all learners. To be culturally literate our students need to clearly understand their own culture, see

the similarities and the differences between them and others, and to be tolerant of the differences. The 2011 InTASC Model Core Teaching Standards for teacher education programs emphasizes the need for effectiveness with a diverse population of students. This can be attained when our graduates recognize and support diversity and find ways to enable each individual to succeed. The United States continues to become more economically, socially and ethnically diverse with each passing decade. As student diversity increases, the instructional process must evolve to meet the classroom challenges (Slavin, 2000). It is essential that every educator understand that with a clear understanding of cultural literacy and tolerance of difference, the "effects of well-prepared teachers on student achievement can be stronger than the influences of student background factors such as poverty, language background, and minority status" (Darling-Hammond, 2000, p. 37).

PEDAGOGY

Teachers need a broad and deep command of the subjects they teach, as well as an understanding of how to teach. According to Parkay and Stanford (2007) accomplished teachers possess pedagogical content knowledge. This is the product of wisdom about teaching, learning, students and content. Candidates isolate essential concepts and skills through the new Common Core State Standards and the Maine Learning Results where appropriate. They create a variety of assessments to measure learning. Then, mindful of differentiation in learning development and skills within disciplines, they design cohesive lessons that scaffold learning.

The knowledge of pedagogical techniques is what enables teachers to convey what they know to students in meaningful ways. Pedagogical techniques can be grouped into instructional strategies, management strategies, and according to Vygotsky (1986), relationship strategies. Meaningful connections between students and teachers allow for learning to occur. "To act in kind and caring ways, to go beyond the superficialities, to look and listen for power and potential in our students, to be aware of the light in the eyes of a child, all these are qualities of relational consciousness and prepare the way for a pedagogy of depth" (Witte-Townsend & Hill, 2006).

Saint Joseph's College students learn instructional strategies related to teaching effectiveness, learning outcomes and assessments. They develop management strategies related to the curriculum and the orchestration of the learning environment. In addition to providing students with current best practices, the concept that differentiation is needed to address the needs of all students is underscored. Additionally, the professional educator must continuously reflect upon optimal teaching strategies (Palmer, 2007). Students are provided multiple opportunities through coursework and teaching experiences to refine their reflective practice techniques. Graduates are clearly able to demonstrate expertise with pedagogical skill.

SERVICE

In accordance with our mission, we view "teaching as service and vocation". Professors in the education department view the development of the concept of "Teaching as Service and Vocation" as part of our mission. In addition to the development of theory, teaching skills and strategies, and content knowledge, there is a strong commitment to helping students refine their personal philosophy of education to include service to others. Some students choose to teach

because they want to share. Some choose to teach to foster their love for children. Many choose to teach because they feel called to service. This call may be viewed as a way to give back, to serve the public, or to demonstrate compassion and caring. According to Suits (2016), “For the first time in recent history, a majority of children attending U.S. K-12 schools come from low-income families” (p. 37).

“Teaching is more than a noble profession. It is a vocation, a calling...The teacher is the most important person in any civilization, as on him (or her) depends the molding of the nation” (Butsingh, 2007). People answer the call to teach for many reasons (Cookson, 2005; Hansen, 1994). “An individual who is strongly inclined toward teaching seems to be a person who is not debating whether to teach but rather is contemplating how or under what circumstances to do so” (Hansen, 1994, p.3).

Research has shown that one of the most important criteria for the improvement of academic achievement for students is the quality of the teacher in the room (Danielson, 1996; Marzano, 2007). Perhaps some teachers have lost their purpose for entering the profession in the first place. Perhaps they have forgotten what it was like to play school when it was all about the student. Improvements can always be made to instructional practice, curriculum development, professional development and training. But, in addition to national standards and national testing, when professionals view teaching through the lens of “Teaching as service and vocation”, children will always come first. Perhaps, when children are the immediate and only focus, improvement will come quickly and all children will be included.

DISPOSITIONS AND LEADERSHIP

At the heart of the Saint Joseph’s College community are the core values of: faith, excellence, integrity, community, respect, compassion, and justice (Saint Joseph’s College Online Academic Catalog, 2016). 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. These teacher leaders are influential beacons to the students they serve on a daily basis. Their knowledge, pedagogy, and dispositions are guiding models for students. Through role model leadership, teachers demonstrate desirable attitudes towards learning, diversity, and social interactions. Students emulate this modeling and adopt similar desirable characteristics. Patience, excitement and the desire to learn are attributes which will enable all students to become lifelong learners.

The need for leadership extends beyond the walls of the classroom. The Institute for Educational Leadership identifies the classroom teacher as the key to solving many of the educational challenges facing schools (Dozier, 2002). Significant issues such as school and district-wide policies, major program and curriculum revisions, evaluation and reform can and should be influenced by the teacher who can also be a leader.

A teacher leader who collaborates with colleagues can share ideas, concerns and solutions. These associations provide venues for personal growth and professional advancement. Developing partnerships with parents, the community and other local resources will enhance classroom based

learning. Participation in local and national professional organizations also affords opportunities to advance learning.

The College's core values support the candidate's development of positive personal attributes. These attributes when modeled in classrooms foster social, emotional, moral and spiritual growth. When the values of honesty, respect, responsibility, fairness, and compassion become the centerpiece for classroom culture, they may influence the way in which adults and children interact, talk, and make daily decisions. Additionally, as a faith-based college guided by the charism of the Sisters of Mercy, we believe that students deserve second, third, and more chances to succeed in our teacher education program.

This conceptual framework ensures that the Teacher Education Programs remain focused on providing a high quality, intensive and professional curriculum. The broad headings of knowledge, pedagogy, and dispositions serve as organizers for the specific goals and competencies of the program. It is the design of the program to produce competent graduates who are well prepared to enter their chosen discipline and become leaders in their profession.

STANDARDS

It is no longer sufficient to *teach* information to students. Teaching is only sufficient if the students have *learned* the information taught.

Multiple sets of standards are used in coursework and placements to set clear expectations for all graduates. First and foremost, the InTASC Model Core Teaching Standards (2011) are used as the guiding framework for all placements. Students must demonstrate multiple times and on multiple measures that they have met the State Standards for certification.

Additionally, professors adhere to these standards for their disciplines when aligning syllabi and course expectations. Examples of professional standards include the NCTE, NCTM, CEC, ISLLC, InTASC, and the National Board for Professional Teaching Standards.

Finally, all of our students access and use the Common Core State Standards and the Maine Learning Results. Individual professors also include the CCSS in all courses where the CCSS have been written. Students use CCSS when preparing lessons for peer teaching and authentic teaching in clinical placements.

CLOSING

Student teaching is the culminating experience of four years of theory, integrated seamlessly with internship exposure, to foster the development of reflective, responsive, and effective teachers. Most senior student teachers are very excited walking into their placement. This is to be expected for most will walk in as students and leave as teachers. It is an incredibly remarkable transformation for most.

One of our student teachers sent the following e-mail: "I just wanted to tell you that I love teaching so much that I could cry!!! My experience has been nothing short of stellar so far; it has

been everything I wanted and more. I have just about acquired all of the teaching (subjects) and am so in love. My cooperating teacher is fantastic. I am seriously just in awe of our vocation – we teachers are blessed! Just thought I'd share” (Muzzy, 2010).

Another wrote:

“I am so excited to be writing to all of you that I just ended my first day out teaching! I am in love with the facility and the team that I will be working with for this year. I thought of all of you today after the day was over. I am so thankful for all that you taught me in the four years I spent at Saint Joseph's College. Once I left the building this afternoon I realized how much teaching is my passion .You all helped get me to this day and I cannot thank you enough” (Leary, 2015).

These students are not alone in their desire to fulfill their dream to teach. Our role is to provide the best opportunity for all of our students. We take this responsibility seriously and strive to improve daily.

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STANDARD ONE: INITIAL TEACHER CANDIDATE PERFORMANCE

The curriculum for educators must prepare candidates for the areas in which they will seek certificates in accordance with the requirements specified in the Maine department of Education Regulation Chapter 115: Certification of Educational Personal: Standards and Procedures.

The Teacher Education Department at Saint Joseph's College of Maine offers four undergraduate program options which lead to state certification. Elementary Education (K-8) and Physical Education (K-12) candidates complete a Bachelor of Science degree comprised of courses in the College's core curriculum and professional education. Students completing the Secondary Education (7-12) minor may complete the Bachelor of Science in Biology, Chemistry, or Mathematics or a Bachelor of Arts degree in English or History. Students completing the major in Special Education receive a Bachelor of Science degree comprised of courses in the College's core curriculum and professional education. There are four graduate online programs in education that lead or potentially lead to state certification. The two that are part of the Master of Science in Education degrees are in the Educator concentration and the School Leadership concentration. A graduate certificate is also available in the School Leadership which leads to Assistant Building Administrator certification. The Alternative Pathway is a grouping of three courses, Teaching Methods in Secondary Education, Educating the Exceptional Student in the Classroom, and Student Teaching that serve as a basis for 7-12 teaching certification.

Program course requirements are detailed in the college online catalog and curriculum guide. Requirements are discussed with students prior to registration each semester. Candidates in Elementary Education, Special Education, and Physical Education are assigned an education faculty member as their advisor. The Coordinator of Secondary Education serves as a co-advisor with the student's content major advisor to ensure the secondary minor requirements are fulfilled for all secondary education candidates. The online graduate students are assigned fulltime professional advisors.

The Mission of the College, in conjunction with the Teacher Education Department Outcomes, the InTASC Model Core State Standards and the Common Core State Standards form the basis of the education programs. All education course syllabi are required to include these three components. The Common Core State Standards are woven throughout each education course. In addition, the department requires that every student produce a standards-based e-portfolio. Through the consistent use of the standards in coursework and the e-portfolio, candidates are able to build a comprehensive understanding of the requirements of the teaching profession.

INSTRUCTIONAL PRACTICE

Teacher education candidates complete a course of study that includes 48 credits in the College's core curriculum, courses in professional education, and coursework specific to each discipline. A newly revised Core Curriculum was approved by the Faculty Senate in 2016. A curriculum committee is currently working on an implementation plan for fall 2017.

1. Foundations for College Level Thinking (2 courses)

College Writing
MA elective (or MA course required by major)

2. The Human Condition and the Human Story (6 courses)

Modern Global History
Intro to the Judeo-Christian Tradition
Human Nature & Ethics
Choose an elective from each of the following disciplines: HY, TH, and PH

3. Nature and Society (2 courses)

Ecology and the Environmental Challenge
One additional course from a list of courses in natural or social science

4. Art, Creativity, and Self-knowledge (2 courses)

EH English elective
One additional course from list of courses in this area

The courses in the Core provide students with a shared intellectual experience in which they study the classical civilizations and their basic contributions to the development of western civilization; explore the interrelationships among persuasive writing, thinking, and speaking; explore the metaphysical and epistemological foundations of human life; apply ethical theories to contemporary ethical problems; investigate the phenomenon of religious faith as an enduring concern of the human community; and consider contemporary issues in science.

The programs in teacher education specify a sequence of instruction and practice recognizing that a strong content base provides a foundation from which the demonstration and application of knowledge proceeds. Therefore, in addition to the core, elementary education students take coursework in Children's Literature, American History, Maine History and Fine Arts. Physical education students take coursework specific to sport and exercise science that includes Exercise Physiology, Kinesiology/Biomechanics, Strength Training and Conditioning, Foundations of Wellness, and Motor Learning. The passage of Praxis I is required for all education students prior to application for Student Teaching.

While the Teacher Education curriculum is grounded in the College core and discipline-specific study, it is based upon a melding of pedagogical theory and practical experiences. It stands that pre-service teachers' skills evolve from sequential and continuous field experiences that augment their methodological preparation. To that end, the Teacher Education Department has developed a program of study that helps students learn pedagogy by creating lesson plans that follow a specific model in their pre-professional courses. Students use the plan in every year as they build their capacities. The lesson plan forms the basis for unit development in the student's junior year. As students advance through the program, they become more facile with reasoning patterns that

extend planning and teaching beyond the knowledge level. The Common Core State Standards are infused throughout the process.

E-Portfolio development based on the InTASC Standards and Council for Exceptional Children Standards begins in the freshman year in ED100, EH 113, SPED 110 and SE 110. Students continue to develop their portfolios as they proceed through their major (specific components are referenced in standards 2 and 3). Both Elementary Education and Special Education majors present their e-portfolio to the Education department faculty at the end of the junior year.

Students in the Online Graduate programs will gain additional knowledge and skills in the education profession; engage in reflective practice; think critically; and write with clarity. The online graduate MEd students in the Educator concentration take 18 credit hours of core courses and 15 credit hours of electives aligned with the Model Core Teaching Standards. The online graduate MEd students in the School Leadership concentration take 24 credit hours of core courses and 12 credit hours of electives aligned with the Interstate School Leaders Licensure Consortium Standards. The online graduate certificate in School Leadership students take 15 credit hours of core courses aligned with the Interstate School Leaders Licensure Consortium Standards and the requirements of the Maine Department of Education for Assistant Building Administrator certification. The alternative pathway students take two 3- credit courses and a 12- credit Student Teaching course as prescribed by the Certification Office of the Maine Department of Education.

ASSESSMENT

Teacher Education students at Saint Joseph's College of Maine are dedicated learners, as evidenced by their reflections on the State Standards, who use the program outcomes, and the guides to reflective practice, as tools toward becoming outstanding practitioners who know how to facilitate assessment both for themselves and their students. Faculty in the Teacher Education Department remain committed to balancing courses between content, theory, and pedagogy. Faculty strive to provide appropriate modeling of effective teaching, learning, and assessment, in all courses. Students use a reflective journal in all site-based placements to inform instruction, to evaluate lessons, to report and analyze teaching, practice, philosophy, and experience (Teacher Education Department Handbooks).

Mentor teachers model multiple assessment techniques and strategies throughout their coursework and site-based placements. It is stressed that assessment is a tool used to inform instruction and as part of lesson planning. Students read and use the Common Core State Standards and are expected to align all learning and assessment to them. Additionally, students are exposed to and practice with multiple assessment tools appropriate to each discipline. These include both formal and informal assessment tools from observation to standardized assessment.

Students are trained and have the opportunity to use specific assessment techniques in the following courses: ED 100, ED 205, EH 225, ED 210, ED 315, ED 320, ED 325, ED 330, ED 335, ED 415, ED 430, and ED 555, ED 455, PE 303, PE 320 and PE 407, SPED 110, SPED 210,

SPED 350, SPED 310 Education students must include assessment, accommodations, and differentiation on every lesson plan written in all coursework and in field placements.

As a largely post-licensure program, the Online Graduate students add to their assessment knowledge in ED 505, ED 512, ED 522, ED 523, ED 524, ED 550, ED 555, ED 570, and ED 590. ED 505 and ED 555 are core courses in the Educator concentration and ED 512, ED 523, and ED 590 are the three required courses in the Alternative Pathway.

CLASSROOM CLIMATE

A strong, vital, and inclusive classroom climate is essential to optimal learning. The Education Department faculty strives to model proper innovative techniques and classroom management skills that place emphasis on creating safe learning environments in which there is collaboration, communication, and individual accountability.

Clinical experiences, in combination with the integrated knowledge of coursework, and the feedback and direction from experienced cooperating teachers and college supervisors encourages pre-service teachers to create positive classroom climates. Saint Joseph's College of Maine pre-service teachers understand the importance of including students, home, school, colleagues, and community in order to enhance the students' intellectual, physical, emotional, social well-being, and intellectual development.

The classroom climate in the online graduate programs is built into the courses at the initial course development stage. All online graduate courses are developed by education professionals who have been trained and certified in the Quality Matters programs. The Course Design and Development department oversees the development of each course and monitors its ongoing quality. The courses purposefully align the objectives with the course material, assignments, and assessments. The faculty members are professional educators who are guiding and mentoring the students, most of which are professional educators themselves, through in a collaborative learning environment.

UNIQUE LEARNER NEEDS

At Saint Joseph's College of Maine our mission statement reflects our belief in nurturing "the intellectual, spiritual, and social growth in students of all ages and all faiths within a value-centered environment" (2016-2017 Undergraduate Catalog). The core values of the College are reflected in the coursework designed both for our students as learners and future teachers.

In accepting the responsibility to prepare students for teaching grades K-12, special attention is paid to the needs of all learners. All methods courses emphasize and respect the dignity of each learner. All courses include objectives which address becoming more knowledgeable of the complexity of student populations. These courses emphasize the importance of assessment and the variety of methods a teacher can use to document the progress of students in multiple areas. In addition, each methods course introduces pre-service teachers to multiple resources that

support the students' learning and provides information about teachers' legal and ethical responsibilities.

Specific courses guide our students more deeply into the needs of special learners. Teaching and Learning (ED210) introduces students to a variety of instructional strategies and options for differentiation that positively impact the instructional setting. Exceptionality (ED340) and Adapted Physical Education and Mainstreaming (PE 315) introduce students to screening procedures and approaches for working with at-risk students. Additionally, students choosing the Special Education major or the concentration are provided a clear program in differentiation, unique learner needs and talents.

Field-based opportunities throughout the four years provide our elementary and special education students with experiential opportunities to connect the theory of meeting student needs with the actual practice of meeting those needs. At present, sophomores in Science Methods (ED 205) complete a service learning component at Riverton School in Portland where students develop and teach inquiry-based lessons. Students majoring in Special Education or Elementary Education majors with a special education concentration complete a freshmen practicum as part of ED 110 Introduction to Special Education and during the spring semester of sophomore year in ED 230. In the fall semester, during Teaching and Learning (ED210) sophomores complete a practicum. During the fall and spring semesters of the junior year, elementary and special education students in ED 320 Reading and Content Teaching Internship and ED 330 Math and Content Teaching Internship accrue over 200 classroom hours. Education faculty assign students to a local public school classroom where they have multiple opportunities to plan, teach, and assess students. During student teaching, students plan for the diverse needs of students on a daily basis. Following student teaching, elementary education pre-service teachers can also take advantage of Special Education Internship (ED435) during their last semester. In this course, students work directly with special education students under the direction of a special education teacher.

Secondary minors begin their field experiences with a practicum in ED 350 Secondary Curriculum Design. Students go on to complete an internship during Secondary Methods (ED 355), followed by Student Teaching in the senior year. Secondary education pre-service teachers can also take advantage of Special Education Internship (ED 435). Adapted Physical Education and Mainstreaming (PE 315) also includes a service learning component that is under the direction of the Adapted Physical Education faculty.

Students in Special Education complete all of the required practicum and internship experiences that elementary education majors complete. In addition, all freshmen Special Education majors (and elementary education students who have declared a special education concentration) have a mandatory practicum in a public school special education classroom during ED 110 Introduction to Special Education. They also complete an additional practicum at a different site. This practicum focuses on curriculum and assistive technology. Finally, all students majoring in Special Education have a one-semester internship in a special education setting.

PROFESSIONAL DEVELOPMENT AND RESPONSIBILITY

“The mission of the Teacher Education Program is to take entering students with varying backgrounds and skill levels through a planned sequence of cognitive, psychomotor, and affective experiences designed to develop cultural awareness, knowledge of content, decision-making abilities, confidence, and self-esteem. These qualities provide the framework for continued personal and professional development over a lifetime as an evolving professional teacher” (2016-2017 Undergraduate Catalog). The concepts of professionalism and ethics are part of the Teacher Education Program. With field experiences beginning in the first year, students learn how to present themselves in a professional manner. Attire and use of appropriate language are emphasized. Handbooks for practica, internships and student teaching inform students, supervisors and school partners of the college’s high expectations surrounding behavior, involvement and participation. Information surrounding legal issues, though embedded in multiple education courses, is highlighted during Research Methods (ED430) and Senior Seminar (PE 407).

Students are encouraged to join professional organizations. They join campus clubs that are linked to the professional organizations. SEAM, the Student Education Association of Maine, is active on campus. Student members participate in professional workshops and seminars at the local, state, and national levels. SEAM has sponsored a school supply drive, Bedtime Stories, Dr. Suess Day, and many other service projects, and the annual Senior Pinning Ceremony (the induction into the teaching profession). Our students have presented at state conferences and the department has subsidized student participation in the National Education Association conferences. In addition, students are encouraged to participate with faculty in professional presentations.

Physical Education majors are encouraged to join the Maine Association for Health, Physical Education, Recreation, and Dance (MAHPERD) and to attend the annual conference. Since 2002, four students have been chosen by MAHPERD as Outstanding Future Professionals to represent Maine at the American Alliance for Health, Physical Education, Recreation, and Dance national convention, as well as the Eastern District Association annual convention.

The courses within the Teacher Education Program and the courses within the core curriculum combine to form a comprehensive and cohesive program. The on-campus coursework in combination with the field experiences connects theory and practice. The small class size and individualized attention available to students allows faculty to model appropriate teaching and assessment skills which students can then demonstrate in their practice. The service learning opportunities distinguishes their preparation and instills the core values of our mission.

STANDARD TWO: ASSESSMENT SYSTEM AND UNIT EVALUATION

The teacher education programs at Saint Joseph's College have an assessment system that collects and analyzes data on the qualifications of applicants, the performance of candidates and graduates, and on our operations to evaluate and improve the department and its programs.

Saint Joseph's College has been implementing a number of initiatives to assess academic programs and experiences provided for students. In spring 2015 the Faculty Senate approved a new set of five Institutional Learning Outcomes. Alignment of course and departmental outcomes and the Institutional Learning Outcomes began in fall 2016. Annual Departmental Program Reviews assist with assessing the alignment. A Core Curriculum Committee tasked with revising the Core to meet the Institutional Learning Outcomes commenced its work in September 2015, and the Faculty Senate approved the new Core Curriculum in April 2016, to be implemented in 2017-18. Assessment will be ongoing, particularly through Annual Program Reports and student success tracking.

The Institutional Learning Outcomes:

1. Identify and apply the ethical and moral dimensions of students' particular field of study.
2. Demonstrate effective communication skills in both written and oral formats.
3. Demonstrate competency in programmatic content and career preparation through applied and/or experiential learning opportunities.
4. Engage in responsible citizenship, social justice, and environmental stewardship.
5. Demonstrate critical thinking skills and the ability to analyze and evaluate information from diverse sources and perspectives.

Additionally, the college adopted the following tenets with regard to assessment and improvement in 2016:

1. Assessment principles should be rooted in, and congruent with, the Mission, Goals, and Values of the College. The Mission, Goals, and seven Core Values of Saint Joseph's College serve as the central foundation upon which to build the intellectual, spiritual, and social dimensions of our students' lives. The process of assessment gains legitimacy, authenticity, and effectiveness when it is closely linked to the established aims of our institution. Asking whether our Mission, Goals, and Core Values have been (and will continue to be) accomplished and demonstrated by our graduates is a powerful strategy for supporting, defending, and strengthening our academic programs (Meacham, 2008).

2. Since the primary objective of assessment is the improvement of student learning, its first step is the formulation of clearly articulated institutional, departmental, and individual course outcomes. Because assessment seeks to measure outcomes relative to stated goals, the first step in developing an assessment process is to delineate its operational outcomes. Such outcomes may be understood as "the knowledge, skills, and abilities that a student [will have] attained at the end or as a result of his or her engagement in a particular set of higher education experiences" (Council for Higher Education Accreditation, 2006, p. 2). Such "higher education experiences" can be sub-divided into three main areas. At the institutional level, there

is a set of outcomes that would apply to all graduates of the College. At the departmental level, another set of outcomes apply to majors, minors, and students enrolled in elective courses. Finally, at the individual course level, yet another set of outcomes are expected of all those who are enrolled in a particular class. Of course, without these outcomes, there would be no object for assessment to measure.

3. The success of an assessment program depends upon the active participation and cooperative collaboration of faculty and other stakeholders at all stages of the assessment process. In order for any assessment program to succeed, it must be “owned” by the community responsible for its execution. Ownership suggests a vested interest in the program—and in the results that it is designed to achieve. Because most of the ongoing assessment done at Saint Joseph’s College transpires at the departmental and individual course levels, faculty members must be willing to assume integral roles in the process. Successful assessment simply will not occur without their input and participation at all stages: formulation, implementation, and continued review. Nevertheless, the assessment program is truly a collaborative endeavor, and as such, it requires the joint and cooperative effort of all members of the College community. Faculty, administrators, staff, and students form a highly interdependent network that constitutes and contributes to the quality of learning experiences available at the College. Therefore, for this assessment program to succeed, each member of the community must commit to its intent and to supporting one another in cooperative and collaborative ways.

4. To facilitate their assessment endeavors, faculty, students, and staff will require practical, logistical, technical, and financial support, services and resources. In order to be successful, all members of the College community having responsibility for the formulation, implementation, and review of the assessment program must be fully supported with the resources necessary to fulfill their roles. A system of support is an integral component of assessment, and may include: initial training, professional development, ongoing mentoring, and user-friendly database management and analysis software. In order to authentically cultivate a culture of assessment, support must be an administrative priority, as reflected in institutional policies and resource allocation.

5. Assessment plans at the institutional, departmental, and course levels should strive for a healthy balance. While endeavoring to maintain high standards of academic rigor and educational excellence, assessment plans should also be reasonable, realistic, and flexible. Admittedly, it can be difficult to achieve the right balance between the lofty ideals of our Mission, Goals, and Core Values on the one hand, and the finite constraints of time, personnel, and resources on the other. In order to succeed, assessment plans need to be accountable to this balance. While our aims should be ambitious, our outcomes should be realistic, measurable, and attainable. The assessment process itself also needs to be feasible and congruent with the present institutional framework of the College.

6. Assessment activities should be ongoing, and include a variety of methods. Because assessment is viewed as a means for improving student learning, it is imperative that it be conducted in an ongoing manner. While sporadic assessment is better than no assessment, improvement can be demonstrated only if assessment occurs regularly, for the continual monitoring of progress.

Properly executed assessment involves using a variety of instruments that are psychometrically sound, valid (they measure what they are supposed to measure) and reliable (they produce consistent results). No one instrument can assess all learning goals. While some quantitative outcomes are more easily measurable by objective means, other, more qualitative outcomes will need to be gauged by different measures. In order to obtain adequate information about student learning, both qualitative (e.g., interviews, observations), quantitative (e.g., surveys, capstone courses) and mixed (e.g., portfolios) methods should be included in the data collection process. Assessments should be conducted repeatedly throughout one's entire college experience. It is also beneficial to obtain results from multiple perspectives (e.g., faculty, students, alumni and 6 employers). In order to allow for the analysis of trends from year to year, the metric must remain constant.

7. Assessment should include regular feedback to adjust or revise the effectiveness of the program—and to inform institutional planning—as necessary. Continuous improvement should be the cornerstone of both teaching practices and learning assessment. Therefore, a dynamic assessment program will regularly elicit feedback from stakeholders to determine if modifications need to be made. In this way, programmatic strengths and weaknesses can quickly be identified, and changes implemented accordingly.

Ultimately, assessment feedback should enable the College to make sound decisions with respect to long-term institutional planning. If, for instance, the data received indicates that some aspect of the Mission is not being optimally achieved, then College administrators may wish to allocate more resources in support of it. Utilizing the framework above, the education department has added the following gates to meet all standards for the program.

CANDIDATE ASSESSMENT

The Education Faculty has developed unit assessments that are required of all programs. We agreed upon “gated progression” for all four years: entrance to the College and the major, completion of first year, entry into the professional core of courses, completion of professional core, and program completion. This approach began in 2007. The Education Department has continually updated the assessment plan since then. Most recently, the addition of a mandatory junior year portfolio review with full-time professors from the department has been implemented with great success in elementary education.

GATE 1: Entry in the College and the Unit

Students applying for entry into Saint Joseph's College with a major in Elementary Education, Special Education, Physical Education or a minor in Secondary Education must meet the same criteria as all Saint Joseph's College applicants.

GATE 2: Completion of First Year

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. Special Education majors are introduced to the e-portfolio in SPED 110 Introduction to Special Education which they take in lieu of ED 100. Each student develops a 1st year portfolio for review. Elementary Education majors review in Children's Literature (EH113). Secondary education minors review in (ED 355) Secondary Methods.

Students in each of the four programs are required to pass Praxis I in order to student teach. As such, students are reminded and sign a contract in ED100 (Foundations of Education), EH 113 (Children's Literature), and SPED 110 (Introduction to Special Education) that they are aware of the Praxis I (and II) policy.

The conceptual framework of the teacher education program and the mission and values of Saint Joseph's College compel us to view our students and our program in a unique and just manner. The conceptual framework and our mission frame our philosophy on the progress of the students within their course of study. As a faith-based college guided by the charism of the Sisters of Mercy, we believe that students deserve second, third, and more chances to succeed in our teacher education program.

As such, the teacher education program at Saint Joseph's College does not have an arbitrary cutoff date for passing Praxis I exams. Our thoughtful requirement based on our conceptual framework is that students need to pass this exam prior to student teaching. Students are not placed on a non-certification track if they do not pass this exam by the end of their first year of school or even their second year in college or at any time until their student teaching.

The teacher education students fully understand the requirement of successfully passing the Praxis exam, the requirements of student teaching, and Maine Department of Education certification from the very early days of their first year in college. Coursework and tutoring is available through our curriculum and the Academic Center of Excellence to help guide them academically. The faculty advisors provide support and encouragement individually concerning our vision of teaching as service and vocation. Our counseling center assists with test anxiety. Collectively we nurture our students using both the wholeness of the Mercy tradition and the college's values of compassion and respect.

Thoughtful, mission-driven discussions were held by the department when the Praxis II exam changed from one of pedagogy to more content knowledge. For two reasons, the teacher education program decided, based upon our values, to keep the requirement of completing the Praxis II exam until after student teaching. The very act of being in the classroom for 15 weeks is a vital component of our academic program and we do not feel that it would be in keeping with our mission if we did not allow students to reach their full potential prior to requiring this exam. Secondly, we do not want to deprive students who have achieved success in Praxis I the opportunity of more fully understanding teaching as service and vocation. Each student in the teacher education program clearly knows the requirements for certification. Each student in the teacher education program equally knows that she/he is treated with compassion and respect.

We firmly believe that the conceptual framework, the mission and values of Saint Joseph's College, and the charism of the Sisters of Mercy compel us to be a program of many chances and to encourage the very best out of each of our students. Being a small program allows us to know each student as an individual with the potential of growing in our profession of education through the lens of service and vocation.

All Elementary, Special Education, Secondary, and Physical Education students must pass all courses within their major with a "C" or higher (See online college Catalog for courses)
<http://catalog.sjcme.edu/content.php?catoid=29&navoid=913>

Education students are required to submit writing samples for inclusion into their e-portfolio. For example, students write a philosophy statement during their first year, and a compare and contrast paper in the sophomore year. Students construct numerous research papers using rubrics throughout the four-year program. Rubrics for assessing the samples have been developed.

GATE 3: Entry into the Professional Core of Courses

The professional core of courses in Elementary Education continues in earnest during the sophomore year. Elementary Education students complete their first practicum sophomore year during Teaching and Learning (ED 210). Students in special education complete the first practicum in SPED 110.

The professional core of courses in Physical Education begins in the third year.

Secondary Education students minor in education and work to complete their academic major in addition to the professional core courses. Secondary Education students must declare their minor during Foundations of Education (ED100).

GATE 4: Requirements for Student Teaching

Ordinarily, all education students must achieve a GPA of at least a 2.7 in order to student teach. Completion of the professional core occurs at different points in the three programs; Elementary, Special Education and Secondary Education at the end of the third year and Physical Education at the end of the first semester of the fourth year. Regardless of the completion date, each has the same requirements for application and acceptance for student teaching.

The four education programs incorporated the InTASC Certification Standards and the Specialized Professional Association (SPA) standards throughout the professional core of courses. Program outcomes were added in 2006. The courses are designed to support student progress toward meeting the standards and outcomes.

The Education programs utilize multiple assessments to regularly evaluate a candidate's development. Formal criteria may include exams, research papers, class presentations, internships, and the e-portfolio. Through successful completion of the courses with a "C" or better we conclude that the students have successfully met the standards set forth for the

professional core courses. Additionally, students must complete their e-portfolio checkpoints. (See Portfolio Document)

Students apply for student teaching the semester prior to the experience. Faculty review applications for:

- Core courses, including internships, completed
- An overall GPA of 2.7 or better
- Passage of Praxis I

After the student's application form has been processed and approved by the teacher education faculty the team meets with the Placement Coordinator to assign student placements. Our Placement Coordinator maintains and develops strong partnerships with our cooperating schools. The Placement Coordinator works closely with districts to insure that all cooperating teachers are highly qualified in their area of expertise, have taught over 5 years and have Principal approval.

GATE 5: Student Teaching

Student teaching is the pinnacle professional clinical experience at Saint Joseph's College. The student teachers spend a minimum of fifteen weeks in a classroom gradually increasing degrees of responsibility until assuming total responsibility for the instruction in the classroom. The qualified and certified cooperating teacher(s) and college supervisor direct and guide the student teacher throughout the experience.

Elementary Education/ Secondary Education/ Special Education

Elementary, Special Education and Secondary Education students work in the same school with the same cooperating teacher for the entire 15 weeks. The Student Teaching Handbook outlines specific responsibilities, expectations and assessment tools. The teacher education faculty revise this document annually.

Physical Education

Students majoring in Physical Education are qualified to be certified K-12. To ensure exposure to different grade levels, the student teaching experience is divided into two parts. During the first half of the semester, the student teacher is placed in either an elementary, middle, or high school setting. At the end of 7.5 weeks, the student moves to a new site at a different level. The Physical Education Department Student Teacher Handbook was revised in 2011 to reflect alignment with the Ten Initial Teacher Certification Standards.

PORTFOLIO

All graduating seniors in the Teacher Education Department are required to submit a standards-based professional e-portfolio. The Intasc Certification Standards and the Council for Exceptional Children (CEC) standards form the basis for the development and assessment of the portfolio in all four programs, however, the manner in which the students choose to demonstrate competence varies from program to program. Rubrics are used to assess the portfolios.

The portfolio process begins in the first year and progresses over the remaining 6 semesters. Students are encouraged to collect artifacts that demonstrate their competence in the Standards. Elementary Education and Special Education students are required to include artifacts from courses in each of the four years. Physical Education and Secondary Education students are encouraged to save all artifacts in a working portfolio that will serve as the basis for the final portfolio. Physical Education students are required to defend their professional portfolios before their classmates and the physical Education faculty.

PROGRAM ASSESSMENT

Saint Joseph's College is committed to formative assessment practices in order to inform its planning processes at all levels and to insure success of the education program and its graduates.

The Education Department will 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 we 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.

A clear understanding of the relationship between passage of Praxis I, GPA and subsequent graduation from the approved programs will enable us to more effectively advise our students majoring in Education.

The Education Department has submitted yearly Program Review documents as required by the College.

Course Evaluations

At the end of each semester, formal course evaluations are conducted by the Office of Academic Affairs. These evaluations inform faculty and administrators about pedagogical effectiveness, alignment of course objectives, assessment, and the appropriateness of assignments. While the instrument used is generic in nature and in many cases does not assess critical points in education, the information provided can enable the reflective practitioner to see trends and to make appropriate adjustments to the course and to the teaching techniques used.

In 2003, the department piloted a formal mechanism to enable cooperating teachers to assess the effectiveness of the preparation program based on the performance of a student teacher. The instrument underwent two revisions and was formally adopted by the Education Department in 2005. Data from the forms has been incorporated in decisions concerning placements and evaluations in student teaching. One example was the need for an earlier placement for secondary education students. Secondly, multiple field placements possibly saturating local schools has resulted in investigating school partnerships with more diversity. Thirdly, the data continue to confirm the value and validity of utilizing faculty as placement coordinators and supervisors.

Exit Interviews

In the senior year, all education students are asked to reflect upon their experiences at Saint Joseph's College. They delineate and discuss the strengths and weaknesses and how the program might be improved for future students. Education Department faculty review data for information regarding possible course revision. A full review for themes related to the program is conducted as well. An example of a revision would be the addition, early in the program, of the Teaching and Learning (ED 210) course which focuses directly on management, curriculum development and planning. One benefit students always mention is the use of early community partnerships. Consequently, faculty designed a Community-Based Learning project that sits within the framework of ED 205.

Alumni

We are a small, liberal arts college and collect data from our alumni through formal and informal methods. The Alumni Office maintains an updated file on the graduates and provides pertinent information to the Education Department through systematic data collection. However, our graduates frequently communicate with us by phone, at professional meetings and via personal notes. Many of our students remain in the area and become our mentor teachers. Our alumni return to share their experiences at our Education Focus Day sponsored by the Alumni Office and to our First Year Reflection program also sponsored by the Alumni Office. These opportunities enable us to continue contact with graduates as well as expose our students to our successful alumni.

INSTITUTIONAL ASSESSMENT

The Office of Academic Affairs has established a yearly cycle of Departmental Program Reviews. The reviews establish program objectives and goals, and measures to determine whether desired outcomes are being achieved, specific and appropriate to the academic program. The results will produce curriculum decisions that are informed by systematically collected data.

The Learning Assessment team for the College worked diligently to advance the Institutional Learning Assessment Plan. The Plan states the second Guiding Principle "since the primary objective of assessment is the improvement of student learning, its first step should be the formulation of clearly articulated institutional, departmental, and individual course outcomes." At the institutional level, this requires that the aforementioned Mission, Goals, and Values of our College be translated into more measurable Student Learning Outcomes for the sake of academic application.

As noted by the Middle States Commission on Higher Education's (MSCHE) Student Learning Assessment Handbook, "expected learning outcomes will not be effective unless they are developed collaboratively and widely accepted by stakeholders: faculty members, students, employers, alumni, and others affected by or concerned with the program or institution. While it is unlikely that there will be unanimous agreement on expected learning outcomes, there should be a shared sense among most members regarding which learning is most important" (p. 18).

In order to achieve a collaboratively developed, widely accepted set of Institutional Student Learning Outcomes, the faculty, staff, and administration of the College were surveyed throughout the 2007-08 academic year. These stakeholders were asked to identify the most important facets of our students' "intellectual, spiritual, and social growth" in light of our College's Mission. Their input was subsequently compiled, organized, and analyzed by multiple VPAA-designated task forces comprised of faculty. In light of them, our students should demonstrate:

Associated concepts: research papers, writing process, oral reports, multi-media presentations

Career Preparation

- The ability to articulate the professional aims of their chosen field of inquiry;
- A firm command of the knowledge, methods, skills and other requirements expected of practitioners in their field;
- The ability to capitalize upon opportunities presented to them for exposure to, and networking within, their chosen field (including, e.g., field-placements, internships, professional societies, conferences, alumni-contacts, etc.); and
- Recognition of the various job and career options within their designated discipline and the ability to identify, if necessary, the additional steps required to qualify for those options.

Associated concepts: professionalism, graduate study, professional service, career advancement, job placement

Spiritual Growth

Ethics & Integrity

- The ability to identify the ethical and moral dimensions (including the intentions, actions, and consequences) of any given decision made either inside or outside of the classroom;
- The ability to submit such decisions to a process of critical inquiry and genuine truth-seeking—in dialogue with the wider moral community—so that their decisions can be made in good conscience; and
- The ability to behave consistently and courageously with respect to rightly-formed values, beliefs, and convictions.

Associated concepts: moral decision making, honesty, truthfulness, conscience, fortitude, commitment

Faith & Spirituality

- An understanding of the major tenets of the Judeo-Christian tradition and of the Roman Catholic faith;
- An engagement in the ongoing dialogue between faith and reason;
- A healthy respect for the diverse, yet complementary, perspectives offered by both science and religion; and
- A personal commitment to cultivating one's spirit and faith life as vigorously as one's mind and intellectual life.

Associated concepts: belief systems, personal convictions, spirituality, supernatural, eternal, divine, prayer, church

Social Growth

Global Awareness/Perspective

- A wider view of situations and an appreciation of the interconnectedness of events and systems;
- An appreciation of one's own culture as well as other cultures

- A knowledge of, and respect for, diverse races and ethnicities, cultures and civilizations, peoples and nationalities;
- A recognition of, and appreciation for, the contributions of the world community in the advancements of the literature, arts and sciences; and
- An ability to work collaboratively with people from widely different cultures, traditions, and backgrounds.

Associated concepts: community, multiculturalism, interdisciplinary approaches, liberal arts education, international experiences, visual arts, themes of Cultural Movements

Social Responsibility & Justice

- Respect for all human beings by consciously avoiding discrimination, prejudice, and stereotyping in their thoughts, words, and behaviors;
- An attitude of solidarity with, and advocacy for, the oppressed, the disenfranchised, and those who are otherwise denied the fundamental rights of justice;
- An attitude of hospitality and generosity towards those in genuine need—be it physical, emotional, or spiritual;
- The ability to practice and support peaceful means of conflict resolution, at both the local and global level; and
- Active participation in civic duties and volunteer opportunities associated with responsible and engaged citizenship.

Associated concepts: compassion, respect for life, image of God, human dignity, peace, social justice, altruism, civic leadership, service learning, empathy

Environmental Responsibility

- An attitude of appreciation for the earth in all its beauty and diversity;
- A recognition of our dependence upon, and influence over, the natural environment;
- The ability to think and act in a sustainable manner; and
- Proper stewardship with respect to material goods.

Associated concepts: goodness of creation, nature, sustainability, interconnectedness, conservation of resources, environmental ethics

Again, while unanimous agreement concerning all 10 of these Student Learning Outcomes is unlikely, they reflect the broadest consensus of the College's primary stakeholders. As such, all personnel are encouraged to consider them alongside (and/or incorporate them into) their more specific job descriptions.

STANDARD THREE: PRACTICAL AND CLINICAL EXPERIENCES

Saint Joseph's College and its school partners design, implement and evaluate field experiences and clinical practice so that educators, candidates and other school personnel develop and demonstrate the knowledge and skills necessary to help all students learn.

As stated in the Conceptual Framework (p.3) "The challenge of any teacher education program is to guide the inexperienced candidate into a developing professional educator equipped with knowledge, versed in pedagogy, and framed with dispositions including leadership and tolerance of diversity. The process occurs over time when a carefully sequenced set of experiences and opportunities engage and encourage a candidate's development." Early and continuous field experiences are essential to this process.

ELEMENTARY EDUCATION

The Elementary Education program provides for early and continuous field experience. It is important to note that all special Education majors complete the elementary clinical cycle in addition to special education specific placements during their sophomore year. These experiences afford the students an opportunity to review the theoretical assumptions and theories presented in their courses and apply them to actual K-8 learning environments. Practical experiences are essential for learning because they provide the students regular and meaningful feedback from professional teachers and college supervisors. This feedback allows students to reflect and refine their views on teaching methodology, curriculum planning, and classroom management. Practical experiences begin early in the program. Students in their second year begin working with public school students through a service learning model in a diverse urban setting. The early field experiences provide a foundation upon which students build and refine their knowledge base, skills, and dispositions.

Students participate in a broad range of grade level experiences during their four year program. Their fieldwork takes place in both formal and informal settings that vary in length and degree of responsibility and culminate with a 15- week student teaching placement. Elementary Education certification covers grades K-8. Therefore, all students must demonstrate teaching experiences at different grade ranges and in different settings. The junior year internships are divided into two field experiences. The reading internship includes a primary placement in grades K-3. The math internship includes a placement in grades 4-8.

All students receive continuous feedback from mentoring teachers and supervisors on a regular basis. Handbooks designed by the Education Department delineate expectations and requirements for practica, internships, and student teaching. During the internships and student teaching, weekly visits are made by the college supervisor. In addition, 3-4 formal observations are conducted throughout all field experiences. Students may also meet in weekly seminar sessions with the college supervisor at the school site or on campus to engage in collegial dialogue about the experience.

Education Faculty revise the Student Teaching Handbook yearly. The handbook clearly describes the roles and responsibilities of the student teacher, the mentor teacher, and the college supervisor. The assessment tools are in alignment with the stated competencies, performance objectives and the InTASC Standards. The Internship Handbook is also updated yearly. The handbook clearly establishes expectations and requirements. The assessment tools are aligned with the stated competencies, performance objectives, and the State of Maine Teaching Standards. Students enrolled in Ed 210 participate in a one-semester practicum. The associated handbook introduces students to the reflective journal process in addition to professional expectations required of all students.

The Education Department sponsors a breakfast meeting each fall with cooperating teachers and their administration to strengthen communication as the senior final clinical commences. Student teachers serve as the classroom substitute allowing the cooperating teachers to meet with faculty on-campus. This provides an opportunity to review the policies and procedures in the handbook, respond to any questions and/or concerns, and engage in professional dialogue surrounding the mentoring of pre-service teachers. Cooperating teachers must have a minimum of 5 years of teaching experience, must have Principal approval and must meet with the Placement Coordinator for training.

SPECIAL EDUCATION

Students in special education complete all of the elementary education requirements listed above. Additionally, they are required to complete a practicum as part of ED220 - Introduction to Special Education during the fall semester and they complete a practicum during ED230 - Curriculum and Assistive Technology during spring semester. These placements occur in local schools with certified special educators. Handbooks specific to special education have been developed for each of the placements.

PHYSICAL EDUCATION

In physical education, field experiences begin the first semester in Introduction to Physical Education, Sport and Exercise Science (SE 110). The students participate in a service learning experience at a local school. For several years, the students have been supervising recess to reduce the incidence of bullying on the playground. Also in the first year, the students have had an optional service learning opportunity to conduct a walking program for the fifth grade classes at a local school.

In the third year, students enrolled in Methods of Teaching Elementary and Secondary Physical Education (PE 303) and Adapted Physical Education and Mainstreaming (PE 315) participate in a variety of field-based experiences that include at least one service learning component. In PE 303, the students plan for and deliver instruction to 7th grade students at the Windham middle school. They also participate in guided observations of classes at the primary and middle schools. In PE 315, the students participate in a ten-hour service learning project in which they work with a child in a local school with a disability. An adapted physical educator or a physical therapist supervises the students.

In the fourth year, students enrolled in Applied Skills and Practicum (PE 405) complete 50 hours of internship in the public schools. They complete 25 hours at each of two levels: K-5, 6-8, or 9-12. This experience is designed to prepare for student teaching.

Student teaching (PE 408), the capstone clinical experience, occurs in the second semester of the fourth year. Because physical education majors are qualified to be certified K-12, the fifteen-week student teaching experience is divided into two parts. During the first half of the semester, the student teacher is placed in either an elementary, middle or high school setting. At the end of 7.5 weeks, the student moves to a new site at a different grade level.

SECONDARY EDUCATION

Candidates have 2 required internships prior to student teaching. The first, ED 350 Curriculum Methods is sophomore year. The second, ED 355 Secondary Methods, occurs during the junior year. In addition to the education field experiences, secondary education students have opportunities to engage in relevant field experiences as part of their academic majors. For example, the English Department sponsors a tutoring program with Portland Housing Authority as part of service learning. These experiences are followed by student teaching in the fourth year. Student teachers are guided by the same Student Teaching Handbook utilized in Elementary Education.

FIELD SITES

Field sites for our clinical experiences have been developed through long and close relationships between the College and schools in the greater Portland area, both public and private. Teacher Education faculty work with principals, assistant principals, curriculum supervisors, and mentor teachers to effectively match interns/student teachers with cooperating teachers who can offer rich and meaningful experiences. Students are closely monitored through their various clinical experiences. The department has developed handbooks for field experiences that clearly define goals and expectations relative to the InTASC Standards, the role of the student, the mentoring teacher, and the college supervisor in the cooperative effort. Assessment criteria are clearly defined for all. To assist in the assignment of field sites, a student teaching application has been more formalized since the last program approval visit. Candidates must apply for this capstone experience; they cite a first and second choice for school and/or teacher, but the final decision remains within the Teacher Education Department. The cooperating school's principal or superintendent grants approval for any student teachers in his or her building, and the College respects and supports such decisions.

Generally, field sites are chosen within reasonable commuting distance of the college. This enables our students to continue to live on campus and to attend required classes while student teaching. In addition, it enables us to use our on campus faculty as supervising teachers in addition to retired Principals. Consequently, our clinical sites are found in Cumberland, Oxford and York counties. The department has strong partnerships

with the public schools in RES 14 Windham/Raymond, Gorham, Westbrook, Standish, Gray/New Gloucester and Portland. We are thrilled with our new placements in Portland at Portland and Deering High Schools, Hall School Elementary and Riverton Elementary. The level of diversity in these placements cannot be duplicated in our more suburban districts.

ONLINE GRADUATE PROGRAMS

Most students in the online graduate program are currently active teachers in schools. Assignments often require the students to reflect on their current practices using the lens of the objectives of the courses. Three courses have specific field-experience components. ED 523 is the Secondary Teaching Methods course. This course requires four classroom observations within the subject area of the 7-12 certification. ED 590 is Student Teaching. The graduate student teachers are guided by the graduate student teaching handbook. This unique course can be held in any middle school or high school with a qualified student teaching mentor. Neither ED 523 nor ED 590 is required for the Educator Concentration master's degree. Both of these courses are required for the Alternate Pathway Program. The field-experience component of the School Leadership master's degree is ED 580, School Leader Internship. The graduate interns are guided by the graduate school leader internship handbook.

ASSESSMENT

Assessment criteria and tools are clearly outlined in the student teaching and internship handbooks for Elementary, Secondary, Physical Education, Special Education, and Online Graduate programs.

UNIT STANDARD FOUR: DIVERSITY

Saint Joseph's College 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 work with diverse higher education and school faculty, diverse candidates and diverse students in P-12 schools.

Saint Joseph's College welcomes and values diversity for its campus community. In the 2016 NEASC five year report, the College reiterated its commitment to diversity in accord with its Mission and Core Values. The Mission states that Saint Joseph's College is a Liberal Arts College “that nurtures intellectual, spiritual, and social growth in students of all ages and all faiths within a value-centered environment.” Education at Saint Joseph’s College takes place not just in the classroom, but through the total College experience. Our students live and learn on a diversity conscious campus. The students in the 4 year program are racially and ethnically diverse in nature.

According to the College Enrollment report for the Fall 2016, 2.6% of students are self-reported as African American (this is significantly up from .2% five years ago), 1.7% Asian (also an increase), 2.4% Hispanic (up from 0.2%). An additional 31.89% did not indicate Race/Ethnic Background. Therefore, our white/non- Hispanic population is 60.80 % which indicates an overall more diverse community than Maine in general.

Providing for diversity among all programs of study for a small, parochial, private, rural college is both challenging and critical to the student experience. The college provides multiple opportunities and forums for faculty and students to enhance their cultural and ethnic perspectives. The Education Department, in particular, has hosted a series of mandatory colloquia over the past three years on such diverse topics as the Somalian population in Portland and the effects of extreme poverty on young students and their ability to learn.

Intercollegiate athletics is one way students, faculty, staff and alumni of Saint Joseph's College come together in support of "school spirit" and round-out the concept of creating a diverse college campus setting. Intercollegiate athletics satisfies its educational role by complementing classroom instruction with experiences that among others allow for:

- Social development by learning such things as teamwork, self-discipline, group dynamics, and adherence to rules and regulations
- Opportunities to broaden one's education through travel
- Cultural exchange with team members of differing nationalities and ethnic backgrounds.

Community Based Learning (Service Learning) is another way for our students to experience diversity. Saint Joseph’s College is a leader in the field of service learning, whereby students achieve academic credit by applying what they learn in the classroom to a real-world setting. In recent years, students who chose a service learning option

tutored immigrant children from Somalia, staffed a rural food pantry, and mentored middle school children who needed extra help. Students also volunteer in a local school district for the Title I Reading Program. This partnership has lasted for 2 years. Elementary education students enrolled in Science Methods in Elementary Education (ED 205) provide science activities to 4th and 5th grade students at Riverton Elementary School for 6 consecutive sessions.

Campus Ministry sponsors the Spring Work Fest mission trips each year to areas such as: Appalachia, inner city New York, Philadelphia, and Baltimore. The sites can change yearly but the experience is similar. Students and faculty also participate in a variety of service projects that include international experiences in Haiti, Guatemala, and the Dominican Republic. Faculty and students who participate in these trips return as changed individuals and share their experiences with the campus community in presentations, discussions, and dialogue.

The Ad Hoc Cultural Affairs Committee of the Faculty Senate sponsors lectures and programs on a wide variety of topics. Ethnic immersion evenings have enabled the campus community to experience other cultures. For example, the Evening in Japan program included a Japanese dinner, Japanese folk songs performed by the College's concert choir, a tea ceremony, and presentations on Japanese baseball and haiku. In addition, panel discussions ranging from Global Warming, to the war in Iraq, to Election Year Issues provide the campus community a forum for lively discussion around current cultural issues and their implications. The Distinguished Lecture series has provided relevant learning opportunities in the areas of capital punishment and immigration. Students were recently introduced to "Changing the World 101" a service learning program designed to help students change the world "one person at a time".

The Student Government Association sponsors many clubs and organizations that provide community outreach intended to enrich students' understanding of the world around them. Outreach involving children and families from surrounding communities, work at the soup kitchens, and tutoring/mentoring opportunities provide concrete real-world experiences that impact students' understanding and respect for our diverse world.

As mentioned earlier, providing for racial and ethnic diversity among teacher education programs for a small, parochial, private, rural college in a state that is primarily of European descent is challenging and yet critical to the education student's experience. We are committed to providing our candidates with opportunities in and out of the classroom, within the constraints of our geographical and cultural situation, which will enable them to provide educational experiences necessary to help all students learn. To this extent we have written a Saint Joseph's College of Maine Education Department Diversity Plan (see Diversity Plan) which addresses specifically our plan to include diversity in all aspects of the Education Department.

The faculty in the Education Department brings to its students a rich history of teaching in diverse populations. Many of the current faculty have taught throughout the United States. Students benefit from professors who model diversity understanding from a multi-

faceted perspective. All of these varied exposures increase student knowledge and appreciation of diversity in all its definitions. We believe that good teaching and diverse teaching are synonymous.

Courses offered in education are grounded in theory regarding diversity. While Educational Psychology, Exceptionality, and Adapted Physical Education apply directly to students with individual needs, all education courses include differentiation for a wide spectrum of learners and provide additional diversity experiences through a variety of means that include: guest speakers, special education law, international dance, and required implementation of multicultural literature.

The rich theoretical discussion of diversity is supported by opportunities that bring our students face to face with the socio-economic status, ethnic and cultural diversity of the region. Pre-service teachers participate in several clinical experiences which provide for exposure to students from diverse socio-economic backgrounds. These experiences, coupled with classroom-based discussion, provide them with techniques for handling issues of neglect, hunger, foster care, abuse and substance abuse.

Students with individual needs are specifically addressed through clinical experiences in the Special Education Internship and Adapted Physical Education and Exceptionality. In addition, the departmental lesson plan requires student to address the accommodations and differentiation needed for diverse learners.

Saint Joseph's College is a community that enhances understanding of differences among people by providing a variety of opportunities through programs that highlight our natural, racial, ethnic and socio-economic diversity, coupled with clinical experiences that expose our students to diverse populations and strategies for all.

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 systemically evaluates faculty performance and facilitates professional development.

FACULTY QUALIFICATIONS

Six full-time faculty are directly engaged in the Teacher Education programs at Saint Joseph's College. All teacher education faculty members have extensive academic experience and all six have earned doctorates. All of the elementary and secondary education faculty have K-12 teaching experience and maintain close ties to teaching and learning practices in the K-12 classroom. All faculty in the unit are involved in professional organizations and in professional development ensuring continuing expertise in their respective fields. All full-time faculty in Special Education took extensive coursework in preparation for the major.

The programs in Elementary Education, Physical Education, Secondary Education, Special Education, and Online Graduate Education and are staffed with the following full time and part time faculty.

Full/Part-time Faculty:

Assistant Professor of Physical Education, Rose Marie Angell, Ph.D.
Assistant Professor of Education Kathleen Kiley Clements, Ed.D.
Assistant Professor of Education Joan Flagg-Williams, Ph.D.
Assistant Professor of Education Thomas Hancock, Ed.D.
Assistant Professor of Education Suzan Nelson, Ed. D.
Assistant Professor of Education, Janice Rey, Ed.D.

Contributing Saint Joseph's College Faculty:

Assistant Professor Lisa Ahearn, M.S.
Assistant Professor Suellen Chaplin-Beckett, M.N.
Professor Karen Croteau, Ph.D.
Assistant Professor Tom Dann, M.S.
Associate Professor of Psychology, Nina Eduljee, Ph.D.
Associate Professor of Fine Art, Scott Fuller, M.F.A.

Adjunct Faculty:

Steven Connolly, M.S. Ed.
Jeff Dube, MSA
Tim Robinson, Ed.D.

Online Graduate Adjunct Faculty:

Joni K. Ruebel Barnard, Ph.D.
Anita S. Charles, Ph.D.
Ann F. Cohen, M.A.
Angelica R. Collins, Ed.D.
Thomas I. Eismeier, M.Ed.
Daniel A. Joseph, M.S.Ed.
Patricia E. Luopa, Ph.D.
Philomena M. McPhee, Ed.D.
Debra P. Maddox, Ed.D.
Suzan J. Nelson, Ed.D.
Rev. Louis J. Phillips, Ph.D.
Margaret A. Riordan, Ph.D.
Gary M. Rosenthal, M.S.Ed.
Christopher W. Stone, Ph.D.
Lorraine C. Trollinger, Ed.D.
Richard Willis, Ph.D.
Julie A. Zink, Ph.D.

Additional faculty members participate in instructional delivery through the Core curriculum, liberal arts courses, and electives. Vitae are available for all faculty members.

Faculty Teaching and Supervision Responsibilities:**Rose Marie Angell, Ph. D.**

Dr. Angell has 1 year of experience at the college.

PE 102	Instructional Skills and Techniques II
PE 106	Dance/Elementary Games
PE 303	Methods in Secondary and elementary PE
PE 320	Tests and Measurements
PE 405	Applied Skills/ Practicum
PE 407	Seminar/Curriculum Design
SE 408	Student Teaching

Kathleen Kiley Clements, Ed.D.

Dr. Clements has 14 years of experience at the college.

SPED 110	Introduction to Special Education
SPED 225	Characteristics and Identification of Students with Disabilities
SPED 350	Teaching Methods and Strategies in Special Education
ED 435	Special Education Internship
ED 340	Exceptionality

EH 220 Language Arts and Writing Methods

Joan Flagg-Williams, Ph.D.

Dr. Flagg-Williams has 4 years of experience at the college.

SPED 210 Exceptional Student Behavior Management
SPED 320 Special Education Law
SPED 340 Exceptionality for the Special Educator
PY 212 Human Growth and Development
EH 113 Children's Literature
ED 315 Reading Methods

Thomas Hancock, Ed. D.

Dr. Hancock has 16 years of experience at the college.

ED 100 Foundations of Education
ED 350 Curriculum Design
ED 355 Secondary Teaching Methods
ED 430 Senior Research Seminar
ED 555 Measurement and Evaluation

Janice Rey, Ed. D.

Dr. Rey has 12 years of experience at the college.

NS 100 Science for Elementary Education
MA 325 Math Methods
SPED 230 Curriculum and Assistive Technology
ED 205 Science and Technology Methods
ED 210 Teaching and Learning
ED415 Student Teaching

Suzan Nelson, Ed. D.

Dr. Nelson has 12 years of experience at the college.

ED 505 Curriculum Development & Assessment
ED 600 Capstone
ID: 220 Capstone Assoc. Degree
ID: 420 Capstone – Bachelor of Science

Regular Involvement in the Field

All faculty participate at the local, state, and national level in organizations related to their fields. Faculty in the Education Department cultivate and maintain an extensive partnership network with local K-12 schools. New affiliations are developed with K-12 principals and teachers during practicum experiences and during student teaching supervision. Ongoing and evolving partnerships, teaching, classroom instruction and service learning provide opportunities to develop and maintain regular involvement in the teaching field. Additionally, several faculty have taken additional coursework to remain current in their respective areas of expertise.

Policies for Selection, Retention, and Promotion

At Saint Joseph's College faculty are expected to demonstrate effectiveness in the areas of teaching, scholarship, and professional activity and service to the College. The *Faculty Handbook* approved by the Board of Overseers in 2000 and amended in 2006 clearly frames the guidelines for the selection, retention, and promotion of faculty. Faculty are evaluated on a yearly basis. In addition to formal evaluation of performance, teacher education faculty engage in reflection on their practice through a professional development plan. Each year, faculty outline their goals for the forth-coming academic year in their plan. At the end of the academic year, they write a reflection on their performance as they look forward to the year ahead. The process of planning, action, and reflection are infused throughout the Teacher Education Department for all stake-holders. The faculty models the process for the students.

FACULTY PERFORMANCE

Instructional Techniques

Faculty have a thorough understanding of the content they teach. Their teaching reflects the College's Mission, the department's conceptual framework, research, theories, and current developments in their teaching areas. Class size is typically between 20 and 25 students, enabling several courses to have practicum requirements with placements in local K-12 classrooms. Numerous methodologies are modeled in the teacher education program including modeling, lectures, discussions, small group work, cooperative and collaborative groups, student presentations, student teaching, workshops, seminars, and service-learning opportunities. Equity and respect for diversity is a vital part of all education courses, where both content and practice examine how to effectively reach all learners.

Technology plays a pivotal role in the teacher education program. At this time, technology has been seamlessly woven into all of the methods courses. Various forms of technology are incorporated into coursework in all programs. Technology in courses may include the use of: SKYPE, Facebook, e-books, iPads, iPhones, Visual Presenters, ELMO, Apple –TV, video-audio camera – recording, One Button Studio technology assists with formative assessment: Plickers, Hudl, Garage Band, and SMART – Board Technologies. Alfond Hall provides wireless access to the Web in all classrooms. All students are required to have a laptop. Students in freshman courses in the Education Department are provided with an iPad.

Online graduate faculty must complete an orientation and are provided with numerous webinars and other learning opportunities for the advancement of their teaching. There is a yearly Professional Development Conference where the faculty from around the country gather for their advancement and to reinforce the conceptual framework of “teaching and school leadership as mission and vocation.”

In addition to teaching, faculty provide service to the college and broader communities that are consistent with the unit’s mission. Over the past five years, Education faculty have served on the following committees and/or in the following advisory roles within the College:

Corresponding Secretary of the Faculty Senate
Recording Secretary of the Faculty Senate
Service Learning Advisory Committee
Application Days Programs/Admissions
Academic Planning Committee
Strategic Planning Committee
Search Committee member for Vice President of Sponsorship and Mission Integration
Search Committee member for President of Saint Joseph’s College
Graduate Education Policy Committee
Institutional Review Board/ Chair
Faculty Athletic Representative to the National Collegiate Athletics Association
Academic Athletic Committee/Chair
Educational Policies Committee/Vice Chair
Student Affairs Committee/Chair
Educational Standards Committee/ Chair
Student Education Association of Maine Organization/Advisor
State Board of Education Reaccreditation Team
Writing Across the Curriculum Committee
Rank and Tenure Committee
Mercy on Campus Committees
Ad Hoc Core Curriculum Committee
Library Committee

External to the college and in support of their disciplines the faculty have served on the following committees/advisory roles or as members of the following organizations:

Maine Education Association
National Education Association
Maine Principal’s Association
National Association of Secondary School Principals
Member of Executive Board for Maine Council of Social Studies
Advisory Board for the Margaret Chase Smith Library and Learning Center
Maine State Police Scholarship Committee
American Educational Research Association
Maine Science Teachers Association
National Council of Teachers of Mathematics
Maine Association of Science Teacher Education

Maine Association of Health, Physical Education, Recreation, and Dance
Windham Human Resource Advisory Committee
International Literacy Association
Maine Reading Association
National Council for the Teachers of English
Volunteer American Red Cross First Aid/CPR Instructor
Maine Campus Compact, Service Learning in Higher Education
Sweetser Series, Cultural and Education Programs
Council for Exceptional Children
Association for Supervision and Curriculum Development
The Thomas B. Fordham Foundation
Maine Administrators of Services for Children with Disabilities
New England Reading Association
Higher Education Literacy Task Force
National Reading First Higher Education Consortium
Adapted Physical Education Task Force
Maine Health and Physical Education Teacher Leader Committee
PK-16 Leadership Council for the State of Maine
TEAMe Directors of Teacher Education in the State of Maine
National Association of School Psychologists
Association for Positive Behavior Support
National Association of Multicultural Education
Phi Delta Kappa

UNIT 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 unit standards.

ORGANIZATION

In 2008, a Chair of Teacher Education was appointed to oversee the Elementary Education, Physical Education, Secondary Education, Special Education, and Online Graduate programs. In this capacity, the Chair's role is to ensure that there is efficient communication between the programs, with the administration of the college and with all regulatory agencies including the State of Maine Department of Education and the Federal Government. The Chair is responsible to the Dean of Undergraduate Studies and the Chief Learning Officer. In 2015 the Position of Director of Teacher Education was permanently established.

All funds for the Education Department are dispersed through the Chair of the Department with input from department members. It should be noted that funding for some aspects of the Physical Education Program are dispersed through the Sport and Exercise Science Department and funding for the Online Graduate programs are dispersed through the Graduate and Professional Studies group. The current budget allotted for the program is sufficient. Some faculty members access additional funds through research grants and local grants which pertain to specific content areas. The overall budget for the Teacher Education Department is in line with departments of similar size and mission.

FACULTY WORKLOAD

Faculty teaching workloads at the College are consistent with its size and type. Teaching duties for full-time faculty members include a maximum of twelve credit hours each term. Ordinarily, faculty in the education department teach two three/four credit courses which may include supervision. This includes the sophomore practicum, junior internships, senior student teaching and the special education internship. The department works together to decide on workload, appropriate courses, and student placement in the field settings.

Student advising is a significant and ongoing responsibility. Full-time faculty advise approximately 20-40 students in the Elementary, Special Education and Physical Education Baccalaureate Programs. The Director of Teacher Education advises all special education majors. A coordinator of the secondary education minor advises all secondary minor candidates in addition to their advisor in their major. Education students are advised twice a year prior to registration for the next semester and on an individual as needed basis. Progress through the program is noted for each student using the gateways outlined in Standard Two. Progress is noted on the templates for each area and/or on the student advising sheet. The Director of the department is responsible for setting up the advising lists with the addition of the new freshmen at the beginning of each year. The level and care taken with advising is strength of the College and of the department.

FACULTY DEVELOPMENT

Faculty are expected to engage in scholarly work in their fields of specialization as part of their responsibilities to the college. The college supports their efforts in three direct ways: funding for research and conference presentations from the Faculty Development Committee, funding for membership in professional organizations, and through a Scholarship and Teaching Award program.

The Faculty Development Committee provides funding for support of scholarly endeavors up to \$1200.00 per faculty per year. Please see faculty vitae for formal awards.

Faculty at Saint Joseph's College are entitled to \$150.00 to support membership in professional organizations. Education faculty utilize these funds to enhance their professional activities

In 2001, a three- tiered Faculty Scholarship and Teaching Award program was implemented. The awards vary from year to year because they are tied to the overall academic budget for salaries. Tier One is a +/- \$2000 award given to three faculty who have made an outstanding contribution. Tier Two is a +/- \$1000 award given to 6 faculty who have made a significant contribution. Tier three is a \$500 award given to eight faculty for their contribution.

RESOURCES

Alfond Hall is a four-story academic building which houses 32 classrooms, 50 faculty offices, computer labs, and a 250-seat auditorium. Through the Davis Foundation, the education department has a dedicated teaching classroom, which is outfitted with state-of-the-art teaching technology, materials and supplies. In 2009 the dedicated classroom was moved to Alfond Hall room 214. This larger space is more conducive for faculty to model teaching strategies the way students should teach. Education faculty have private offices adjacent to each other in Alfond Hall. This has greatly facilitated communication among faculty and students and other departments.

Additionally, 2 new dedicated curriculum labs have been constructed in Alfond Hall. The previous lab was located in the library and was difficult for students to access. Students are in control of the labs. They oversee the room and sign-out materials as needed for their peers. It should be noted that prior to this lab students could only access the materials if a library staff person was available to unlock the materials and none of it left the library. It is our goal to get the materials in the hands of all education students. We also envision this space as a quiet place for students to work together to write curriculum and to study when appropriate. All education students have access to the labs through the campus safety department approval on their ID cards.

Saint Joseph's College makes extensive use of instructional technology in its academic programs and of administrative technology in support of its operations. The Office of Information Technology supports and maintains administrative and information technology services and resources for the College. It is responsible for all aspects of information technology, including training of staff and faculty, academic and administrative computing, telecommunications, media services, on-campus help desk, Apple TV, and the voice/data/media infrastructure to support these activities.

In the academic arena, Information Technology supports the extensive use of Brightspace, a course development application program running on a dedicated server. An instructional designer works with the faculty of the Four-Year College to promote the use of Brightspace. Training sessions on Brightspace, e-portfolio, and other technologically related endeavors are offered regularly and made easily accessible to faculty members through a new division called CIDET. All courses for the Graduate Online division are offered on the Brightspace platform.

All incoming freshmen are advised to bring laptops which meet prescribed specifications. Such laptops are fully supported by Information Technology Systems. In addition, faculty are being equipped with laptops as older desk top computers are replaced. All classrooms in Alford Hall have wireless access to the internet and classrooms are equipped with computers and overhead projection units. Additionally, the education lab class has an Elmo, Apple – TV, and SMART Board Technologies as part of our teaching and modeling for students.



TEAM REPORT OF FINDINGS FOR THE
MAINE STATE BOARD OF EDUCATION

Saint Joseph's College

Program Approval Visit for Educator Preparation Program
April 2-4, 2017
Standish, Maine

Program Review Team:

Kathy Yardley (Chair), University of Maine at Farmington
Audrey Bartholomew, University of New England
Walter Kimball, University of Southern Maine
John Bear Mitchell, University of Maine
Courtney Angelosante, University of Maine
Rhonda Waskiewicz, Husson University

Non-Voting Participants:

Peter Geiger, State Board of Education
Ángel Martínez Loredó, Department of Education

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I. Introduction

This report is based upon evidence identified through a review of Saint Joseph's College of Maine's Self-Study Report; a review of supporting online and onsite evidence; interviews with faculty, administrators, students, graduates, educators, and other stakeholders; and school visits that occurred during the April 2-4, 2017 on-site visit.

Saint Joseph's College of Maine is a Catholic, co-educational liberal arts college sponsored by the Sisters of Mercy. It offers a residential learning experience for one thousand students, as well as online undergraduate and graduate degree programs for 2,500 adult learners across the United States and twenty other countries. On campus, one hundred and twenty undergraduate students are enrolled in teacher education programs.

Saint Joseph's College of Maine requested that the following five programs in the Teacher Education Department be reviewed for state approval:

- Elementary Education
- Physical Education
- Secondary Education
- Special Education
- Master of Science in Education- School Leadership concentration

Graduates of the Elementary Education, Physical Education, and Special Education programs earn a Bachelor of Science degree. Graduates seeking Secondary certification earn a Bachelor of Arts or Bachelor of Science degree in History, English, Mathematics, Chemistry, or Biology and a minor in Secondary Education.

Mission, Vision, and Strategic Plan

Saint Joseph's College is Maine's only Roman Catholic College. The institution has clearly articulated mission and vision statements, as well as a set of core values that inform all of the decisions made, and directions taken, by the College. Those core values include faith, excellence, integrity, community, respect, compassion, and justice.

The Mission statement was first approved in 1994 and reaffirmed in 2014 during the Strategic Planning process.

“Rooted in and professing fidelity to the teachings of Jesus Christ and the doctrines and heritage of the Roman Catholic Church, Saint Joseph's College, sponsored by the Sisters of Mercy, is a liberal arts college that nurtures intellectual, spiritual, and social growth of students of all ages and all faiths within a value-centered environment.”

In 2013, The Board of Trustees approved a Vision Statement that provided a foundation for the strategic planning process undertaken that year.

“Saint Joseph's College will be recognized for its preparation of life-long learners through innovative course delivery and content that empowers people and communities to meet the challenges of a changing world.”

The new strategic plan *Sustaining the Process: Toward Saint Joseph's College's Second Hundred Years* was approved by the Board of Trustees in 2014. As stated in the Self-Study, Saint Joseph's has identified the following seven initiatives: Stewarding its Enrollment; Strengthening the Faculty and Staff Community; Enhancing and Diversifying its Revenue Streams; Developing a 21st Century Educational Program; Preserving and Extending its Legacy; Stewarding its Campus Environment; and Institutionalizing its Commitment to Excellence. Several changes have been implemented as a result of the Strategic Plan including: changes in organizational leadership, implementation of new academic plans, development of a new master plan and new information technology plan, and expansion of academic programs.

II. Summary of the Unit's Conceptual Framework

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

Findings:

During the 2015-16 academic year, the Teacher Education Department faculty revised the program outcomes and conceptual framework. The outcomes are designed to measure candidates' abilities in three areas: Knowledge, Pedagogy, and Dispositions. The outcomes are expanded upon in the Conceptual Framework, which also includes how the Unit aligns itself with the mission and Institutional Student Learning Outcomes of the College, and how College-wide initiatives have benefitted the Unit. The framework clearly articulates the importance of deep reflection in all aspects of college life. This is evidenced in the Unit's commitment to service; *teaching as service and vocation* is seen as part of the mission.

It is expected that the Conceptual Framework is continuously evaluated. The recent revision is evidence that the Unit is aware of this expectation and engaged in this process. However, the self-study does not define how the Framework is evaluated or provide evidence the Framework is supporting the Unit's efforts in preparing educators to work effectively in P-12 schools.

III. Summary of the Team's 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 team found that students and faculty report feeling very connected to their programs and to one another. It was reported by current students and alumni that faculty work hard to ensure students are supported throughout their tenure and are fully prepared to meet the challenges of teaching or school administration. The team also documented repeated reports that the culture in and out of the classroom is conducive to learning.

For the Undergraduate certification programs, evidence from syllabi, foundational documents, and interviews with students, faculty, staff, and alumni indicate knowledge of the InTASC Common Core Teaching Standards and the other professional standards related to a particular certification (e.g. CEC, SHAPE). The team found a strong belief among faculty, students, and alumni that course content, capstone projects such as the e-portfolio, and experiential opportunities directly reflect effective application of these standards.

Evidence from these same sources indicate the programs treat the InTASC standards and Maine Teaching Standards as equivalent or interchangeable, resulting in a lack of knowledge about Standard eleven (11) of the Maine Teaching Standards, which contain Maine's Technology Standards for Teachers (NETS-T). As a result, there is no mention of Maine's Technology Standards for Teachers in any of the documentation provided to the team. Similarly, the National Technology Standards for Administrators (NETS-A), which is found in Chapter 114, Section 2.1.19 is also not mentioned in any of the documentation provided to the team. Therefore, the performance indicators delineated in Chapter 2.1.11(a-t) and 2.1.19(a-u) are not a consideration when demonstrating that candidates meet professional and state standards for technology.

Students, including student teachers, alumni and faculty reported that classroom management is embedded into the curriculum such that it is challenging to identify the specific skill to master. The perception among the reporters was that classroom management is unevenly embedded across the programs and would benefit from a more practical way to teach this skill.

Chapter 114 Unit Standard One provides holistic performance and knowledge indicators to guide the development of assessments for demonstrating proficiency of each standard. The team found evidence of standards mapped to courses/curricula at a basic level and inconsistent mapping of performance and knowledge indicators across programs. The team found no documentation of assessment data to indicate candidates have met professional, state, and institutional standards.

Recommendations:

- Ensure the curricula for initial teacher and school leader certification are aligned with Chapter 114, 2.1 Unit Standard One, standards 1-19.
- Demonstrate how it is determined that candidates meet all relevant standards.
- Demonstrate how assessment data is used to inform programmatic changes in order to ensure ongoing alignment of teacher preparation programs with relevant standards.

This Standard is Partially Met.

Standard Two: Assessment System and Unit Evaluation

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

Findings:

The teacher education program has a well-articulated conceptual framework and Teacher Education Program Outcomes (Knowledge, Pedagogy, Dispositions).

The teacher education program addresses the 10 InTASC standards (not the 11 Maine Teaching Standards) and Specialty Association Standards (Council for Exceptional Children standards for special education and SHAPE standards for physical education) throughout the education program. The teacher education program has established five gates, or transition points, marking a student's progress through the education program. The gates are entry into the College, completion of first year, entry into the professional core of courses, requirements for student teaching, and student teaching. There are guidelines for required elements for the five gates articulated in the document titled 2007 - 2017 Gated Assessment Plan (in preparation for student teaching). The five gates, or transition points, use multiple sources of evidence at each gate that are typically associated with predicting student success. These include Praxis Core Skills to determine their reading, writing, and mathematics performance; course grades and GPA representing their achievement in content and professional knowledge and their standing in university studies; and the judgment of university and school professionals regarding the candidate's readiness for certification and potential as a teacher.

The decision-making process and the use of data in the five gateways is unclear. The recommendation for certification is missing from the transition points. There is no evidence the program takes effective steps to eliminate sources of bias in performance assessments and works to establish the fairness, accuracy, and consistency of its assessment procedures.

These guidelines have not been operationalized into an assessment system which:

- c. takes a series of benchmarks for a student's progress through the program and identifies clear decision points at each gate, including what happens when a candidate does not move forward; and,
- d. produces regular data reports from applicants, candidates, recent graduates, faculty, and other members of the professional community, using multiple assessments from internal and external sources for program review and improvement.

The procedure for the final step of making the recommendation for certification is unclear in the assessment plan, although interviews revealed there is a process whereby the education program chair verifies program completion and the registrar transmits that list of students to the Maine Department of Education Office of Certification. The assessment of the Teacher Education Program outcomes is unclear.

Evidence of both formative and summative assessment was found. The InTASC standards addressed by each course have been identified, although specific assessments were not named.

Single course assignments, which had criteria for completion and instructor feedback to candidate, were reviewed. Mentor teachers and supervisors provide feedback to student teachers based on the InTASC standards, and candidates spoke to how they use the feedback to make improvements. Candidates complete self-assessments for the InTASC standards. A standards-based e-portfolio is begun early in the program and then revised in a dedicated portfolio course near the end of the program to become a culminating standards assessment that is aligned with the InTASC standards and Specialty Professional Association for special education majors. The focus on the InTASC standards, rather than the Maine Teaching Standards, means that Maine Teaching Standard 11 is not explicitly addressed in assessing teaching candidates.

Information technology is used on a limited basis. Title II reporting uses electronic databases. The Saint Joseph's Student Information System, Campus Cafe, is capable of organizing and reporting admissions data, GPA, and other student data. There is no evidence the teacher education program systematically creates and reviews data reports from the Student Information System.

The faculty report meeting regularly to discuss their programs. Saint Joseph's College has a regular course evaluation process used by faculty. It also has a regular program evaluation process and a two-day annual retreat for all programs. There are activities, but there is no evidence of regular reports of candidate or graduate performance data used in the review of program quality. There is no evidence of specific improvements that have been made based on review of data.

Although transition points for progress through the program have been defined, and assessment and feedback are occurring throughout a candidate's program, there is no evidence that the education program regularly and systematically compiles, summarizes, and analyzes data to improve candidate performance, program quality, and unit operations.

The graduate online program does not currently recommend candidates for administrator certification. The self-study report for Standard 2 does not address the graduate online program. Materials across other standards indicate various types of data being used in the program for admissions and for evaluating the ISLLC standards as part of the school leader internship. There is no assessment system that would be used for transition points, ongoing evaluation of candidate progress, and data-based program improvement.

Recommendations:

Develop an assessment system for initial teacher and school leader certification that is aligned with Chapter 114, 2.1 Unit Standard One, standards 1-19 that includes:

- a. clearly articulated transition points that establish data collection and decision-making procedures at each point.
- b. a process for gathering, reporting, and analyzing individual and aggregated data on direct teaching or administrator performance, such as teaching units and teaching observations.

c. a process for gathering, reporting, and analyzing individual and aggregated data on the e-portfolios for teachers.

d. data collection and analysis that will be incorporated into the process of program

improvement.

This Standard is Not Met.

Standard Three: Field Experiences and Clinical Practice

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

Findings:

The unit has developed a system of field placement experiences that are semi-structured and progressive. These experiences are not consistent across the different certification programs, but all allow for some classroom experiences prior to student teaching. These experiences vary in level of structure, supervision, hours, and evaluation. A review of the self-study and evidence provided made it difficult to find some information, and interviews with relevant partners were used to fill in some gaps in information.

Undergraduate Certification Programs

Definitions of field experiences:

Practicum: These experiences typically include a one-hour a week visit that could be considered an informal placement. There is no supervision from the university and varying expectations depending on the classrooms where candidates are placed.

Internship: The internship is an experience where candidates are placed into a classroom for a full morning two days per week. This experience is supervised by a university supervisor and includes a specific set of expectations and accompanying handbook for both supervisor and school cooperating teacher. Candidates typically enroll in the internship along with a corresponding methods course in reading, math, or special education. Candidates are typically expected to teach at least four lessons in their internship, and, depending on their placement, they may have the opportunity to teach more. The university supervisor observes a minimum of two lessons and provides feedback using a rubric based on the InTASC Teaching Standards. Candidates are also evaluated on their professional skills, and both the supervisor and

cooperating teacher provide input on the mid-term and final report where candidates are rated on a Likert scale of 1-3 whether they are meeting InTASC Teaching Standards.

Student teaching: The final and often culminating experience of all the education programs is a typical student teaching experience for a full semester. Expectations for supervision are similar to the internship with two observations completed by the university supervisor along with an evaluation of professional skills and a collaborative mid-term and final with the cooperating teacher. Candidates are expected to begin student teaching with classroom observations and increase their participation in the classroom, with a full takeover of classroom duties for a minimum of three weeks. Candidates are expected to assume all the duties of their cooperating teacher.

Other fieldwork experiences: The unit also has some fieldwork experiences (e.g., service learning) candidates have participated in, but it is not clear if these are consistently provided and the level of supervision and evaluation that accompanies them.

The unit employs a fieldwork coordinator. This person has developed strong relationships with area schools and locates classrooms for all candidates for all experiences, including the practicum sites. This person has regular communication with school administrators and classroom teachers and places candidates based on schedules and the strengths and needs of the candidate and cooperating teacher. This person also supervises candidates in internships and has a regular presence in the schools.

The unit also employs supervisors to evaluate and support candidates in the classroom. These supervisors are retired administrators, and the unit makes a concerted effort to have at least one university faculty member from the unit serve as a supervisor. Supervisors are financially compensated and are provided with a handbook of expectations. There is no evidence to indicate there is training provided for the supervisors, but there is communication encouraged between the supervisors and the fieldwork coordinator.

As stated above, the fieldwork expectations for the different certification programs vary. Evidence indicates candidates in the elementary, elementary with special education concentration, and special education programs are provided with systematic and progressive experiences beginning with practicums in the sophomore year attached to an introductory course, internships in the junior year, and student teaching in the senior year. There is some unclear evidence indicating whether candidates get fieldwork experiences in science and social studies and whether candidates in special education receive an internship in math. Candidates do have the option to take an additional special education internship after completing student teaching.

Candidates in the secondary and Physical Education programs are provided with fewer fieldwork experiences when compared with their peers in other programs. After a review of evidence provided in the self-study report; on-line and on-site documents; and interviews with faculty, current candidates, and the field work coordinator, it is apparent candidates in these programs do not have consistent fieldwork expectations, but appear to participate in an informal practicum and student teaching. While the course templates do include junior internships, according to

faculty, these are not completed. Therefore, candidates in these programs are not provided with feedback on their teaching prior to student teaching.

Interviews with cooperating teachers, student teachers, candidate interns, school administrators, and the fieldwork coordinator indicate they feel the amount and structure of the fieldwork experiences seem appropriate and prepare candidates to student teach and go on to be recommended for certification. Both cooperating teachers and school administrators feel the unit is open with their communication, has structures in place to encourage communication, and is responsive to their needs in terms of supporting candidates. There is no evidence of having to remove a candidate in the recent past, and it seems that the high level of supervision in the internships and student teaching helps support candidates address concerns and issues as they arise before they become prohibitive to completing the fieldwork experience. Candidates all agreed they felt very supported by their supervisors and had consistent and on-going contact with them on a weekly basis. Finally, the structure of the internship and student teaching includes clear expectations and supporting handbooks allowing candidates to smoothly transition into the classroom, ready to implement instruction and support students.

Graduate Certification Program

Candidates in the graduate school leadership program must complete course field work assignments and an internship at the conclusion of their program. Typically, candidates are working within their own employment position and can fulfill the fieldwork assignments within their own institution. It is not clear what these assignments are and how they provide support in meeting the leadership standards.

Candidates must also complete an internship at the conclusion of their coursework. These internships may be completed in their school and are supported by both an on-site mentor and university supervisor. Candidates are expected to find their own mentor, who is then provided with a handbook on expectations and encouraged to communicate with the University contact. The mentor facilitates leadership experiences for the candidate to meet the leadership standards and also completes a mid-term and final evaluation.

Because the placement may be long distance, the university supervisor does not provide support face-to-face but maintains contact and provides assistance as needed. The supervisor works with the intern and mentor to achieve goals; however, it is not clear how this is fulfilled.

Interviews with former students indicated they felt the placements were appropriate for both the university outcomes and their own personal learning goals. One former student indicated he was able to complete work around school safety and is now able to use that work providing trainings across the state. He continues to attend national conferences to further his knowledge and skills in this area.

An interview with the online director of teacher education indicated students are held to high standards and are provided support throughout their internship. As a result, not all candidates find themselves ready or are advised to complete an internship. The unit has provided an alternative route for finishing their degrees but does not include certification.

Recommendations:

Candidates across all teacher certification programs should be expected to design, deliver, and receive feedback on instruction in fieldwork settings. These experiences should be provided within a classroom corresponding with their certification (e.g., K-12 certification should include lesson planning and delivery across all three levels) and completed before student teaching.

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:

Being a private college that is situated in rural Maine, the unit looks to recruit in many states. They continue to seek students who have a diverse background – whether a multicultural ethnic diversity defined as race, ethnicity, gender, sexual orientation, language, culture, religion, mental, and physical ability, class and immigration status. The unit's candidates are given the opportunity to explore various local schools for classroom observations and for student teacher purposes. Some of these schools have very poor socio-economic situations and others come from higher-income areas.

The unit has several partnerships with local area schools at every grade level. Because of this, the student teaching experience can lead to a very diverse experience, which includes poor, middle class, and upper class income; parents who are incarcerated; and students with physical, behavioral, and/or emotional disabilities.

The students at Saint Joseph's College come from many places within the United States. According to their data, 40% of the students hail from the lower New England states. Forty percent of the students come to the unit from Maine and New Hampshire and lastly, 20% of their students come from other states, which include: Maryland, Washington D.C., New York, Pennsylvania, and Georgia. The number of candidates enrolled in the unit allows for an appropriate student to faculty ratio. Where the size of the unit is appropriate, it allows candidates and faculty to get to know each other and to work together on educational opportunities in order to converse on topics and draw ideas from others' experience. The university offers some activities around diversity issues. The candidates are required to attend some of them. A few of these events grant "Professional Development" certificates to the students. The artifacts presented for this review were dated 2015 (5 events) and in 2016 (1 event).

By looking at the unit's curriculum activities and proposed outcomes, it is clear that the unit is encouraging their candidates to gain and grow an understanding of diversity that will open their minds to very broad concepts in the arena of diversity. The unit's candidates have some opportunity to take alternative courses to enhance their understanding of diversity. The unit's curriculum also has embedded within the core courses, a few classes that explore diversity. It is

clear that the faculty (adjunct and full time) offer diversity in their own experiences and encourage their candidates to learn from the experiences of those instructors.

Student teaching candidates are required to participate in various site school visits, which engage them in a wide array of diversity activities. The unit then assesses the candidate's learning by conducting a review of the candidate's participation. The review looks at the candidate's performance and level of learning and understanding about what the diverse issues are using a varied number of topics and observations/reflections. Once this is completed, the candidates have acquired an understanding through the examination of diversity, which they can then apply to their field experiences.

Saint Joseph's College has institutional support divisions such as ACE - Academic Center for Excellence, and Advising and Accommodation, which act to support students who are in need of extra support outside of their academic programs. Admissions has a plan to recruit a more diverse student population for future enrollment. Upper administration is invested in the diversity of the current candidates, as well as future candidates. Alumni have an overall sense of diversity and feel comfortable when faced with diverse issues and diverse off-site students in the area schools.

Overall, candidates at Saint Joseph's College gain an experience within diversity. The candidates understand that their learning takes place in a comfortable environment and the candidates become knowledgeable about some topics of diversity, which they have acquired through academics, observations, and experience.

Recommendations:

- Students should be more exposed to diverse activities offered outside the normal curriculum. This could be either through evening events or weekend events offered on or off campus.
- Be clearer to students what diverse issues are, as well as, what constitutes a diverse learner.

This Standard is Met.

Standard Five: Faculty Qualifications, Performance, and Development

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

Findings:

The Teacher Education faculty is comprised of six full-time faculty. A review of vitae indicates that all faculty have earned doctorates and are committed to service on-campus and beyond. Faculty engage in varying levels of scholarly activity, and, those recently tenured, meet institutional expectations in this area. Additional adjunct faculty include a placement coordinator

and two field supervisors who supervise internships and student teaching. These individuals have extensive experience in public schools, with two of them previously serving as school principals.

According to the program director of the online graduate programs, there are nineteen adjunct faculty teaching in Saint Joseph's College's online graduate education programs, with ten of those teaching in the school leadership program. The vast majority of graduate faculty hold a doctorate, and all others hold a master's degree. Program faculty come together once every summer to discuss program and college related issues and future directions. Given that some instructors teach from a distance, Saint Joseph's College provides up to \$800 to support travel. Adjunct faculty undergo an annual evaluation that includes a self-evaluation and goal setting, as well as a review by the program director. In addition, students complete course evaluations after courses are completed.

Through interviews with faculty and candidates in undergraduate programs, it is clear that faculty have a passion for their teaching and a true commitment to student success. Candidates commented that Saint Joseph's is about relationships and that the faculty embody this in all that they do. Faculty are readily available for conversations, help candidates meet individual goals, model best practices, and challenge them while providing support. Candidates also expressed great confidence in working with the standards and in their concentration/content areas. Interviews with alumni further supported the availability, accessibility, caring, and excellence of the faculty.

Faculty employ a number of instructional strategies within their courses, including the use of technology found in K-12 classrooms, hands-on authentic learning activities, the use of manipulatives and other classroom materials, group activities, and presentations. Faculty recently developed an iPad initiative whereby first-year candidates receive an iPad that will be theirs to use throughout their education. The iPads are distributed at the beginning of each semester and collected at the end of each semester for safekeeping. Students are given the same iPad every semester so the apps that have been loaded are continually available throughout their programs. Faculty sought and received professional development from Apple prior to instituting this initiative so they could use iPads effectively in their courses.

Saint Joseph's College has clear policies and procedures regarding appointment, evaluation, promotion, and tenure, which can be found in the Faculty Handbook. Interviews indicate that the handbook is under revision, particularly regarding the sections on ordinary and non-ordinary faculty. The Education Department has committed to hiring future faculty into tenure-track positions. One tenure-track faculty member was hired in Physical Education this past year, and another faculty member teaching in Elementary and Special Education recently earned tenure. A tenure-track search is underway to replace a retiring faculty member. Faculty course evaluations are completed for every course at the end of each semester until tenure is earned; at that point, faculty may choose the semester during which their courses are evaluated by students. Tenure track faculty undergo a formal review in their third year and again in their sixth year when applying for tenure.

As noted in the self-study, faculty in Education complete an annual professional development plan. A review of submitted plans shows that faculty identify specific goals and objectives for the academic year in the following categories: Research/Scholarship/Creative work, Curriculum/Instruction, and Service/Professional activity. In addition, they reflect on the previous year's goals and progress made toward them.

Commendations:

The value of relationships, colleague to colleague and faculty to student, are clearly a hallmark and value of the Saint Joseph's education. It is clear that faculty are committed to knowing and supporting students throughout their education, and often go beyond expectations to help students meet educational and professional goals.

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:

Saint Joseph's College Department of Teacher Education established a leadership position, Director of Teacher Education, in 2015. The role of the director is to ensure that there is sufficient communication between the programs, with the administration of the college, and with all regulatory agencies, including the State of Maine Department of Education and the Federal Government. The Chair is responsible to the Dean of Undergraduate Studies and the Chief Learning Officer.

The unit has the leadership and authority with a Director of Teacher Education and a Director of Online Education to plan and deliver coherent programs of study. During interviews, the Education department faculty reported multiple mechanisms available to facilitate collaboration between unit programs. Weekly and monthly department meetings allow for collaboration and planning for the implementation of programs. In addition, an annual 2-day college-wide retreat brings together full-time and adjunct faculty from on-campus and online programs. While the faculty are involved in the preparation of educators, there is insufficient evidence of faculty involvement in program and department evaluation systems.

The Department of Teacher Education's budget is described in the self-study as in-line with other departments of similar size and mission. Although there were no budgets provided that would support parity between programs, in interviews, the Director of Teacher Education reported that the budget is sufficient to meet the needs of the faculty. The budget provides funding to support adjunct faculty who coordinate field placements and supervise field experiences, including internships and student teaching.

Faculty teaching workloads are consistent with Chapter 114 Standards (Unit standard 6, indicator h), which state that faculty teaching loads generally do not exceed 12 hours of undergraduate teaching. In addition to teaching, faculty members are expected to engage in scholarly work in their fields of specialization. The college supports their efforts by funding research and conference presentations (\$1,200/year), and through a 3-tiered Faculty Scholarship and Teaching Award program to enhance their professional activities. In addition, faculty are entitled to \$150/year to support their membership in professional organizations.

Student advising is a significant and ongoing responsibility for faculty. During interviews, faculty reported that they advise between 15 and 35 students throughout their programs. Faculty and students described a system that includes two formal advising blocks allocated per academic year, but informal advising is available continuously. Current students and alumni reported having close relationships with their professors and advisors where they felt encouraged and supported in their education experience and progression.

Students in teacher education attend courses in Alford Hall, which is a four-story academic building with 32 classrooms and 50 faculty offices, computer labs, and a 250-seat auditorium. Physical education students attend classes in the Alford Center. Through the Davis Foundation, the education department has a dedicated teaching classroom, with technology, materials, and supplies to provide high quality instruction, and to model teaching strategies appropriate for education students. Multiple resources were available demonstrating faculty commitment to providing authentic learning experiences for their students. One resource is the physical space provided in room 214 of Alford Hall, a teaching classroom. The room has the layout, design, and artifacts that resemble the look and feel of a school classroom. In addition, Alford Hall has two curriculum labs that house teaching manipulatives and curriculum materials that mirror resources they are likely to utilize in schools. Classrooms are well equipped with smart boards, Apple TV, and other modern technologies to support interaction of students with technology.

Faculty resources for instructional design and technology support are available through an annual training with Apple, and through access to the college's six instructional designers.

Commendations:

- St. Joseph's College is commended for the strong advising relationships faculty have with their students. The close connection between faculty and students was evident throughout the review.
- The dedication of teaching space and curriculum labs to ensure authentic learning experiences for their students is commended.
- The close communication between the Department of Teacher Education and the school partnerships is also commended. Partnering schools were very favorable in their review of the field placement experiences.

Recommendations:

- The Department of Teacher Education should consider seeking opportunities to support the establishment of an assessment system and to build a process for data based decision-making that leads to continuous improvement.

- The team encourages communication regarding the time required to support and execute the work outlined in the recommendations of this report.

This Standard is Met.

IV. Recommendation to the State Board of Education

The Team recommends conditional approval and a focused visit within the next 18 months in the two Standards that were not met.

V. List of Individuals Interviewed and Sources of Evidence

Individuals Interviewed:



Program Review Interviews

April 2-4, 2017

Windham Primary School Visitation (April 2, 10am)

Dr. Kyle Rhoades	Principal
Jen Key	Grade K
Laurie Bento	Grade 3
Dena Thompson	Grade 3
Olivia Latham	Student
Hayley Morin	Student
Nicole Rogers	Student

Lunch with Current Students (April 2, 12pm)

Marissa Berry	Secondary Education
Lucas Fisher	Secondary Education
Taylor Penman	Secondary Education
Melinda Aubin	Elementary Education
Kate Bonney	Elementary Education
Cassadie Gallant	Elementary Education
Natalie Landry	Special Education (transfer student)
Nathan Morin	Physical Education

Education Department Faculty (April 2, 2pm)

Dr. Rose Angell
Dr. Joan Flagg Williams

Dr. Thomas Hancock
Dr. Janice Rey

Online Department Faculty (April 2, 2pm)

Dr. Anita Charles	Online MEd adjunct Faculty
Dr. Philomena McPhee	Online adjunct MEd Faculty
Dan Joseph	Online MEd Faculty
Ann Cohen	Online MEd adjunct Faculty
Reverend Louis J. Phillips	Pastor, Sebago Lakes Region Parishes, Online MEd adjunct Faculty

Alumni Panel (April 2, 3:30pm)

Danny Blake
Kelsey Doiron
Danielle Johnson

Online Department Alumni Panel (April 2, 3:30pm)

Jason Bellerose	Principal, Mt. Blue Middle School
Susan Muzzy	Classroom Facilitator, Cornville Regional Charter School
Gary Stevens	Director of Athletics and Student Activities, Thornton Academy, Saco
Mike Misne	Social Studies Teacher, Brunswick High School
Ryan Gleason	3-5 Asst. Principal, Falmouth

School Partners (April 2, 4:30pm)

Randy Crockett	Principal, Jordan Small Elementary School
Danielle Donnini	Principal, Manchester School
Beth Peavy	Assistant Principal, Songo Locks School
Marilee Dunklee	Placement Coordinator

Online Partnerships (April 2, 4:30pm)

Jeremy Ray	Superintendent of Biddeford Schools
Marsha Snyder	Director of Academics and Mathematics Teacher, Thornton Academy

George E. Jack School Visitation (April 3, 8:30am)

Ginny Day	Principal
Jessica Evans	Grade 5
Stephanie Libby	Grade 5
Ellen Lucy	Grade 5
Lori Jalbert	Special Education

Current Online Students (April 3, 8:30am)

Eric Klein	Principal, Yarmouth High School
Sara Jaffee	Student Teacher, Falmouth High School
Michael Redmond	Social Studies, Biddeford High School

Franco Pacheco

Colorado College, recruiting & Asst. Coach, Athletic
Consultant Olympic Training Center

Saint Joseph's College Staff

Dr. James Dlugos	President
Dr. Michael Pardales	Vice President and Chief Learning Officer
Dr. Patricia Ireland	Dean of Undergraduate Studies
Dr. Michael Sanderl	Vice President for Sponsorship and Mission Integration
Stuart Koop	Interim Vice President and Chief Financial Officer
Lynne Robinson	Associate Vice President and Chief Enrollment Officer
Dr. Matthew Goodwin	Dean of Student Life
Jen Veino	Associate Director of Admissions
Nelson Peters	Director of Operations and Enrollment Management (Online)
Loni English	Associate Director of Enrollment Management (Online)
Shelly Davis	Senior Director of Learning Commons
Kristen Belanger	Director, Technology Enhanced Instruction, Learning Commons
Shanna Webster	Director, Academic Center for Excellence
Kevin Paquette	Registrar
Holly Sanborn	Advising and Academic Coordinator
Dr. Kathleen Clements	Director of Teacher Education
Dr. Suzan Nelson	Program Director for Online Graduate Programs

List of Reviewed Evidence:

Standard 1 – Box 1

Table of Contents

- 1. Advising**
- 2. Admissions Brochures**
- 3. College Advising Guides**
- 4. Online Syllabi**
- 5. Online Standards (assessment)**
- 6. Online Advising Job Description**
- 7. Online MSED Programs**
- 8. Online Policies relating to Admission**

Standard 2 – Box 2

Table of Contents

- 1. Children's Literature Book File Samples (Freshmen Assessment)**
- 2. Special Education Methods Lesson Plan Samples (Junior Assessment)**
- 3. Language Arts Learning Center (Sophomore Assessment)**

4. Writing Sample
5. Game Boards
6. Alumni Press
7. SNOW Charts (Senior Review of the Program)
8. Social Studies Unit Plan (Junior Assessment)
9. Sample Online Coursework
10. Online Alumni Feedback
11. Binder – Sophomore Learning Center
12. Binder – Sophomore Learning Center
13. Binder – Senior (e-portfolio) copied

Standard 3- Box 3

Table of Contents

1. Education Department Required Signatures
2. Student Teaching Handbook – Samples
3. Online Practicum Handbook
4. Online Student Teaching Handbook
5. Online Qualifications of Cooperating Teachers
6. Online Partner Statement
7. Binder – Senior Student Teaching Binder

Standard 4- Box 4

Table of Contents

1. Pictures of Students involved with diverse populations
2. Samples of mandatory meetings addressing diversity
3. Sample Online Diversity Courses

Standard 5 – Box 5

Table of Contents

1. Sample Department Meeting Agenda
2. Sample appreciation notes from students
3. Online Faculty Scholarship
4. Online faculty contract - sample
5. Binder – Professional Development Plan

Standard 6 – Box 6

Table of Contents

1. Interim Report Acceptance Letter
2. Review Team Report 2012
3. Strategic Plan
4. Interim Report to the State Board of Education
5. Previous Program Approval Self- Studies
6. Online Faculty Handbook
7. Online Student Handbook and due process

Website for additional documents <http://blogs.sjcme.edu/program-approval>

EDUCATION DEPARTMENT

e-Portfolio

For Students majoring in

Elementary Education

and

Special Education

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Vision Statement

Students in the Education department at Saint Joseph's College will systematically gather and reflect upon artifacts from education courses, as well as selected other courses, professional development opportunities, and other related sources during their undergraduate bachelor-degree program to demonstrate growth and understanding in recognized national teaching standards and in fulfillment of the institutional outcomes of the college.

Introduction

As an Elementary Education or Special Education major at Saint Joseph's College, you are required to develop an e-portfolio covering your four years of undergraduate study. This portfolio provides a body of evidence which validates your knowledge, skills, and ability to teach. The portfolio will be based on The Council of Chief State School Officers (CCSSO) InTASC Model Core Teaching Standards for students majoring in Elementary Education and the CEC (Council for Exceptional Children) standards for students majoring in Special Education. The Institutional Learning Outcomes of Saint Joseph's College will also be addressed within each education student's e-portfolio.

As a beginning educator, the creation of a portfolio helps you define yourself as a teacher and as a life-long learner. The portfolio provides you and others with a concrete demonstration of your developing proficiency in each of the teaching standards and institutional outcomes for which you are responsible. In addition, the teaching standards may be required for a Standards-Based Portfolio for professional certification completed during the first two years under a teaching contract. As such, the portfolio completed at the end of your four years of undergraduate study could also serve as a foundational model when you sign your first contract and begin to teach in your own classroom.

Goals

Upon completion of their e-portfolio at the time of graduation students will:

1. Demonstrate pre-service proficiency in recognized national teaching standards to the education faculty at Saint Joseph's College and, at the student's discretion, for use of hiring committees for professional employment in education.
2. Exhibit artifacts associated with the institutional outcomes of Saint Joseph's College.

(Note: The e-portfolio is primarily a reflective repository for use by students to document work and reflection both pre- and post-graduation. Student permission will be sought within FERPA guidelines and, if given, will allow the college to monitor and access the collective e-portfolios for standards and outcomes documentation potentially to be used in preparation of reports to accrediting and licensure agencies and for program improvement.)

Building your Portfolio

Each year of study, freshman through senior, you will be required to place artifacts into your portfolio that you have developed within each of your education courses. Other artifacts required by the college or artifacts you self-select that relate to your growth as a professional are also included. Appropriate artifacts should be used as vehicles to demonstrate how you have used your knowledge about students, pedagogy, learning, and subject matter to work effectively in the classroom.

The format and style of the portfolio development will be unique to each individual, but logical organization is key. Each portfolio should be divided into sections. Artifacts should be

clearly presented within each section. Use ‘reflections’ to clarify why you placed the artifacts where you did.

A good portfolio takes time. The idea is to highlight strengths in reference to the InTASC or CEC Standards and Institutional Outcomes. As you work through the semesters, stockpile artifacts and ideas from which you might later select items. Think about your portfolio as a selection of illuminative artifacts rather than as a collection of “things”. It is important to start building the portfolio early and periodically review the collected items.

Checkpoints

The e-portfolio will be reviewed at four checkpoints. These checkpoints insure that students receive appropriate feedback in a timely fashion. While your e-portfolio will be initially created in your freshman year, the first formal checkpoint is in the sophomore year, during the course ED210 Teaching and Learning. The second and third checkpoints occur during your junior year and the fourth in the senior year.

During your college career, up to the second semester of your junior year, the e-portfolio is considered to be a PROCESS portfolio or ‘working’ portfolio. The process portfolio provides a systematic framework for preservice teacher candidates to demonstrate their competency as they move toward becoming a professional teacher. The combination of prescribed and self-selected artifacts assures that each candidate’s skills and dispositions are accurately documented. In the spring of your senior year, in the ED430 Senior Research course, your e-portfolio changes to a PROFESSIONAL portfolio to mirror more closely what will be required of a beginning teacher in the public schools.

The process portfolio is required to document the following:

- Evidence of the 11 InTASC Core Teaching Standards or the 7 CEC Standards
- Artifacts required from coursework and self-selected criteria
- Evidence of portfolio checkpoint reviews
- Evidence of the Saint Joseph’s College institutional outcomes

Checkpoint I (sophomore): In-class portfolio development review in ED205 Science and Technology Methods. Portfolio checklist will be distributed with instruction for documenting artifacts.

Checkpoint II (junior) Early spring semester workshop. Portfolio checklist will be used to document additional artifacts.

Checkpoint III (junior) Each student meets with the education department faculty for a formal review of the e-portfolio prior to student teaching. Students are required to present their portfolio and written responses to the reflection questions.

Checkpoint IV (senior) In-class portfolio presentation in ED430 Senior Research in the spring semester, which is usually after student teaching is completed.

Required Components

In order to assist you in beginning to build your e-portfolio, the Education Department requires the items listed below. These artifacts will be developed as a part of your education courses. Students who transfer into the education program are responsible for artifacts only from those courses they have taken at Saint Joseph's College. Transfer students, however, are still required to demonstrate evidence of their knowledge, skills, and teaching ability through all of the appropriate standards and outcomes as outlined in this document.

The process portfolio includes at a minimum the following artifacts from education courses and responses to the reflection questions that follow. If a course listed below is not part of your course of study, you are not required to include that artifact. Please also include any required artifacts from those courses you have taken that are not in the Education department, but which have required e-portfolio elements.

ED 100 Educational Foundations

Establishment of a portfolio collection system (e-portfolio). Development of a philosophy of education (revised/reviewed in later courses). Diversity PowerPoint

NS 100 Science for Elementary Education

Study Guide - Design a digital study guide that will serve as a content review of the course and preparation tool for the Praxis 2 test.

EH 113 Children's Literature

Three entries reflecting different genres from the book files

EH 220 Language Arts and Writing Methods

A completed "Learning Center" from development through implementation. Include 3 sections excluding the model.

ED 205 Science Methods

Research paper

Service Learning Artifacts: One lesson plan plus a final summary reflection

ED 210 Teaching and Learning

Compare and Contrast Paper

Practicum Artifact: the one-page reflection over the semester experience in the practicum classroom

PY 212 Human Growth & Development

Research Review

ED 315 Reading Methods

One activity from each activity file

ED 320 Reading and Content Teaching Internship

The one-page final reflection over the semester experience in the classroom

ED325 Educational Psychology

Personal Reflection

MA 325 Math Methods

Research Paper and Unit

ED 330 Math and Content Teaching Internship or Special Education Internship

The one-page final reflection over the semester experience in the classroom

ED 335 Social Studies Methods

The unit grid demonstrating alignment with the NCSS standards, an interactive format, and ability to meet a range of learners' needs

ED 555 Measurement and Evaluation

2 assessments

The 3-5 page paper which demonstrates how each of the 5 Keys was addressed in your assessment.

ED 340 Exceptionality

Presentation

SPED 110 Introduction to Special Education

Presentation

SPED 225 Characteristics and Identification of Mildly Disabled Students

The final disability presentation and one of the scholarly articles

SPED 210 Exceptional Student Behavior Management

One behavior intervention plan

SPED 230 Developing Curriculum and Assistive Technology in Special Education

Annotated Bibliography and one-page Practicum Reflection

SPED 320 Special Education Law

One case Review

SPED 350 Teaching Methods and Strategies in Special Education

Each of the two special education lesson plans

SPED 340 Exceptionality for the Special Educator

Professional Development project

SPED 355 Exceptional Student Assessment

Completed assessment assignments demonstrating the ability to use standardized testing measures

Reflections:

As stated in your field placement handbooks, "The purpose of reflective writing is to revisit learning experiences in order to explore and make sense of them." The purpose for the portfolio reflections is similar. It is to connect artifacts/evidence with a specific standard. Please respond, in writing, to the following questions prior to Checkpoints II and III. Be prepared to open these sessions with your reflection. The rubric for assessment of these reflections is on last page of this document.

1. How has the process portfolio assisted you with documenting your growth toward meeting the following four standard areas: The Learner and Learning; Content knowledge; Instructional Practice; and Professional Responsibility?
2. The State of Maine requires that all candidates seeking certification, "learn to develop and teach lessons that highlight the significance of diversity and to develop a classroom and school climate that values diversity." Please state how you have begun to document your skills in the area of diversity and differing cultures. Please use specific examples from your coursework, placements, conferences or other ways you have addressed diversity in teaching and learning.

Required Components of the Senior-Level Professional e-Portfolio:

The basic requirement for the senior-level professional e-portfolio is a reflection and at least 3 artifacts for each of your standards. There is no upper limit for the number of items related to each standard. You do not need to include all the artifacts that you had in your 'process' portfolio. You should certainly have artifacts in this portfolio that were not included in the past. Do understand that this is your portfolio and you are free to include more than the requirements. The following are the components:

National Standards – Either InTASC or CEC

- Three or more of your best examples of artifacts that relate to each standard (tag by standard protocol, i.e. intasc1 or cec1). (See the section below on 'uniform tagging.')
- A newly created reflection for each standard as to what your three (or more) artifacts show and why you included them. Also discuss to what degree you have met that standard.
- Include some or all of the following in above artifacts:
 - Evidence of Content Knowledge (projects, samples of writing, college papers, research)
 - Lesson Plans
 - Unit Outline and Plan
 - Assessments
 - Perhaps copies of Student Work
 - Reflective Practice (project/paper reflections, observation/teaching reflections)

Personal items to add ('finishing touches')

1. Resume
2. Cover Letter
3. Transcript (should be "unofficial")
4. Educational Philosophy
5. Three Letters of Recommendation
6. Formal Evaluations (Practicums, Internships, Student Teaching)

Optional Elements:

- Photographs of students and their work (following school FERPA requirements)
- Explanations of professional activities/memberships
- Others of your choosing

Uniform Tagging

Artifacts will be tagged using a standardized protocol with the following:

1. Semester
2. Course Number
3. One or more of these national standards:
 - InTASC Model Core Teaching standards
http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf
 - CEC Initial Level Special Educator Preparation Standards
<http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>
4. One or more of the Saint Joseph's College Institutional Learning Outcomes

Tagging and Reflections:

A standardized format for initial reflection will be paired with each artifact as it is loaded into the e-portfolio platform. This brief reflection will include:

1. Which national standard(s) does this artifact relate to and to what degree might this artifact meet the standard. This should be followed with a brief justification.

and/or

2. Which institutional learning outcome(s) does this artifact relate to and to what degree might this artifact meet the outcome. This should be followed with a brief justification.

In the process portfolio, students will provide a standalone reflection for those national standards, institutional outcomes, and other artifacts which are most important to them. Topics to be included in this reflection will be a listing of the artifacts that relate to the standard or outcome and the degree to which these combined documents meet the national standard or institutional outcome. In the senior professional portfolio, the same standalone reflections are required, but they should be updated at this time to reflect your more advanced standing.

UNIFORM TAGGING PROTOCOL:

Semester

- f or s to indicate fall or spring – the f & s are lowercase
- 16, 17, 18, 19 20, 12, 22, etc. to indicate year
- No space
- examples: s18, f18, s19, f19

Course Number

- Standard SJC letters and numbers given to courses
- Letters are all lowercase
- No spaces
- examples: ed100, py212, eh220, sped110, ma325

InTASC Model Core Teaching Standards

- InTASC should be in all lowercase
- Number of the standard (1 through 10)

- No Spaces
- examples: intasc1, intasc2
 - InTASC Model Core Teaching Standards:**
 - **Intasc1: Learner Development**
 - **Intasc2: Learning Differences**
 - **Intasc3: Learning Environments**
 - **Intasc4: Content Knowledge**
 - **Intasc5: Application of Content**
 - **Intasc6: Assessment**
 - **Intasc7: Planning for Instruction**
 - **Intasc8: Instructional Strategies**
 - **Intasc9: Professional Learning and Ethical Practice**
 - **Intasc10: Leadership and Collaboration**
 - **Intasc 11: Technology**

CEC Initial Level Special Educator Preparation Standards

- cec all lowercase
- Number of the standard (1 through 7)
- No spaces
- examples: cec1, cec2
 - CEC Initial Level Special Educator Preparation Standards:**
 - **cec1: Learner Development & Individual Learning Differences**
 - **cec2: Learning Environments**
 - **cec3: Curricular Content Knowledge**
 - **cec4: Assessment**
 - **cec5: Instructional Planning & Strategies**
 - **cec6: Professional Learning & Practice**
 - **cec7: Collaboration**

Saint Joseph's College Institutional Learning Outcomes

- sjc all lowercase
- 1, 2, 3, 4, or 5
- No spaces
- examples: sjc1, sjc2
 - Saint Joseph College's Institutional Learning Outcomes**
 - Students graduating from Saint Joseph's will:**
 - **sjc1: Identify and apply the ethical and moral dimensions of their particular field of study.**
 - **Sjc2: Demonstrate effective communication skills in both written and oral formats.**
 - **sjc3: Demonstrate competency in programmatic content and career preparation through applied and/or experiential learning opportunities.**
 - **sjc4: Engage in responsible citizenship, social justice, and environmental stewardship.**
 - **sjc5: Demonstrate critical thinking skills and the ability to analyze and evaluate information from diverse sources and perspectives.**

Portfolio Checksheet (for the Junior Portfolio Presentation)

Please show up 10 minutes prior to your appointment. Please organize your portfolio to reflect the 11 InTASC standards or the 7 CEC standards. Your final reflection questions should be provided in writing. Please feel free to include any evidence/artifacts from your concentration or core courses which demonstrate mastery of content.

Student Name: _____ Date: _____

Major: _____ Concentration: _____

_____ **ED 100 Educational Foundations**

Establishment of a portfolio collection system (e-portfolio). Development of a philosophy of education (revised/reviewed in later courses). Diversity PowerPoint

_____ **NS100 Science for Elementary Education**

Study Guide - Design a digital study guide that will serve as a content review of the course and preparation tool for the Praxis 2 test.

_____ **EH 113 Children's Literature**

Three entries reflecting different genres from the book files

_____ **EH 220 Language Arts and Writing Methods**

A completed "Learning Center" from development through implementation. Include 3 sections excluding the model.

_____ **ED 205 Science Methods**

Research paper
Service Learning Artifacts: One lesson plan plus a final summary reflection

_____ **ED 210 Teaching and Learning**

Compare and Contrast Paper
Practicum Artifact: the one-page reflection over the semester experience in the practicum classroom

_____ **PY 212 Human Growth and Development**

Research paper

_____ **ED 315 Reading Methods**

One activity from each activity file

_____ **ED 320 Reading and Content Teaching Internship**

The one-page final reflection over the semester experience in the classroom

ED 325 Educational Psychology

Personal Reflection

MA 325 Math Methods

Research Paper and Unit

ED 330 Math and Content Teaching Internship or Special Education Internship

The one-page final reflection over the semester experience in the classroom

ED 335 Social Studies Methods

The unit grid demonstrating alignment with the NCSS standards, an interactive format, and ability to meet a range of learners' needs

ED 340 Exceptionality – Presentation

ED 555 - 2 assessments

The 3-5 page paper which demonstrates how each of the 5 Keys was addressed in your assessment.

SPED340 – Professional development project

SPED 110 Introduction to Special Education

Presentation

SPED 225 Characteristics and Identification of Mildly Disabled Students

The final disability presentation and one of the scholarly articles

SPED 210 Exceptional Student Behavior Management

One behavior intervention plan

SPED 230 Developing Curriculum and Assistive Technology in Special Educ

Annotated Bibliography and one-page Practicum Reflection

SPED 320 Special Education Law

One case review

SPED 350 Teaching Methods and Strategies in Special Education

Each of the two special education lesson plans

SPED 355 Exceptional Student Assessment

Completed assessment assignments demonstrating the ability to use standardized testing measures

Approval Granted: _____ Date: _____

Is resubmission needed? _____ Date of resubmission: _____

Missing Artifacts:

Junior e-Portfolio Presentation

Reflective Question Rubric

	Exceeds Expectations 4 -----	Meets Expectations 3 -----	Partially meets Expectations 2 -----	Does not meet Expectations 1 -----
Criteria				
Content	<p>Reflection conveys extensive evidence of a personal response to the questions asked. Student demonstrates personal growth and awareness.</p> <p>Reflects well on own work, demonstrates a range of meta-cognitive practices and provides many examples.</p>	<p>Reflection conveys evidence of a personal response to the questions asked. Student demonstrates that he/she is beginning to develop new ways of reflecting on their world.</p> <p>Demonstrates an ability to reflect on own work. Provides examples consistently. Begins to demonstrate good meta-cognition.</p>	<p>Reflection conveys little evidence of a personal response to questions asked.</p> <p>Demonstrates an ability to reflect on own work but provides few examples</p>	<p>No personal response is made to the reflective questions. Does not reflect on personal connections to the work at all and no examples are provided.</p>
Tasks	<p>Work demonstrates that much effort was made to attempt all tasks set, with some originality and extra initiative</p>	<p>Work demonstrates that some effort was made to attempt all tasks set.</p>	<p>Little effort was made to attempt all tasks required.</p>	<p>Very little effort was demonstrated other than including artifacts.</p>

Lesson Plan

Saint Joseph's College
Education Department

Note: Specifics of Daily Plan (Include all of lesson information and **applicable standards**, if this is a stand-alone plan.)

Lesson Information:

- A. Title of Lesson
- B. Subject
- C. Grade Level
- D. Number of Students
- E. Anticipated Time
- F. Materials
- G. Present Levels of Performance (if appropriate)
- H. Applicable Standards (CCSS, MLR, Content Area Standards, NCTM, NCTE, etc.)
- I. Differentiation (accommodation and modification if needed)
- J. Citation of outside sources (if used)

1. Statement of Objectives (The objectives should be clearly written for every lesson.)
A statement of what the learner does to demonstrate learning. To the extent possible, objectives should be measurable, observable and at the learners' instructional level. (Do your objectives provide for necessary differentiation or accommodations for individual learners?)
2. Assessment/Evaluation (How will student learning be measured?)
An activity used to determine the degree to which the learner met the objectives of the lesson. The assessment and/or evaluation should connect the assessment to the essential questions, objectives or goals of the lesson. This may be as simple as an oral question and answer session or it may be written. The assessment could be a formal written test or project.
3. Focus and the Activation of Prior Knowledge (Briefly describe the focus for the lesson.)
A focus is also called *anticipatory set*. The focus is used to motivate students, review prior knowledge and to put the student into a receptive frame of mind. A focus is an introduction, which sets the stage for learning. Include what the teacher would say/ask to activate prior knowledge. This might be an appropriate place for a discussion of an Essential Question for this lesson.
4. Direct Teacher Input (Modeling/Questioning/Providing New Information)
The teacher now focuses attention on the new learning. During this time, the teacher could provide new information, introduce/model a skill, strategy or concept; or the teacher could also pose a question if this were a math or science class. After the modeling/questioning, the teacher presents the task so students know what they are to accomplish. Before students begin the task, the teacher clarifies the expectations and checks to make sure students understand what to do.
5. Practice
Students can practice a skill/extend content understanding/investigate answer(s) to a question either individually or in groups. Practice is teacher guided or totally independent depending on the diverse needs of the group. With intention, teachers plan practice that benefit learning for all students.
6. Closure/Summary (How will closure be provided?)
This refers to actions or statements by the teacher that is designed to bring the lesson to an appropriate conclusion. Closure would include a review of the main ideas and objectives covered in the lesson. Simply ending the lesson at the end of class or when assigning additional work is not sufficient for academic closure. One of the easiest methods for providing closure is to ask a student to review the objectives or ask younger children what they learned.

	4	3	2	1
Anticipatory Set	Strong in both: Engaging & Related to Standard	Strong in one: Engaging or Related to Standard	Both could be improved: Engaging & Related to Standard	Missing: Engaging &/or Related to Standard
Direct Instruction	Strong in all: Academic focus, Sequential, Checking for Understanding	Strong in two: Academic focus, Sequential, Checking for Understanding	Strong in one: Academic focus, Sequential, Checking for Understanding	Needs improvement: Academic focus, Sequential, Checking for Understanding
Practice	Differentiation Where All Students Have the Opportunity to Meet the Objectives	Differentiation Where Most Students Have the Opportunity to Meet the Objectives	Differentiation Where Some Students Have the Opportunity to Meet the Objectives	No Differentiation
Closure	Use of the Essential Question or of the Objective that amplifies the learning and allows for a deeper understanding of the topic	Use of the Essential Question or of the Objective that either amplifies the learning or allows for a deeper understanding of the topic	Use of the Essential Question or of the Objective but does not amplify the learning or allows for a deeper understanding of the topic	Use of the Essential Question or of the Objective is not used
Department	Strong in all: Eye Contact Posture Voice Demeanor	Strong in 3: Eye Contact Posture Voice Demeanor	Strong in 2: Eye Contact Posture Voice Demeanor	Strong in 1: Eye Contact Posture Voice Demeanor

A 19-20 B+ 17 B- 15 C 12-13 F 0-9
 A- 18 B 16 C+ 14 C- 10-11

Rubric for a Written Lesson Plan

Teaching Plan Topic: Statement of Objective	
Sophisticated 7	Must be a clear objective(s) that relates directly to the standard and is outcomes based rather than tasks based.
Acceptable 5	Objective(s) which is generally clear and relates to the standard but contains a conjunction or is more tasks based than outcomes based.
Developing Competence 3	Objective(s) which is not clear or is tasks based and not out outcomes based.
Inadequate 1	Not an objective.

Teaching Plan Topic: Assessment/Evaluation	
Sophisticated 7	Evaluation that covers multiple points of lessons while directly connecting to the objectives.
Acceptable 5	Evaluation that has partial connection to objectives.
Developing Competence 3	Evaluation that has little connection to objectives.
Inadequate 1	Evaluation that has no connection of objectives.

Teaching Plan Topic: Focus and Activation of Prior Knowledge	
Sophisticated 7	Is 5 minutes or less, motivates students, and makes the students want to learn.
Acceptable 5	Is 5 minutes or less and prepares students for the day's lesson.
Developing Competence 3	May take over 5 minutes. Somehow relates to students interests.
Inadequate 1	Takes whole class or no time at all and does not relate to lesson.

Teaching Plan Topic: Direct Teacher Input	
Sophisticated 7	Presents material directly related to the objectives and either models activity to the class and/or gives more than one example.

Acceptable 5	Presents material directly related to the objectives and gives one example.
Developing Competence 3	Presents material that is loosely related to the objectives.
Inadequate 1	Does not follow the objectives.

	Teaching Plan Topic: Practice
Sophisticated 7	In class differentiated activity directly related to objectives and direct teacher input and demands that students (either singly or in groups) use critical thinking to expand and personalize information gained from the lesson
Acceptable 5	In class differentiated activity related to either the objectives or direct teacher input and forces students to utilize prior knowledge gained from lessons, but does not demand critical thought.
Developing Competence 3	In class activity that is somewhat related to either the objectives or direct teacher input but is not differentiated.
Inadequate 1	Minimal or no in-class activity.

	Teaching Plan Topic: Closure/Summary
Sophisticated 7	Review of class, utilizes either Essential Question or Objectives, gives homework as necessary, and provides agenda for upcoming classes.
Acceptable 5	Review of class, gives homework as necessary, and provides agenda for upcoming classes.
Developing Competence 3	A partial review of the class.
Inadequate 1	No closure.

A	40-42
A-	38-39
B+	35-37
B	32-34
B-	29-31
C+	26-28
C	23-25
C-	20-22
F	0-19

UNIT PLAN FRAMEWORK
Saint Joseph's College of Maine
Education Department

Unit Information (Include all pertinent information)

Course/Subject

Topic

Grade Level

Number of Students

Anticipated Time /Number of Sessions

Materials

Differentiation (Planning for equitable access through learning styles, multiple intelligences, etc.)

Accommodations (time and place)/Modifications (task) (Planning for specialized needs of IEP/504 plan)

Standards – (Select and unpack for the content and level of required proficiency)

Essential Question(s)

Outcomes

- Cognitive
- Psychomotor
- Affective

Unit Assessments

Essential Questions/Big Ideas (major concepts)

Vocabulary

Technology used to enhance the learning

Lesson Sequence (Number will vary with unit, but this could easily be used for a weekly plan or something much longer. For example,)

DAILY Plan	Session 1 Topic/concept	Materials Objective Assessment
	Session 2 Topic/concept	Materials Objective Assessment Closure
	Session 3 Topic/concept	Materials Objective Assessment
	Session 4 Topic/concept	Materials Objective Assessment
	Session 5 Topic/concept	Materials Objective Assessment

Framework
Saint Joseph's College of Maine
Education Department

Note: Specifics of Daily Plan (Include all of lesson information and standards, if this is a stand alone plan.)

7. Statement of Objectives (The objectives should be clearly written for every lesson.)
A statement of what the learner does to demonstrate learning. To the extent possible, objectives should be measurable, observable and at the learners' instructional level. (Do

your objectives provide for necessary differentiation or accommodations for individual learners?)

8. Assessment/Evaluation (How will student learning be measured?)

An activity used to determine the degree to which the learner met the objectives of the lesson. The assessment and/or evaluation should connect the assessment to the essential questions, objectives or goals of the lesson. This may be as simple as an oral question and answer session or it may be written. The assessment could be a formal written test or project.

9. Focus and the Activation of Prior Knowledge (Briefly describe the focus for the lesson.)

A focus is also called *anticipatory set*. The focus is used to motivate students, review prior knowledge and to put the student into a receptive frame of mind. A focus is an introduction, which sets the stage for learning. Include what the teacher would say/ask to activate prior knowledge. This might be an appropriate place for a discussion of an Essential Question for this lesson.

10. Direct Teacher Input (Modeling/Questioning/Providing New Information)

Role: The teacher now focuses attention on the new learning. During this time, the teacher could provide new information, introduce/model a skill, strategy or concept; or the teacher could also pose a question if this were a math or science class.

Describe the task: After the modeling/questioning, the teacher presents the task so students know what they are to accomplish

Clarify expectations: Before students begin the task, the teacher clarifies the expectations and checks to make sure students understand what to do.

11. Practice

Students can practice a skill/extend content understanding/investigate answer(s) to a question either individually or in groups. Practice is teacher guided or totally independent

depending on the diverse needs of the group. With intention, teachers plan practice that benefit learning for all students.

12. Closure/Summary (How will closure be provided?)

This refers to actions or statements by the teacher that is designed to bring the lesson to an appropriate conclusion. Closure would include a review of the main ideas and objectives covered in the lesson. Simply ending the lesson at the end of class or when assigning additional work is not sufficient for academic closure. One of the easiest methods for providing closure is to ask a student to review the objectives or ask younger children what they learned.

InTASC Model Core Teaching Standards:

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
- **Standard # 11: Technology Standards for Teachers - (NETS.T).** Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.

ASSESSMENT METHODS

ELEMENTARY EDUCATION (Includes Special Education Students)									
Selected Response and Essay	Performance Class Presentations				Product			Personal Communication	
Quizzes/ Exams	Class Presentation	Products/ Projects	Peer Teaching/ Teaching	Clinical	Lesson/ Unit Planning	Portfolios/ Portfolio Components	Research Papers	Journals	Peer Evaluation
ED 100 ED 205 ED 315 ED 325 ED 335 ED 340 AT 202 EH 113 EH 220 EH 113 EH 220 MA 100 MA 325 PY 212 NS 100 SPED 110,225, 230 SPED 320	ED 100 ED 335 ED 430 AT 202 EH 113 EH 220 MA 325 PY 212 SPED 110 SPED 210 SPED 225 SPED 320	ED 100 ED 205 ED 210 ED 315 ED 325 ED 330 ED 340 ED 430 ED 555 NS 100 SPED 110 SPED 210 SPED 225 SPED 230 SPED 310 SPED 320 SPED 340 SPED 350	ED 205 ED 210 ED 320 ED 325 ED 330 ED 335 ED 415 ED 435 EH 113 EH 220 AT 202 PY 212 SPED 110 SPED 225 SPED 340 SPED 350	ED 210 ED 320 ED 330 ED 415 ED 435 SPED 110 SPED 225	ED 205 ED 210 ED 315 ED 320 ED 330 ED 335 ED 415 MA 325 EH 113 EH 220 SPED 350	ED 100 ED 205 ED 210 ED 315 ED 320 ED 325 ED 330 ED 335 ED 340 NS 100 ED 435 EH 113 EH 220 MA 320 MA 325 NS 100 PY 212 SPED 210, 230 SPED 320 SPED 340	ED 100 ED 205 ED 210 MA 325 ED 325 ED 335 ED 340 NS 100 SPED 110 SPED 225	ED 210 ED 320 ED 330 ED 415 ED 435 SPED 110 SPED 230	ED 205 ED 210 ED 335 ED 340 EH 220 SPED 340 SPED 350
PHYSICAL EDUCATION									
PE 101 PE 102 PE 104 PE 106 PE 303 PE 315 PE 316 PE 320 PE 407 HE 111	PE 101 PE 102 PE 104 PE 106 PE 303 PE 315 PE 320 PE 407 SE 302 SE 304	PE 315	PE 101 PE 102 PE 104 PE 106 PE 303 PE 316 PE 320 SE 302	PE 303 PE 315 PE 408 SE 302	PE 101 PE 102 PE 104 PE 106 PE 303 PE 315 PE 405 PE 407 PE 408 SE 302 SE 304	PE 101 PE 102 PE 104 PE 106 PE 315 PE 405 PE 407 PE 408	HE 111	PE 405 PE 408 HE 111	PE 101 PE 102 PE 104 PE 106 PE 320 SE 302

SE 203 SE 205 SE 302 SE 304									
SECONDARY EDUCATION									
ED 325 ED 340	ED 100 ED 340 ED 350 ED 355 ED 555		ED 325 ED 350 ED 355	ED 350 ED 450 ED 555	ED 340 ED 445 ED 440 ED 450	ED 100* ED 340 ED 350 ED 355 ED 435 ED 450	ED 100* ED 325 ED 340	ED 340 ED 350 ED 355 ED 435 ED 450	ED 355 ED 555