

**Saint Joseph's College of Maine
Interim Report for Reaccreditation to the State Board
of Education
3-20-14**



INTERIM REPORT TO THE STATE BOARD OF EDUCATION

Saint Joseph's College was granted conditional program approval by the State Board of Education for their Elementary, Physical Education and Secondary Education programs in February of 2012 for two years through January 31, 2014. This paper represents the interim report that addresses the recommendations stated in Standard 4 – Diversity, by the Review Team.

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. Diversity is a serious issue. However, it is clear that we are challenged to satisfy our goals for diversity and those documented expectations from the State of Maine on Unit Standard Four: Diversity (a-n). Specifically, we are conscious of our continuing struggle with requirements i – j which require our continuing effort to retain diverse faculty and students. We are a small rural college. We have very few opportunities to hire new faculty and although our student body is more diverse than previously, we are challenged as an institution to “maintain candidate diversity”. This document includes the report from our review team, our diversity plan, our responses to the recommendations put forth by the review team and attachments which highlight our most recent work in diversity and exceptionality.

Please see the content of the Review Team Report for Standard 4 – Diversity:

Standard Four: Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge and skills necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Findings:

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

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

The self-study also indicated that racial and ethnic diversity exists within the four-year program. This statement was more difficult to verify based on the artifacts available for review. There are more females enrolled than males with 66.13% being female of the 995 students reported within the college diversity artifact folder. A majority of the students are from the New England region with one international female student. Nineteen students reported a race or ethnicity other than white/non-Hispanic and 377 students chose not to indicate their ethnicity. Of the 618 students who did report, 97% are white/non-Hispanic.

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

The Education Department at Saint Joseph's College has developed and shared with the team a Diversity Plan. This plan indicates a start date of Fall 2011 and projects through the 2012/2013 academic year. After observations in classrooms and review of syllabi, it is evident that some of the goals indicated are being met. The Unit has indicated that it intends to facilitate the connection of diversity in on-campus coursework to classroom settings. Again, this goal could be realized through a concerted effort to ensure that all candidates are building knowledge and skills in authentic settings where diverse learners are present. Currently, a majority of placements occur within schools where the institution has built long-term relationships. While this is commendable, these schools largely mirror the environment in which the candidates are learning as they are predominantly white/non-Hispanic students living in rural communities.

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

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

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

Of special note for consideration is the previously highlighted challenge within the Diversity Plan that emphasizes the college location in a rural community. The report indicates that transportation for students without vehicles is limited and the cost

associated with travel to and from placements with diverse student populations hinders progress towards realizing this goal. The Unit may want to engage in dialogue related to the transportation of students to and from placements and fieldwork.

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

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

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

Recommendations.

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

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

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

This Standard is Partially Met.

A strong Diversity Plan was written to guide our continuing work toward meeting the Diversity Standard. That document is included here for your review.

Education Department

Diversity Plan

2011-2012



SAINT JOSEPH'S COLLEGE
OF MAINE

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

Saint Joseph's College of Maine

History

Saint Joseph's College is a Roman Catholic liberal arts college for men and women of all faiths, located on 350-acres on the shore of Sebago Lake in Standish, Maine, on what was once a large estate owned by the Verrill family of Portland.

Saint Joseph's was founded by the Portland Regional Community of the Sisters of Mercy of the Americas in 1912 and chartered by the Maine Legislature in 1915. It is the Catholic college of Maine. It has a religious Board of Trustees and a lay and religious Board of Overseers. Saint Joseph's grants degrees in fulfillment of the educational ideals of the Sisters of Mercy, founded by Mary Catherine McAuley in Dublin, Ireland, in 1831.

From the time of the foundation of the Portland Regional Community in the Diocese of Portland in 1883, the Sisters of Mercy worked toward the establishment of a college. From 1912 to 1956, the college was located on the grounds of the Motherhouse in the Deering district of Portland. In 1949, the name of the College was changed from Saint Joseph's to The College of Our Lady of Mercy, but with the change of site to Standish in 1956, the original name of Saint Joseph's was resumed.

In 1970, Saint Joseph's became a coeducational institution. The College began offering distance education programs in 1976. The Division of Graduate & Professional Studies now offers its distance programs nationally and internationally.

State of Maine – Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

When investigating the definition of diversity, in order that all constituents have the same understanding and vocabulary, it becomes readily apparent that there are as many definitions of diversity as there are diverse groups of people. Our goal at Saint Joseph's College is to recognize the diverse nature of the work we do within the context of the

Mercy mission. The following definitions serve to ground our work with a consistent definition in order to be perceived, at all times, as fair and equitable. Saint Joseph's College of Maine is a Catholic institution adhering to the mission and core values established by the Sisters of Mercy and the College.

Definition of Diversity:

Diversity can be defined as the sum of the ways that people are both alike and different. The dimensions of diversity include race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical ability, class, and immigration status. While diversity itself is not a value-laden term, the way that people react to diversity is driven by values, attitudes, beliefs, and so on. Full acceptance of diversity is a major principle of social justice.

— *Definition from National Education Association (2011).*

Mission Statement

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 in students of all ages and all faiths within a value-centered environment.

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
- offers as 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

Vision

Saint Joseph's College will continue to grow as a leading, private, Catholic residential liberal arts college in New England, and will be increasingly recognized for:

- the distinctiveness of our Catholic-Mercy mission

- the quality of our faculty and staff
- the strength of our academic offerings
- the preeminence of our distance education programs
- the effectiveness of our co-curricular learning
- the excellence of our graduates

Core values



Saint Joseph's College is a Catholic "liberal arts college that nurtures intellectual, spiritual, and social growth in students of all ages" (Mission Statement). The values of the College, rooted in the teachings of Jesus Christ and in the heritage of the Sisters of Mercy, are the foundation for this educational mission. Taken to heart, these values exist at our very core; they are made visible in our daily interactions.

Through a process of discernment based on dialogue and reflection, we designate the following as the Core Values for our College.

Faith

Rooted in the teachings of Jesus Christ and the Catholic Church, nevertheless, we respect diverse religious traditions and honor each individual's religious beliefs. Through the curriculum, sacramental opportunities and co-curricular activities, we invite all members of the College community to develop their faith as an essential dimension of their lives.

Excellence

As a Catholic liberal arts college, we seek to combine faith with reason in the pursuit of academic excellence. We call all members of the College community to excel as individuals and as professionals within their specific roles.

Integrity

Concerned for the common good as individuals and as a community, we commit ourselves to honesty in all relations with students, faculty, staff and administration. Through our integrity, we maintain the trust of the surrounding community and of public and governmental agencies.

Community

Informed by the spirit of the Sisters of Mercy, we demonstrate our spirit of connectedness with one another through our expressions of hospitality, courtesy, inclusive relationships, shared values and collaboration. We extend this value of community by reaching out to neighbors and to members of the broader civic and ecclesial communities

Respect

Mindful of the achievements of the past, we value and respect the contribution of each member of the Saint Joseph's College community to the advancement of our mission. We encourage and support each other as colleagues working together for the good of the whole institution.

Compassion

Inspired by the example of Catherine McAuley, foundress of the Sisters of Mercy, we open our hearts to those among us in physical, psychological or spiritual need. We consciously reach out beyond our college boundaries to serve the needs of others with compassion and mercy.

Justice

Recognizing the dignity of all persons, we seek to address instances of injustice both within and outside our College community from a stance of informed advocacy. We hold ourselves accountable to each other and endeavor to practice responsible stewardship of the resources available to us.

Recognizing that one definition of diversity rarely suffices, the Association of American Colleges and Universities (2011) offers the following:

To develop “equity-minded practitioners,” who are willing to engage in the necessary, and sometimes difficult, conversations and decision-making that can lead to transformational change for student learning and achievement.

Diversity: Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations).

Inclusion: The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Equity: The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.

Equity-mindedness: A demonstrated awareness of and willingness to address equity issues among institutional leaders and staff (Center for Urban Education, University of Southern California).

Additionally, the Education Department recognizes that we work with children and faculty from diverse backgrounds.

Cultural competence is the key to thriving in culturally diverse classrooms and schools—and it can be learned, practiced, and institutionalized to better serve diverse students, their families, and their communities. Cultural competence is the ability to successfully teach students who come from a culture or cultures other than our own. It entails developing certain personal and interpersonal awareness and sensitivities, understanding certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching and culturally responsive teaching.

— *Definition from the National Education Association (2011)*

Diversity Plan

A. Department Goals:

- I. The Education Department will insure that all candidates are aware of different learning styles, specific exceptionalities students bring to the classroom, the importance of a positive classroom climate, and have the necessary tools to accomplish the goal.

Timeline	Responsible Party	Review
Immediate Fall 2011	Education Faculty	Yearly

- II. The Department will seek and develop clinical placements which facilitate the connection of diversity in theory to actual classroom settings.

Timeline	Responsible Party	Review
Spring 2012 ongoing	Chair – Education	Semester/

- III. When the opportunity presents itself, the department will actively recruit and retain faculty from diverse and inclusive backgrounds.

Timeline	Responsible Party	Review
When needed	Chair and Education Faculty	Yearly

- IV. Course work offered through the Department will provide students with exposure to culturally diverse and multicultural backgrounds with a specific focus on the development of competent teachers who can connect lessons, instruction, and /or services to student experiences and culture.

Timeline	Responsible Party	Review
Immediate Fall 2011	Education Department/ (Including adjunct professors)	Ongoing

- V. Expand and support collegial activities to promote diversity through consistent programming, meetings, and other professional development opportunities.

Timeline	Responsible Party	Review
Immediate	Education Department SEAM Organization	Ongoing

- VI. Evaluate the current climate and teaching instruction for diversity through senior exit surveys.

Timeline	Responsible Party	Review
Spring 2012	Senior Research ED 430	Immediate

	Professor	upon data
collection		

VII. Maintain a visual presence of the college’s core values in the education classroom.

Timeline	Responsible Party	Review
Immediate and ongoing	Chair – Faculty	By Semester

VIII. Include diversity in all Education Department syllabi and review periodically to maintain and assess the impact.

Timeline	Responsible Party	Review
Immediate Fall 2011	Chair - Education Department	Ongoing

IX. Periodically assess department needs in terms of diversity.

Timeline	Responsible Party	Review
Fall 2011 Ongoing	Chair – Education Department	By semester

X. Provide leadership to support student involvement with diversity both on – campus and in field placements.

Timeline	Responsible Party	Review
Fall 2011	Education Department	By Semester

Current Activities in Support of Diversity:

1. Service Learning Projects at Riverton School. (Project Wet and Project Wild)
2. Attendance at Russian Baptist Church functions
3. Fundraising for Belarus orphans in concert with the Russian Baptist Church
4. Adapted Physical Education 10 hour internship
5. Special Education Internship
6. Service trips to Guatemala and Haiti
7. Honors trip to Canada
8. Placement of students at Portland High School, the most diverse school in the state
9. Student teaching and internship placement in Portland Public Schools
10. Exposure to religious diversity on campus
11. Catherine McAuley Food Pantry in Standish
12. Food service on campus is extremely diverse in offerings
13. College Lecture Series
14. Multiple grants written to support and insure student diversity exposure in Portland
15. Student volunteers in reading SAD 6
16. Updated library materials reflect diversity
17. New special education major is in direct response to increasing our diversity and student understanding of diverse and inclusive populations

Immediate objectives:

1. Develop an International House with support from the Theology Department to support a diverse student body.
2. Develop a partnership with GPS Education Director Tom Hancock in his support of the Seeds of Peace Initiative.
3. Recruit diverse staff and faculty whenever possible.
4. Increase field placements with diverse faculty when possible.
5. Provide diversity training for cooperating teachers in the field.
6. Develop a non-traditional student body.
7. Cultivate a cadre of students seeking diverse placements.
8. Cultivate and implement transportation options for students opting to travel to more diverse field placements.
9. Assess the possibility and need for a Sociolinguistics course.

Challenges to the Diversity Plan:

1. History of the institution – Admissions has not been able to solicit a diverse student body outside of the athletic department.
2. The location of the college is rural. There is no large urban center from which to draw.
3. The small size of the institution limits who is recruited to the college.
4. The college faces financial limitations which prevents a national recruitment of both students and faculty.
5. The salary schedule for faculty is below the average for colleges of similar size.
6. There is no peer group for either faculty or students from diverse backgrounds.
7. Facilities in science, and for nursing, and commuter students is poor.
8. The college supports a very small commuter population.
9. Transportation for students without vehicles is limited and decreases involvement with the more diverse opportunities found in Portland, Lewiston and Auburn, and Biddeford.
10. Student placement at diverse sites is hindered by the distance to diverse schools, current gas prices, a non-mobile teaching population, no student interest in diverse teaching settings and a population of students from private high schools who seek the same.

Recommendations from the review team.

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

Response:

- a. The College maintains a commitment to a more diverse student body. Although this task remains essentially outside the purview of the Education Department we do work in concert with the admissions department when trying to recruit a more diverse student body. The department chair does review applications and makes strong suggestions about potential candidates.
 - b. We have had the opportunity to hire two candidates since the last review. The college conducted an international search. Our most recent tenure- track faculty has been in Canada for the past 9 years and has dual citizenship. She hails from New Brunswick, which is the only officially bilingual province in Canada. Our second tenure- track faculty member is male. The department has not had a male faculty member in over ten years.
 - c. Elementary Education students and special education students may not “opt out” of any diversity programs or placements.
2. The Unit needs to develop a plan for having teacher candidates gain the knowledge and experience necessary to prepare them to work with students from diverse cultural backgrounds as well as with students having exceptional needs. The plan needs to be for all education candidates rather than for those who select the option.

Response:

- a. All syllabi originating within the Education Department contain a diversity statement and clearly delineate how diversity issues are covered within that course. (See attached)
- b. Mandatory meetings have been developed on a wide range of topics dealing with diversity and multi-cultural issues. Students do receive a certificate of attendance which is then included as part of their process and professional portfolio's. (See attached)
- c. The Exceptionality course ED 340 has been moved to junior year. Therefore, all students have their exceptionality course prior to student teaching. (See attached)
- d. The College has a new Special Education Major. Students in the Elementary Education Program have the opportunity to choose special education as their area of concentration.
- e. The Special Education Concentration has become the largest concentration since inception three years ago. As such, Elementary Education students have the opportunity to take 24 hours of coursework in the Special Education Program. This includes placements and well as intense work with disability identification, methodology, differentiation and assessment. (See attached)
- f. The students in PE Teacher Prep will all participate in a diversity internship for juniors and seniors. "The internship requires that each student spend at least one practicum either in the elementary or the secondary level in an urban setting. Implementation is for Fall 2014.

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

Response:

- a. All students maintain an e-portfolio. These are reviewed informally during sophomore year by faculty. All juniors present their process portfolio to the entire Education Department faculty. Students are required to answer several questions as part of that review. One question specifically deals with diversity. (See attached)
- b. Seniors complete a professional portfolio which is assessed by Department faculty. This year, students will respond and demonstrate their knowledge of the InTASC standards which includes several opportunities to discuss diversity and exceptionality (specifically Standard 2 "Learner Differences" and Standard 3 "Learning Environments". (See attached)
- c. Participation in mandatory meetings is maintained by the department and certificates must be used and reflected upon as part of the portfolio process.
- d. The Department is working with Mike Johnson from the Portland Public Schools to develop appropriate experiences for our teacher candidates. This is both in terms of placements in the district and knowledge of diverse student populations.
- e. All courses assess appropriate content knowledge through multiple means. Diversity is included on course-level assessment in all education department courses. This

may be on a mid-term or final, unit or lesson plan development, Learning Center or book files, etc. (See attached)

- f. All students in the Education Department use the same lesson plan format. It is required that all students include differentiation and assessment procedures for their lessons. (see attached)

Attachments

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

I. Lesson Information (Include all pertinent information)

- A. Title of Lesson
- B. Unit integration
- C. Subject
- D. Grade Level
- E. Number of Students
- F. Anticipated Time
- G. Materials
- H. Specific Accommodations, Modifications and/or Differentiation

II. Standards

Common Core State Standards - (Use for reading and math as of 2011).

Maine Learning Results (Maine Learning Results are always included on the lesson plan.)

The lesson should be aligned with the Maine Learning Results.

District Curriculum (This may be appropriate on the lesson plan depending on your district.)

The lesson should be aligned with district curriculum objectives when possible.

III. Teaching Plan

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.
4. Direct Teacher Input (Modeling)
The teacher provides the new information, skill, strategy or concept. Modeling is what the teacher does: explain, role-play, check for understanding, model, monitor, and/or adjust.
5. Check for understanding (Describe how this will be accomplished.)
Prior to students being expected to do something, the teacher should determine that they understand what they are supposed to do or that they have the minimum skills required.
6. Guided Practice
Students practice their new knowledge or skill under the direct supervision of the teacher. The teacher closely oversees this process in order to monitor comprehension. The teacher may sample individual responses, use choral response, signaling techniques or demonstration.
7. Independent Practice (What will the student do for independent practice?)
The student's application of information presented, without the assistance of the teacher. This may be done orally or in writing.
8. 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.

Samples of specific coursework which include diversity.

(Please note that all courses require these standards)

ED 100 Educational Foundations

This course has been totally revamped with Diversity in mind. A new text has been chosen with an exploration of the many facets of Diversity as a key selection criterion.

Classroom Engagement:

- 3 full class periods of direct instruction on Diversity.
- 4 full class periods of student presentations on Diversity. (Students are required to return to their home k-12 schools at their proposed teaching level – 2nd grade pre-service teachers to their elementary school, secondary pre-service teachers to their high school, physical education pre-service teachers to the phys. ed. department at their home school – to interview 2 practicing teachers and an administrator on the specific aspects of Diversity present at that school as well as the benefits and challenges that Diversity brings to that school.)
- A portion of 6 class periods are used to discuss the autobiography of Booker T. Washington's "Up from Slavery." (This is an account of an educator born into slavery, pursuing education against all odds, and then founding Tuskegee University. Mr. Washington sees the goodness of all individuals be they African Americans, Native Americans, or Caucasian-Americans. His life-lesson concerns the power of education to lift up all races, ethnicities, and socio-economic levels.)

Assessment:

- The direct instruction on Diversity is assessed by written examination.
- The presentations on Diversity consist of a student-created PowerPoint on Diversity in their home schools. A rubric is used to assess the presentations and PowerPoint.
- The "Up from Slavery" assessment is a bound report that features an inspiring quote from each chapter, a discussion of why that quote was chosen, and then a description of how that quote can be applied to the student's life or in her/his future as a professional educator.

ED 445 Secondary Teaching Methods

A major portion of this course has been redirected to include Diversity in the classroom. A new text has been chosen with an exploration of the many facets of Diversity as a key selection criterion.

Classroom Engagement:

The standard lesson plan for the Saint Joseph's College education department includes an anticipatory set, direct instruction, practice, and closure. The section of "practice" has been completely updated with the mandatory use of differentiation to meet each learner's needs. The use and practice of "differentiation" covers all aspects of Diversity. The requirements for the type of diversity vary throughout the course period. Students are directed to differentiate by varying academic needs for some lesson plans. Students are directed to differentiate by ethnicity for some lesson plans. Students are directed to differentiate by language (emerging English speakers through advanced English speakers) for some lesson plans. Students are directed to differentiate by economic class for some lesson plans.

Student presentations that include the differentiated "practice" section of the lesson plan are included in 14 class periods. The class members participate in 31 student-led differentiation exercises during the semester. The students submit 6 written lesson plans with differentiation beyond those presented in the classroom. Finally, the students submit a full unit plan of 15 – 25 days with the requirement that each day's "practice" section is differentiated for an aspect of Diversity.

Assessment Rubric for "Practice":

	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.

ED315 Reading Methods

Within each reading skill area that is discussed, the need to address students who struggle with that skill is discussed. Strategies to address the needs of students with a wide variety of disabilities and those for whom English is not their language of origin are presented throughout the course. In their written assignments that involve lesson planning, students are required to address diverse learning needs by differentiating their content, teaching approach, materials, etc.

EH113 Children's Literature

Multicultural and global literature are topics within the study of children's literature. Students are introduced to the historical perspective in which children's books have evolved in the U.S. to include an ever-increasing awareness of cultural diversity, including awards honoring books about specific cultures. Students are expected to study and report on books from a variety of diverse cultural perspectives. As with all lesson planning in our program, students in this course address diversity in the lesson they plan for one of their assignments.

SPED345 Behavior Management

The focus of this course is to describe the characteristics of a wide variety of behavior patterns that may occur among students. Family variables are considered, such as cultural and ethnic diversity, socio-economic status, and educational background, in terms of how these factors may affect children's behavior and teacher's interactions with families. Diversity among students is also considered including the family variables noted above as well as mental health, physical or neurological disability, learning disabilities, and developmental disabilities. In addition to disability, other variables that may result in students being at risk for behavior problems or being targeted by others are also considered, such as sexual identity, homelessness, or any type of minority status. Approaching behavioral expectations using a three-tier system in public schools is studied. This approach considers diversity along behavioral lines among all students within a school whether or not they are in special education programs.

SPED460 Special Education Law

In our study of the laws related to special education, diversity is addressed in terms of historical perspectives on racial discrimination in special education. As well, legal aspects of parents' rights are addressed regarding their language of origin and other family situations that must be considered when assuring due process, such as families' ability to get to the school or take time from work or any disability needs of parents. Of course, the diversity of exceptionalities among students in schools is the main focus of special education law, especially regarding the proper development of the IEP.

Physical Education Teacher Preparation:

Students in Methods of Teaching Physical Education in Elementary and High Schools, PE 303 visit urban elementary and high schools in Portland. This provides our students with the opportunity to observe and participate with the physical education teacher during her class lessons. Additionally, students visited the East End Community School on January 29th and 31st, 2014 in Portland which has 85% of the student population receiving free lunch and breakfast. The population is extremely diverse.

2. In our Instructional Skills & Tech 4 Course, PE 104, which focuses on teaching outdoor activities and games, the instructor brought our major students to The Real School on Macworth Island in Falmouth, Maine. The student population consists of young adults who have not been able to succeed in a typical school setting. This is an alternative school established by the Windham School District. The SJC PETE students visited The Real School on October 29th, 2013. Our Physical Education Teacher Education majors worked with these high school students learning how to use different elements of the high ropes. The instructor who worked with our students and his students from The Real School was Dr. Rod Nadeau, the School Adventure-Based Counselor.

3. In our Adapted PE & Mainstreaming Course, we have brought groups of Exceptional individuals to Alford Center to work with our students.

Language Arts and Writing Methods EH220 **(Requirements for diversity as stated in the syllabus)**

Course Objectives:

1. To define the Language Arts.
2. To define writing process and writing product.
3. To identify “Best Practices” for teaching the language arts and writing.
4. To describe theories of language acquisition and evaluate the impact of those theories on instruction.
5. To describe theories of writing instruction and to evaluate the impact of those theories on instruction.
6. To state the objectives of oral language instruction.
7. To develop competence in planning, developing, implementing, and evaluating instruction in the language arts and written communication.
8. To learn formal and informal assessment procedures for improving instruction in the language arts and writing process.
9. To become aware of varying instructional strategies used to teach spelling, grammar, oral language, listening, vocabulary development, and handwriting in an elementary or upper elementary classroom.
10. To become aware of varying instructional strategies used to teach prewriting, drafting, revising, editing, publishing, writing workshop, strategies and skills, and writing genre.
11. To learn multiple strategies for teaching language arts and the writing process to students with special needs and students whose first language is not English.
12. To write and improve personal skills in the writing process.
13. To describe and implement management systems which best facilitate learning through the language arts.
14. To write lesson plans accurately using the “Education Department Lesson Plan” required format.
15. To understand and use the Common Core State Standards.

Diversity: *“Cultural and Linguistic Diversity is not a problem to overcome; rather, it provides an opportunity to enhance and enrich the learning of all students” (Tompkins, 2006).*

Students should be able to answer the following questions using critical literacy principles:

Does the school perpetuate the dominant culture and exclude others?
Do all students have equal access to learning opportunities?
How are students who speak nonstandard English treated?
Is school more like family life in some cultures than in others?
Do teachers interact differently with boys and girls?
Are some students silenced in classrooms?
Do teachers have different expectations for minority students?
Are English learners marginalized?
Does the literature that students read reflect diverse voices?

(Adapted, Tompkins, 2009)

Samples of Mandatory Presentations and Meetings:

Mandatory Meetings for ALL Education Students

Elementary Education Special Education

Secondary Education Physical Education

If Student Teaching during the fall of 2014

Application Meeting

February 20, 2014 from 11-12 in Room 214

Pious Ali - Speaker

Diversity in Education

March 3, 2014 from 5:00-6:00 pm in the Auditorium

Students MUST attend one of the following:

Will Putnam- Speaker

Common Core State Standards in the 7-12 Classroom

February 18, 2014 from 5:00-6:00 in Room 333

Aimee Davis-Speaker

Common Core State Standards in the K-6 Classroom

March 20, 2014 from 4:30-5:30 in Room 214

Reflections Program – Juniors and Seniors Only

April 24, 2014 11:00-12:45 Xavier Hall – lunch provided

Mike Johnson – Speaker

Diversity in the Portland Public Schools

Pious Ali makes history as first African-born Muslim elected to Portland School Board



Troy R. Bennett | BDN

Pious Ali



By Ben McCanna, The Forecaster

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Posted Nov. 06, 2013, at 10:26 a.m.

PORTLAND, Maine — Legalization of marijuana wasn't the city's only first on Election Day.

Pious Ali, winner of an at-large seat on the School Board, is very likely the first African-born American to win a publicly elected office in Portland. He may also be the first Muslim to do so.

Ali and Anna Trevorrow both won at-large seats on the School Board in a crowded field of six candidates. In a separate race in District 3, incumbent Laurie Davis held on to her uncontested seat.

The unofficial results put Trevorrow in the lead with 5,965 votes and Ali in second with 5,073. The remaining four candidates trailed the leaders by wide margins: political newcomer Deb Brewer, with 3,011 votes; former mayoral candidate Ralph Carmona, 2,960; newcomer Gene Landry, 2,541, and former state House District 117 candidate Fred Miller, 1,406.

Trevorrow and Ali will replace Kate Snyder and Jaimey Caron, who are [stepping down after six years each](#) on the board. Caron and Snyder were first elected in 2007. Both have chaired the panel. Both are also parents of school-age children.

Herb Adams, a longtime Portland state legislator and historian, said Ali likely scored a pair of firsts with his victory Tuesday.

“I believe Pious Ali shall be the first African elected to public office in the city of Portland,” Adams said Tuesday night. “He is not the first Muslim to run in Portland, but I believe he is the first Muslim elected to office.”

Ali, 44, was born in the African nation of Ghana. He attended high school in Nsawam, Ghana, where he graduated in 1989. Later, Ali worked as a photojournalist in Accra, the nation’s capital, for Ghana’s English-language weekly newspaper People & Places.

In 2000, Ali moved to New York. Two years later, he moved to Portland.

On Tuesday evening, Ali stood among a small group of supporters at b.good burger on Exchange Street and anxiously checked his smartphone for election returns. By 10 p.m., he held a substantial lead in the polls, but he was unwilling to declare victory, even as the restaurant workers closed the business for the night and gently ushered the party onto the street.

Nonetheless, Ali said it’s likely he’ll be the first African-born Muslim to be elected to public office in Portland and the entire state of Maine. He added that he may be one of only four or five African-born Muslims to hold an elected office in the entire country.

Ali made a name for himself by connecting with members of the immigrant and refugee community and helping them integrate into the United States. He ran for School Board to help immigrants connect with Portland’s education system, he said early in the campaign. Approximately 30 percent of Portland students come from refugee or immigrant communities.

Ali has two school-age children: a son at Casco Bay High School and a daughter at Lyseth Elementary School.

Ali is a full-time temporary counselor for the city’s Refugee Services. He is also the founder and executive director of Maine Interfaith Youth Alliance, director and co-founder of the King Fellows and has been involved in several different organizations including Seeds of Peace, Preble Street’s Lighthouse Shelter, Volunteers of America and more.

He has no previous political experience and had never sought an elected position.

Ali said his goal is to steer the School Board toward broader engagement with the community. Currently, the board meets at Casco Bay High School, far removed from the peninsula and many other city neighborhoods. As a result, many people feel disengaged from the process, particularly families without transportation, Ali said.

Ali said he would like to see the School Board hold Town Hall-style meetings on a Saturday every quarter, in a different neighborhood.

That message seemed to resonate with District 3 residents at the Italian Heritage Center on Tuesday evening. Several voters said Ali would provide fair representation to students and families from the immigrant and refugee community.

Voter Robin Watts, 44, said she voted for Ali because he has ambitious ideas.

“They might be a little ‘pie in the sky,’ but you always need somebody like that on the School Board,” Watts said. “He’ll probably have some other good ideas that might get through, like maybe he’ll support the arts.”

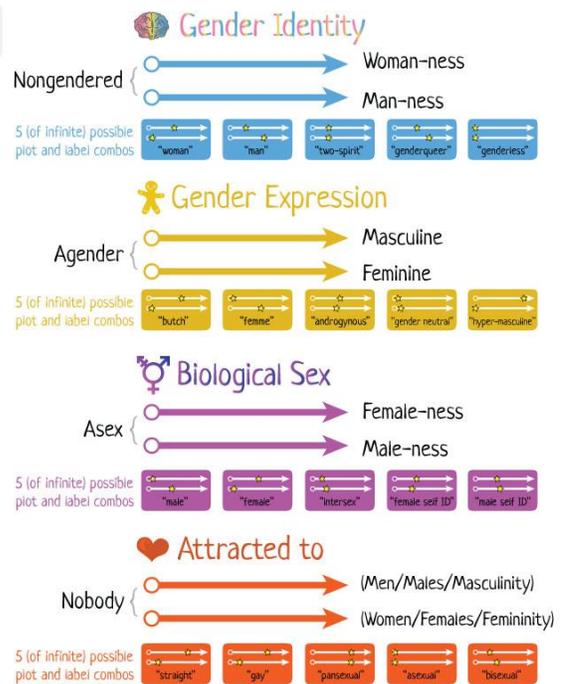
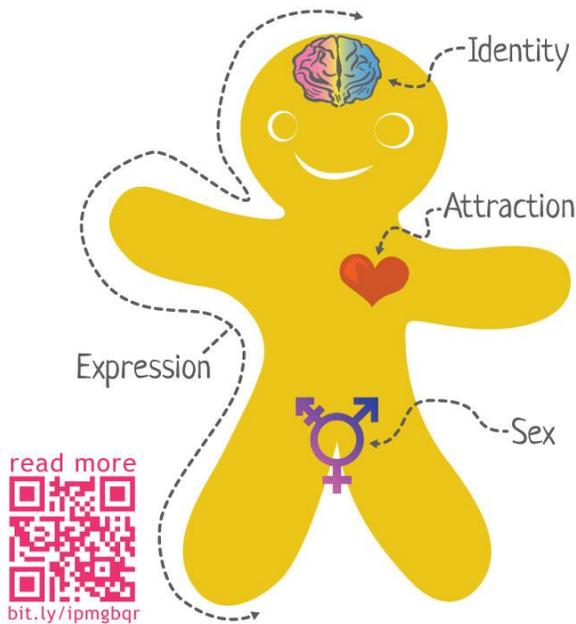
Ali said he hopes his victory might teach foreign-born American children to recognize opportunity in their new country.

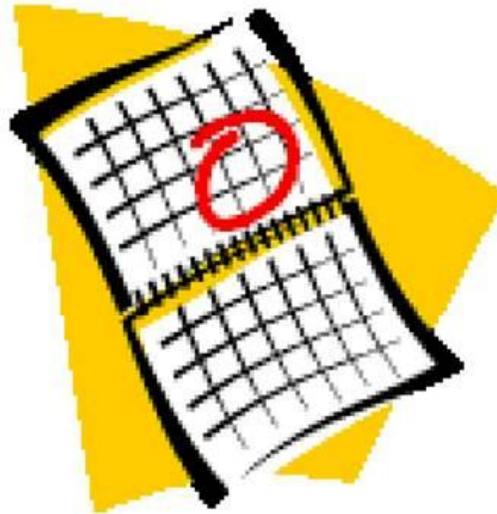
Samples of optional presentations:

We are looking forward to welcoming Alexandra Iannucci to campus this week for the Safe Zone Training program. Established on many university and college campuses throughout the country, the Safe Zone program raises awareness of the LGBTQ (Lesbian, Gay, Bisexual, Transgender and Questioning) community and helps identify tangible ways to create safe space and experiences for all individuals throughout the College community.

The Genderbread Person v2.0 by its pronounced METROsexual.com

Gender is one of those things everyone thinks they understand, but most people don't. Like *Inception*. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for understanding. It's okay if you're hungry for more.





SAVE THE DATE:
APRIL 9, 2014

Annual VIP* (Values in Practice) Colloquium
4:30 – 6:30 pm
Alumni Lounge
(Includes a pizza supper)

Topic:
“WE’RE ALL IN THIS TOGETHER”
Respecting our Differences

Presenters:
Tom Novak
Dr. Joan Flagg-Williams
Christopher Sullivan

Open to
Students, Faculty, Administration and Staff
Registration Information to Follow Soon!

Sample - Portfolio Requirements

Education Department Portfolio Required of all Elementary Education Majors, Special Education Majors, and Secondary Education Minors

The Education Department of Saint Joseph's College requires each student to develop a portfolio covering their four years of undergraduate study. This portfolio provides a body of evidence, which validates a student's 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 (April 2011).

Creating a portfolio can help you as beginning educator think about and clearly define yourself as a teacher and life-long learner. The portfolio centers on demonstrating developing proficiency in each of the 10 standards. Each year of study, freshman through senior, you will be required through your education courses to develop and place artifacts into your portfolio. The format and style of portfolio development will be somewhat individual, but logical organization is key. Each portfolio should be divided into sections, and within each section materials or artifacts should be clearly presented. Appropriate artifacts should be used as vehicles to demonstrate how you've used your knowledge about students, pedagogy, learning, and subject matter to work effectively in the classroom.

The required portfolio components are:

1. The Learner and Learning
2. Content Knowledge
3. Instructional Practice
4. Professional Responsibility

These components may be required for the Standards Based Portfolio for professional certification completed during the first two years under a teaching contract. Therefore, 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.

A four-year portfolio will include all of the elements listed below. The year of study you begin the portfolio will determine which elements are included.

Portfolio Elements:

Part I:

- Table of Contents
- Introduction
- Resume
- Transcript
- Proof of Fingerprinting
- Educational Philosophy

- Formal Evaluations (Practicums, Internships, Student Teaching)
- Letters of Recommendation

Part II:

- Evidence of Content Knowledge (projects, samples of writing, college papers, research) with reflections
- Lesson Plan (s) with reflections
- Unit Outline and Plan with reflections
- Copies of Student Work
- Reflective Practice (project/paper reflections, observation/teaching reflections)

Optional Elements:

- Photographs of students and their work
- Explanations of professional activities/memberships
- Others of your choosing

Reflection Questions:

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 Checkpoint meetings II and III. Be prepared to open the session with your reflection.

Question:

1. How has the process portfolio assisted you with documenting your growth toward meeting the following four standard areas?:
 The Learner and the Learning
 Content knowledge
 Instructional Practice
 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.

Building your Portfolio:

A good portfolio takes time. The idea is to highlight strengths in reference to The InTASC Standards. 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.

In order to assist you in beginning this journey, the Education Department requires the following items. These artifacts will be developed as a part of your current education classes. Students in their third or fourth year may wish to use the freshman and sophomore items as possible artifacts to include.

ED 100 Educational Foundations

Establishment of a portfolio collection system (3-ring binder with appropriate tabs)

Development of a philosophy of education (revised/reviewed in later courses)

Printout of Diversity Powerpoint

EH 113 Children’s Literature

Students will include the Table of Contents from their Book File. Students will select and include five entries each reflecting a different genre of literature.

EH 220 Language Arts and Writing Methods

Students will submit a completed “Learning Center” from development through implementation. Include 3 sections excluding the model.

ED 205 Science Methods

Research paper

Service Learning Artifacts: Two lesson plans with pre and post reflections plus a final summary reflection.

ED 210 Teaching and Learning

Compare and Contrast Paper

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

PY 212 Human Growth & Development

Research and present a teratogenic effect on human development and its educational implications by student major

ED 315 Reading Methods

One activity from each of the Five Essential Elements

ED 320 Reading and Content Teaching Internship Develop a one page reflection over the semester experience in the classroom.

ED 330 Math and Content Teaching Internship or Special Education Internship

Develop a one page reflection over the semester experience in the classroom.

ED 335 Social Studies Methods

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

MA 325 Math Methods

Research Paper and Unit

SPED 220 Introduction to Special Education

Develop a one page reflection from the course describing your interest in becoming a special educator.

SPED 225 Characteristics and Identification of Mildly Disabled Students

Submit the final disability presentation paper and a personal reaction to a scholarly article on the same topic.

SPED 345 Exceptional Student Behavior Management

Submit at least one long-term intervention from one of your behavior management plans and your reflection on the limitations of the intervention.

SPED 230 Developing Curriculum and Assistive Technology in Special Education

Annotated Bibliography and one-page Practicum Reflection

SPED 350 Teaching Methods and Strategies in Special Education

Submit each of the two special education lesson plans.

SPED 460 Special Education Law

The handout prepared for the class for your "Lesson on Law".

SPED 455 Exceptional Student Assessment

Completed assessment assignments demonstrating the ability to use standardized testing measures.

ED440 Curriculum Design

“Essential Questions” paper for standards within the student’s discipline.

ED 445 Secondary Teaching Methods

Unit Plan document as well as lesson plans and all supporting artifacts for three of the days from that unit.

Portfolio Checkpoints

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.

Established checkpoints insure that students receive appropriate feedback in a timely fashion.

The process portfolio will document the following:

- Evidence of the ten InTASC Core Teaching Standards
- Evidence of the Common Core State Standards
- Artifacts required from coursework and self-selected criteria
- Evidence of portfolio checkpoint reviews

Sophomore: Checkpoint I

In class portfolio development workshop during ED 210 Teaching and Learning Portfolio check sheet will be distributed with instruction for documenting artifacts.

Junior: Checkpoint II

Early Spring semester workshop. Portfolio Check sheet will be used to document additional artifacts.

Junior: Checkpoint III (Reflection Required)

All students will meet with education department faculty for a formal review of the Portfolio and artifacts prior to student teaching. Students are required to present their portfolio and written responses to the reflection questions.

Samples of Templates

Bachelor of Science in
Special Education and Elementary Education
(Red highlights the special education major course of study)

Special Education Major

Freshman Year

Fall

EH101 College Writing 4
NS100 Science for Elementary Ed 4
MA100 Foundations of Math 4
HY101 Western Civilization I 4

Spring

SPED220 Intro to Special Education (w/P) 3
EH113 Children's Literature 4
TH100 Intro to Judeo-Christian Tradition 4
HY102 Western Civilization II 4

Sophomore Year

SPED345 Exceptional Student Behavior Management 4
EH220 Language Arts and Writing Methods 3
ED210 Teaching and Learning (w/P) 4
EH English Core Elective I 4

AT202 Elem Art and Tech Methods 3
ED205 Science and Technology Methods 4
MA Math Elective 4
PH200 Human Nature and Ethics 4
SPED 230 Developing Curriculum and 4

SPED225 Characteristics and Identification of Students with Mild Disabilities 4

Assistive Technology in Special Education (w/P)

Junior Year

ED315 Reading Methods 4
SPED350 Teaching Methods and Strategies in Special Education 4
ED320 Reading and Content Teaching 2

MA325 Math Methods 4
ED330 Special Education and Content Teaching Internship 2

ED335 Social Studies Methods 4

PY307 Educational Psychology 4
HY201 U.S. History I 4

SPED460 Special Education Law 4

SPED 455 Exceptional Student Assessment 4

Senior Year

SPED408 Special Education Student Teaching 12
ED 425 Measurement and Eval 4

PH Philosophy Core 4
TH Theology Core 4
ED430 Research Seminar in EI Ed 3

SPED340 Exceptionality for the Special Educator 4
ED 345 Special Education Internship (Opt) 1

ES300 Ecology and Environmental Challenge

Bachelor of Science in
Elementary Education with a Special Education Concentration

Freshman Year

Fall		Spring	
NS100 Science for Elementary Ed	4	EH101 College Writing	4
ED100 Educational Foundations	3	EH113 Children's Literature	4
MA100 Foundations of Math	4	TH100 Intro to Judeo-Christian Tradition	4
HY101 Western Civilization I	4	HY102 Western Civilization II	4
		SPED 220 Intro to Special Education	3

Sophomore Year

PY212 Human Growth & Development	4	AT202 Elem Art and Tech Methods	3
EH220 Language Arts and Writing Methods	3	ED205 Science and Technology Methods	4
ED210 Teaching and Learning w/ practicum	4		
EH English Core Elective I	4	MA Math Elective	4
Concentration Elective (SPED 345 or SPED 225)	4	Concentration Elective (SPED 230 or SPED 460)	4
		PH200 Human Nature and Ethics	4

Junior Year

ES300 Ecology & Environmental Challenge	4	MA325 Math Methods	4
ED315 Reading Methods	4	ED330 Math and Content Teaching Internship	2
ED320 Reading and Content Teaching Internship	2	ED335 Social Studies Methods	4
PY307 Educational Psychology	4	SPED 340 Exceptionality	3
HY201 U.S. History I	4	HY 202 U.S. History II	4

Senior Year

ED415 Elementary Student Teaching Concentration Elective (SPED 350)	12 4	PH Philosophy Core	4
ED 425 Measurement and Eval	4	TH Theology Core	4
		ED 430 Research Seminar in El Ed	3
		EH English Core Elective II	
		ED 435 Special Education Internship Concentration Elective - any	1 4

Bachelor of Science in
Elementary Education

Freshman Year

Fall		Spring	
NS100 Science for Elementary Ed	4	EH101 College Writing	4
ED100 Educational Foundations	3	EH113 Children's Literature	4
MA100 Foundations of Math	4	TH100 Intro to Judeo-Christian Tradition	4
HY101 Western Civilization I	4	HY102 Western Civilization II	4

Sophomore Year

PY212 Human Growth & Development	4	AT202 Elem Art and Tech Methods	3
EH220 Language Arts and Writing Methods	3	ED205 Science and Technology Methods	4
ED210 Teaching and Learning w/ practicum	4		
EH English Core Elective I	4	MA Math Elective	4
Concentration Elective	4	Concentration Elective	4
		PH200 Human Nature and Ethics	4

Junior Year

ES300 Ecology & Environmental Challenge	4	MA325 Math Methods	4
ED315 Reading Methods	4	ED330 Math and Content Teaching Internship	2
ED320 Reading and Content Teaching Internship	2	ED335 Social Studies Methods	4
PY307 Educational Psychology	4	ED 340 Exceptionality	3
HY201 U.S. History I	4	HY 202 U.S. History II	4

Senior Year

ED415 Elementary Student Teaching	12	PH Philosophy Core	4
Concentration Elective (if needed)	4	TH Theology Core	4
ED 425 Measurement and Eval	4	ED 430 Research Seminar in El Ed	3
		EH English Core Elective II	4
		ED 435 Special Education Internship opt	1
		Concentration Elective (if needed)	4

Senior Professional Portfolio Final Assessment

Meets Partially Meets Does Not Meet

<p><u>Standard #1:</u> 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. CEC Standard 1</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p><u>Standard #2:</u> 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. CEC Standard 1</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p><u>Standard #3:</u> 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. CEC Standard 2</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p><u>Standard #4:</u> 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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. CEC Standard 3</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p><u>Standard #5:</u> 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. CEC Standard 3</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p><u>Standard #6:</u> 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. CEC Standard 4</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>

<p style="text-align: center;"><u>Standard #7:</u> 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. CEC Standard 5</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid orange; width: 40px; height: 20px; margin: 5px;"></div> <div style="border: 1px solid orange; width: 40px; height: 20px; margin: 5px;"></div> <div style="border: 1px solid orange; width: 40px; height: 20px; margin: 5px;"></div> </div>
<p><u>Standard #8:</u> 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. CEC Standard 5</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid orange; width: 40px; height: 20px; margin: 5px;"></div> <div style="border: 1px solid orange; width: 40px; height: 20px; margin: 5px;"></div> <div style="border: 1px solid orange; width: 40px; height: 20px; margin: 5px;"></div> </div>
<p style="text-align: center;"><u>Standard #9:</u> 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. CEC Standard 6</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid orange; width: 40px; height: 20px; margin: 5px;"></div> <div style="border: 1px solid orange; width: 40px; height: 20px; margin: 5px;"></div> <div style="border: 1px solid orange; width: 40px; height: 20px; margin: 5px;"></div> </div>
<p style="text-align: center;"><u>Standard #10:</u> 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. CEC Standard 7</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid orange; width: 40px; height: 20px; margin: 5px;"></div> <div style="border: 1px solid orange; width: 40px; height: 20px; margin: 5px;"></div> <div style="border: 1px solid orange; width: 40px; height: 20px; margin: 5px;"></div> </div>

Student Name: _____

Education Department
Senior Portfolio - Checkpoint IV

	YES	NO
1. Philosophy of Education	<input type="checkbox"/>	<input type="checkbox"/>
2. Cover Letter	<input type="checkbox"/>	<input type="checkbox"/>
3. Resume	<input type="checkbox"/>	<input type="checkbox"/>
4. Transcript	<input type="checkbox"/>	<input type="checkbox"/>
5. Proof of Fingerprinting	<input type="checkbox"/>	<input type="checkbox"/>
6. Letters of Recommendation	1 <input type="checkbox"/>	2 <input type="checkbox"/> 3 <input type="checkbox"/>
7. Praxis I _____		

Internship Evaluations	
Cooperating Teacher	
_____	_____
Midterm	Final
Supervisor	
_____	_____
Midterm	Final

Internship Evaluations	
Cooperating Teacher	
_____	_____
Midterm	Final
Supervisor	
_____	_____
Midterm	Final

Senior Student Teaching Evaluations	
Cooperating Teacher	
_____	_____
Midterm	Final
Supervisor	
_____	_____
Midterm	Final

Special Education Internship Evaluations	
Cooperating Teacher	
_____	_____
Midterm	Final
Student	
_____	_____
Midterm	Final