



Certification and Higher Education Committee
Maine State Board of Education
Minutes of the June 26, 2024 Meeting

The Certification and Higher Education Committee held a virtual monthly meeting on Wednesday, June 26, 2024, via Zoom. The following members were present: Chair Thomas Keller, Victoria Kornfield and Denham Ward, Committee members, and Emily Cummins supported the meeting.

Participants: Michael Perry, Laura Cyr and Daniel Chuhta, MDOE; Kathy Yardley, Elizabeth Andersen, Liz Guillemette, Dave Keaton, Mallory Cook, Megan London, Wendi Malenfant, Gerry Durgin, Deb McIntyre, Patricia Waters, Cindy Dean, Lane Clarke, Kevin Lavoie, Rose Marie Angell, Sherry Brown, Jonathan Moody, Gerry Durgin, Katie Rybakoba, and Rose Marie Angell.

Chair Keller called the meeting to order at 10:30 am.

Approval of Minutes

MOTION by Victoria Kornfield, seconded by Denham Ward, and unanimous vote by committee members to accept the May 22, 2024 minutes as presented. The motion passed.

Public Comment

Liz Guillemette and Elizabeth Andersen spoke to issues regarding the Certificate 071: Library Media Specialist. There seems to be some confusion on the ALA/AASL/CAEP School Librarian Preparation Standards and standards for school librarians, the former being program approval and the latter pertaining to individual skills and knowledge's necessary for school librarians. In addition they cited a new requirement for a portfolio and they must be referring to the 36 or 24 graduate semester hour requirement. This requires further exploration.

Dave Keaton from MACTE noted issues with CTE certifications including that there are no endorsements for the EPS-funded positions of Student Services and Career Counselors. These are issues for the CTE team headed by Ed Morin and Paulette Bonneau to consider.

Higher Education Update

Dr. Anita Charles of Bates College submitted a letter dated January 16, 2024 requesting a delay to the state EPP approval visit. She asked that the Fall 2025 visit be deferred to Fall 2027. She cited extenuating circumstances including (1) at least one (of a total of 4) faculty members on leave for part

or all of 24-35, 25-26 and 26-27, necessitating faculty searches in addition to having absent faculty members; (2) and internal decadal review extending through AY 24-25; (3) additional internal initiatives to deepen their curriculum goals under new Bates regulations for courses to be tagged for the designation of “Race, Power, Privilege, and Colonialism”; and (4) an initiative to establish a 9th semester program withing the next couple of years. Bates is projecting 2 program completers for 2023-24. Based on all this information, Denham moved, Tori seconded and all voted in favor to recommend the deferment to the full State Board. Michael Perry should prepare an exhibit for the next State Board meeting.

EPP Annual Reports from Eastern Maine Community College, Husson University, the Maine College of Art and Design and St. Joseph’s College were reviewed. Tori motioned and Denham seconded that the reports from Eastern Maine Community College, Husson University, and the Maine College of Art and Design be accepted and placed on file. A unanimous vote ensued. The report from St. Joseph’s will be reviewed after some clarifying information is added.

Certification Update – Michael Perry

In May, 2,974 applications for certification were processed including the first one for a retired teacher to regain their certification. Michael provided a pie chart and table of recent activity. Tori again expressed concern about rural areas probably having more conditional and emergency certified teachers, but has no data on this. Michael indicated he is in contact with the database’s vendor and will attempt to get parsed data.

Relative to the CHRC violations report, 1,292 people have been found to be in violation which is a pretty consistent month to month. These data as well need to be broken down but the issue is usually one of a paperwork error or miscommunication between the NEO system and the MEIS system, with the finger printing process and reports as the main culprit.

Micheal attended the US ED Regional Convening on Teacher Workforce issues. Others on the Maine team were representatives from the MEA, MSSA and the State Board.

Denham reported that the Regional Longitudinal Data Study was progressing, and the pilot underway.

Educator Preparation Programs/Teacher Educator Association of ME Update – Cindy Dean, UMA

Cindy provided an update on TEAMe which was light since they had not met and members were finalizing semester duties. Dr. Dean did describe a new UMA program for an MAT program in Whole Child Education (see attached flyer) and a successful partnership among UMA, UMPI and UMM in sharing courses for special ed teachers.

LD 2221/Resolve to amend Chapter 115 – Tom

Input was taken and discussion ensued on 1 topics – Chapter 115, Part 1.

There is a need to check and be consistent with statutory changes. For example, Chapter 115, Part 1, page 14 (top of the page), is there still an “Emergency Educational Technician” designation? Megan London has some thoughts on this.

Current violations reports seem to be without effect. What are reasonable penalties?

Mallory Cook has gathered considerable information and would like to meet with Tom to discuss the implications.

Dan Chuhta mentioned that the process we are using may need so revision as per Sarah Forster. There may be a concern that soliciting feedback may not be inclusive enough. Note that there are over 40 people and organizations that receive notification of these meetings.

It was noted that there is a big jump from an Ed Tech I (requiring just a high school diploma) to an Ed Tech II (now requiring 60 semester hours). It was posited that an Ed Tech II could be 45 hours, which is half of the 90 needed for an Ed Tech III but may be incentive for more Ed Tech IIs.

Laura Cyr said she would prepare a strikeout version of Chapter 115. Thank you so much for this support.

Other Business

There was no other business.

The meeting was adjourned at 12:30 pm. Next meeting is July 24 (the fourth Wednesday), 2024 at 10:30 am.

Attachments:

Slides from Michael Perry on certification applications.
Flyer from Cindy Dean on UMA's MAT program.
EPP Review Calendar and Current EPP Approvals

Current EPP Approvals (w/Pending Extensions)

Institution	Approval Through	Pending Request	Note
Bates College	Fall 2025	Extend, Fall 2027	<i>Pending Extension Request</i>
Bowdoin College	Spring 2028		(Amended) Extension Approved (from Spring 2027)
Colby College	Fall 2024		EPP Visit Scheduled (March 2025)
College of the Atlantic	Spring 2026		Extension Approved (from Fall 2025)
Eastern Maine Community College	Fall 2026		Extension Approved (from Fall 2024)
Husson University	Spring 2024		<i>SBE Approval Vote Pending (May 2024 SBE Meeting)</i>
Maine College of Art and Design	Fall 2025		Extension Approved (from Fall 2023)
St. Joseph's College	Spring 2027		Interim Report Approved (February 2024)
Thomas College	Fall 2024		EPP Visit Scheduled (September 2024)
University of Maine	CAEP: Fall 2028 Non-CAEP: --		Off-cycle Review for Non-CAEP Scheduled, October 24
University of Maine at Augusta	Fall 2025		Extension Approved (from Fall 2024)
University of Maine at Farmington	Spring 2026 [CAEP]		Extension Approved (from Fall 2024)
University of Maine at Machias	Fall 2019		Will reengage with renewal process, TBD Spring 2025
University of Maine at Presque Isle	Fall 2026		
University of New England	Fall 2025		
University of Southern Maine	Spring 2029 [CAEP]		Regularly Scheduled CAEP Review

EPP Review Calendar (w/Pending Extensions)

Academic Year 2023 - 2024		
Institution	Semester	Note
Husson University	Spring 2024	<i>SBE Approval Vote, May 2024</i>

Academic Year 2024 - 2025		
Institution	Semester	Notes
Thomas College	Fall 2024	Scheduled for
University of Maine [non-CAEP]	Fall 2024	Off-Cycle Review for non-CAEP programs. Scheduled for October 2024
Colby College	Spring 2025	Scheduled for March 2025
University of Maine at Machias	Spring 2025	Proposed reengagement with review process.

Academic Year 2025 - 2026		
Institution	Semester	Note
University of Maine at Augusta	Fall 2025	Extension Approved (from Fall 2024)
University of New England	Fall 2025	
MECA+D	Fall 2025	Extension Approved (from Fall 2023)
College of the Atlantic	Spring 2026	Extension Approved (from Spring 2025)
University of Maine at Farmington [CAEP]	Spring 2026	CAEP, Extension Approved (from Fall 2024)

Academic Year 2026 - 2027		
Institution	Semester	Note
Eastern Maine Community College	Fall 2026	Extension Approved (from Fall 2024)
University of Maine at Presque Isle	Fall 2026	
St. Joseph's College	Spring 2027	Interim Report Approved, February 2024

Academic Year 2027 - 2028		
Institution	Semester	Note
Bates College	Fall 2027	<i>Pending Extension (from Fall 25)</i>

Academic Year 2028 - 2029		
Institution	Semester	Note
University of Maine [CAEP]	Fall 2028	Regularly Scheduled CAEP Review
Bowdoin College	Spring 2028	Extension Approved (from Spring 2027)
University of Southern Maine [CAEP]	Spring 2029	Regularly Scheduled CAEP Review



MAT: WHOLE CHILD EDUCATION (30-33 CREDITS)

ABOUT OUR PROGRAM

Whole Child Education, as well as related concepts subsumed under that umbrella, such as Social-Emotional Learning, "Grit," and Growth Mindset are seen as trending terms and buzzwords, but the reality is that decades of existing, compelling research have long evidenced the need to foreground education practices that acknowledge the relationships between children's physical and mental health and their social, emotional, cognitive, and academic development. To ensure that every child realizes their fullest potential, Whole Child Education gives priority to all a child's developmental needs.

PROGRAM OBJECTIVES

- recognize that access to rich learning opportunities both inside and outside of the classroom, as well as safe, inviting, engaging learning settings, are critical to students' education and future success
- support educators in creating relationship-centered learning spaces; creating curricula, instruction, and assessments for deeper learning; offering integrated student supports; preparing teachers for Whole Child practice; and encouraging policymaking that supports every child
- assist educators in understanding that a Whole Child approach must also consider the Whole School and Whole Community
- address the need to engage students as active participants in their learning and health, how schools play a critical role in promoting the health and safety of young people and how the model can assist learners establish lifelong healthy behaviors
- train educators to seek opportunities to engage the entire school community and its many important stakeholders by emphasizing education practices that acknowledge the relationships between children's physical and mental health and their social, emotional, cognitive, and academic development

PROGRAM CURRICULUM

- EDU 530--The Whole Child (3 cr.)
- EDU 540--The Whole Educator (3 cr.)
- EDU 550--Whole School . . . Whole Community . . . Whole Child (3 cr.)
- EDU 420/520--Teaching, Learning, and Organizing for Equity, Social Justice, and Change (3 cr.)
- EDU 510--Restorative Practice (3 cr.)
- EDU 580--The "Just-Right" Challenge (3 cr.)
- EDU 497/597--Social-Emotional Learning: Core Competencies (3 cr.)
- EDU 444/544--Resilience and Self-Care for Educators (3 cr.)
- EDU 479/579--Trauma-Sensitive Classrooms (3 cr.)
- EDU 590--Capstone Thesis (possible repeated enrollment) (3+ cr.)

FOR MORE INFORMATION



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