

MAINE STATE LEGISLATURE

The following document is provided by the
LAW AND LEGISLATIVE DIGITAL LIBRARY
at the Maine State Law and Legislative Reference Library
<http://legislature.maine.gov/lawlib>



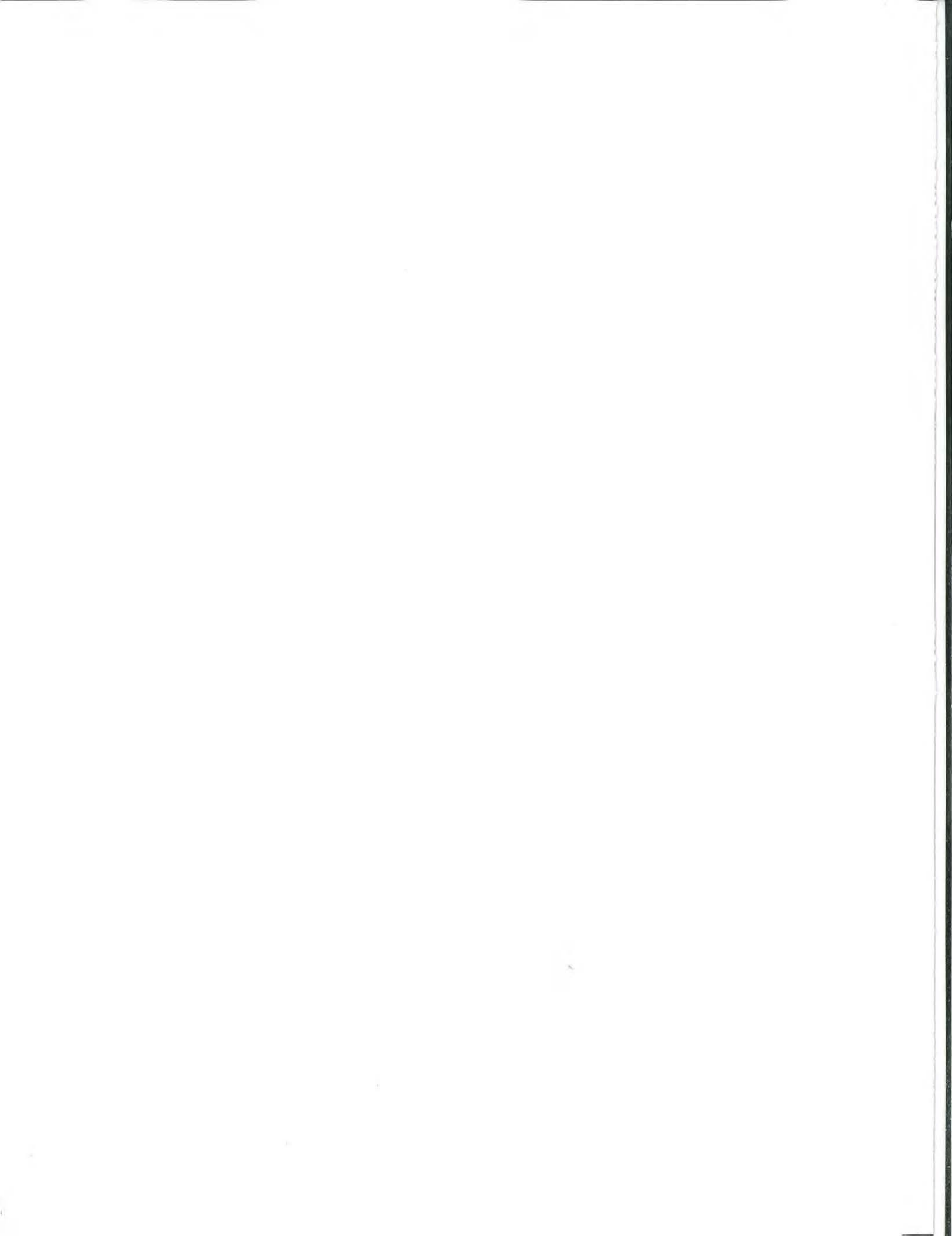
Reproduced from scanned originals with text recognition applied
(searchable text may contain some errors and/or omissions)

Teacher Education: The foundation of educational excellence



113th Legislature - Report of the Special
Commission to Study Teacher Training
December 1987





STATE OF MAINE
113TH LEGISLATURE
SECOND REGULAR SESSION

FINAL REPORT
OF THE
SPECIAL COMMISSION TO STUDY
TEACHER TRAINING IN THE
UNIVERSITY OF MAINE SYSTEM

DECEMBER 1987

MEMBERS:

Rep. Stephen M. Bost, Chair
Sen. Stephen C. Estes
Sen. Nancy Randall Clark
Rep. William F. Lawrence
Dr. Calvin Anderson
Dr. Anthony Chiappone
Ross Fearon
Dr. Robert Gates
Geneva Kirk
Diane Todd
Rusty Willette
Carol Wishcamper
Dr. Gerald Work

Staff:

David C. Elliott, Legislative Analyst

Office of Policy and Legal Analysis
Room 101, State House--Sta. 13
Augusta, Maine 04333
(207) 289-1670

MEMBERS

REP. STEPHEN M. BOST, ORONO, CHAIR
SEN. NANCY RANDALL CLARK, FREEPORT
SEN. STEPHEN ESTES, KITTERY POINT
REP. WILLIAM LAWRENCE, W. NEWFIELD
DR. CALVIN ANDERSON, FT. KENT
DR. ANTHONY CHIAPPONE, ORONO
ROSS FEARON, FARMINGTON
DR. ROBERT GATES, MILO
GENEVA KIRK, LEWISTON
DIANE TODD, AUGUSTA
RUSTY WILLETTE, DOVER—FOXCROFT
CAROL WISHCAMPER, FREEPORT
DR. GERALD WORK, ORONO



STAFF

DAVID C. ELLIOTT, LEGISLATIVE STAFF
JERI GAUTSCHI, LEGISLATIVE STAFF
JOHN B. KNOX, LEGISLATIVE STAFF

STATE OF MAINE
ONE HUNDRED AND THIRTEENTH LEGISLATURE
SPECIAL COMMISSION
TO STUDY TEACHER TRAINING

Dear Legislators and other Concerned Citizens:

Following one and a half years of deliberations, the Special Commission to Study Teacher Training in the University of Maine System is pleased to offer its final report. The Commission concluded, as have a number of national studies, that perhaps the most critical element to the accomplishment of educational reform is the quality of classroom teachers. Therefore, the importance of teacher pre-service, induction and in-service education programs is evident. Historically, two out of three Maine teachers have received their undergraduate education in the University of Maine System - the majority of them in teacher education programs.

The Special Commission was established in 1986 by the 112th Legislature amidst concern that University System Teacher Education Programs were not adequately preparing teachers for their critical role in the classrooms of our State. We found that significant steps have been taken to upgrade the quality of these programs. However, further efforts toward improvement are necessary. If our students are to be well prepared to thrive in an ever more complex world, each generation of teachers must be better prepared to teach the requisite skills.

Our report embodies thirty-three recommendations designed to enhance improvement in Teacher Education Programs and to promote the professionalization of teaching - a necessary ingredient to attracting high quality teacher education students. Each recommendation has been carefully crafted by the Commission to address specific concerns. It is our intent that these recommendations support and enhance the efforts at self improvement which have occurred within the University System Teacher Education Programs over the past several years.

We hope you share our interest in this critical component of educational reform and trust that the Legislature and members of the educational community will join together to implement the recommendations of this report.

Sincerely,

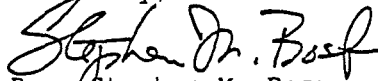

Rep. Stephen M. Bost
Chairman

TABLE OF CONTENTS

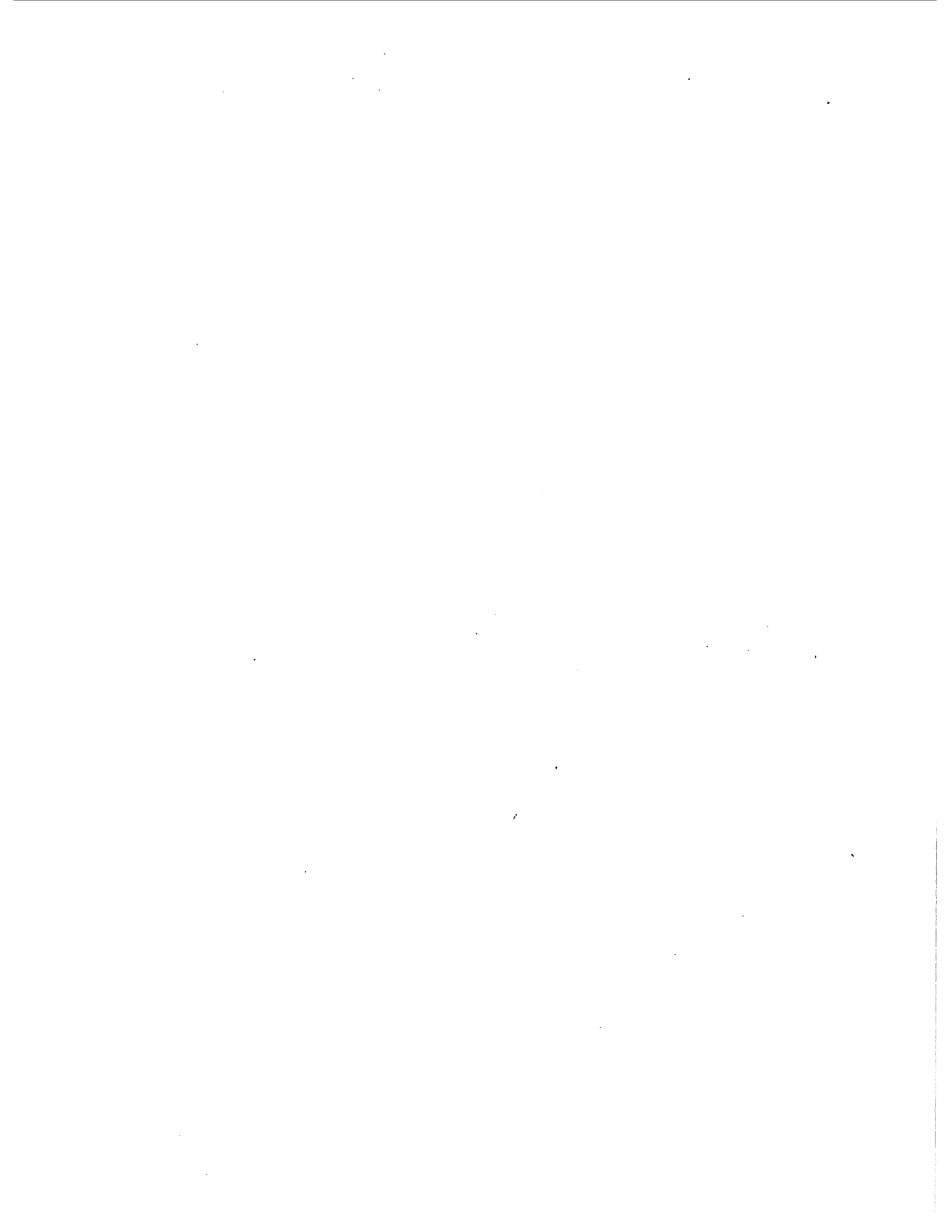
	Page
Acknowledgements.....	iii
I. The Setting	
A. Teacher Education and the Educational Reform Movement.....	1
B. Creation of the Special Commission.....	2
II. Commission Deliberations.....	2
III. Findings and Recommendations	
A. Introduction.....	3
B. Centers for Educator's Professional Growth and Development.....	4
C. Grants for Innovative Teacher Education Programs.....	5
D. Role of the University System in Teacher Education	
1. University College of Education.....	6
2. Program Content.....	8
3. Need for Courses in Special Subjects.....	10
4. Student Counselling, Guidance and Job Placement.....	11
5. Program Review.....	12
6. Teaching Out of Certified Field.....	13
E. Induction Period for New Teachers.....	13
F. In-service Training for Current Teachers.....	15
G. Professionalization of Teaching	
1. Teacher Salaries.....	16
2. Promotion of Teaching.....	18
3. Professional Growth of Teachers.....	18
H. Institutional Roles and Relationships	
1. University System - Public School Linkage.....	19
2. Coordination of Teacher Education Programs.....	20
3. The Need for Research.....	20

Appendices

- A. Authorizing legislation
- B. Campus profiles
- C. Teacher forum summaries
- D. Teacher survey questionnaire
- E. Survey frequency responses
- F. Comparison of survey responses to national responses
- G. Summary of campus visits
- H. Implementation of teacher education recommendations
- I. Notation of reservation or dissent

ACKNOWLEDGEMENTS

The Commission wishes to thank the many individuals and organizations who participated in the various stages of this study for their thoughtful assistance during our deliberations and in preparation of this report. We especially want to thank Dr. Kenneth P. Hayes, University of Maine Political Science Department, and his Research Assistant, A. Hidu, for their work in preparing the teacher survey data. We also are indebted to the University of Maine Honors Center, to Jack Walas, University of Maine, for the cover photo, and to the photo participants: Sean Currier, Lisa King and John Pickering of the Asa Adams Elementary School in Orono.



REPORT
OF THE
SPECIAL COMMISSION TO STUDY
TEACHER TRAINING IN THE
UNIVERSITY OF MAINE SYSTEM

I. THE SETTING

A. Teacher education and the educational reform movement

Beginning in 1983 with the publication of A Nation at Risk: The Imperative for Educational Reform by the National Commission on Excellence in Education, sponsored by the U.S. Department of Education, a wave of educational reform swept this country. The measures embodied in that reform movement, by and large, established increased statewide educational standards and requirements which were designed to lead to educational excellence. As a consequence, schools were subject to more rigorous approval requirements and were required to develop specific plans for school improvement; students were subject to increased graduation requirements and to periodic testing and assessment; new teachers were to be tested for competence; and all teachers and administrators were expected to meet raised standards for certification and recertification.

As implementation of these and other educational reform measures began, it became evident that although increased statewide minimum standards are a necessary ingredient to educational reform, they do not necessarily lead directly to excellence. Genuine improvement often occurs at the local level on a school by school, class by class basis, where real teaching and learning occur. While all schools, students, and teachers must meet the new minimum standards, some of them may do so in a way that truly achieves educational excellence; others may not. Furthermore, assurance of excellence in each program can be achieved less effectively at the state level than at the classroom level. For that reason, the classroom teacher has emerged as a critical element in the implementation of educational reform.

Due to the pivotal role of teachers in the reform movement, the importance of teacher education programs has gained recognition. As one national study group stated: "...American students' performance will not improve much if the quality of teaching is not much improved. And teaching will not improve much without dramatic improvement in teacher education."¹ Teacher education including the pre-service preparation of teachers, induction of new graduates into the profession, and the professional growth

and development of current teachers through in-service training are critical factors to achieving educational improvement. The responsibility for accomplishing these goals has fallen largely to the teacher education programs of our public universities.

B. Creation of the Special Commission

Responding to the national recognition of the importance of teachers and, thus, teacher education programs, a number of national groups have studied teacher education as the key ingredient to educational reform. Among them are the Carnegie Institute on Education and the Economy, the Holmes Group, an association of the deans of universities with teacher education programs, and the Education Commission of the States. Complementing these national studies, several states have conducted an examination of their own teacher education programs, either upon the initiative of the Legislature, the Governor, or the State University itself. Maine became part of the movement in 1986.

Maine Resolves of 1986, Chapter 52 was enacted creating the Special Commission to Study Teacher Training in the University of Maine System. A copy of the resolve is attached (Appendix A). The Special Commission consisted of a broadly representative membership of 13 and was directed to report to the 1st Regular Session of the 113th Legislature (later amended to the 2nd Regular Session of the 113th).

II. COMMISSION DELIBERATIONS

The Special Commission convened on four occasions in 1986 and seven in 1987, either sitting as a full committee or as subcommittees assigned various specific tasks. At the initial meeting, the deans and directors of each College or Department of Education within the System described and answered questions on the Teacher Education program at his or her respective campus. Other information relative to the System's teacher education program was collected, presented and discussed over the next several meetings, resulting in the compilation of an extensive profile of the teacher education program at each campus as of the 1986-87 academic year. A copy of the profiles is attached (Appendix B).

During the Spring of 1987, the Special Commission held a series of eleven teacher forums at schools across the State. Two-person teams from the Commission met with teachers to hear their perceptions of the quality of teacher education programs (particularly within the University of Maine System) and how to improve upon them. Several interesting comments were received at the forums. A listing of the forum sites and a copy of the summary of the comments received is attached (Appendix C).

As directed by the authorizing legislation, the Commission developed an extensive questionnaire to survey new teachers' attitudes toward their pre-service teacher program. The survey instrument was patterned after several recent national surveys. In the spring of 1987, the questionnaire was mailed to 850 teachers who had been certified to teach within the last 4 years. A postcard reminder and a follow-up mailing were sent to those who did not respond to the first mailing. An impressive 76% of the questionnaires were completed and returned. A copy of the survey questionnaire, the frequency responses for the three largest campuses, (UM, USM, and UMF) and a comparison between the Commission's questionnaire responses and the national surveys' responses is attached (Appendices D, E, and F). Other survey data, including cross-tabulation tables for certain questions are available in the Office of Policy and Legal Analysis and may be viewed or copied at the requestor's expense.

The resolve creating the Commission also required that public meetings be held to receive comments on the status of teacher education within the University of Maine System prior to development of final recommendations and the submission of legislation to the Second Regular Session of the 113th Legislature. Public meetings were held in Portland on December 1 and Bangor on December 2, 1987. Appropriate comments received at the meetings and written comments received following the meetings have been incorporated into this report. Members of the Commission also visited the Colleges of Education at the University of Southern Maine and the University of Maine to observe the conditions of their programs. While on those campuses, the Commission met with College of Education administrators, faculty members and students. (Appendix G summarizes those meetings.)

III. FINDINGS AND RECOMMENDATIONS

A. Introduction

During its examination of the complex issue of teacher education, the Special Commission was impressed with the quality of many of the present teacher education programs within the University System. There were numerous examples of the use of creative, up-to-date ideas and concepts, innovative research on issues related to teacher education, newly forged partnerships both within and outside of the University System, and increased programmatic standards. This appears to be especially true over the last few years. The situation in Maine appears significantly more positive than that depicted in many of the national reports which portray teacher education as in a state of crisis. Nevertheless, the Commission believes that greater effort must be made toward continuing improvements which have already begun and applying those improvements universally across the System. As Frank Newman, President of the

Education Commission of the States, stated recently, "The problem is not, in my opinion, that we are doing poorly. The problem is that the demand for the kinds of teachers we want is escalating steadily and whatever we're doing right now - even if we're getting a lot better at it - will be inadequate for the future."

In conducting the study of the University System's teacher education programs, the Commission was guided by one overriding consideration: the public interest. The Commission was created from public concern about teacher education programs within the System. We believe a legitimate public interest remains in the accountability of those administering the programs, because the programs are largely publicly funded and because, as stated above, the quality of these programs has a tremendous impact on the quality of education received by Maine's children.

In its recommendations, the Commission addressed the public interest in teacher education while acknowledging improvements that have occurred within the System. We trust that our recommendations will enhance the continuation of these improvements and that our recommendations will be accepted constructively by all affected parties. If these recommendations are to be successfully implemented, full cooperation will be necessary - from policy makers in the Legislature, University System, State Department, and local school systems, to teacher education faculty members and school teachers. Each of the Commission's recommendations is phrased so as to indicate specific action which we feel must take place to maintain or improve the quality of teacher education programs. Where appropriate, the recommendations will be implemented by proposed legislation for introduction to the Second Regular Session of the 113th Legislature. In many instances, the Commission's recommendations can best be accomplished at this time by administrative action of the appropriate agency or institution. (Appendix H describes the implementation process for each recommendation.)

B. Centers for Educators' Professional Growth and Development

Central to the Commission's recommendations were two concepts which affect and aid in the implementation of several other specific recommendations. The first of these is the establishment of regional Centers for Educators' Professional Growth and Development.

There should be six centers - one associated with and based at each campus of the University System which offers a Teacher Education program. The primary responsibilities of these Centers would be to (1) assess teacher education needs within its region (pre-service, induction, and

in-service), (2) coordinate the provision of teacher education services to meet these needs, (3) coordinate research within the region on the professional knowledge, skills, and development of teachers, and (4) assess the impact of research on the development of successful school practices.

Each center would be governed by a Board of Directors, consisting of public school and Univeristy System administrators, school board members, and a substantial representation of public school teachers and University System faculty employed within the region. The Centers would be funded by appropriation from the Legislature and grant money which is available.

It was the Commission's intent in making this recommendation that we augment ongoing programs rather than create a new separate bureaucratic entity. We anticipate that the Centers will operate under the umbrella of each of the campuses offering teacher education programs. The framework for establishment of the Centers is in place on each campus. However, we do envision an expanded governance structure which provides for on-going, meaningful input by teachers and faculty members in the operation of the Centers.

RECOMMENDATION 1: That legislation be introduced to enhance the funding of regional Centers for Educators' Professional Growth and Development which are governed by representative boards of directors.

C. Grants for Innovative Teacher Education Programs

The second related concept aiding and affecting implementation of the recommendations of this report is the establishment of a system of Grants for Innovative Teacher Education Programs. These grants, patterned after the classroom and school-based Innovative Grants Program for public schools, established by the Education Reform Act of 1984, would be designed to test creative, long-term approaches to improvement in teacher education. These grants would be awarded on a competitive basis from funds appropriated in accordance with recommendations of this report. Any education faculty member or group of members or any College or Department of Education within the System would be eligible to apply for grants to fund innovative approaches to teacher education in subject areas identified in our recommendations. Grants would be two years in duration, although a longer period could be permitted if necessary to thoroughly evaluate the success of the project. An evaluation would be required to determine the scale of significance and application of the project. It would be expected that after the two year testing period programs recommended for continuation and expansion to other campuses would be funded through the System budget.

The Grants system would be administered by the boards of directors for the Regional Centers. The boards of directors would select from among requests for grants to be funded and make allocations within their respective regions based on funds available.

RECOMMENDATION 2: That a system of Grants for Innovative Teacher Education Programs within the University of Maine System be established and that adequate funds be appropriated for that purpose.

D. Role of the University System in Teacher Education

The Commission identified three distinct stages in the education and development of teachers. They were (1) the pre-service education of prospective teachers, (2) the induction period for new teachers, and (3) the in-service training of experienced teachers.

The University of Maine System has traditionally been involved in the delivery of pre-service teacher education programs, the stage at which the System clearly has the greatest impact. Although the majority of our recommendations are in this area, we offer additional recommendations relating to the induction and in-service education of teachers, as well as to the recruitment and retention of teachers.

Teacher education programs within the system consist of professional education courses (provided by the Teacher Education faculty), clinical experience in schools (sponsored and generally supervised by the Teacher Education faculty) and courses in liberal arts and science subjects (provided by faculty other than teacher education faculty). The mix of education, clinical and liberal arts courses varies both by the level and specialty area of teaching degree sought by the individual campuses.

1. University College of Education

The first issue addressed by the Commission regarding the role of the University System in Teacher Education was the functioning of the University College of Education. The University College of Education is the instrumentality responsible for the overall coordination of teacher education programs within the University System. The University College was created by the Board of Trustees in 1977 as an arm of the Chancellor's Office amidst concern that education programs within the System lacked coherence. The charge to the University College was to (1) review each campus' Teacher Education program, (2) assemble pertinent data and act as a central data bank and intelligence center on educational issues for

the System and the State, and (3) coordinate the establishment of common standards for Teacher Education programs within the System.

The Governor's Visiting Committee to the University System, while recognizing the importance of Teacher Education to the System and to the State of Maine, stopped short of endorsing the University College. In 1986, following the resignation of Chancellor McCarthy, Interim Chancellor Phillipi ordered an independent evaluation of the University College of Education prepared for the in-coming Chancellor. That evaluation was conducted by an outside consultant and presented to Chancellor Woodbury after he assumed office. That study was prepared as an internal document for the Chancellor and has not been publically released. It has led to a relocation of the Office of the University College of Education to Augusta and a proposed name change and restructuring of the functions and responsibilities of the University College. The proposals will be presented to the University Board of Trustees at their January 1988 meeting.

The changes proposed for the University College of Education have the potential to address the concerns of the Commission, but it will not be clear whether they do until the Board of Trustees acts on them. Our concerns are principally these: (1) that there be a clear and comprehensive statement of the role of the University College or its successor within the University of Maine System; (2) that the relationship of the University College or its successor to the campus Colleges/Departments of Education be clearly stated; (3) that a role be spelled out for the University College or its successor with respect to the rest of the educational community, i.e. the Department of Educational and Cultural Services, the State Board of Education, the public and private higher education community, the Legislature and local school units; and (4) that a method for formal, independent evaluation of the effectiveness of the University College or its successor be established.

RECOMMENDATION 3: That the University of Maine System Board of Trustees report to the Joint Standing Committee on Education in February, 1988 on their action regarding the restructuring of the University College of Education, and that the Joint Standing Committee on Education determine whether legislation should be introduced to the Second Regular Session of the 113th Legislature establishing a Commission to examine the University College of Education as it now exists or as it is restructured by the Board and to

report findings and recommendations to the First Regular Session of the 114th Legislature.

2. Program Content

Various national studies have commented on Teacher Education programs - both on the mix and quality of the courses. The thrust of the recommendations of those studies has varied, but the tone has been predominantly critical of existing Teacher Education programs.

In our review of the University System's Teacher Education programs, the Commission found much on which to commend the System with regard to Teacher Education courses. Without exception, the individual Colleges/Departments of Education have taken steps to upgrade standards for admission to, retention in, or graduation from Teacher Education programs. In many cases, earlier and more relevant clinical experiences are being offered. Cohort training to encourage collegiality and teamwork among training teachers is being offered, and several campuses are requiring more coursework in an academic content area. Additionally, the Chancellor and the Presidents have adopted a statement on Teacher Education (July 20, 1987) which enumerated ten principles to guide the preparation of teachers.

Nevertheless, the Commission had concerns regarding Teacher Education programs within the System. Our principal concern was that professional education and methods courses are often perceived as being inappropriate by teachers in training and lacking in rigor by both those who take them and the general public. That position is supported by national studies and by data gathered by the Commission's survey of new teachers and its teacher forums.

There can be no debate, in our opinion, on the value of clinical experience in the development of teachers. Pre-service teachers, experienced teachers, education faculty and other observers universally cite the importance of early and extensive, carefully structured and supervised clinical programs. They are valuable because they provide both technical expertise to pre-service teachers and act as a screening device for those who are not suited to classroom teaching. Therefore, early clinical experience should be provided in Teacher Education programs.

We believe that improvement is necessary in a number of professional education and methods courses currently being offered. The concerns which we have

identified relate to program currentness and to the intellectual demands of the courses - their rigor. These concerns are similar to problems identified by recent national studies of the quality of post-secondary education generally. We recognize that any thorough approach to improving Teacher Education must include efforts to upgrade the effectiveness of Arts and Science offerings. However, as the Commission's charge was directed toward Teacher Education programs within the University System, we limited our recommendations in this section to those programs. We have addressed the need for overall coordination of the education of teachers within the system in part H-2 of this section.

Our survey of teachers indicated a high level of satisfaction with and recognition of the importance of clinical programs such as student teaching and practicum courses. However, education courses, methods courses and core teaching courses are seen in a much less favorable manner by those same teachers.

RECOMMENDATION 4: That the University of Maine System Board of Trustees conduct a review of the content of the undergraduate teacher education program at each campus including the liberal arts component, with a particular emphasis on course requirements, competencies developed and how those competencies are evaluated, and that each program develop a plan to implement program changes, where appropriate. Further, that the University of Maine System provide for the involvement of classroom teachers and education students in the regular policy-making body for each Teacher Education program.

RECOMMENDATION 5: That each College/Department of Education evaluate the delivery of its field based experiences (other than student teaching), including early classroom experiences and training in classroom presentation to prospective teachers; and that each program develop a plan to maintain and strengthen the quality of its field based experiences. Each undergraduate Teacher Education program should have a field based component which at a minimum consists of:

(1) A semester-long introductory experience, prior to admission to the Teacher Education program, which provides on-going sequential relationships with a student or group of students; and

(2) A year-long field based experience to be developed by each campus, jointly supervised by University faculty and classroom teachers, with an

accompanying seminar or other peer support group meeting monthly.

RECOMMENDATION 6: That the State Board of Education establish minimum certification requirements for field based experience for prospective teachers prior to provisional certification and that this policy be biennially reviewed by the Board and a report filed with the Joint Standing Committee on Education in January during the First Regular Session of each Legislature.

Individual courses or campus programs to address these recommendations would be eligible for funding under the Grants for Innovative Teacher Education Programs. The Centers for Professional Growth and Development would identify common areas needing to be addressed in pre-service education for teachers coming into their region.

3. Need for Courses in Special Subjects

The Commission's survey data indicate that new teachers lack preparation in certain specific areas. The areas most often cited as lacking were classroom management and discipline, dealing with handicapped children, recognizing student learning styles, understanding substance abuse and understanding school law. The need for exposure to special education topics was also strongly supported by current student comments during our on-campus visits. Some of these subjects are appropriately taught at the pre-service level.

Clearly, classroom management, dealing with handicapped students and recognizing different learning styles are knowledge and skills in which teachers must have an adequate grounding when they arrive in their first classroom. Neither the teacher nor the student is well served if the teacher encounters a situation with which he or she is unprepared to deal. Classroom management issues are dealt with in current programs. It is not our intent to recommend that specific courses be offered in classroom management, however, we raise the subject for consideration by System officials as one commonly believed to be lacking by teachers.

With respect to the area of dealing with special education students, our recommendations parallel those in the reports of the Joint Select Committee to Address Training and Employment Opportunities for Handicapped Persons Beyond School Age in 1985 and the Joint Select Committee for Learning Disabled Children in 1986. Currently, teachers other than those seeking

a special education degree are insufficiently exposed to special education issues in their courses.

RECOMMENDATION 7: That all students enrolled in teacher education programs within the University of Maine System be required to successfully complete a course (3 credit hours) or course equivalent on exceptionality and a course (3 credit hours) or course equivalent on the methods of mainstreaming exceptional children. This requirement may be met by a combination of formal coursework and field experiences with the total time involved equivalent to 6 semester credit hours of coursework.

Other subject areas appropriate to pre-service education, i.e. dealing with family dysfunctions, substance abuse, and understanding school law were cited in the survey as lacking. It is critical to morale that teachers are able to understand and participate in the process. Exposure to the legal framework in which schools operate will give teachers a better understanding of the context of their work. The term "School Law" was not defined in the survey. In the Commission's view, that term covers a range of topics such as school finance, school organization, school construction, child abuse reporting requirements, AIDS policy, special education law, school structure and governance and school discipline rules. These are subjects which must be dealt with at both the pre-service and in-service levels.

RECOMMENDATION 8: That the Colleges/Departments of Education examine ways to deliver courses, course equivalents or workshops on family dysfunctions, substance abuse and school law issues and that they enter into dialogue with school administrative units to highlight the need for and to develop ways to provide continued exposure to those issues during in-service training.

The provision of courses in these specialized areas should be developed through the Centers for Professional Growth and Development taking into account the pre-service and in-service needs of teachers in each region.

4. Student counselling, guidance and job placement

Recent graduates of Teacher Education programs within the University System who responded to the Commission's survey believe they need more career counselling, guidance and job placement assistance. It is our belief that services such as these are critical supportive elements to any strong pre-service Teacher Education program. Counselling and guidance

services are necessary to assist students in determining whether teaching is the appropriate field for them and, if so, what level or specialty might be the most suitable. Comprehensive job placement services can help ensure that the first professional experience of a newly graduated teacher is appropriate to his or her training. Support services such as guidance, counselling and placement are critical elements to ensure that committed and competent new teachers enter and stay in the teaching profession.

RECOMMENDATION 9: That the Colleges/Departments of Education evaluate their support services in guidance, career counselling and job placement for teachers and prepare a plan/program for meeting the identified needs of future teachers in this area. Further, that each College/Department establish a program for maintaining contact with Teacher Education graduates for at least five years following graduation to evaluate career paths.

RECOMMENDATION 10: That the Colleges/Departments of Education incorporate into the undergraduate Teacher Education program a process for both stressing the importance of teaching as a career and for a continuing evaluation of teacher education students for their interest and ability to teach. This process should be introduced early and continued through the undergraduate teacher education program.

Proposals for upgrading support services System-wide would be eligible for funding under the Grants for Innovative Teacher Education Program.

5. Program review

The Commission found that Teacher Education programs within the University System are subject to a variety of review processes, from informal, internal self-review to formal, external review. In some cases external review is performed by the State for program approval and in some cases by the National Council for the Accreditation of Teacher Education (NCATE) for national accreditation. There is not, however, a consistent, periodic, external review of Teacher Education programs based on accepted national standards performed on a System-wide basis. This lack of consistent, external review of the various Teacher Education programs contributes to the pervasive notion on campuses that Teacher Education is a less than serious academic program. In making our recommendation regarding NCATE accreditation, we recognize that there will be some increased costs to

small programs within the System which the Board of Trustees should take into account within its budget.

RECOMMENDATION 11: That each Teacher Education program within the University of Maine System be required to undergo NCATE accreditation review every seven years.

6. Teaching Out of Certified Field

Within regard to teacher certification, to a large extent certification and Teacher Education programs are interrelated and a change in one necessitates a change in the other.

Our primary concern was that a significant minority of new teachers responding to our survey responded that they are teaching outside the grade level or subject area for which they were educated. We understand that the State Board of Education will be addressing this area through rule-making. We endorse their efforts. In our view the practice of out-of-field placement trivializes the choice of subject matter specialization by teachers and is another example of the lack of professional respect accorded to teachers. In addition, it is poor educational practice to use teachers to teach in an area where they are inadequately prepared. Finally, we feel that the issue of maldistribution of teachers by subject area or grade level of training and spot shortages of particular types of teachers needs to be addressed in a more comprehensive manner.

RECOMMENDATION 12: That the State Board of Education study the issue and develop methods to ensure that teachers are in the subjects and grade levels in which they are academically prepared.

RECOMMENDATION 13: That the Department of Educational and Cultural Services and Colleges/Departments of Education annually identify potential teacher shortages or oversupply, determine why they are occurring, and develop a plan to address the problem.

The Centers for Professional Growth and Development can assist in that analysis for their region.

E. Induction Period for New Teachers

Every year 500-600 newly graduated teachers enter Maine classrooms. Many have difficulty coping with the demands we as a society place on teachers. Some are

fortunate. Through the assistance of an experienced fellow teacher, a helpful administrator, or through their own initiative, they discover how to be good teachers. Others survive; they discover methods that seem to work. Over time they may become competent, if not outstanding, teachers. Others simply cannot adjust and ultimately leave teaching - some sooner, some later. It is difficult to determine how many of these teachers would have developed into good teachers had they stayed in the field.

A comprehensive system of support services is essential to new teachers during their induction into the teaching profession. Such services can not only help to prevent teachers from becoming discouraged by their initial exposure to teaching and leaving the profession, but they can also help those who remain to become better teachers. The new teacher certification law has begun to address the need for induction services with the concept of support systems for new teachers in the school and the development of teacher action plans which identify specific areas of need for teachers in their professional development. That represents a step in the right direction. However, we believe that with relatively modest changes the induction period for new teachers can be made even more productive. Such changes should contribute to an increase in the number and quality of new teachers who choose to remain in the teaching profession.

RECOMMENDATION 14: That the State Board of Education encourage teacher support teams under the certification law to make available to newly certified teachers counselling in classroom coping skills and to discuss with all new teachers the importance of teaching as a profession in our society.

RECOMMENDATION 15: That each school administrative unit allocate at least one half day per year of in-service training for its teachers to programs related to improving teaching as a career.

RECOMMENDATION 16: That the Legislature expand the Blaine House Scholars Program to enable and encourage prospective teachers to obtain a Masters Degree in Education or in their subject matter specialty and to provide financial assistance for current teachers to take a paid leave of absence, to commence or continue graduate study, or for other professional development activities.

The Professional Growth and Development Centers will play a major role in the assessment of the needs and provision of programs for new teachers.

F. In-service Training for Current Teachers

Approximately 15,000 teachers are employed in Maine's public schools. Each year only 500 to 600 new teachers enter the profession. If the rate of hiring new teachers doubled, it would take fifteen years to completely replace the current teaching workforce with newly trained teachers. These figures, while not obviating the need we found for certain improvements in the Teacher Education programs preparing new teachers, highlight the corresponding need to provide in-service training to upgrade the skills of current teachers.

The Commission's survey data indicates that teachers did not participate frequently in professional development activities and when they did, did not think those activities helped significantly. These findings buttress what our collective experience tells us - that a great deal of in-service training is not considered to be a serious undertaking by most educators. Continuing education courses are thought by many to be something that must be endured and which provide little benefit or challenge. If teaching is to attain the status of a learned profession and if we are to take seriously the need of upgrading credentials of the current practitioners, that issue must be addressed.

The Commission believes that the Centers for Professional Growth and Development would contribute to addressing the in-service educational needs of teachers. By carefully assessing the professional growth and development needs of its region's teachers and taking into account the expressed needs of those teachers, each Center would assure that the in-service educational programs offered would be relevant. By coordinating in-service programs between the University System, the school unit and private providers, it would assure that programs are offered in a systematic, timely, and geographically useful manner. (Refer to Recommendation 1 and the discussion preceding it.)

RECOMMENDATION 17: That the Legislature encourage public school teachers to continue their professional growth by providing appropriate funding for summer education grants for professional development.

There is at least one specific subject area which the Commission felt needed to be addressed through a comprehensive system of in-service training. When asked in our survey to identify problems facing schools today, the highest response category was problems stemming from family dysfunctions which affect the child's ability to learn.

RECOMMENDATION 18: That the State Board of Education be informed of the importance of family functions as they

relate to the classroom experience and that the Board determine methods of assuring that school administrative units provide appropriate in-service training on education problems associated with family dysfunctions.

In-service programs to help teachers deal with family dysfunctions would be eligible for Innovative Teacher Education Program grants and should be coordinated through the Centers for Professional Growth and Development.

G. Professionalization of Teaching

Much has been written recently about the impending shortage of teachers. Nationally, experts have offered differing opinions on the question of whether there is a shortage of qualified teachers. In Maine, two recent studies² indicate that although there are problems with an adequate supply of trained teachers in certain subject areas, e.g. special education, there does not appear to be a general shortage of teachers at this time.

Whether there is an actual shortage of teachers or not, we must be concerned about the quality of students attracted into teaching and the quality of teachers who remain in teaching for more than a few years. One of the critical elements in attracting and retaining high quality teachers is to raise the standing of teaching as a profession. Some of our earlier findings and recommendations dealing with increased Teacher Education program standards, the new certification requirements, and a strengthened system of in-service teacher development will assist in professionalizing teaching.

In our view, the empowerment of teachers is another area that clearly needs to be addressed. Teachers must be allowed to influence what goes on in their schools, to be given and to accept responsibility for the successful education of their students and to be adequately compensated for their work.

Some progress has been made on this front. Several school systems, on their own initiative, are involving teachers in the management of their schools. Statewide minimum starting salaries have been raised significantly over the past two years. Tentative steps toward professionalizing teaching are beginning to occur. However, we feel that much more needs to be done in order to sustain this momentum.

1. Teacher Salaries

A critical element in professionalizing teaching is establishment of teachers' salaries at competitive levels. Although beginning teachers' salaries have increased significantly and, to a lesser extent, all

teachers' salaries have increased over the last two years due to legislatively mandated minimum starting salaries, our survey data indicates that new teachers continue to cite low salaries as the major problem facing public schools today.

The problem related to teacher salaries is three-pronged. First, there is an inherent weakness in simply establishing a minimum starting salary in statute without some means of updating that statewide minimum for inflation in succeeding years. The Education Reform Act of 1984 established \$15,500 as the minimum starting salary for the 1987-88 school year. However, unless provisions are made for periodically updating that figure with a new meaningful and responsible statewide minimum, Maine will soon be in a situation similar to that which preceded enactment of the statewide minimum.

RECOMMENDATION 19: That, beginning in 1988, the Joint Standing Committee on Education biennially review teacher compensation and the minimum starting salary level for new teachers and recommend appropriate changes.

In addition, the Commission identified the compression of the overall salary scale within many administrative units as the second salary concern. New salary scales are being established with fewer steps and with smaller increases between steps. Many teachers are being retained at their current step longer. The result is that beginning teachers' salaries have increased, in some cases significantly, over the last two years while experienced teachers' salaries have increased much less. This situation, if allowed to continue, could eventually drive many of Maine's good, experienced teachers out of teaching into better paying professions. Additionally, young people may be inhibited from entering teaching in the first place when they compare their future earning potential as a teacher to their potential in other professions requiring similar education and responsibility.

RECOMMENDATION 20: That the Joint Standing Committee on Education within its review of teacher compensation in 1988 study the advisability of establishing a minimum teacher salary for teachers with ten years experience and for teachers with twenty years experience to offset the compression of teacher salary scales which has occurred since the enactment of minimum starting salaries for new teachers.

Thirdly, despite recent improvements, we believe that teacher salaries in Maine continue to fall well below the level necessary to compensate teachers adequately for their work.

RECOMMENDATION 21: That the State of Maine through legislative appropriation and other appropriate means commit to increasing the statewide average teacher salary with strong consideration given to the State's national ranking for per capita income.

2. Promotion of Teaching

Another part of the solution to professionalizing teaching relies upon changing the perception that teaching is not a serious profession. This unfortunately remains a perception held by many teachers as well as many members of the general public and is a perception which we recommend be addressed in several ways. Of particular importance is the need to encourage bright secondary school students to consider teaching as a career. Too often students receive subtle messages that teaching is not a worthwhile profession.

RECOMMENDATION 22: That professional teachers' associations/unions identify and address specific issues relating to the professionalization and enhancement of teaching as we move into the 21st century.

RECOMMENDATION 23: That the Governor recognize Teacher Education a major priority of his administration and issue a proclamation outlining that priority.

RECOMMENDATION 24: That the Department of Educational and Cultural Services provide technical assistance to public schools in establishing a program to utilize high school students as tutors or aides in elementary schools in order to introduce those students to the benefits of teaching as a profession.

RECOMMENDATION 25: That the Maine Association for Counselling and Guidance examine ways to present teaching as a career option in a positive manner and to encourage students to consider it as a career.

3. Professional Growth of Teachers

A related concern which the Commission had was the need for personal professional growth by teachers, involving more than the formal induction and in-service components of teacher development discussed

above. This concern is even more critical in view of increased demands on teachers time. It is essential that adequate in-school time be available to teachers for such professionally related activities as preparing lesson plans, staying current in their subject area, and conferring with colleagues on teaching related matters.

RECOMMENDATION 26: That the Joint Standing Committee on Education conduct a study of the increased demands on teacher time and the need for additional in-school planning and training time and that the Committee take appropriate action following its study.

RECOMMENDATION 27: That all teachers having at least seven years of teaching experience be eligible for one of the following types of legislatively funded leave of absence to improve their professional skills:

(1) Ten well publicized, state funded sabbaticals for teachers awarded on a competitive basis.

(2) Leaves of absence granted by local school administrative units encouraged through state financial assistance and including a service pay back assurance for the school unit.

H. Institutional Roles and Relationships

1. University System - Public School Linkages

The Commission believes that both public schools and the University System benefit from a close working alliance. Public schools benefit by having access to innovative ideas and the most recent research on teaching through the Teacher Education programs. Teacher education programs benefit by having field situations in which to place their students and to implement new research findings. This is supported by the Commission's survey of teachers, with nine of ten responding teachers believing that a formal arrangement for teacher development between the University System and public schools would have a positive effect.

A specific area where the University System/public school relationship needs immediate attention is funding for the clinical experience of pre-service teachers. The most obvious target for upgraded funding is the Cooperating Teacher/Supervising Teacher - that teacher who works with the Teacher Education students in public schools during the clinical component of the students' training. Currently, Cooperating Teachers are paid

only \$125 per semester. In our opinion, that amount is woefully inadequate.

RECOMMENDATION 28: That Cooperating/Supervising Teachers be reimbursed a minimum of \$500 per semester for supervision of teacher education students during their student teaching and that adequate funds be appropriated for that purpose. Further, that Cooperating/Supervising Teachers be trained by College/Department of Education personnel through a cooperative arrangement between the public school and the campus. Further, that the Colleges/Departments of Education consider granting adjunct faculty status to Cooperating/Supervising Teachers.

RECOMMENDATION 29: That the State Board of Education and the Board of Trustees of the University of Maine System identify specific higher education/K-12 linkages and that the Legislature provide funding through the Grants for Innovative Teacher Education Programs for implementation of those linkages.

2. Coordination of Teacher Education Programs

All teachers trained in the University of Maine System receive a substantial portion of their undergraduate preparation outside the College or Department of Education. Any effort to improve Teacher Education programs must focus on the whole undergraduate program, not simply Teacher Education. The preparation of well-rounded teachers requires the cooperative efforts of the entire campus.

RECOMMENDATION 30: That: (1) the Board of Trustees of the University of Maine System charge each campus offering a Teacher Education program to convene a working group representing the College of Education and the College of Arts and Sciences; (2) the working group on each campus study and report to the Board of Trustees on the coursework offered to pre-service teachers and ways in which education and liberal arts coursework could be offered to more effectively meet the educational needs of preservice teachers; and (3) the Chancellor's annual report to the Legislature include the findings of the campus reports and the specific steps which will be taken to address this issue.

3. The need for research, the relationship of University System Teacher Education Programs, the DECS, the Legislature and Public Schools.

One of the elements which identifies a profession or course of study as a serious academic pursuit is

the existence of a sophisticated body of research in that field. That body of serious research has been poorly utilized in the field of Teacher Education. This situation has only recently begun to change. However, the usefulness of research is threatened unless it is conducted in a coordinated manner, disseminated to potential users, and based on a reasonable expectation of continued commitment of resources to develop, conduct, field test and disseminate the results. A key objective of research should be to evaluate any new or experimental Teacher Education programs to assess their effectiveness.

RECOMMENDATION 31: That the University of Maine System Board of Trustees establish a campus-based Education Research Center within the University of Maine System. The principal purpose of the Center would be to conduct current research in the field of teacher education and to establish an active network for dissemination of results of that research to other Teacher Education programs.

RECOMMENDATION 32: That representatives of the University of Maine System, the Department of Educational and Cultural Services, the Legislature and schools convene a working group to discuss and consider the formation of an education research coordinating committee. The purpose of this committee would be to suggest to the Research Centers and Professional Development Centers appropriate educational research topics, coordinate the conduct of research projects, provide for the commitment of adequate resources to carry them out, test their findings, and to disseminate their findings to appropriate policy makers.

RECOMMENDATION 33: That the Department of Educational and Cultural Services review its data gathering, analysis, reporting and dissemination capabilities and report to the Joint Standing Committee on Education of the First Regular Session of the 114th Legislature ways in which those capabilities might be improved and the cost of those improvements.

FOOTNOTES

- 1 Holmes Group, Tomorrow's Teachers: A Report of the Holmes Group, 1986
- 2 Department of Educational and Cultural Services, Teacher Supply and Demand, 1987; and Rydell, Gage, Colnes, Teacher Recruitment and Retention in Maine, 1986

APPENDIX A
AUTHORIZING LEGISLATION

APPROVED

FEB 13 '86

BY GOVERNOR

CHAPTER

52

RESOLVES

STATE OF MAINE

IN THE YEAR OF OUR LORD
NINETEEN HUNDRED AND EIGHTY-FIVE

H.P. 644 - L.D. 914

RESOLVE, Creating a Special Commission to
Study Teacher Training in the
University of Maine System.

Special commission created. Resolved: The Senate concurring, that a Special Commission to Study Teacher Training in the University of Maine System, referred to as the commission, be established to review teacher preparation programs at the campuses of the University of Maine, report its findings to the people of the State and make recommendations to the First Regular Session of the 113th Legislature; and be it further

Membership. Resolved: That the commission shall consist of 13 members selected jointly by the Speaker of the House and President of the Senate. Three of the members shall be members of the Joint Standing Committee on Education; one shall be a member of the Board of Trustees of the University of Maine; one shall be a member of the State Board of Education; one shall be a member of the New England Board of Higher Education; one shall be a member of the National Council of Accreditation of Teacher Educators; 3 shall be heads of colleges, departments, divisions or offices of education at campuses of the University of Maine; one shall be an elementary or secondary school administrator; one shall be an elementary school teacher and one shall be a secondary school teacher. The members shall select a chairman from among themselves; and be it further

Reimbursement. Resolved: That members of the com-

mission shall not be paid per diem. Members of the commission who are Legislators shall be reimbursed for expenses as provided in the Maine Revised Statutes, Title 3, section 2. Members of the commission who are not Legislators shall be reimbursed for expenses in accordance with the Maine Revised Statutes, Title 5, chapter 379; and be it further

Issues to be considered. Resolved: That the commission examine the status of teacher preparation at the University of Maine, including the following:

1. Admission requirements for prospective teachers, including test scores, grade point average and other criteria;
2. Profile of incoming teachers as compared to other students based on test scores, grade point average and other criteria;
3. Motivation of incoming teachers determined by a survey conducted by the commission or other appropriate means;
4. Graduation requirements, including practicum experience;
5. Career counseling provided to prospective teachers;
6. Placement of graduates of teacher preparation programs;
7. Assessment of student and graduate opinions of the teacher preparation programs determined by a survey of recent graduates conducted by the commission;
8. Teacher preparation methods employed in undergraduate and graduate programs;
9. Professional staff -- qualifications and rate of turnover;
10. Materials and resources available for teacher preparation programs;

11. Appropriateness of the level of funding of teacher preparation programs;

12. Impact of the new certification law on teacher preparation programs; and

13. Comparison of programs' offerings between campuses; and be it further

Legislative conference on teacher training. Resolved: That following consideration of the issues listed in this resolve, the commission shall schedule a series of public meetings to be known as the Legislative Conference on Teacher Training. The purpose of the conference shall be to present the commission's findings on the status of teacher training in Maine and to receive public comments on that status and ways in which it may be improved. The meetings shall be scheduled at a convenient place and time in the evening and shall be widely advertised to encourage attendance by interested persons; and be it further

Report to the Legislature. Resolved: That the commission shall report its recommendations, including recommendations for changes, if any, to the First Regular Session of the 113th Legislature. The report shall include any necessary implementing legislation, estimates of the cost of implementation and possible funding options; and be it further

Staff. Resolved: That the commission may request staff assistance from the Legislative Council; and be it further

Appropriation. Resolved: That the following funds are appropriated from the General Fund to carry out the purposes of this resolve.

	<u>1985-86</u>	<u>1986-87</u>
LEGISLATURE		
All Other	\$6,700	\$4,300

In House of Representatives, 1985

Read and passed finally.

..... Speaker

In Senate, 1985

Read and passed finally.

..... President

Approved 1985

..... Governor

APPROVED

JUN 25 '87

BY GOVERNOR

CHAPTER

44

RESOLVES

STATE OF MAINE

IN THE YEAR OF OUR LORD
NINETEEN HUNDRED AND EIGHTY-SEVEN

H.P. 870 - L.D. 1171

Resolve, to Amend the Reporting Date of the
Special Commission to Study Teacher
Training in the University of Maine
System.

Emergency preamble. Whereas, Acts and resolves
of the Legislature do not become effective until 90
days after adjournment unless enacted as emergencies;
and

Whereas, the Legislature, in Resolve 1985, chap-
ter 52, created the Special Commission to Study
Teacher Training in the University of Maine System,
which was to submit a report to the First Regular
Session of the 113th Legislature; and

Whereas, much of the information requested in the
resolve has been collected, but some information re-
mains to be collected, including a survey on teacher
attitudes which is crucial to the veracity of the fi-
nal report; and

Whereas, many reforms are being currently imple-
mented in the education programs at the various cam-
puses of the University of Maine and consequently
more time is needed to analyze the impact of these
new programs; and

Whereas, in the judgment of the Legislature,
these facts create an emergency within the meaning of
the Constitution of Maine and require the following
legislation as immediately necessary for the preser-
vation of the public peace, health and safety; now,
therefore, be it

Resolved: That the date for the submission of the report to the First Regular Session of the 113th Legislature is changed so that the commission shall report to the Second Regular Session of the 113th Legislature.

Appropriation. Resolved: That the following funds are appropriated from the General Fund to carry out the purposes of this resolve.

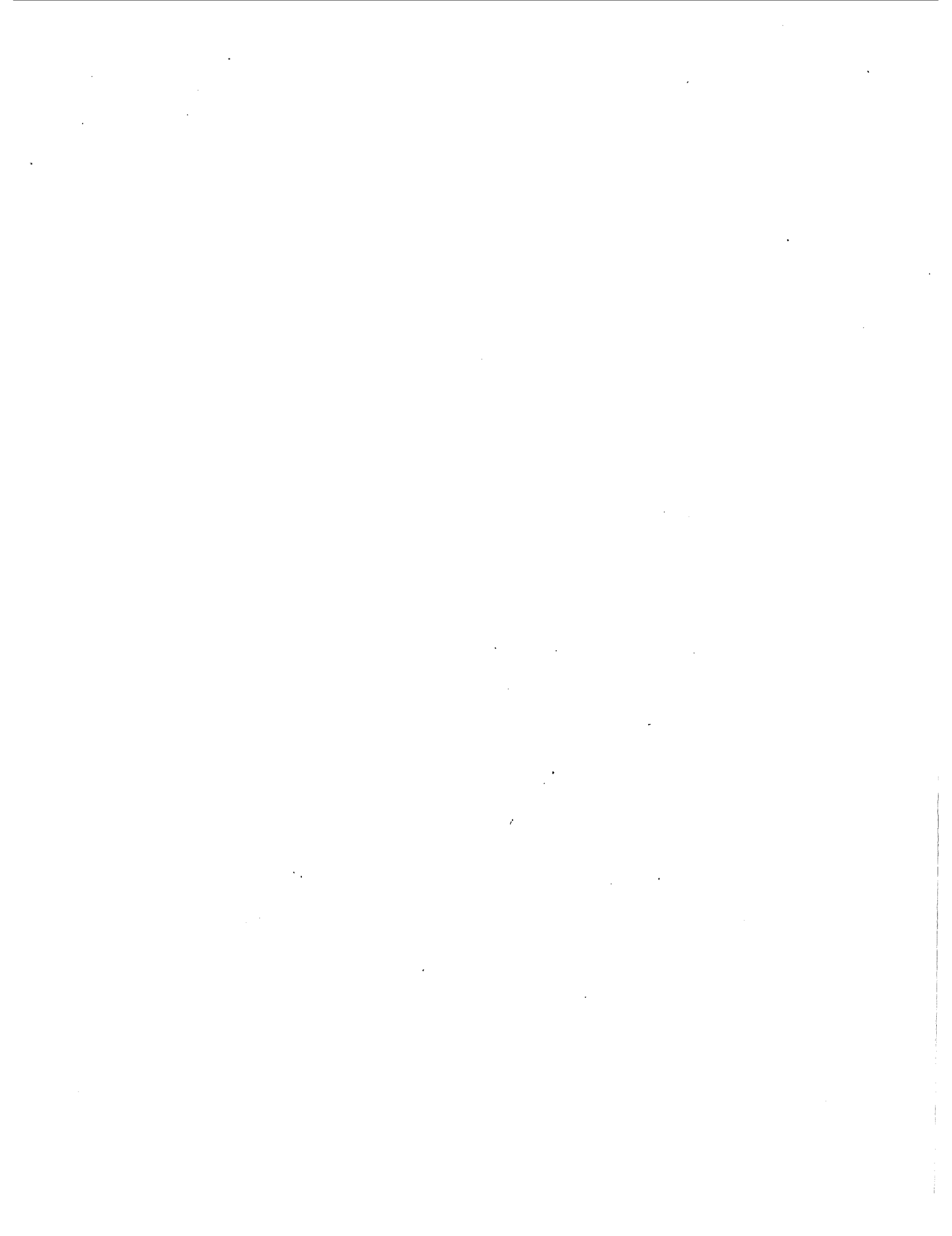
1987-88

LEGISLATURE

All Other	\$4,800
-----------	---------

Emergency clause. In view of the emergency cited in the preamble, this resolve shall take effect when approved.

APPENDIX B
CAMPUS PROFILES



CAMPUS PROFILES

EDUCATION DEPARTMENTS
UNIVERSITY OF MAINE SYSTEM

Submitted to the Commission to Study Teacher
Training in the University System

January, 1987

Jeri Gautschi
Legislative Analyst
Office of Policy and Legal Analysis

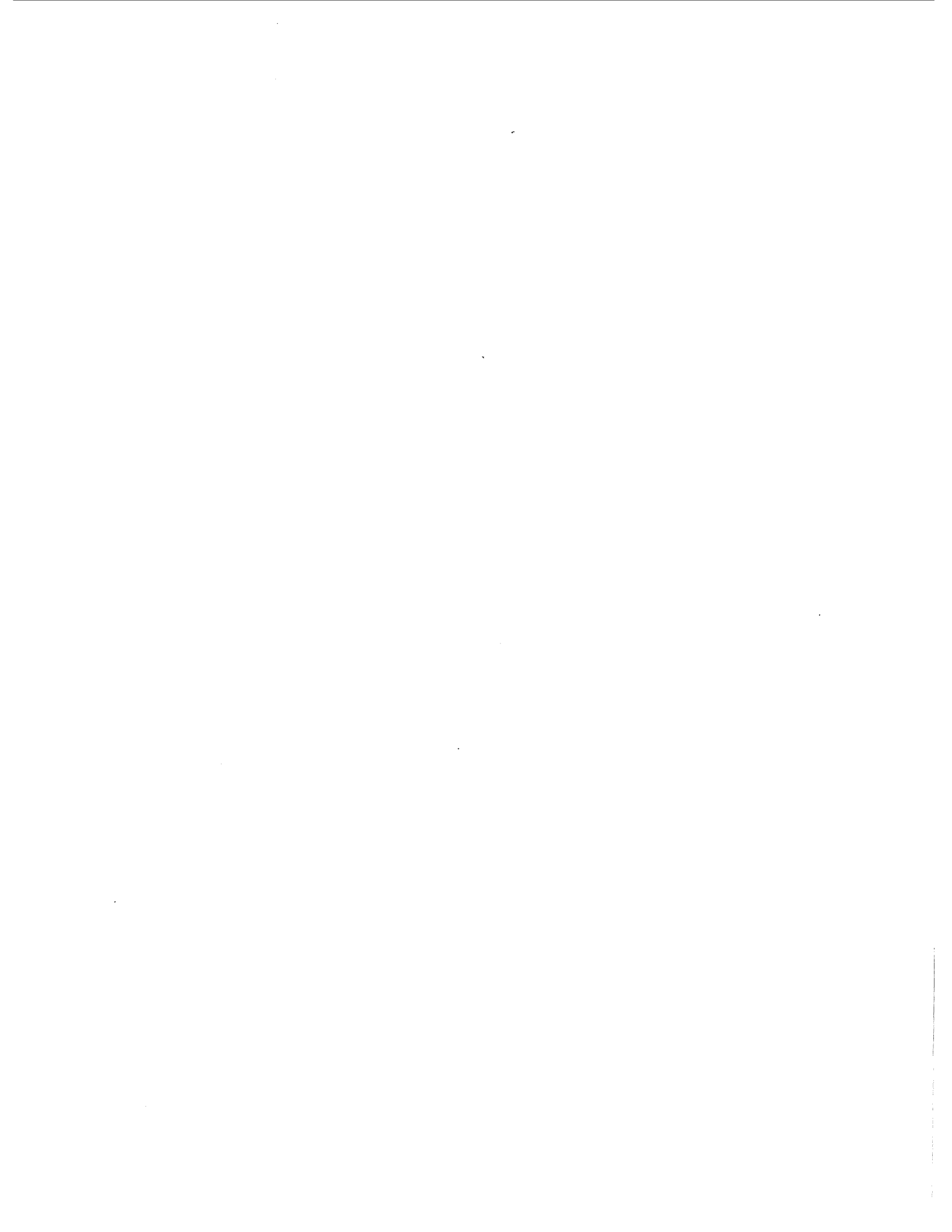


Table of Contents

Farmington campus.....1

Fort Kent campus.....8

Machias campus.....12

Orono campus.....17

Presque Isle campus.....23

USM.....28

Appendix A:

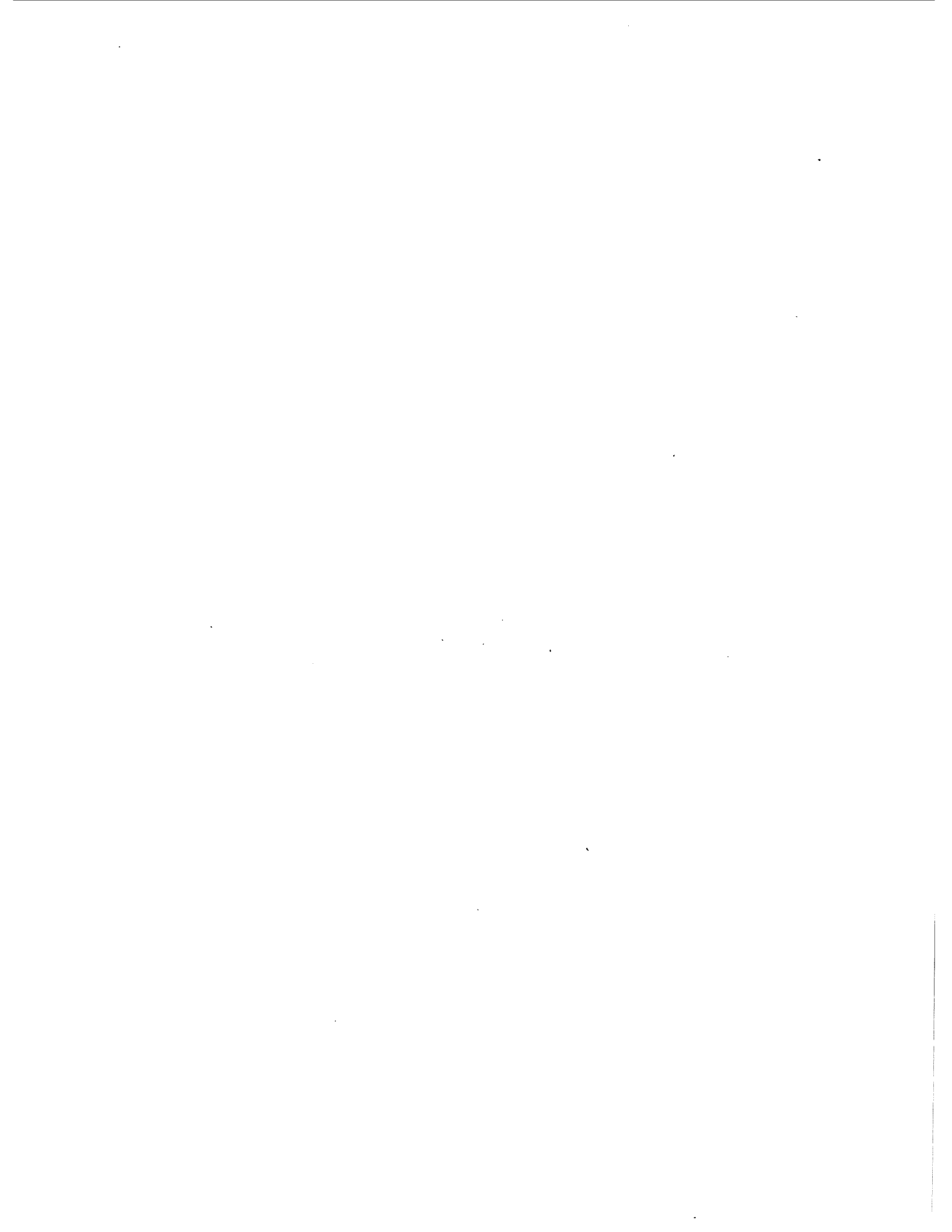
Table I Admissions in U. System.....i

Table II Graduation Requirements in U. System.....ii

Table III Practicum.....iv

Appendix B:

University of Maine System Application Form



CAMPUS PROFILE OF EDUCATION DEPARTMENT OF THE
UNIVERSITY OF MAINE AT FARMINGTON

I. EDUCATION PROGRAM PROFILE

A. No. of Students currently enrolled:

Freshmen <u>210</u>	Juniors <u>172</u>
Sophomores <u>205</u>	Seniors <u>208</u>

B. No. of faculty:

Total 27 2/3 (FTE)
Full-time 24 1/6 (FTE)
Part-time 3 1/2 (FTE)

C. Majors offered:

Undergraduate:

Early Childhood Education
Elementary Education
Secondary Education
Special Education:
 speech
 learning disabilities
 mental retardation
 emotional disturbances
Home Economics

Graduate:

Offer graduate
Courses through USM

D. Counseling Services:

Academic advisors assume most of the responsibility for counseling students. In addition, the Counseling Center offers personal counseling, career counseling, and educational counseling. The Career Planning and Placements Office assists students in job searches, career opportunities, and graduate study through scheduled seminars and individual counseling.

II. ADMISSIONS

A. Initial Admission:

All applicants must declare a major on the initial application. The Education Department plays a significant role in the admissions process of new freshmen. The Education Department sets guidelines for admissions which are used along with guidelines set by the Admissions Committee. After the Admissions Committee makes a favorable initial decision, the records are sent to the Education Department for their review. If the Education Department does not agree with the Admissions Committee, the student may be required to come for an interview. A

decision will then be made on the individual record and the interview. This process is used with nontraditional students from diverse cultural backgrounds or others who are deemed worthy of special consideration.

The Education Department prefers that students have a minimum of 450 on both the verbal and math parts of the SAT's. It also prefers students who are in the top half of their graduating class. Achievement tests are no longer required. The student's high school record and test scores remain a part of the student's record, but are not used for admission to Professional Standing in Education.

Nontraditional students are not required to take SAT's or achievement tests. However, the high school record, courses, and class standing are considered for admissions. Other than test scores, all other requirements are the same.

Rank in class is the number one consideration in the admissions process. The second most important factor is the high school counselor's recommendation. SAT scores are considered, but are used primarily for placement.

Unless there is some concern in the initial admission process, no interview is required until the departmental interview after acceptance. This interview is used by the Education Department to screen and counsel individuals. If a problem arises that was not discovered in the application process, such as a severe speech impediment, the student would be provided help to overcome the problem or would be "counseled out" of the Education Department.

The following courses are recommended for students to take during high school.

English	4 years
Math	3 years
Science(with lab)	2 years
Social Science	2 years
Foreign Language	2 years

Students who don't have sufficient high school coursework or who have unsatisfactory records otherwise may be accepted to the University on a conditional basis. These students must enroll in the program of Basic Studies and are given deferred degree status. There are courses in English, Reading, Study Skills and Math, which are offered for no credit, to bring students up to the required level. Students in Basic Studies are not part of the Education Department until that sequence is completed satisfactorily.

B. Admission to the Teacher Education Program:

At the end of the sophomore year, students apply to be admitted to Professional Standing in the Teacher Education Program. "Professional Standing", formerly called "Junior Standing", is achieved by completing 45-70 credits, completing required courses, and by achieving a satisfactory score on the core battery of the National Teachers' Exam. Students must have a 2.5 cum GPA and must have C's or better in English Composition and in each course in the professional education sequence and academic major. Each student is also required to have 2 recommendations from either 2 faculty members or 1 faculty member and 1 supervising teacher and to have successful practical experiences in the schools.

Before being admitted to Professional Standing in Education most coursework is concentrated in liberal arts. Students complete the basic core, take courses in their academic major, and take limited education courses which include practical experiences.

There are no exceptions to these requirements for Professional Standing in Teacher Education. However, students in the University are allowed to repeat a course to bring up a grade. Students not admitted to the Teacher Education Program may possibly be allowed to take one or two courses in the program under special circumstances.

C. Acceptance/Attrition Rates:

About 68% of all applicants to the University who are prospective elementary education majors, 67% who are prospective secondary education majors, 85% who are prospective Special Education majors, 90% who are prospective Home Economics majors, and 80% who are prospective Early Childhood (noncertifiable program) majors are accepted as freshmen. About 75-80% of these students graduate as education majors. This high retention rate is attributable to the screening process.

III. GRADUATION/PROGRAM REQUIREMENTS

A. Coursework/GPA:

Students graduating from the Teacher Education Program are required to complete 122 semester hours although most students graduate with about 128 credits. The University requires a 2.0 cum average for all students to graduate. The Education Department will be moving to require a 2.5 cum average for its majors. This is essentially achieved now because a student must have a 2.5 cum in order to attain Professional Standing and because a student must receive a C or higher in each course in the professional education sequence and each course in the student's major.

Elementary majors must meet the following distribution requirements in order to graduate:

Core requirements (Sci., Soc. Sci., Humanities, Math.)	39
Professional Ed. Sequence (includes 2 special education courses)	50
Liberal Arts Major	30
Other requirements: Psychology, Math, Health	(one additional course each)

Secondary majors must meet the following distribution requirements in order to graduate:

Core requirements (Same as above)	39
Professional Education Sequence	37
Subject Major/Minor or Area Major	30/18 50

Special Education majors must meet the following distribution requirements in order to graduate:

Core requirements (Same as above)	39
Professional Ed. Sequence	50
Subject Area Major	30
Other requirements: Psychology, Health	(one course each)

Student Teaching which is required of all education majors is included in the count of the Professional Education Sequence. All courses outside the professional education sequence are taught by members of other departments and are taken with students who have other majors.

B. Practicum:

All education majors must have a successful practicum experience prior to student teaching. The in-class hours for these courses are on a ratio of 2.5 hours per credit granted. Certain education courses have a field component built into them (see Table III). These experiences range from 5 to 10 hours. The average student graduates with 5-6 credits of practicum in addition to student teaching.

EDU 202 is a required course for Elementary, Secondary, and certain Special Education programs and is usually taken as a sophomore. It is a three credit course in which the student is committed to the classroom for six hours each week for a full semester. The students are in a required seminar which covers certain topics such as lesson planning and teaching models once a week for a group follow-up. Two full time supervisors from the Teacher Exchange Program, an arrangement with SAD #9 and SAD #54 under which a highly skilled classroom teacher joins the UMF faculty for two years, are assigned to this course. Each student is observed a minimum of four times a semester for an extended period. The student is evaluated both by the practicum supervisor and the classroom teacher at the midterm and final. There is a follow-up conference with the student after each evaluation.

Student teaching is all day for 15 weeks. There is a weekly seminar which is part of the experience. A student normally has two placements of 8 weeks at different grade levels.

Student teachers have a minimum of three extended observations and evaluations during each placement. The college supervisor confers with both the cooperating teacher and the student after each observation. The student receives a copy of the observation evaluation. Additionally, the student is observed by the cooperating teacher on a daily basis, and he/she is critiqued by the teacher on an on-going basis. Students receive both a mid-term and a final written evaluation for each placement.

The Auburn Project is an alternative senior year for elementary and special education majors. Under the program the student teaching is extended over two semesters. Certain courses are also delivered on site during the year. The student is in the classroom four full days a week and takes classes on the fifth. The student has four or five placements during the year. Each student has a support team which includes two UMF faculty members, a team leader (school person), mentor, and the teacher with whom the student is placed. The student is observed by both the school personnel and UMF faculty. The support team evaluates the student at least twice each placement and confers with the student every two weeks.

The prerequisites for student teaching are:

- (1) Completion of the professional education sequence;
- (2) Completion of 80% of the academic major;
- (3) Successful completion of a practicum; and
- (4) A 2.5 cum GPA.

Special Education students are required to do 25 hours of observation for one credit in SED 109 Freshman Field Experience. There is no formal evaluation of this experience. In SED 209 Sophomore Field Experience the student is committed to 25 hours in a special classroom under the supervision of a special education teacher who evaluates the student. There is no supervision or evaluation by college faculty in these two courses.

In Special Education there are three courses, 6 credits each, classified as clinical practices (SED 335 in MR, SED 345 in ED, and SED 355 in LD). These courses are taken in the junior year with the student placed in an appropriate field setting for 18 hours per week. The student is supervised and evaluated by a cooperating special education teacher. Additionally, a faculty member visits the student a minimum of three times per semester for evaluation purposes.

Speech correction majors are required to work with an individual child for 45 minutes per day five days a week for a full semester in SED 320 Practicum Experience in Speech Correction (4 credits). The college student is supervised and evaluated by a faculty member and speech therapist in the schools.

C. Writing/Math Proficiency:

All students are initially judged for minimum writing and math proficiency according to SAT scores in math and written English. Those below the cutoff point (44 test of written English, 400 Math) are required to take a placement test on Campus. The writing exam is evaluated by three readers. Based on these results, students below the satisfactory level are required to take noncredit writing and/or math courses. These courses are limited to 12 students. Anyone who has not taken the SAT must take these courses.

Additionally, proficiency is judged by particular grades. Students must have C's or better in English Composition and in all education courses.

Prior to student teaching, education majors must take the Core battery of the National Teachers' Exam. A satisfactory score must be achieved on this test.

IV. TRANSFER STUDENTS

All transfer student education majors, whether external or internal, must have a 2.5 cum average and must have an interview. Transfers into the University generally need a 2.0 GPA. External transfers must wait one semester before applying to the Teacher Education Program in order to be evaluated on the basis of work performed at the University.

V. RECENT CHANGES AND IMPACT

The following changes in requirements were made over the past five years:

<u>Changes</u>	<u>Impact Date</u>
1) 30 hour academic major/content area for elementary and special education majors	Class of 1988
2) Basic core change which had the effect of increasing the General Education (non-professional) requirements by six credits	Class of 1989
3) Change of GPA requirements for Professional Standing raised to 2.50 and required core battery of N.T.E.	Class of 1989
4) Change of Home Economics student teaching requirement from 8 to 10 credits	Class of 1988
5) Dual certification requirements for either special education or elementary education by a major from other areas. Increased the minimum credits to be taken in the second area to 18 credits plus a student teaching placement. In effect this change plus the academic majors and basic core increase eliminates dual certification in a four year program.	Class of 1987
6) There is a requested change in the GPA requirement for graduation for education majors from 2.00 to 2.50 which is in process. The department may also institute a change in required credits for graduation.	To be set by the Faculty Senate
7) Auburn Project - alternative senior year for selected elementary and special education majors	Class of 1986

Since most of the changes in requirements impact on classes which are in the process of completing their programs, assessment of particular changes will not be completed until the graduation of the classes listed above. Some preliminary results appear to be evident. The elimination of dual certification in elementary and special education within four years is apparent. The increase in requirements in the basic core and the 30 credit academic major/content area has restricted free electives a student might take to one or two in most cases and none for some students. The effect of other changes cannot be determined at this time.

CAMPUS PROFILE OF EDUCATION DEPARTMENT OF
UNIVERSITY OF MAINE AT FORT KENT

I. EDUCATION PROGRAM PROFILE

A. No. of Students currently enrolled:

Freshmen <u>24</u>	Juniors <u>28</u>
Sophomores <u>15</u>	Seniors <u>33</u>

B. No. of Faculty:

Total 3.75(FTE)
Full-time 3.0(FTE)
Part-time .75(FTE-evening extension courses)

Not included in the above are a full-time physical education instructor and a part-time supervisor for student teachers

C. Majors offered:

Undergraduate:

Elementary Education
Junior High Education
(No special ed. major
but certification
courses are offered.
Certification courses
for secondary teaching
are also offered.)

Graduate:

Educational Administration
(brokered through the
University of Maine)

D. Counseling Services:

A new method of counseling has been instituted at UMFK. The Freshman Advisement Committee advises members of the freshman class all year long the first year. This committee meets with incoming freshmen the summer before they actually start. After the freshman year, all students are advised informally by all the faculty. The small campus atmosphere enables students to be able to easily interact with all faculty. Counseling is also available to individual students.

II. ADMISSIONS

A. Initial Admissions

The Education Department does not play a role in the initial acceptance of freshmen. However, in the future the department hopes to set guidelines for admissions for education majors.

All students, except nursing students, apply to the Admissions Committee. Each student is expected to be in the upper half of his/her high school class and to have satisfactory SAT scores. All applicants for 4-year degree programs, even nontraditional students, must submit SAT scores. A minimum satisfactory score is 300-350. However, a student is never denied solely in the basis of the SAT score. Students can declare a major on the initial application, but this is not required. Declaration of a major must be made by the end of the sophomore year. Interviews are optional.

Graduation from an approved secondary school or equivalent is required. The following coursework is recommended for high school:

- English 4 years
- Math 2 years
- Social Studies 2 years
- Science(with lab) 2 years
- Foreign Language

Students who have had little or no college preparation may be offered conditional admission to the Associate of Arts degree program. These students may be required to take developmental skills courses in the Special Services Program. Completion of the program in good academic standing constitutes official acceptance to pursue a baccalaureate degree.

B. Admission to Teacher Education Program:

There is no second acceptance into teacher education. However, students transferring from other programs or from an Associate of Arts Program must have a 2.5 cum GPA.

C. Acceptance/Attrition Rates:

The data regarding the acceptance rate is not available. Fifty-four percent of all declared education majors graduate from the Teacher Education Program.

III. GRADUATION/PROGRAM REQUIREMENTS

A. Coursework/GPA:

Education majors must complete 128 units, must have a 2.0 cum GPA, and must not have any grade below C in 45 units of upper division coursework. Elementary Education majors and Junior High Education majors must meet the following distribution requirements in order to graduate:

General education requirements (Humanities, Sci., Soç. Sci.)	43 units
Liberal Arts major/minor	30/18 units
Professional education sequence	37 units

Elementary education majors can substitute a multi-disciplinary major for the major/minor. This consists of 50 units of 3 academic minors.

There are no majors in Secondary Education or Special Education. However, courses are provided for students with other majors to meet certification requirements to teach in the secondary schools and for education majors to meet certification requirements to teach special education.

All courses outside the professional education sequence are taught by members of other departments and are taken with students who have other majors.

B. Practicum:

Before student teaching, education majors have only about 15 hours practical experience in the schools. One course requires the student to visit a school for 3 hours. A reading course requires students to have 12 hours practical experience in the schools. This is an area that is in the process of changing.

Actual student teaching is a full semester, all day for 12 units. Before student teaching the student must have completed 6 required courses in the professional education sequence, psychology, and a sociology elective. A methodology course in the student's major is recommended.

The Director of student teaching and/or the supervising teacher observe the student and evaluate performance on a biweekly basis during a follow-up conference. Additionally, the director and supervising teacher hold group conferences regularly and individual conferences whenever necessary.

C. Writing/Math Proficiency:

All students are tested in math and language upon entering. Those who fail must take remediation courses and pass an additional test before going on. Writing and math proficiency is judged on these scores, English courses taken at the University, and on the GPA of each student.

IV. TRANSFER STUDENTS

Transfer students into the University must have graduated from a college preparation program from an approved secondary school, must have an acceptable high school class standing (generally upper half of the class), and must have minimum SAT scores of 398 Verbal and 425 Math. All transfers into the Teacher Education Program must have a 2.5 cum GPA in college coursework.

V. RECENT CHANGES AND IMPACT

The only recent change was the increase in number of units required for graduation (120 to 128). This change was instituted in the fall of 1984. No assessment is planned at this time of the impact of this change.

CAMPUS PROFILE OF EDUCATION PROGRAMS OF THE
UNIVERSITY OF MAINE AT MACHIAS

I. EDUCATION PROGRAM PROFILE

A. No. of students currently enrolled:

Freshmen <u>40</u>	Juniors <u>21</u>
Sophomores <u>30</u>	Seniors <u>25</u>

B. No. of Faculty:

Total 10 (FTE)
Full-time 8 (FTE)
Part-time 2 (FTE)

C. Majors offered

Undergraduate:	Graduate:
Elementary Education (K-6)	None
Junior High Education (6-9)	
Business Teacher Education	

A minor in secondary education is presently being developed for liberal arts majors in order for them to be certified to teach. Implementation is planned for Fall, 1987.

D. Counseling Services:

UMM has a strong academic advising program. The Career Development/Placement Office offers comprehensive career planning. Students are helped to assess values and abilities. They are given assistance and workshops in resume writing, interviewing skills, and job search strategies.

Psychological counseling is available to any student at the Counseling Center.

II. ADMISSIONS

A. Initial Admissions:

At present the Education Department does not play a role in the acceptance of freshmen. In the future the Education Department plans to have a committee to review all applicants and make recommendations to the Admissions Committee.

Students may or may not declare a major upon application. The University is mostly interested in the total student. SAT scores are required generally, but no minimum is required. Nontraditional students applying for the education program are not required to take SAT's. Quality of the student's work is more important than rank in class or in the distribution of coursework. This approach is necessary because there are many nontraditional students whose high school records may not be meaningful for admissions. For these students the work experience is an important criteria.

Generally no interview is required. However, if a student declares an education major, then the student must be interviewed.

It is recommended that students take the following courses in high school:

- English 4 years
- Math 3 years
- Science 3 years
- Social Studies 2 years
- Fine Arts or Foreign Language 2 years

Some students with very weak records may be admitted on a conditional basis in order to prove themselves. Conditional students take developmental courses and receive special help in the Learning Center.

B. Admission into Teacher Education Program:

There currently is no second admission process into the Teacher Education Program. This is being considered for the future.

C. Acceptance/Attrition Rate:

About 93% of teacher education applicants are accepted. Percentages for the last 5 years are listed below. About 76-83% of these students graduate as education majors. Attrition rates for the last five years are listed below. These percentages reflect withdrawals, dismissals, transfers, and changes of major.

<u>Acceptance Rates</u>		<u>Attrition Rates</u>	
1982-83	84%	1981-82	23.6%
1983-84	97%	1982-83	19.8%
1984-85	89%	1983-84	18.3%
1985-86	93%	1984-85	16.7%
1986-87	93%	1985-86	22.8%

III. GRADUATION/PROGRAM REQUIREMENTS

A. Coursework/GPA:

Currently all education majors must complete 120 Units and must have a 2.0 cum GPA. Elementary majors must have a 2.25 cum in the professional education sequence. Junior High majors must have a 2.5 in the major area in order to graduate. The number of required units may be raised in the near future in the elementary program which is currently under revision.

Elementary majors must meet the following distribution requirements in order to graduate:

Core requirements (Eng., Fine Arts, Sci., Math., History, P.E.)	34 units
Professional Ed. sequence	28 units
Student Teaching	15 units
Interdisciplinary concentration in Humanities, Soc. Sci., or Sci./Math.	15-18 units

Junior High Education majors must meet the following distribution requirements in order to graduate:

Core requirements (same as above)	34 units
Professional Ed. sequence	16 units
Student Teaching	15 units
Liberal Arts Concentration in Eng., Soc. Sci., or Sci./Math.	15-23 units

All courses outside the professional education sequence are taught by members of other departments and are taken with students who have other majors.

B. Practicum:

Students begin getting practical experience in the schools as freshmen. Along with various courses, students get about 55 to 150 hours of field work before student teaching depending on the major (110-120 hrs., elementary; 55-65 hrs., junior high; 140-150 hrs., Bus. T.Ed.).

Prior to student teaching in the elementary and junior high programs students must have completed 90 credit hours of course work including all required professional courses with a cumulative GPA of 2.0. Elementary majors must have a 2.25 GPA in the professional education sequence, and Junior High majors must have a 2.5 GPA in the academic major. Additionally, each student must submit a satisfactory writing sample and must have a recommendation from the academic advisor. Business Teacher Education students are required to complete all course work prior to student teaching.

All teacher education students are required to complete a full semester of student teaching. Elementary and junior high majors have experience at two different grade levels during student teaching with most students changing placement at the end of the first quarter. Length of placement is flexible and may vary to ensure that an appropriate level of competency has been attained before changing placement.

Three full-day seminars are scheduled during the semester for elementary and junior high majors. One orientation seminar is scheduled for the group before student teaching, and a two-day seminar is scheduled at the end of the first quarter. Seminars include topics such as professional organizations, community support organizations, developing resumes, interviewing skills, and stress management. Students in Business Teacher Education have 5 seminars during the student teaching semester.

Student teacher supervisors are members of the Education Division or the Business Studies Division. The college supervisor must make a minimum of 6 on-site visitations during the semester.

C. Writing/Math Proficiency:

Math and English placement tests are administered to all students on enrollment. Test results determine placement in math and English courses. Courses are provided for both content areas if test results reveal a need for developmental course work. Before acceptance into student teaching, all students in the elementary and junior high programs are required to submit a satisfactory writing sample which is evaluated on general writing ability, grammar, spelling, and handwriting. Students must have completed English 102 and English II, before taking the writing sample. Each student must complete one of several remedial alternatives successfully if he/she fails any writing sample criterion.

IV. TRANSFER STUDENTS

Transfers into the University must present evidence of good standing from the previously attended institution. All internal and external transfers into the Teacher Education Program are screened and must have at least a 2.0 cum GPA. The Education Department is considering increasing the GPA requirement.

V. RECENT CHANGES AND IMPACT

There have been no changes in programs in the last five years regarding credits required or in the minimum GPA. However, both the elementary and junior high programs were revised in 1984 to increase the number of general education (liberal arts) course requirements and to include a choice of three liberal arts areas of concentration. The content of the elementary program is presently under revision. A recommendation to increase minimum overall GPA in the elementary and junior high programs from 2.0 to 2.5 and the GPA in professional course work from 2.25 to 2.5 has been forwarded from the division to the faculty and administration for approval.

CAMPUS PROFILE OF EDUCATION DEPARTMENT OF UNIVERSITY
OF MAINE (ORONO)

I. EDUCATION PROGRAM PROFILE

A. No. of students currently enrolled:

Freshmen <u>182</u>	Juniors <u>188</u>
Sophomores <u>170</u>	Seniors <u>209</u>

Part-time undergraduate 150
(evening & summer)

Transcript analysis students 140

Graduate students:

Masters and CAS <u>738</u>
Doctoral <u>55</u>

B. No. of faculty

Total 38.24 (FTE)
Full-time 35.5 (FTE)
Part-time 2.74 (FTE)

(50% of total time is devoted to graduate education)

C. Majors offered:

Undergraduate:

Elementary Education
Secondary
Health/Phys. Ed.
Art Education
(Music Ed. is offered
through the College of
Arts & Sciences)

Graduate:

Counseling
Ed. Administration
Special Ed.
Reading/Lang. Arts
Reading Specialty
Science Ed.
Social Studies Ed.
Health/Phys. Ed.
Elementary Teaching
Secondary Teaching

D. Counseling Services:

Students on a PPT, or professional preparation team (see Section III for explanation) are counseled continuously throughout their 4 years by the team leaders. Additionally, all freshman education majors take career and value assessment instruments, to which there is a follow-up on a group basis or individually if requested. These follow-up's are possible because of the graduate counseling program.

The University offers counseling services on a group or individual basis for personal, social, academic or psychological problems through the Center for Student Services and the Counseling Center. The Office of Career Planning and Placement provides counseling and assistance to students who are planning careers or who are seeking employment. Additionally, a new program called the Maine Mentor Program has recently been established. This program involves alumni who volunteer to be mentors in various careers. A significant number of these volunteers are in education.

II. ADMISSIONS

A. Initial Admissions:

Students declare their major on the application for admissions. Each department in the University sets guidelines for the admissions department to use in accepting students. There are differences from department to department. However, all applicants must take the SAT examination or the ACT examination. The Education Department expects a minimum combined SAT score of 800 and class rank in the top half of the class. The Education Department also requires 4 years of high school English, one year of Social Science, and 3 units of one and 2 of another from the following: Math, Science, Foreign Language. Exceptions are made for students with lower SAT scores if they are in the top 20% of their high school classes. By way of contrast, the College of Arts and Sciences expects a combined SAT score of about 760 and requires 4 years of English, 2 years of one Foreign Language, 3 years of Math (Algebra I & II, and Geometry), 1 year of History/Social Science, 1 year of Science with a lab, and electives which include certain subjects depending upon the anticipated major. Interviews are not required by the Department of Education for admissions.

Nontraditional students are not required to take SAT's. However, the high school record, courses taken and class standing are considered for admissions. Other than SAT scores, all other requirements are the same.

Other than setting guidelines, the Education Department does not play a part in the acceptance of students to the University. Students' SAT scores and high school records remain a part of students' records but are not used for admission to the Teacher Education Program.

B. Admission to Teacher Education Program:

When education majors are first admitted to the University, they are admitted to the College of Education and are called "education majors." However, at the end of the sophomore year, each student must apply for admission to the Teacher Education Program. In order to be admitted the student must have a 2.5 cum average (recently changed from 2.0), must have completed 60 semester hours (junior standing), and must have a recommendation from his or her advisor or team leader of the Professional Preparation Team (PPT) with whom several interviews have been conducted over the freshman and sophomore years. The cumulative portfolio of PPT students are reviewed at least annually, and usually at least once a semester.

If a student does not meet the GPA requirement, the student has up to 2 semesters to bring his or her grades up and is allowed to take courses in the program during that time. Seventy-five to eighty percent of the course work done in the first two years is in the science and liberal arts.

C. Acceptance/Attrition Rates:

Fifty-nine percent of all those who apply to the College of Education as new freshmen are accepted into the College of Education. The typical attrition rate in a class has been about 50%. However, even though 50 out of every 100 education students decide not to continue in the Teacher Education Program, these 50 are replaced by 75 new people who transfer into the College of Education from other majors. These high changeovers can be attributed to the early practical experiences and also to exposure to new subjects that were never taken in high school. Many students find that they may not like teaching or that there are other subjects they find more interesting. This figure appears to be changing now with the new PPT approach. The retention rate is now approaching 90% in the current sophomore class. This may be due to the fact that there is more prescreening. Those in the PPT program must commit themselves to leaving the University by 6:45 a.m. and riding a bus to the designated school beginning in the freshman year. Also, if a person waits to become an education major until after the sophomore year, the team experience cannot be recreated and the student must follow an alternative route, which is a combination of seminars and practical experiences.

III. GRADUATION/PROGRAM REQUIREMENTS

A. Professional Preparation Team (PPT):

Each freshman education major is assigned to a professional preparation team of about 25 people. The team consists of freshmen, sophomores, juniors, and seniors and is coached by a faculty member, 4-6 master teachers, and graduate assistants. The team is assigned to one public school or school system to which the team goes every Tuesday and Thursday morning, a total of at least 12 times a semester. During the four years education majors are involved with students at this school, they develop a portfolio with writing samples. They are counseled throughout by the master teacher and faculty member.

The Education Department has been transitioning into the PPT approach for four years. Currently about 300 students are part of a professional preparation team. Two of the 12 teams now have students from all four classes. Eventually there will be 17-20 teams, all of which will have students from all four classes.

B. Coursework/GPA:

Graduation requirements are somewhat in a state of change in anticipation of new NCATE requirements. The actual number of units required for graduation is still 120 but will likely change because of the demands of the PPT program to between 132 and 136. The required cum GPA has also recently risen from 2.0 to 2.5 in professional education courses and the major.

Elementary majors must meet the following distribution requirements in order to graduate:

General education 44
Professional ed. sequence 37+
Academic field of concentration (major) 24

Secondary majors must meet the following distribution in order to graduate:

General education 36
Professional ed. sequence 22+
Field of concentration (major) 51-62

All courses outside the professional education sequence are taught by members of other departments and are taken with students who have other majors.

C. Practicum:

Before student teaching each student must have a 2.5 cum average, a 2.5 average and no grade below C in the professional education sequence, a C or better in English Composition, and a recommendation from his or her advisor. Additionally, the student must have completed the professional education sequence and must have passed the speech and hearing diagnostic.

The actual current requirement for student teaching is 10 weeks, full day, although most students now do a full semester. Students who have been a part of a professional preparation team have had many teaching experiences by the time they are ready for student teaching. Thus, their student teaching is much more advanced and is called an "internship". They are given more responsibility and require less supervision. Therefore, the cooperating teacher is given more time away from his or her classroom to work with others on the professional preparation team.

Students in the College of Education following the alternative route who are not part of a PPT, as well as those from other colleges who are in the "certification sequence only", are required to student teach for a minimum of 10 weeks. They must meet the same prerequisites. Additionally, they must take seminars which attempt to give them some of the PPT experiences.

D. Writing/Math Proficiency:

Before the initial registration, all freshmen take writing and math proficiency exams. Any person who does not pass must register in the developmental programs. These developmental programs are designed to bring students up to minimum proficiency levels.

Education majors' writing and math proficiency levels are checked in additional ways. Each student must achieve a C or better in English Composition. The higher GPA requirements are another way to assure writing and math proficiency.

IV. TRANSFER STUDENTS

Students coming from a 2-year, Associate Arts Program must have a 3.0 cum average to transfer into the Collège of Education. Students transferring from other 4-year programs must have a 2.5 cum average. Most meet this requirement easily, but occasionally students with less than a 2.5 are allowed to register for coursework while bringing up their averages. All requirements listed in the section regarding admission to the Teacher Education Program must be met eventually.

Some students are in the "certification sequence" only. These students are not admitted to the Teacher Education Program and are not PPT members. Some of these people already have degrees but don't qualify for certification. Others in this category are undergraduates who are staying in the College of Arts and Sciences but also want state certification. All of the people in this category must have a 2.0 in order to student teach. However, this requirement may change to a 2.5 in the near future.

U. RECENT CHANGES AND IMPACT

The new GPA requirement (2.0 to 2.5) affects the class of 1989 and all those who follow. The increase in units required for graduation (120 to 128 units) affects the class of 1988 and all those who follow.

The College of Education assesses the impact of changes each year. An assessment in the spring of 1986 showed that 8% of the elementary majors would be ineligible to student teach under the new requirements. Currently approximately 13% of the students are affected and physical education majors will probably be affected even more.

CAMPUS PROFILE OF EDUCATION DEPARTMENT OF THE UNIVERSITY OF
MAINE AT PRESQUE ISLE

I. EDUCATION PROGRAM PROFILE

A. Number of students currently enrolled:

Part-time and full-time:

Freshmen <u>76</u>	Juniors <u>37</u>
Sophomores <u>36</u>	Seniors <u>39</u>

Graduate (all part-time) 98

B. Number of faculty:

Total 14 (FTE)
Full-time 13 (FTE)
Part-time 1 (FTE)-(4 people teach one course each)

C. Majors Offered:

Undergraduate	Graduate: *
Elementary Ed.	Educational Administration
Secondary Ed.	Curriculum & Instruction
Physical Ed.	

* Both graduate degrees are offered through U.S.M. .
U.S.M. faculty fly weekly to Presque Isle to teach courses.

D. Counseling Services:

There is a close relationship that develops between the faculty advisor and the student. Most counseling and guidance regarding coursework and teacher preparation come from the advisor. Additionally, psychological services are available on campus to all students.

II. ADMISSIONS

A. Initial Admissions:

All applicants to the University are expected to take the SAT if they graduated from high school within the previous 12 months. All students accepted without condition are expected to have a minimum total score of 800 based on SAT's, rank in high school class, high school courses taken, and letters of recommendation. Minimum high school courses required for all majors to be admitted without conditions are 4 years of English, 3 years of Mathematics (Algebra I and II and Geometry or advanced Math), 3 years of science (with lab), and 3 years of Social Science. Two years of a foreign language are also recommended.

Conditional acceptance requires that students either take courses to make up high school deficiencies or to enroll in Basic Studies. No interview is required but is encouraged for informational purposes only.

Nontraditional students are judged on high school course work, high school class standing, and any college transcripts. Other than SAT's, all admission requirements are the same.

Admissions decisions are made by an admissions committee. The Education Department does not have any role in the initial decision. However, the admissions decision is influenced by the declared major in relation to the academic record and quotas in various departments.

All records are forwarded to the student's academic advisor. The high school record and test scores remain a part of the record, but are not used in the admission to the Teacher Education program. They may be used to target problem areas later on.

B. Admission into Teacher Education Program:

At the end of 45 semester hours, students apply to be admitted to the Teacher Education Program. This is seen as a step in being allowed to continue in the program. Students must have an overall GPA of 2.0 or higher and must have completed the following courses as part of the required 45 hours:

English Composition	6 Units (2.0 required)
General Psychology	3
Math Elective	3
Lab Science	3
Speech Elective	3 (2.0 required)
Exploratory ed. course	3

In addition to the above requirements, writing proficiency is judged by looking at qualifying exams, coursework in English and Speech, and a writing sample in the application to the Teacher Ed. Program. These same requirements apply for students who switch majors.

Before admission to the Teacher Education Program students are part of the College of Education and are called "education majors". Before admission into the Teacher Ed. Program, students mostly take courses in the liberal arts and sciences. Only one education course is required, which includes 1 credit for 30 hours practicum in the schools.

Although there is room for some flexibility, there are no exceptions to the prerequisites for admission to the Teacher Ed. Program. If a student does not meet the requirements, the student may petition to take Division courses and may reapply for admission after one semester. No student may apply for admission to a teaching major more than twice.

C. Acceptance/Attrition Rates:

In 1985, 124 out of 127 freshman applicants, 97.6%, were accepted to the Teacher Education Program. In 1986, 142 out of 146 freshman applicants, 97.3%, were accepted to the Teacher Education Program.

The attrition rates for Teacher Education majors for Fall 1983 - Fall 1985 were as follows:

1983:	43.35%
1984:	36.60%
1985:	36.84%

This rate takes into account such reasons as leave of absence, withdrawal, transfer, dismissal, relocation, and change of major.

III. GRADUATION PROGRAM REQUIREMENTS

A. Coursework/GPA:

Education majors must complete 128 units, must have a 2.0 cum average, and must have a 2.5 in the major area and professional education courses in order to graduate. Elementary majors must meet the following distribution requirements in order to graduate:

Subject area major	30-36
General Education Core	35
(Sci./Math./Soc. Sci./ Humanities/Art/Music/ Health)	
Professional ed. sequence	39
Electives	14-20

Secondary majors must meet the following distribution requirements in order to graduate:

General ed. core	35
Professional ed. sequence	35
Major/Minor	30-59/18
(depending on the major)	

All courses outside the professional education sequence are taught by members of other departments and are taken with students who have other majors.

B. Practicum:

Students have various practical experiences throughout their undergraduate years. The Exploratory Education course and Educational Psychology each have a 1 credit practicum which consists of 30 hours in the schools. Methods courses also incorporate practical experience. Student teaching is a full semester, all day for 15 credits. In addition, there is further optional student teaching. Practicum credits equal about 19 units altogether.

Students work with different faculty members, with different master teachers and in different schools for the various practical experiences. The 2 courses with a formal practicum combine observation and theory with actual teaching experiences. When an education major student teaches, he or she is part of an informal team consisting of a faculty member, a master teacher, the student, and sometimes the principal. There are at least 6 formal observations of the student with follow-up sessions with the informal team.

The following are prerequisites for student teaching:

1. Have a 2.5 GPA in the academic major and in the professional education sequences;
2. Have a 2.0 cum average;
3. Have completed 90 credit hours of coursework;
4. Have completed the professional education sequence;
5. Have attained satisfactory evaluation in all practicum experiences; and.
6. Possess and maintain adequate health.

C. Writing/Math Proficiency:

All students must either pass a qualifying exam or satisfactorily complete (2.0 or better) sufficient coursework in English, math and speech during the freshman year. Additionally, writing skills of education majors are judged before admission into the Teacher Education Program by using the letter of application. Students are also evaluated when instructors look at the logs which students keep for each practicum.

IV. TRANSFER STUDENTS

All external transfer students and all students switching majors must apply to the Teacher Education Program and must meet all prerequisites stated above. SAT scores are not required for external or internal transfers, but the high school record is considered along with college work completed.

V. RECENT CHANGES AND IMPACT

Increased high school requirements (from 2 to 3 years in math, science, and social studies) affect students who entered in the fall of 1986. The increase in GPA (2.0 to 2.5) affects all students who entered in the fall of 1984 and after.

The University is not doing a formal assessment of these changes. However, a survey of graduates for the past 5 years will be completed sometime during 1987.

CAMPUS PROFILE OF EDUCATION DEPARTMENT OF THE
UNIVERSITY OF SOUTHERN MAINE

I. EDUCATION PROGRAM PROFILE

A. Number of Students currently enrolled:

Freshmen <u>164</u>	Juniors <u>131</u>
Sophomores <u>126</u>	Seniors <u>144</u>
other part-time students <u>250</u>	
Industrial Arts <u>46</u>	(F-6, S-11, J-10, S-19)
Voc Ed <u>50</u>	(F-7, S-9, J-10, S-24)

Number of Graduate Students:

School Administration	210
Instructional Leadership	100
School Counseling	118
Exceptionality	177
Adult Education	82
Professional Teacher(Phasing out)	66
Teachers for Secondary Schools	16
Instruc.Teach./Ed. Admin.(UMPI)	<u>98</u>
Total	867
 Non-matriculating	 484

B. Number of Faculty:

Total 34.5(FTE) (Includes Graduate 14 FTE)
 Full-time 275 (FTE)
 Part-time 7.0 (Includes Graduate 5.5 FTE)
 These numbers are for credit bearing courses. They do not take into account responsibilities of chairs, extra advising, or selected administrative responsibilities.

C. Majors Offered:

Undergraduate:	Graduate:
Elementary Education	Adult Education
Secondary Education	Counselor Education
Mathematics	Educational Administration
Art Education	Exceptionality
Music Education	Instructional Leadership
	Reading

D. Counseling Services:

Everyone in the College of Education has an individual advisor. Additionally, because of the structure of the field experiences and internships, a close relationship develops between faculty and students. Students are counseled continuously about their experiences in the field of education.

II. ADMISSIONS

A. Initial Admissions:

The College of Education does not play a role in the initial acceptance of freshmen. All applicants to the University are treated equally for admissions. However, high school coursework requirements vary depending on the proposed major. The SAT is required for those who have been out of high school three years or less. The Admissions Committee looks at the total person and admits those whose academic credentials and life experiences indicate potential for success in higher education. Since the median age of students is 27, SAT scores and high school rank often aren't applicable or available. No interview is required.

High school coursework requirements vary from college to college. Applicants for regular admissions who plan on an education major must complete the following high school courses:

English	4 years
Math (Algebra I, II & Geometry)	3 years (4 years for Secondary Education Mathematics)
Science (with lab)	2 years
History/Social Science	2 years

Students whose academic backgrounds are deficient in coursework taken, high school grades, or on standardized test scores, but who show significant promise may be admitted with conditions. All persons admitted must satisfy minimum proficiency requirements in writing and math through competency testing or remedial coursework.

B. Admissions to Teacher Education Program:

Freshmen and Sophomores who want to major in education call themselves "pre-education" because they are not in the College of Education. Until a student is admitted to the College of Education, he or she takes courses in the core curriculum and in his or her major area. Students take only one exploratory education course prior to admission into the College of Education.

During the second semester of the Sophomore year, students apply for admission to the College of Education. In order to be admitted the student must:

1. have a 2.5 cum GPA and a 2.5 GPA in the major area;
2. have an interview with a team of faculty members;
3. satisfactorily complete an exploratory education course that includes 4 hours/week in the schools;
4. be recommended by 2 faculty members, one from the major area and the other from the exploratory education course; and
5. submit a satisfactory essay which is judged on writing skills.

There are no exceptions to these requirements. All students must meet all the above requirements to be admitted to the College of Education.

C. Acceptance/Attrition Rates:
(No information available)

III. GRADUATION/PROGRAM REQUIREMENTS

A. Coursework/GPA:

Students graduating from the Teacher Education Program are required to complete a minimum of 127 credits and must maintain a 2.5 cum GPA, a 2.5 in the major, and a 2.5 in the professional education sequence. Music education majors and some elementary education majors, depending upon which liberal arts major is chosen, may graduate with many more credits than 127.

Elementary Education majors must meet the following distribution requirements in order to graduate:

Core curriculum (This includes either a foreign language or study of another culture)	37
Liberal arts major or Interdisciplinary major	minimum 36 (24 must be in one area)
Professional education sequence and developmental courses	18
Internships	33

Secondary Education Mathematics majors must meet the following distribution requirements in order to graduate:

Core requirements	37
Major/Minor	51/18
Student Teaching	12

All courses outside the professional education sequence are taught by members of other departments and are taken with students who have other majors.

B. Practicum:

Students must always maintain the 2.5 cum GPA in all areas in order to continue with the professional education sequence. Other than the prior field experiences, the first practicum is in the junior year. This practicum is a full day all semester for 15 units. Three or four faculty members go into the schools with a team of 15-16 students. Students are taught methods courses in Reading, Language Arts, Science, Social Studies, Math, Exceptional Children, and P.E./Health on the site with integrated practical supervised experiences. The second semester of the practicum is the actual student teaching. There is cooperative supervision of the student by a faculty member and a teacher in the school. Both these supervisors also conduct seminars with the student teachers at the site.

There is a one semester alternative program for older nontraditional students who have already worked with children in other settings. Permission is granted for the alternative route only after a written request documenting experience is filed and approved by the clinical director. Six to eight students are placed in neighboring school sites. Each student teacher is supervised by a faculty member and a practitioner. The faculty member must make at least 6 visits during the semester. Biweekly seminars are conducted to enhance the cohort experience.

C. Writing/Math Proficiency:

All newly admitted students with a SAT Mathematics score below 450 or a Test of Standard Written English score below 43 must take the placement examinations. Students with unsatisfactory scores on these exams must take remedial courses.

For education majors writing proficiency is further evaluated by grades in all courses. All courses require essay testing in addition to multiple-choice type testing. Students must maintain a 2.5 cum average.

IV. TRANSFERS

All transfer students into the University must have good academic standing. Those from nonregionally accredited institutions must have a minimum 2.75 GPA. All persons applying for acceptance to the College of Education must meet the same requirements that other applicants to the College of Education must meet.

No SAT is required for transfer students. If a student has completed less than 30 credits, then the high school class standing is used in the decision and the student must take the placement exams. The high school record and the college record are both important criteria.

V. RECENT CHANGES AND IMPACT

The following recent changes impact those students beginning in the indicated year:

Admission to candidacy 2nd semester sophomore	1984
Required GPA across all curriculum 2.5	1984
127 credit hours to graduate	1983
Required major in liberal arts	1983

Undergraduate enrollment has risen by 5-7.5% since the enactment of these changes. In 1985 grade point averages for education majors at freshman, sophomore, junior, and senior levels were the highest of all USM colleges.

JG/elk/7190

APPENDIX A:



UNIVERSITY	SAT (ACT) SCORES (generally)	HIGH SCHOOL COURSEWORK For Ed. Majors (*also for other majors)	TABLE I. ADMISSIONS				DIFFERENCES IN ADMISSIONS FROM OTHER MAJORS
			INTERVIEW	HIGH SCHOOL GPA/Class Standing	2ND ADMISSION INTO TEACHER ED PROGRAMS	DECLARATION OF MAJOR	
Ft. Kent	Satisfactory score required; min. 300-350. (never denied solely on basis of score) Transfers min. 398 verbal 425 math	Recommended: English 4 Math 2 Soc Sci. 2 Sci (with lab)2 For. Lang recommended	optional but recommended	upper 1/2 of HS class	no	By the end of Sophomore yr - But can declare on application	Only nursing is different in SAT scores. Must have min. 500 on both verbal and math
Presque Isle	800 total minimum score which includes not only SAT's but HS GPA, rank in class, and courses taken (all majors). SAT only required if graduated in last 12 mos.	Required:* Eng 4 Math 3 Sci(w/lab)3 Soc Sci 3	optional	Considered in total score given	yes-after com- pletion of 45 hours	must declare after 1 sem- ester. Usually is stated in application	Admissions decision is influenced by proposed major, acad. record, & quotas
Machias	Scores are required with appl. no minimum score	Recommended:* Eng 4 Fine Arts or Math 3 For. Lang 2 Sci 3 Soc Sci 2	optional	Not specific- quality of work is more im- portant than distribution of courses	no	must declare within a yr. Can declare on application	All the same (no nursing program)
Farmington	No minimum score but SAT scores are re- quired. No test required if out of HS a period of time.	Recommended:* Eng 4 Math 3 Sci (w/lab) 2 Soc Sci 2 For. Lang 2	departmental interview required after acceptance	upper 1/2 of class are given preference	yes - end of sophomore year	upon entry	All treated the same (no nursing program)
Orono	All applicants must take. College of Ed wants a min. 800 combined score. But persons with lower scores are admitted.	Required: Eng. 4 Soc Sci 1 + 3 units of one and 2 units of another of the following: Math, Sci, For. Lang	not required	Seeks candi- dates whose scholastic achievement indicate pro- mise of success	yes during sophomore year, 2nd semester	can declare on application and can de- clare as a freshman	Each major is different in the requirements. Each department sets guidelines.
U.S.M.	Must take, except those out of high school 3 or more years (No minimum score)	Required: Eng 4 Math (Algebra I, II, Geometry) Sci (w/lab) 2 Soc Sci 2	not required	considered-but nothing speci- fically stated. All persons admitted must meet one of minimum pro- ficiency re- quirements in writing & math	yes sophomore year, 2nd semester. And need: 1) 2.5 average 2) interview 3) exploratory ed course	admitted usually as pre-education	all the same except for high school course work. Most other majors are required to take a For. Lang. Science, nursing, & For. Lang. majors have more stringent course work requirements.

UNIVERSITY	# OF UNITS (Education)	# OF UNITS (others)	GPA-ED	TABLE II: GRADUATION REQUIREMENTS			MIN. COURSEWORK-OTHER (ARTS & SCIENCES)		
				GPA-OTHER	PRACTICUM	MIN. COURSEWORK-ED			
Ft. Kent	128	120	2.0 cum no grade below C in 45 units upper division	2.0 cum no grade below C in 45 units upper division	12 units full sem all day	<u>Elem.</u> 1) Lib arts major/minor 30/18 units or field 50 or multi- disciplinary major (3 academic minors) 2) General ed req's in Hum- anities, Sci, & Soc Sci, 43 units 3) Prof ed sequence 37	<u>Jr. High</u> 1) Lib Arts major/minor 30/18 2) Gen ed req's 43 3) Prof ed sequence 43	1) Gen ed req's (43) + 6no hrs For. language 2) Major/minor 30/18 or a field 50 3) 45 units upper div	
	128	120	2.0 cum 2.5 in major area 2.5 in Prof. ed. sequence	2.0 cum 2.25 in major for B.A. 2.5 in major for B.S.	15 units full sem all day student teaching & 4 other credits	<u>Elem.</u> 1) Subj area major 30-36 2) Electives in major 14-20 3) Humanities/Soc Sci/Math/Sci 30 4) Art/Music/Health 9 5) Prof ed 38	<u>Secondary</u> 1) Gen. ed. req 34-35 2) Prof ed courses 35 or computers) 3) Major/minor 30-59/ 18	1) Major/minor 30-70/ 18-24 2) Core req 49 (includes For. Lang 3) Qualifying exam or sufficient course- work in Eng & Speech	
Presque Isle	120	120	2.5 prof. ed. sequence 2.0 major 2.0 cum	2.0 cum	15 units full sem all day	<u>Elem.</u> 1)Core req's 34 (Eng,Fine Arts,Sci, Math,Hist,PE) 2)Ed courses 28 3) Interdisci- plinary concentra- tion 15-18 (Humanities, Soc Sci, or Sci/Math	<u>Jr. High</u> 1)Core req's 34 (Eng,Fine Arts,Sci Math,Hist,PE) 2)Ed courses 28 3) Liberal Arts Con- centration 15-23 units (Eng,Soc Sci, or Sci/ Math	<u>Secondary</u> 1)Core req's 34(Eng,Fine Arts,Sci Math,Hist,PE) 2)Major reqs for B.A. or B.S. 3) Ed courses specified by Dept. of Ed. if teaching credential is desired	1) Core req's (same as for ed) (no For. Lang. requirement) 2) Major/minor
Machias	120	120	2.5 prof. ed. sequence 2.0 major 2.0 cum	2.0 cum	15 units full sem all day	<u>Elem.</u> 1)Core req's 34 (Eng,Fine Arts,Sci, Math,Hist,PE) 2)Ed courses 28 3) Interdisci- plinary concentra- tion 15-18 (Humanities, Soc Sci, or Sci/Math	<u>Jr. High</u> 1)Core req's 34 (Eng,Fine Arts,Sci Math,Hist,PE) 2)Ed courses 28 3) Liberal Arts Con- centration 15-23 units (Eng,Soc Sci, or Sci/ Math	<u>Secondary</u> 1)Core req's 34(Eng,Fine Arts,Sci Math,Hist,PE) 2)Major reqs for B.A. or B.S. 3) Ed courses specified by Dept. of Ed. if teaching credential is desired	1) Core req's (same as for ed) (no For. Lang. requirement) 2) Major/minor

UNIVERSITY	# OF UNITS (Education)	# OF UNITS (others)	GPA-ED	TABLE II: GRADUATION REQUIREMENTS(Continued)			MIN. COURSEWORK-OTHER (ARTS & SCIENCES)	
				GPA-OTHER	PRACTICUM	MIN. COURSEWORK-ED		
Farmington	122 (usually have 128)	120	Elem Ed min. 2.0 prof. ed courses & in major. (must have C or better in each course in Prof. ed. & major)	2.0 cum	16 units full semester, all day (8 units for se- condary or jr. high)	<u>Elem.</u> 1) Lib. arts major 30 2) Core req 39 Sci, Soc Sci, Humanities, Math, 3) Psychology 18 4) Prof ed courses 43	<u>Grades 7-12</u> 1) Subj. major/minor 30/18 or area major 50 2) Core req 39 3) Prof ed 37	1) Major requirements (depending on major) 2) Core requirements 39 (same as for ed) For. Lang. not required
Orono	120 (except 130 for a degree in Health, P.E. & Recreation) (PPT students 132 hrs.)	120	2.5 in prof ed courses and major and 2.0 overall.	2.0 in major and overall	6 units 8 weeks full day or 1/2 day-full semester <u>Minimum</u> Advanced internship is offered <u>2-6 credits</u> Transition- ing to PPT program(see campus pro- profile)	<u>Elem.</u> 1) Gen Ed 44 (Eng, Speech,Soc Sci, Sci,Math,Psych, Fine Arts, Humanities 2) Prof ed courses 33 3) Academic field of concentration 24	<u>Secondary</u> 1) Gen Ed 36 2) Prof Ed 18 3) Field of con- centration 51-62 4) Liberal arts units 60 total	1) Major requirements (vary with department) 2) 72 hours outside major 3) Distribution requirements in 3 basic areas in Coll of Arts & Sciences (Some majors require a foreign language)
U.S.M.	127 min. (music ed, 139-142)	120	2.5 cum and 2.5 in liberal arts & prof. ed.	2.0 cum	33 units 1 semester in jr. yr. 1 semester in sr. yr. (full semester, all day)	<u>Elem.</u> 1) Core curriculum 37 2) Liberal arts major 36 (24 must be in one area) 3) Prof ed courses 18 and developmental 4) Internships 33	<u>Secondary</u> 1) Core curriculum 37 2) major/minor 51/18 3) Student Teaching 12 (Only have a secon- dary prog in math major) teaching & a Math ed course	1) Min. proficiency req's 2) Core curriculum 37 (can test out of some) 3) Departmental req's for major - units vary 30-96 For. lang. is encouraged for some majors but not required

TABLE III-PRACTICUM

CAMPUS	COURSES W/PRACTICUM EXCLUDING STUDENT TEACH.	CREDITS FOR PRACTICAL EXPERIENCE	CONTACT HRS.	PREREQUISITES FOR STUDENT TEACHING	COHORT TRAINING DESCRIPTION	CREDITS	HOURS IN SCHOOL
Farmington	EDU 202 Field Practicum (required)	3	6hr./wk 15 wks	1)Completion of prof.ed. sequence and 80% of acad. major 2)Successful practical experience 3)2.5 cum GPA	Informal team: Student, faculty, and co-operating teacher; 3 observations with follow-up conferences; weekly seminars	16	15 wks; full day 450 hrs/ semester minimum
	EDR 466 Advanced Reading Practicum	3	7 1/2 hr/week for 15 weeks				
	EDU 361 Teaching Math in the Junior and Senior High School	3	15 hrs (tutoring)				
	Integrated Experiences: EDR 300 Elem.Reading EDR 303 Child's Lit. EDU 304 Teach.Science		5-10 hours				
Fort Kent				Completion of 6 required courses in prof. ed. sequence Must apply through the Supervisor of Student Teaching	Informal team: Student, Director Teaching & Supervising Teacher Biweekly observations and follow-up conferences. Group conferences.	12	15 wks; full day approx. 7 1/2 hr/ day 562 1/2 hr/ semester
	New Methods of Teach. Reading	1	12 hr.				
	Teachers reading in content areas (not required for K-6)	1	12hr.				
	Integrated Experience: Ed. Foundations (3 observations required)		Min. 3 hrs.				

TABLE III-PRACTICUM(Continued)

CAMPUS	COURSES W/PRACTICUM EXCLUDING STUDENT TEACH.	CREDITS FOR PRACTICAL EXPERIENCE	CONTACT HRS.	PREREQUISITES FOR STUDENT TEACHING	COHORT TRAINING DESCRIPTION	CREDITS	HOURS IN SCHOOL
Machias	<u>Elementary Program:</u> (All Integrated Experiences)			1)Completion of prof.ed.sequence 2)Satisfactory writing sample 3)2.0 cum 4)recommendation from advisor	Informal team: student, faculty & cooperating teacher; 6 visitations; seminars during semester	15	14-15 wks; 500-600 hrs total
	EDU 111 Devel.Psych.		1 hr.(observation)				
	EDU 112 School & Community Practicum		30 hrs.				
	EDU 211 The Child as a Learner		8-10 hr.				
	EDU 304 Devel. Reading		12-15 hr.				
	EDU 341 Creative Arts		10-12 hr.				
	EDU 342 Sci/Soc.Studies		10 hr.				
	EDU 344 Math		8-10 hr.				
	PED 323 The Nature and Development of Motor Skills		18-22 hrs.				
	EDU 402 Special Needs Workshop		4-6 hr.				
	<u>Jr. High Program:</u> (All Integrated Experiences)						
	EDU 111 & 112 (see above)						
	EDU 212 The Adolescent as a Learner		6 hr.				
	EDU 303 Reading in the Content Area		10-12 hr.				
	EDU 305-308 Jr/Sr High School Methods (Eng., Sci., Soc. Studies or Math) (Student selects one)		10-12 hr.				
	<u>Bus. Teacher Ed:</u>						
	EDU 111 & 112 (See above)		150-225 hrs.				
	BUS 240 Field Practicum	3	(summer on job in office relative to field of study)				

TABLE III-PRACTICUM(Continued)

CAMPUS	COURSES W/PRACTICUM EXCLUDING STUDENT TEACH.	CREDITS	CONTACT HRS.	PREREQUISITES FOR STUDENT TEACHING	COHORT TRAINING DESCRIPTION	CREDITS	HOURS IN SCHOOL
Presque Isle	Courses with formal labs: EDU 150	1 Cr.	30 hr.	1)2.5 GPA in major & prof.ed. sequence	Informal team: Student, principal, master teacher & faculty member Minimum 6 formal observations & follow-up by team	15	15 wks; full day approx. 7 1/2 hr/day 562 6 hr/semes.
	EDU 200	1 Cr.	30 hr.	2)2.0 Cum GPA 3)Completion of 90 credit hrs. 4)Completion of prof.ed. sequence			
	Methods Courses (integrated Practical experiences)	2 Cr. equiv.		5)Satisfactory evaluation in each practicum			
U.S.M.	EDU 100-Exploring Teaching as a profession	3 Cr.	4 hr.(4 weekly observations tutoring)	1)2.5 cum in all areas 2)Admission in T.Ed. program a.interview b.satisfactory practical experience c.satisfactory essay d.interview e.recommendation	Internship-cohort group 15-16 students work with 1 practitioner and 1 faculty person. Math courses taught on site with practical experience.	33 ----- 12 Cr. Student Teaching-alt. route)	2 semesters ----- 15 wks alt.route (20 wks for Secondary Ed.) 35-40 hr./wk

Integrated Experiences:

Included in first semester of Internship - Methods courses taught on site (2 credits each):

EDU 303 Developmental Reading I

EDU 304 Practicum in Elementary Math

EDU 307 Practicum in Elementary Science

EDU 311 Practicum in Language Arts

EDU 335 Exceptional Children in the Classroom

TABLE III-PRACTICUM(Continued)

CAMPUS	COURSES W/PRACTICUM EXCLUDING STUDENT TEACH.	CREDITS	CONTACT HRS.	PREREQUISITES FOR STUDENT TEACHING	COHORT TRAINING DESCRIPTION	CREDITS	HOURS IN SCHOOL
Orono							
	Alternate Route <u>Courses requiring Field Experience</u>			1)2.5 cum average 2)2.5 in prof. sequence (C or better in each course)	Traditional team: student, faculty, cooperating teacher	8	10 wks; all day approx.
	EdW472 Workshop in Secondary Educa- tion	3	25				
	ESC352 Teaching Science in the Se- condary School	1-3	30	3)Prof.ed. sequence completed + 4)C or better in Eng.Comp.	Seminars		7 1/2 day;
	ESS341 Teaching Social Studies in the Secondary School	1-3	25-30	5)Recommendation from advisor 6)Passed Speech & Hearing diagnostic			375 hr/ semester
	ERL313/318 Teaching Reading and Language Arts in the Elementary School	1	20				
	ERL317 Children's Literature Pre-student teaching seminar	- 1-3	6 15-45				
	Prof. Prep. Team			Same as above.	Professional preparation team:	12:	16 wks; (spring) all day approx.
	PPT hours in the school		Approx.				
	First year	3	55		Fresh through Sr. years		
	Second year	3	55		Work with faculty, 4-6 master teachers, + 25 students with master teachers, + 25 students with frequent contact in schools		7 1/2 hr/ day; 600 hr/semes
	Third year						
	fall semester	1	25				
	spring-elementary	2	40				
	secondary	1-3	30				
	Fourth year						
	fall-elementary	2	45				
	secondary	1	25				

APPENDIX B:

Please complete and return the application with the non-refundable fee of fifteen dollars (\$15.00) to the appropriate University campus.

Please complete the front of the Request for Academic Records and submit it to your high school guidance office for completion. Transfer candidates must request both their high school and college transcripts to be forwarded to the Admissions Office.

1. Print legal name in full _____ female _____
Last Name First Name Middle Name male _____

2. *Social Security Number _____ - _____ - _____ 3. Name used on previous records: _____
*number will be assigned to international students.

4. I am applying for: Jan. 19____ Sept. 19____; _____full-time _____part-time; _____day _____evening _____no preference

5. University campus to which I am applying _____

→ 6. Within this campus indicate the division, school, or college _____

→ 7. What is your intended academic program or major? _____ 1, 2, 3, 4 year _____
program

→ 8. UMF applicants—please indicate specific course of study or option within the major (for example, within the Special Education Program—Learning Disabilities, etc.) _____

9. UMA applicants—if you are applying to an off-campus center identified in #5, please indicate town/city _____

10. Have you applied previously to this campus as a degree candidate? _____ Year Applied _____

11. Does your intended academic major qualify for New England Regional tuition? _____

12. A. Home mailing address _____
Street City State Zip County

B. City/Town/State of legal residence (if different from above) _____
City or Town State

13. Present mailing address for correspondence (if different from above)

Street City State Zip

14. Have you resided in the State of Maine for purposes other than education for twelve consecutive months immediately prior to your enrollment? _____

15. Home telephone (AC _____) _____; Business/School telephone (AC _____) _____

16. Date of Birth ____/____/____ Place of Birth _____ Citizen of _____
Country

17. List chronologically all current and previous high schools, preparatory schools and colleges attended:

High Schools/Colleges	Address	Zip	Full or part-time	From mo/yr	To mo/yr	Graduation date

18. a. _____ College Board code number for last high school attended. (Obtain from your guidance office.)
 b. 00 _____ College Board code number for last post-secondary school (college) attended.

19. Transfer applicants: College credit hours attempted to date: _____; Degree(s) earned: _____

20. Housing plans: Residence Hall Off-campus

21. Did you earn your high school equivalency through a G.E.D.? _____ Year awarded _____

22. Are you a veteran? _____; Are you eligible for veteran's educational benefits? _____

23. (Optional) If you wish to identify yourself as a member of a minority group, or if you have a handicapping condition, please check:
 American Indian or Alaskan Native Asian or Pacific Islander Handicapped
 Black, Non-Hispanic Hispanic

24. **Financial Aid Information:**
All campuses of The University of Maine System require submission of the College Scholarship Service FAF (Financial Aid Form). The FAF form is available at any local high school guidance office in the late fall. The deadlines for filing the application after January 1 vary among the individual campuses. To insure timely consideration for aid, it is **important** that you review deadline dates in campus bulletins or catalogs.

Do you intend to apply for financial aid consideration?* Yes _____ No _____

*For those University campuses which require supplemental aid applications, the "yes" response will prompt a request for further information.

→ 25. **Scholastic Aptitude Test:** Candidates must have official test score reports sent directly from the Educational Testing Service, Princeton, NJ 08540, to each campus to which they apply. Please note the dates you have taken and/or will take the SAT:

SAT: Junior mo. _____ /yr. _____ Senior mo. _____ /yr. _____

26. Father's name _____ Occupation _____

Home (legal address) _____
Street City State Zip

Mother's name _____ Occupation _____

Home (legal address) _____
Street City State Zip

Please identify legal guardian: mother father both
 other (if other, please list name and address)
Name _____
Legal Address _____

27. Relatives who attend and/or have attended the University of Maine:

Name	Relationship	Campus Attended	Dates Attended
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

28. Optional Information: Please share with us any additional information about you or your family which will be helpful as we evaluate your application.

29. If you have been out of school or college for more than six months, please describe this experience.

30. Please indicate how your attention was called to this campus (e.g., counselor, college fair, high school visit, friend, mail).

31. Briefly describe the reasons that influenced your decision to attend college. You may also wish to include a description of your personal goals, educational/career objectives, and areas of academic interest.

Note: Applicants should be aware that The University of Maine System complies with Title IX of the Education Amendments (1972), Title VI of the Civil Rights Act (1964) and section 504 of the Rehabilitation Act (1973).

The acceptance (and residence hall) deposit is forfeited if the applicant fails to notify in writing the Director of Admissions of withdrawal by May 1 for the fall semester—or January 1 for the spring semester. Deposits made after these dates are non-refundable.

My signature below verifies that the information on this application is accurate to the best of my knowledge.

Date

Applicant's Signature

Review this application to make sure information is complete.

(See reverse for page 4)

SCHOOL AND/OR COMMUNITY ACTIVITIES

This section is provided for candidates who wish to identify school and/or community activities in which they have participated. Each campus of The University of Maine System has many opportunities for students to participate in and to contribute to the student life of the University. Based on information provided in this section, contact may be made by the university campus you plan to attend concerning your interest in student organizations.

Last Name	First Name	Middle Name
-----------	------------	-------------

32. **Community/Volunteer Activities** (Employment experiences which may have influenced your college plans may also be noted. Examples, military service, travel, hospital volunteer, service clubs)

33. **School Clubs & Activities** (such as French Club, Student Government, Future Farmers)

Offices held

Grades participated:

9	10	11	12	PG

34. **Honors & Awards** (National Honor Society, Science Awards, etc.)

Offices held

9 | 10 | 11 | 12 | PG

9	10	11	12	PG

35. **Music, Theatre, Visual Arts**

Productions, instrument played or offices held

9 | 10 | 11 | 12 | PG

9	10	11	12	PG

36. **Publications** (Yearbook, newspaper)

Positions held

9 | 10 | 11 | 12 | PG

9	10	11	12	PG

37. **Athletics**

Position, varsity letter

9 | 10 | 11 | 12 | PG

9	10	11	12	PG

Height _____ Weight _____

38. **Hobbies or Special Interests**

APPENDIX C
TEACHER FORUM SUMMARIES

TEACHER FORUM SITES

- Site #1 Ft. Kent, covering northern Aroostook County
(Geneva Kirk, Calvin Anderson)
April 14, 1987, 4:00 p.m., Ft. Kent Community High School, Library
- Site #2 Presque Isle, covering central Aroostook County
(Geneva Kirk, Calvin Anderson)
April 15, 1987, 4:00 p.m., Presque Isle High School, Board Room
- Site #3 Millinocket, covering northern Penobscot and southern Aroostook Counties
(Rusty Willette, Bob Gates)
April 9, 1987, 3:30 p.m., Stearns High School, Room 120
- Site #4 Bangor, covering southern Penobscot and Hancock Counties
(Steve Bost, Rusty Willette)
April 17, 1987, 3:30 p.m., Bangor High School, Room D-4B
- Site #5 Machias, covering Washington County
(Anthony Chiappone, Geneva Kirk)
April 28, 1987, (site to be determined)
- Site #6 Belfast/Camden, covering Waldo and Knox Counties
(Jerry Work, Diane Todd)
(date and site to be determined)
- Site #7 Dover-Foxcroft, covering the Greenville, Milo, Dexter, Pittsfield area
(Ross Fearon, Bob Gates)
April 1, 1987, 3:30 p.m., Sodomocha Junior High School
- Site #8 Augusta, covering the capitol area, Waterville, Skowhegan and Farmington areas
(Steve Estes, Steve Bost)
April 15, 1987, 3:30 p.m., Cony High School, Room 201
- Site #9 Lewiston, covering Androscoggin, Oxford and northern Cumberland Counties
(Ross Fearon, Geneva Kirk)
April 9, 1987, 3:30 p.m., Montello School, East Ave., Library
- Site #10 Portland, covering the coastal corridor from Portland north to Bath
(Carol Wishcamper, Bill Lawrence)
March 30, 1987, 3:30 p.m., Portland Regional Vocational Technical Center, 196 Allen Ave., 2nd Floor Meeting Room
- Site #11 Kittery, covering York County
(Bill Lawrence, Carol Wishcamper)
April 6, 1987, 3:30 p.m., Traip Academy, Home Economics Room

TEACHER FORUM QUESTIONNAIRES

TOTAL NUMBER RECEIVED: 34

QUEST. #1: EDUCATION

- 24 graduated from a University System Teacher Education Program
- 7 graduated from a liberal arts program - either within the University System or at another institution
- 3 graduated from a teacher education program at some other institution

QUEST. #2: TEACHING EXPERIENCE

- The average length of teaching experience was 15 years.
- 9 respondents had 20 or more years; only 4 graduated in 1982 or later (of these, 2 graduated from a University System T.E. program.)

QUEST. #3: FACTORS INFLUENCING DECISION TO TEACH

- Teach/help/work with children 13
- Influence of Family/friends/teachers 3
- Get a job 2
- Appreciation for subject 1
- Opportunity to be creative 1
- Seemed natural 1

QUEST. #4: FACTORS HELPFUL DURING FIRST 5 YEARS OF TEACHING - Scale 1 (most important) to 9 (least important)

- Most important factors were student teaching experience (2.70, ranked most important by 13 respondents) and assistance from other teachers (2.84, ranked most important by 7 respondents).
- The least important factors were in-service programs (5.77, ranked most important by 1 respondent) and assistance from administrators (5.61, ranked most important by 0 respondents).
- In addition to the factors listed in the questionnaire, 3 respondents indicated that other teaching or related experience during summers or as teacher assistant was very important.
- Ranking of responses:
 - student teaching 2.70
 - assistance from other teachers 2.84
 - practicum 3.64
 - liberal arts courses 4.41
 - education courses 4.57
 - life experience 4.90
 - graduate courses 4.97
 - assistance from administrators 5.61
 - in-service program 5.77

QUES. #5: MIX OF LIB. ARTS/EDUC. COURSES

- Opinion was mixed
 - Too few lib. arts 16
 - Too many lib. arts 7
 - Too few educ. 8
 - Too many educ. 9
 - About right mix 5
- Comments
 - More emphasis on child psych., growth and development and relationship to teaching methos and curriculum content (4)
 - It's the quality of educ. programs, not the quantity that is a concern (2)
 - Need for courses in:
 - teaching critical thinking
 - school discipline
 - teaching elementary reading
 - Should require a "real" major with an education minor
 - Should increase education courses at the undergrad level, liberal arts at the grad level

QUES. #6: CLASSROOM EXPOSURE

- 25 respondents said not enough time in the classroom is provided by University System T.E. programs
- 6 said about the right amount is provided; no one thought too much is provided
- Comments were numerous; a few examples:
 - student teaching should start early (freshman/sophomore year) and increase yearly (6)
 - a year long internship should be required, perhaps as part of a 5 year program (3)
 - two 9 week clinical sessions should be required for every training teacher (2)
 - need a support system for student teachers
 - in conjunction with early clinical experience, need early counselling on the advisability of education as a major
 - there may be enough provided now (PPT program at UM)

QUES. #7: MASTERS DEGREE REQUIRED

- No.-22; yes-10
- Of those who favored requiring a masters:
 - one though it should be obtained in 1 year
 - five in 5 years
 - two in 10 years
 - one in 15 years
- comments
 - a long term requirement (over 15 years) to obtain a masters could prevent teacher burnout
 - masters should be required to attain profession certification

- greater compensation should be provided to those who have a masters than is currently provided
- it would be too expensive
- a 5th year leading to a masters should combine full time teaching with 2 courses to integrate that experience and pay at 2/3 rate of certified teachers
- there are too few masters level courses available in the state
- if it were required, most teachers would have to go out-of-state

QUES. #8: ADMISSION/GRADUATION STANDARDS

- Admission: Too high - 0, Too low - 18, About right - 9
- Graduation: Too high - 0, Too low - 19, About right - 8
- Comments:
 - not just anyone should be able to graduate from a T.E. program; education students want to be challenged academically
 - if standards are raised, salaries should be raised too
 - good teachers range in intelligence from gifted to average or below; we need to attract those with the "gift" to teach, not necessarily the smartest
 - 20 years ago the standards were too low; they may be ok now

QUES. #9: INVOLVEMENT OF TEACHERS IN DECISION MAKING

- All teachers who responded to this question (31) felt involving teachers in the decision making process was an important recruiting tool.
- Twenty-one felt they were sufficiently involved at their schools; 7 did not.
- The comments indicated (1) that improvement in this area has recently occurred or is beginning to occur, although perhaps somewhat grudgingly, (2) that this type of responsibility may be more important to experienced transfers than "new" teachers, and (3) that teachers have to be competent and use their additional authority well in order to be granted more responsibility.

QUES. #10: NEW TEACHER CERTIFICATION STANDARDS

- 13 respondents thought they are adequate, 4 thought they are not
- 4 respondents thought they are too restrictive; 3 not restrictive enough
- 7 respondents thought they are too complex
- 12 thought they offer too many levels of certification
- Comments:
 - 12 people thought the master teacher concept should be eliminated or modified
 - subject matter needs more emphasis
 - training in discipline should be assured

- special ed. requirements are too restrictive
- need more time to experience the requirements before judging

QUES. #11: ANY ADDITIONAL COMMENTS

- Need more emphasis on class and time management and paper work related responsibilities
- Encourage University/public school partnership in teacher preparation
- University education faculty should remain current
- T.E. programs should pay more attention to real world issues, e.g. social problems in the family and community and economic constraints on school systems
- Some teachers succeed without undergrad education courses and clinical experience; the key is attracting prospective teachers with the "gift" of motivating students, which cannot be taught
- Can attract best teacher candidates by raising the admission/graduation standards and by increasing the pay
- A support system for beginning teachers is important, but costly in time and money
- Don't need a PhD to supervise student teachers (?)
- Need to prepare elementary foreign language teachers

1628*

APPENDIX D
TEACHER SURVEY QUESTIONNAIRE

**SPECIAL COMMISSION TO STUDY TEACHER TRAINING
TEACHER SURVEY**



What You Are Now Doing

Are you currently teaching in an elementary, a junior high, or a high school?

- 1a () Elementary school (Grades K-6) 1b () Junior High School (Grades 6-9) 1c () High School (Grades 9-12)
1d () Not currently teaching, but did teach K-6 _____ 6-9 _____ 9-12 _____

What subject(s) are you certified to teach? What subject(s) do you currently teach or have most recently taught?
(CHECK ALL THAT APPLY)

	<u>Certified</u>	<u>Currently Teach</u>		<u>Certified</u>	<u>Currently Teach</u>
2a All elementary subjects	()	()	2h History	()	()
2b Art and music	()	()	2i Mathematics	()	()
2c Biological sciences	()	()	2j Physical education	()	()
2d Business	()	()	2k Physical sciences	()	()
2e Computer science	()	()	2l Reading	()	()
2f English/Language arts	()	()	2m Social sciences	()	()
2g Foreign languages	()	()	2n Special education	()	()
			2o Vocational education	()	()
			2p Other _____	()	()

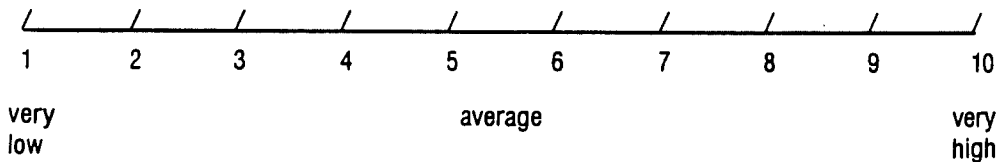
What percent of your total teaching time each week is spent in teaching grades or subjects that are DIFFERENT FROM your MAJOR FIELD OF COLLEGE PREPARATION?

- 3a () None 3b () 1-24% 3c () 25-49% 3d () 50-74% 3e () 75-99% 3f () 100%
3g () Not currently teaching

How many years of PROFESSIONAL TEACHING experience have you completed, including the current year?

- | | | | | | | | |
|-----------|-------------|-----------|---------------|-----------|-----------------|-----------|----------------------|
| Full Time | Part Time | Full Time | Part Time | Full Time | Part Time | Full Time | Part Time |
| 4a () | () 1 year | 4c () | () 3-4 years | 4e () | () 10-14 years | 4g () | () 20 or more years |
| 4b () | () 2 years | 4d () | () 5-9 years | 4f () | () 15-19 years | | |

5. How would you rate the academic ability of the MAJORITY of the students you taught last year? (Circle the appropriate number)



6. (A) How many students are there in the largest class that you teach? _____ students

(B) How many students are in the smallest class that you teach? _____ students

Suppose you could go back to your college days and start over again, in view of your present knowledge, would you become a teacher again? (Check one.)

- 7a () Certainly would become a teacher. 7c () Chances about even for and against.
7b () Probably would become a teacher. 7d () Probably would not become a teacher.
7e () Certainly would not become a teacher.

The School Where You Are Teaching

How many classroom teachers are there in your school building? (Include yourself and all full-time employees whose work load is half time or more classroom teaching.)

- 8a () 9 or less 8c () 15-19 8e () 25-29 8g () 35-39
 8b () 10-14 8d () 20-24 8f () 30-34 8h () 40 or more

What income level would you judge the MAJORITY of your pupils come from?

- 9a () Upper income 9c () Lower middle income
 9b () Upper middle income 9d () Lower income

How would you describe the kind of community in which your school is located?

- 10a () Urban 10b () Suburban 10c () Small town (NOT suburban) 10d () Rural

In what county is your school located?

- 11a () Androscoggin 11e () Hancock 11i () Oxford 11m () Somerset
 11b () Aroostook 11f () Kennebec 11j () Penobscot 11n () Waldo
 11c () Cumberland 11g () Knox 11k () Piscataquis 11o () Washington
 11d () Franklin 11h () Lincoln 11l () Sagadahoc 11p () York

What academic degrees have you received? (CHECK ALL THAT APPLY)

- 12a () Bachelor's in education 12d () Master's in other field 12g () Other, specify: _____
 12b () Bachelor's in other field 12e () Doctorate in education 12h () No Degree
 12c () Master's in education 12f () Doctorate in other field

Check the appropriate spaces which indicate the type(s) of institution(s) from which you obtained your degree(s).

	University of Maine System UM, USM, UMF, UMFK, Machias, UMPI, Augusta							A public college or university not in Maine	Nonpublic college or university In Maine Some other State	
13a Bachelor's degree	()	()	()	()	()	()	()	()	()	()
13b Master's degree	()	()	()	()	()	()	()	()	()	()
13c Education specialist or professional diploma based on 6 years of college	()	()	()	()	()	()	()	()	()	()
13d Doctorate	()	()	()	()	()	()	()	()	()	()

14. What grade point average did you receive in your undergraduate work? _____ (GPA)

Attitudes Toward Your Professional Education

15-A. Overall, how would you rate courses you've taken in education within the last five years on a scale of 1 to 7?
 (Circle appropriate number)

Excellent 1 2 3 4 5 6 A Waste of Time
 7

15-B What was the most valuable aspect of your teacher education training program?

15-C What was the least valuable aspect of your teacher education training program?

With regard to your education and training as an undergraduate, how satisfied as a whole were you with the following?
(Please circle one number on each line)

	Very Satisfied	Somewhat Satisfied	Neutral or No Opinion	Somewhat Dissatisfied	Very Dissatisfied
16a The ability and knowledge of most teachers	1	2	3	4	5
16b The social life	1	2	3	4	5
16c Development of my work skills	1	2	3	4	5
16d My intellectual growth	1	2	3	4	5
16e Guidance by faculty	1	2	3	4	5
16f Career counseling	1	2	3	4	5
16g Job placement	1	2	3	4	5
16h Student loan system	1	2	3	4	5
16i Amount of financial support available from the school	1	2	3	4	5
16j The buildings, equipment, etc.	1	2	3	4	5
16k Library resources, etc.	1	2	3	4	5
16l Cultural activities, music, art, drama, etc.	1	2	3	4	5
16m The intellectual life of the school	1	2	3	4	5
16n Core teaching courses	1	2	3	4	5
16o Methods courses	1	2	3	4	5
16p Practicum courses	1	2	3	4	5
16q The quality of instruction	1	2	3	4	5
16r Return on financial investment	1	2	3	4	5
16s The prestige of the school	1	2	3	4	5
16t Skill in computer technology	1	2	3	4	5
16u Currentness of instructor's knowledge	1	2	3	4	5
16v Sports & recreation facilities	1	2	3	4	5

How satisfied were you with the following aspects of student life at college?
(Please circle one number on each line)

	Very Satisfied	Somewhat Satisfied	Neutral or No Opinion	Somewhat Dissatisfied	Very Dissatisfied
17a Your academic development such as knowledge acquisition	1	2	3	4	5
17b Your intellectual orientation and attitudes towards learning	1	2	3	4	5
17c Your personal development such as understanding your own abilities	1	2	3	4	5
17d Your personal skills such as problem solving and interpersonal effectiveness	1	2	3	4	5
17e Your gains in humanism and altruism such as social concerns	1	2	3	4	5
17f Your gains in cultural and aesthetic awareness such as sensitivity to the arts	1	2	3	4	5

In your opinion, how **important** is it for a teacher at your grade level to be knowledgeable about each of the following:
 (Please circle one number on each line)

	Extremely Important	Somewhat Important	Somewhat Unimportant	Not Important At All	Not Sure
18a International current events	1	2	3	4	5
18b National current events	1	2	3	4	5
18c American history	1	2	3	4	5
18d Events or movements of special historical or social significance, e.g. the Depression, the Holocaust, the Civil Rights Movement, the Women's Movement	1	2	3	4	5
18e Subject matter of courses taught	1	2	3	4	5
18f Oral and written grammar & usage	1	2	3	4	5
18g Economics	1	2	3	4	5
18h Mathematics	1	2	3	4	5
18i American politics	1	2	3	4	5
18j Education as a field of knowledge	1	2	3	4	5
18k Teaching methods	1	2	3	4	5
18l Child/adolescent development	1	2	3	4	5
18m American culture	1	2	3	4	5
18n School law (e.g. exceptional students, the handicapped, minorities, school reform, etc.)	1	2	3	4	5
18o School organization and management	1	2	3	4	5
18p Mainstreaming handicapped children	1	2	3	4	5

When you **first** started teaching, how well did you feel your course work prepared you for the following aspects of teaching?
 (Please circle one number on each line)

	Excellent	Adequate	Inadequate	Very Inadequate	Not Sure	Not Addressed
19a Subject matter knowledge	1	2	3	4	5	6
19b Teaching methods	1	2	3	4	5	6
19c Classroom management/discipline	1	2	3	4	5	6
19d Organizing instruction	1	2	3	4	5	6
19e Recognizing student learning styles	1	2	3	4	5	6
19f Motivating to enter/stay in teaching	1	2	3	4	5	6
19g Understanding child/adolescent development	1	2	3	4	5	6
Working effectively within the school						
19h organization	1	2	3	4	5	6
19i Understanding school law	1	2	3	4	5	6
19j Understanding substance abuse	1	2	3	4	5	6
19k Use of instructional materials, audio-visuals, etc.	1	2	3	4	5	6
19l Dealing with handicapped students	1	2	3	4	5	6

Below are listed some reforms that might be adopted to produce high quality teachers in the future. For each please indicate the degree to which you think each reform would help to produce high quality teachers.

(Please circle one number on each line)

	Help a Lot	Help a Little	Would Not Help At All	Not Sure
20a Upgrading accreditation standards for teacher-training programs at college	1	2	3	4
20b Upgrading admission standards for students entering teacher training programs at college	1	2	3	4
20c Placing more emphasis on subject skills, rather than teaching skills during teacher training	1	2	3	4
20d Placing more emphasis on teaching skills, rather than subject skills during teacher training	1	2	3	4
20e Requiring all teachers to earn a bachelor's degree in an academic subject plus a Masters degree in education	1	2	3	4
20f Making the school district more responsible for training new teachers after they finish their formal education	1	2	3	4
20g Requiring new teachers to serve a supervised apprenticeship or internship before being certified	1	2	3	4
20h Requiring a full professional examination modeled after law board or medical board exams	1	2	3	4
20i Testing teachers periodically in their subject areas	1	2	3	4
20j Improved faculty/student interaction during teacher training	1	2	3	4
20k Additional classroom time in the schools	1	2	3	4
20l Additional loan programs during teacher training	1	2	3	4
20m Providing subsidies for graduate study in return for commitment to teach in underserved subject or geographic areas	1	2	3	4
20n Requiring earlier classroom experiences	1	2	3	4
20o Requiring more classroom time in schools during teacher training	1	2	3	4
20p Periodic evaluations and career counselling during training	1	2	3	4
20q Requiring teacher training programs to certify their graduates as being qualified to teach	1	2	3	4
20r More personal contact with the faculty/graduates	1	2	3	4
20s More emphasis on oral skills	1	2	3	4
20t More emphasis on classroom style	1	2	3	4

Below are listed some suggestions for improving relations between schools (K-12) and colleges/universities. Based on your overall experience at your school, and regardless of whether or not your school already has such a program, please indicate the effect that you think that each would have on education in general.

(Please circle one number on each line)

	Strongly Positive Effect	Somewhat Positive Effect	Somewhat Negative Effect	Strongly Negative Effect	No Effect At All	Not Sure
21a Colleges opening certain courses to particularly bright high school students	1	2	3	4	5	6
21b Colleges offering advanced courses to teachers in their own subject specialties	1	2	3	4	5	6
21c Colleges placing liberal arts undergraduates in internships in the public schools	1	2	3	4	5	6
21d Colleges sponsoring seminars for teachers'	1	2	3	4	5	6
21e in-service training	1	2	3	4	5	6
Colleges offering minicourses	1	2	3	4	5	6

- 21f A formal arrangement between colleges and schools (K-12) for teacher development1.....2.....3.....4.....5.....6
- 21g Colleges assigning faculty to schools for a semester1.....2.....3.....4.....5.....6

Now, a few questions about your professional growth activities since you have been teaching

Below are listed several types of professional growth activities. Please indicate if you have participated in any of these.

	DURING THE			DURING THE	
	PAST YEAR	PAST 5 YEARS		PAST YEAR	PAST 5 YEARS
22a Sabbatical leave:	()	()	22f Committee work or special assignment OTHER THAN curriculum	()	()
22b Other educational travel	()	()	22g University extension courses	()	()
22c System-sponsored workshops during school year	()	()	22h College courses in EDUCATION during school year	()	()
22d System-sponsored workshops during summer	()	()	22i College courses in subject fields OTHER THAN EDUCATION during school year	()	()
22e Work on curriculum committee	()	()	22j College courses in EDUCATION during the summer	()	()
			22k College courses in subjects OTHER THAN EDUCATION during the summer	()	()
			22l Professional growth activities sponsored by professional association(s)	()	()
			22m Educational TV	()	()
			22n Exchange teaching	()	()
			22o International education meetings	()	()
			22p Recertification courses	()	()

To what extent have recent professional development opportunities available to you in your school or school district helped you to improve your teaching skills?

- 23a Helped very much ()
- 23b Helped, but not very much ()
- 23c Not helpful at all ()
- 23d Have not participated in such activities ()

Which of the following phrases best characterizes your **personal** need for professional development opportunities in the following areas?
(Please circle one number on each statement)

	High	Moderate	Low
24a Use of computer	1	2	3
24b Helping the handicapped in the regular classroom	1	2	3
24c Helping the gifted learner in the regular classroom	1	2	3
24d Influencing school and/or district policy	1	2	3
24e Motivating students	1	2	3
24f Techniques to individualize instruction	1	2	3
24g Use of teaching aids	1	2	3
24h Teaching reading skills	1	2	3
24i Teaching writing skills	1	2	3
24j Implications of effective schools research	1	2	3
24k Teaching math skills	1	2	3
24l Classroom discipline	1	2	3
24m Modifying institutional methods to suit class size	1	2	3
24n Student learning styles	1	2	3
24o Parent relations skills	1	2	3

	High	Moderate	Low
24p Effective homework	1	2	3
24q Management of institutional time	1	2	3
24r Test interpretation	1	2	3
24s Student relations skills	1	2	3
24t Grading/Promotion	1	2	3
24u Test construction	1	2	3
24v Teaching methods	1	2	3
24w Content in subject area in which I teach	1	2	3
24x Professional time to stay current in my subject area	1	2	3
24y Professional time to prepare for lessons	1	2	3
24z Information on available innovative grants programs	1	2	3
24aa Management skills	1	2	3
24bb Retraining in new subject areas	1	2	3
24cc Community relations	1	2	3
24dd Guidance Counseling	1	2	3

Now, one overall question

Please indicate the degree to which you think each of the following is a problem with public schools in the community in which you teach.
(Check as many as apply.)

	PROBLEM IS:			
	MAJOR	MODERATE	MINOR	NO PROBLEM
25a Lack of parent interest/support	()	()	()	()
25b Lack of proper financial support	()	()	()	()
25c Pupils' lack of interest in school (motivation)	()	()	()	()
25d Truancy rate	()	()	()	()
25e Lack of discipline	()	()	()	()
25f Problems with the administration	()	()	()	()
25g Poor curriculum/poor standards	()	()	()	()
25h Substance abuse by students	()	()	()	()
25i Low teacher salaries	()	()	()	()
25j Difficulty getting good teachers	()	()	()	()
25k Large schools/overcrowding	()	()	()	()
25l Teachers' lack of interest	()	()	()	()
25m Lack of respect for teachers	()	()	()	()
25n Lack of respect by students for other students	()	()	()	()
25o One-parent households	()	()	()	()
25p Lack of public support	()	()	()	()
25q Communication problems between teachers and administrators	()	()	()	()
25r Government interference/regulation	()	()	()	()
25s Lack of proper facilities	()	()	()	()
25t Parental involvement with school activities	()	()	()	()
25u Mismanagement of funds/programs	()	()	()	()
25v Substance abuse by faculty	()	()	()	()
25w Substance abuse by administration	()	()	()	()
25x Family disfunctions that affect the child's ability to learn	()	()	()	()
25y Poor morale in the school building	()	()	()	()
25z Poor teacher attitude	()	()	()	()

Finally, a few questions about yourself to relate to the other answers that you've given

26. How old are you? _____ years of age

What is your sex? 27a () Male 27b () Female

Which of the following income categories best describes the 1985 income you derived from teaching, before taxes? Was it

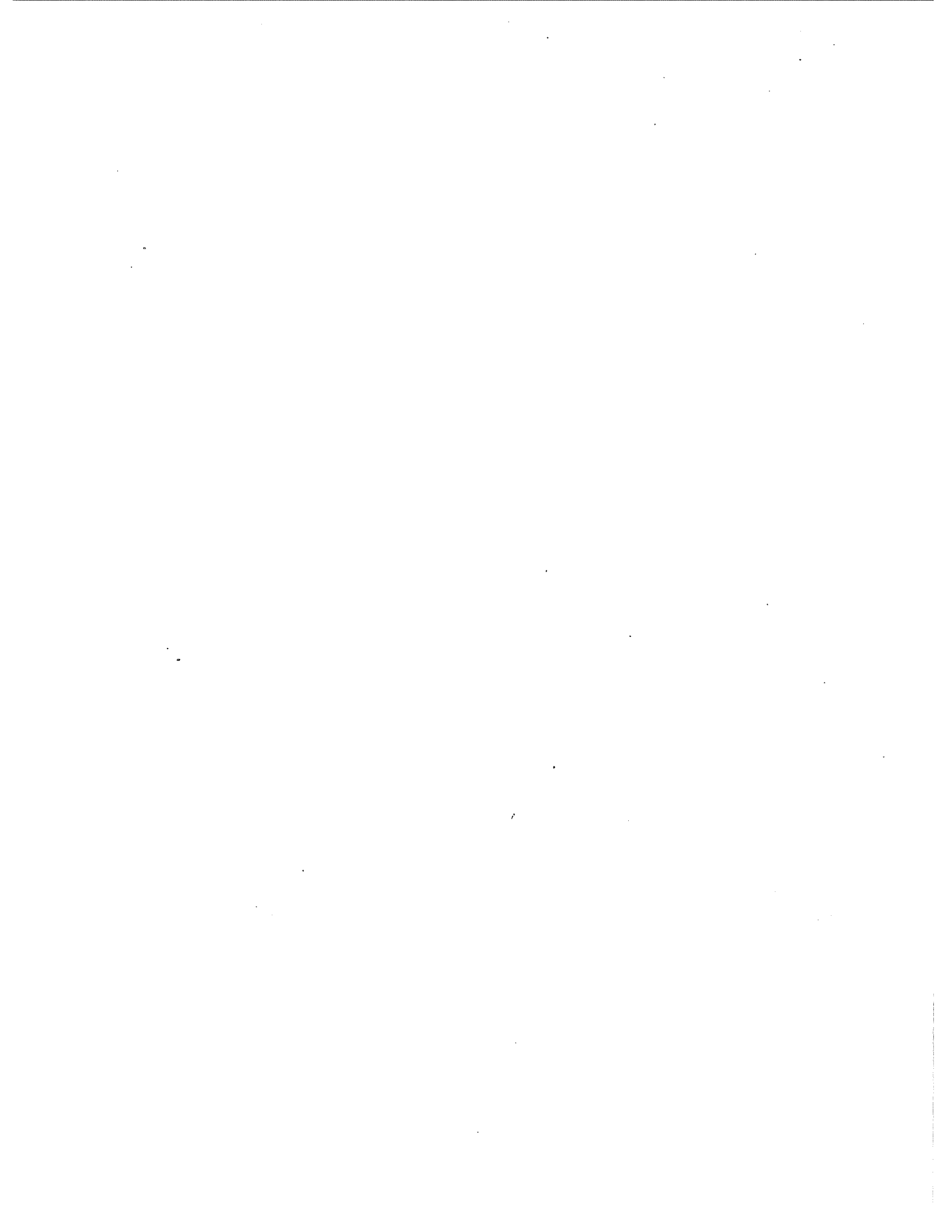
- 28a () \$15,000 or less
- 28b () \$15,001 to \$20,000
- 28c () \$20,001 to \$25,000
- 28d () \$25,001 to \$30,000
- 28e () \$30,001 to \$35,000
- 28f () \$35,001 or over
- 28g () Not sure

This Legislative Commission really wants to improve the quality of Teacher Education in Maine. We sincerely appreciate your help in this effort. Please return this completed survey by March 14th in the self-addressed stamped envelope.

If you would like a copy of the survey results and/or a copy of the Commission's final recommendations to the 113th Legislature, please write:

Rep. Stephen Bost, Chair
Special Commission To Study Teacher Training
Box 27
State House
Augusta, Me. 04333

APPENDIX E
SURVEY FREQUENCY RESPONSES



SURVEY FREQUENCIES

Special Commission to Study Teacher Training
Teacher Survey
(N = 305)

Q.1 Are you currently teaching in an elementary, a junior high, or a high school?

TEACH IN ELEMENTARY, JUNIOR HIGH, OR HIGH SCHOOL

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Elementary School	163	53.4	163	53.4
Junior High School	47	15.4	210	68.9
High School	73	23.9	283	92.8
Elem. and Junior High	11	3.6	294	96.4
Junior and Senior High	11	3.6	305	100.0

Q.2 What subject(s) are you certified to teach? What subject(s) do you currently teach or have most recently taught. (CHECK ALL THAT APPLY)

CERTIFIED AND CURRENTLY TEACH

2a All elementary subjects		2i Mathematics	25 (8.2%)
2b Art and music	100 (32.7%)	2j Physical ed.	21 (6.9%)
2c Biological sciences	20 (6.0%)	2k Physical sci.	11 (3.6%)
2d Business	13 (4.2%)	2l Reading	9 (2.9%)
2e Computer science	5 (1.6%)	2m Social sci.	12 (3.9%)
2f English/Language arts	19 (6.2%)	2n Special ed.	57 (18.6%)
2g Foreign languages	4 (1.3%)	2o Vocational ed.	6 (2.0%)
2h History	4 (2.9%)	2p Other _____	19 (6.2%)

Q.3 What percent of your total teaching time each week is spent in teaching grades or subjects that are DIFFERENT FROM your MAJOR FIELD OF COLLEGE PREPARATION?

PERCENT TIME TEACHING GRADES IN SUBJECT AREAS WHERE NOT TRAINED

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
None	213	70.5	213	70.5
1 to 24%	39	12.9	252	83.4
25 to 49%	9	3.0	261	86.4
50 to 74%	12	4.0	273	90.4
75 to 99%	15	5.0	288	95.4
100%	14	4.6	302	100.0

Q.4 How many years of PROFESSIONAL TEACHING experience have you completed, including the current year?

YEARS FULL TIME PROFESSIONAL TEACHING EXPERIENCE

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
	25			
1 year	29	10.3	29	10.3
2 years	81	28.8	110	39.1
3 to 4 years	171	60.9	281	100.0

YEARS PART TIME TEACHING EXPERIENCE

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
	266			
1 year	22	27.5	22	27.5
2 years	28	35.0	50	62.5
3 to 4 years	23	28.8	73	91.3
5 to 10 years	3	3.8	76	95.0
11 to 14 years	2	2.5	78	97.5
15 to 19 years	1	1.3	79	98.8
20 years plus	1	1.3	80	100.0

Q.5 How would you rate the academic ability of the MAJORITY of the students you taught last year?

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
	18			
0	1	0.3	1	0.3
10	11	3.8	12	4.2
15	1	0.3	13	4.5
20	27	9.4	40	13.9
30	31	10.8	71	24.7
35	6	2.1	77	26.7
40	37	12.8	114	39.6
45	2	0.7	116	40.3
50	59	20.5	175	60.8
55	7	2.4	182	63.2
60	47	16.3	229	79.5
65	2	0.7	231	80.2
70	32	11.1	263	91.3
75	4	1.4	267	92.7
80	16	5.6	283	98.3
90	4	1.4	287	99.7
100	1	0.3	288	100.0

- Q.6 (A) How many students are there in the largest class that you teach?
21 and over (48.5%)
- (B) How many students are in the smallest class that you teach?
21 and under (49.7%)

- Q.7 Suppose you could go back to your college days and start over again. In view of your present knowledge, would you become a teacher again?

	Frequency	Percent
	4	.
Certainly would	117	38.7
Probably would	99	32.8
Chances even	55	18.2
Probably wouldn't	27	8.9
Certainly wouldn't	4	1.3

The School Where You Are Teaching

- Q.8 How many classroom teachers are there in your school building? (Include yourself and all full-time employees whose work load is half time or more classroom teaching.)

	Frequency	Percent
	3	.
9 or less	44	14.5
10 to 14	52	17.2
15 to 19	39	12.9
20 to 24	43	14.2
25 to 29	24	7.9
30 to 34	31	10.2
35 to 39	20	6.6
40 or more	50	16.5

- Q.9 What income level would you judge the MAJORITY of your pupils come from?

	Frequency	Percent
	3	.
Upper	4	1.3
Upper Middle	40	13.2
Lower Middle	182	60.1
Lower	77	25.4

Q.10 How would you describe the kind of community in which your school is located?

	Frequency	Percent
	7	.
Urban	29	9.7
Suburban	40	13.4
Small town	119	39.8
Rural	111	37.1

Q.11 In what county is your school located?

	Frequency	Percent
	11	.
Androscoggin	11	3.7
Aroostook	27	9.2
Cumberland	40	13.6
Franklin	6	2.0
Hancock	16	5.4
Kennebec	30	10.2
Knox	9	3.1
Lincoln	5	1.7
Oxford	14	4.7
Penobscot	35	11.9
Piscataquis	6	2.0
Sagadahoc	13	4.4
Somerset	12	4.1
Waldo	18	6.1
Washington	13	4.4
York	40	13.6

Q.12 What academic degrees have you received?

A. BACHELOR IN ED. OR OTHER FIELD

B. MASTER IN ED. OR OTHER FIELD

	Frequency	Percent
In neither	6	2.0
Degree in other	63	20.6
Degree in ed.	219	71.6
Degree in both	18	5.9

	Frequency	Percent
In neither	280	91.5
Degree in other	7	2.3
Degree in ed.	19	6.2

C. DOCTORATE IN ED. OR OTHER FIELD

	Frequency	Percent
In neither	306	100.0

Q.13 Check the appropriate spaces which indicate the type(s) of institution(s) from which you obtained your degree(s).

A. BACHELOR OBTAINED FROM

B. MASTER OBTAINED FROM

	Frequency	Percent		Frequency	Percent
	2	.		278	.
UM	84	27.6	UM	7	25.0
USM	34	11.2	USM	8	28.6
UMF	63	20.7	PUB NOT ME	5	17.9
UMFK	5	1.6	NONPUB NOT ME	8	28.6
MACHIAS	11	3.6			
UMPI	16	5.3			
PUB NOT ME	50	16.4			
NONPUB IN ME	7	2.3			
NONPUB NOT ME	34	11.2			

Q.14 What grade point average (GPA) did you receive in your undergraduate work?

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
	17	.	.	.
200	1	0.3	1	0.3
220	1	0.3	2	0.7
230	2	0.7	4	1.4
240	1	0.3	5	1.7
243	1	0.3	6	2.1
245	1	0.3	7	2.4
250	11	3.8	18	6.2
252	1	0.3	19	6.6
254	1	0.3	20	6.9
257	1	0.3	21	7.3
260	4	1.4	25	8.7
267	1	0.3	26	9.0
270	9	3.1	35	12.1
272	1	0.3	36	12.5
275	1	0.3	37	12.8
280	15	5.2	52	18.0
285	1	0.3	53	18.3
290	5	1.7	58	20.1
295	1	0.3	59	20.4
299	4	1.4	63	21.8
300	35	12.1	98	33.9
303	1	0.3	99	34.3
305	1	0.3	100	34.6
310	9	3.1	109	37.7
314	1	0.3	110	38.1
320	31	10.7	141	48.8
325	2	0.7	143	49.5
330	13	4.5	156	54.0

Q.14 Con't.

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
333	1	0.3	157	54.3
335	2	0.7	159	55.0
340	26	9.0	185	64.0
343	1	0.3	186	64.4
345	2	0.7	188	65.1
347	1	0.3	189	65.4
350	25	8.7	214	74.0
351	1	0.3	215	74.4
360	19	6.6	234	81.0
365	1	0.3	235	81.3
366	1	0.3	236	81.7
367	3	1.0	239	82.7
369	1	0.3	240	83.0
370	8	2.8	248	85.8
371	1	0.3	249	86.2
373	1	0.3	250	86.5
375	3	1.0	253	87.5
378	2	0.7	255	88.2
380	17	5.9	272	94.1
385	2	0.7	274	94.8
387	2	0.7	276	95.5
388	1	0.3	277	95.8
389	1	0.3	278	96.2
390	5	1.7	283	97.9
396	1	0.3	284	98.3
398	1	0.3	285	98.6
400	4	1.4	289	100.0

Attitudes Toward Your Professional Education

Q.15 A. Overall, how would you rate courses you've taken in education within the last five years on a scale of 1 to 7?

	Frequency	Percent
	10	.
10	16	5.4
15	1	0.3
20	64	21.6
30	71	24.0
40	77	26.0
45	1	0.3
50	43	14.5
60	21	7.1
70	2	0.7

Q.15 Con't.

B. What was the most valuable aspect of your teacher education training program?

	Frequency	Percent
	22	.
Student teaching	225	79.2
Education courses	15	5.3
Methods courses	11	3.9
Core courses	1	0.4
Support	5	1.8
Meeting others	8	2.8
Misc.	19	6.7

C. What was the least valuable aspect of your teacher education training program?

	Frequency	Percent
	71	.
Education courses	88	37.4
Methods courses	53	22.6
Core courses	26	11.1
Outside courses	30	12.8
Lack of support	3	1.3
Practicum	5	2.1
Poor teaching	6	2.6
Misc.	24	10.2

Q.16 With regard to your education and training as an undergraduate, how satisfied as a whole were you with the following?

A. ABILITY/KNOWLEDGE OF MOST TEACHERS

	Frequency	Percent
	5	.
Very satis.	118	39.2
Somewhat satis.	148	49.2
Neutral	12	4.0
Somewhat dissat.	23	7.6

B. THE SOCIAL LIFE

	Frequency	Percent
	6	.
Very satis.	71	23.7
Somewhat satis.	95	31.7
Neutral	100	33.3
Somewhat dissat.	27	9.0
Very dissat.	7	2.3

C. DEVELOPMENT OF MY WORK SKILLS

	Frequency	Percent
	6	.
Very satis.	83	27.7
Somewhat satis.	156	52.0
Neutral	22	7.3
Somewhat dissat.	32	10.7
Very dissat.	7	2.3

D. MY INTELLECTUAL GROWTH

	Frequency	Percent
	5	.
Very satis.	120	39.9
Somewhat satis.	146	48.5
Neutral	11	3.7
Somewhat dissat.	19	6.3
Very dissat.	5	1.7

Q.16 Con't.

E. GUIDANCE BY FACULTY

	Frequency	Percent
	5	.
Very satis.	61	20.3
Somewhat satis.	98	32.6
Neutral	43	14.3
Somewhat dissat.	73	24.3
Very dissat.	26	8.6

G. JOB PLACEMENT

	Frequency	Percent
	11	.
Very satis.	51	17.3
Somewhat satis.	76	25.8
Neutral	98	33.2
Somewhat dissat.	48	16.3
Very dissat.	22	7.5

I. FINANCIAL SUPPORT FROM SCHOOL

	Frequency	Percent
	10	.
Very satis.	55	18.6
Somewhat satis.	60	20.3
Neutral	130	43.9
Somewhat dissat.	32	10.8
Very dissat.	19	6.4

K. LIBRARY RESOURCES, ETC.

	Frequency	Percent
	4	.
Very satis.	146	48.3
Somewhat satis.	112	37.1
Neutral	11	3.6
Somewhat dissat.	27	8.9
Very dissat.	6	2.0

M. INTELLECTUAL LIFE OF SCHOOL

	Frequency	Percent
	5	.
Very satis.	58	19.3
Somewhat satis.	138	45.8
Neutral	62	20.6
Somewhat dissat.	43	14.3

F. CAREER COUNSELING

	Frequency	Percent
	6	.
Very satis.	37	12.3
Somewhat satis.	73	24.3
Neutral	86	28.7
Somewhat dissat.	75	25.0
Very dissat.	29	9.7

H. STUDENT LOAN SYSTEM

	Frequency	Percent
	9	.
Very satis.	56	18.9
Somewhat satis.	80	26.9
Neutral	120	40.4
Somewhat dissat.	29	9.8
Very dissat.	12	4.0

J. BUILDINGS, EQUIPMENT, ETC.

	Frequency	Percent
	6	.
Very satis.	76	25.3
Somewhat satis.	164	54.7
Neutral	27	9.0
Somewhat dissat.	33	11.0

L. CULTURAL ACTIVITIES

	Frequency	Percent
	4	.
Very satis.	91	30.1
Somewhat satis.	123	40.7
Neutral	59	19.5
Somewhat dissat.	25	8.3
Very dissat.	4	1.3

N. CORE TEACHING COURSES

	Frequency	Percent
	8	.
Very satis.	49	16.4
Somewhat satis.	125	41.9
Neutral	44	14.8
Somewhat dissat.	63	21.1
Very dissat.	17	5.7

Q.16 Con't.

O. METHODS COURSES

	Frequency	Percent
	8	.
Very satis.	59	19.8
Somewhat satis.	102	34.2
Neutral	33	11.1
Somewhat dissat.	77	25.8
Very dissat.	27	9.1

P. PRACTICUM COURSES

	Frequency	Percent
	12	.
Very satis.	123	41.8
Somewhat satis.	95	32.3
Neutral	41	13.9
Somewhat dissat.	27	9.2
Very dissat.	8	2.7

Q. QUALITY OF INSTRUCTION

	Frequency	Percent
	7	.
Very satis.	66	22.1
Somewhat satis.	181	60.5
Neutral	26	8.7
Somewhat dissat.	24	8.0
Very dissat.	2	0.7

R. RETURN ON FINANCIAL INVESTMENT

	Frequency	Percent
	8	.
Very satis.	48	16.1
Somewhat satis.	109	36.6
Neutral	71	23.8
Somewhat dissat.	47	15.8
Very dissat.	23	7.7

S. PRESTIGE OF THE SCHOOL

	Frequency	Percent
	8	.
Very satis.	67	22.5
Somewhat satis.	117	39.3
Neutral	82	27.5
Somewhat dissat.	28	9.4
Very dissat.	4	1.3

T. SKILL IN COMPUTER TECHNOLOGY

	Frequency	Percent
	14	.
Very satis.	13	4.5
Somewhat satis.	55	18.8
Neutral	137	46.9
Somewhat dissat.	55	18.8
Very dissat.	32	11.0

U. CURRENTNESS AND INSTRUCTOR KNOW.

	Frequency	Percent
	6	.
Very satis.	76	25.3
Somewhat satis.	146	48.7
Neutral	42	14.0
Somewhat dissat.	29	9.7
Very dissat.	7	2.3

V. SPORTS/RECREATION FACILITIES

	Frequency	Percent
	4	.
Very satis.	87	28.8
Somewhat satis.	105	34.8
Neutral	87	28.8
Somewhat dissat.	17	5.6
Very dissat.	6	2.0

Q.17 How satisfied were you with the following aspects of student life at college?

A. ACADEMIC DEVELOPMENT

	Frequency	Percent
	6	.
Very satis.	93	31.0
Somewhat satis.	167	55.7
Neutral	24	8.0
Somewhat dissat.	15	5.0
Very dissat.	1	0.3

B. INTELLECT ATTITUDES TWD LEARNING

	Frequency	Percent
	7	.
Very satis.	113	37.8
Somewhat satis.	150	50.2
Neutral	17	5.7
Somewhat dissat.	15	5.0
Very dissat.	4	1.3

Q.17 Con't.

C. PERSONAL DEVELOPMENT		
	Frequency	Percent
	6	.
Very satis.	130	43.3
Somewhat satis.	129	43.0
Neutral	17	5.7
Somewhat dissat.	20	6.7
Very dissat.	4	1.3

D. PERSONAL SKILLS		
	Frequency	Percent
	7	.
Very satis.	111	37.1
Somewhat satis.	143	47.8
Neutral	15	5.0
Somewhat dissat.	28	9.4
Very dissat.	2	0.7

E. ALTRUISM/HUMANISM		
	Frequency	Percent
	6	.
Very satis.	93	31.0
Somewhat satis.	152	50.7
Neutral	38	12.7
Somewhat dissat.	16	5.3
Very dissat.	1	0.3

F. CULTURAL/AESTHETIC AWARENESS		
	Frequency	Percent
	6	.
Very satis.	76	25.3
Somewhat satis.	120	40.0
Neutral	75	25.0
Somewhat dissat.	27	9.0
Very dissat.	2	0.7

Q.18 In your opinion, how important is it for a teacher at your grade level to be knowledgeable about each of the following: (Please circle one number on each line)

A. INTERNATIONAL CURRENT EVENTS		
	Frequency	Percent
	1	.
Extremely imp.	104	34.1
Somewhat imp.	148	48.5
Not very imp.	41	13.4
Not imp. at all	10	3.3
Not sure	2	0.7

B. NATIONAL CURRENT EVENTS		
	Frequency	Percent
	2	.
Extremely imp.	136	44.7
Somewhat imp.	147	48.4
Not very imp.	15	4.9
Not imp. at all	6	2.0

C. AMERICAN HISTORY		
	Frequency	Percent
	2	.
Extremely imp.	106	34.9
Somewhat imp.	156	51.3
Not very imp.	31	10.2
Not imp. at all	11	3.6

D. SP. HISTORICAL EVENTS/MOVEMENTS		
	Frequency	Percent
	1	.
Extremely imp.	97	31.8
Somewhat imp.	129	42.3
Not very imp.	56	18.4
Not imp. at all	19	6.2
Not sure	4	1.3

E. SUBJECT MATTERS/COURSES TAUGHT		
	Frequency	Percent
	2	.
Extremely imp.	269	88.5
Somewhat imp.	30	9.9
Not very imp.	4	1.3
Not imp. at all	1	0.3

F. ORAL/WRITTEN GRAMMAR/USAGE		
	Frequency	Percent
	1	.
Extremely imp.	247	81.0
Somewhat imp.	52	17.0
Not very imp.	3	1.0
Not imp. at all	3	1.0

Q.18 Con't.

G. ECONOMICS

	Frequency	Percent
Extremely imp.	24	7.9
Somewhat imp.	143	46.9
Not very imp.	98	32.1
Not imp. at all	36	11.8
Not sure	4	1.3

I. AMERICAN POLITICS

	Frequency	Percent
Extremely imp.	51	16.7
Somewhat imp.	157	51.5
Not very imp.	64	21.0
Not imp. at all	29	9.5
Not sure	4	1.3

K. TEACHING METHODS

	Frequency	Percent
Extremely imp.	255	83.6
Somewhat imp.	44	14.4
Not very imp.	4	1.3
Not imp. at all	2	0.7

M. AMERICAN CULTURE

	Frequency	Percent
Extremely imp.	105	34.9
Somewhat imp.	160	53.2
Not very imp.	29	9.6
Not imp. at all	6	2.0
Not sure	1	0.3

O. SCHOOL ORGANIZATION/MANAGEMENT

	Frequency	Percent
Extremely imp.	140	46.2
Somewhat imp.	140	46.2
Not very imp.	18	5.9
Not imp. at all	2	0.7
Not sure	3	1.0

H. MATHEMATICS

	Frequency	Percent
Extremely imp.	164	53.8
Somewhat imp.	103	33.8
Not very imp.	27	8.9
Not imp. at all	11	3.6

J. EDUCATION AS FIELD OF KNOWLEDGE

	Frequency	Percent
Extremely imp.	157	52.0
Somewhat imp.	111	36.8
Not very imp.	21	7.0
Not imp. at all	7	2.3
Not sure	6	2.0

L. CHILD/ADOLESCENT DEVELOPMENT

	Frequency	Percent
Extremely imp.	252	82.6
Somewhat imp.	40	13.1
Not very imp.	12	3.9
Not imp. at all	1	0.3

N. SCHOOL LAW

	Frequency	Percent
Extremely imp.	136	44.9
Somewhat imp.	135	44.6
Not very imp.	26	8.6
Not imp. at all	4	1.3
Not sure	2	0.7

P. HANDICAP MAINSTREAMING

	Frequency	Percent
Extremely imp.	161	52.8
Somewhat imp.	127	41.6
Not very imp.	12	3.9
Not imp. at all	4	1.3
Not sure	1	0.3

Q.19 When you first started teaching, how well did you feel your course work prepared you for the following aspects of teaching?

A. SUBJECT MATTER KNOWLEDGE

	Frequency	Percent
	5	0
Excellent	83	27.6
Adequate	176	58.5
Inadequate	31	10.3
Very inadequate	7	2.3
Not sure	1	0.3
Not addressed	3	1.0

B. TEACHING METHODS

	Frequency	Percent
	4	0
Excellent	54	17.9
Adequate	158	52.3
Inadequate	69	22.8
Very inadequate	18	6.0
Not sure	1	0.3
Not addressed	2	0.7

C. CLASSROOM MANAGEMENT/DISCIPLINE

	Frequency	Percent
	3	0
Excellent	38	12.5
Adequate	114	37.6
Inadequate	99	32.7
Very inadequate	45	14.9
Not sure	1	0.3
Not addressed	6	2.0

D. ORGANIZING INSTRUCTION

	Frequency	Percent
	4	0
Excellent	63	20.9
Adequate	135	44.7
Inadequate	81	26.8
Very inadequate	17	5.6
Not sure	2	0.7
Not addressed	4	1.3

E. RECOGNIZE STUDENT LEARNING STYLES

	Frequency	Percent
	5	0
Excellent	39	13.0
Adequate	122	40.5
Inadequate	103	34.2
Very inadequate	25	8.3
Not sure	5	1.7
Not addressed	7	2.3

F. MOTIVATE TO ENTER/STAY IN TEACHING

	Frequency	Percent
	6	0
Excellent	36	12.0
Adequate	121	40.3
Inadequate	91	30.3
Very inadequate	27	9.0
Not sure	11	3.7
Not addressed	14	4.7

G. UNDERSTAND CHILD/ADOLESCENT DEVELOPMENT

	Frequency	Percent
	6	0
Excellent	61	20.3
Adequate	162	54.0
Inadequate	59	19.7
Very inadequate	12	4.0
Not sure	5	1.7
Not addressed	1	0.3

H. WORK EFFECTIVELY IN SCHOOL ORG.

	Frequency	Percent
	8	0
Excellent	38	12.8
Adequate	158	53.0
Inadequate	68	22.8
Very inadequate	20	6.7
Not sure	2	0.7
Not addressed	12	4.0

Q.19 Con't.

I. UNDERSTAND SCHOOL LAW		
	Frequency	Percent
	6	.
Excellent	19	6.3
Adequate	97	32.3
Inadequate	122	40.7
Very inadequate	39	13.0
Not sure	1	0.3
Not addressed	22	7.3

J. UNDERSTAND SUBSTANCE ABUSE		
	Frequency	Percent
	7	.
Excellent	14	4.7
Adequate	74	24.7
Inadequate	125	41.8
Very inadequate	44	14.7
Not sure	6	2.0
Not addressed	36	12.0

K. USE INSTRUCTIONAL MATERIALS		
	Frequency	Percent
	8	.
Excellent	47	15.8
Adequate	126	42.3
Inadequate	95	31.9
Very inadequate	19	6.4
Not sure	2	0.7
Not addressed	9	3.0

L. DEAL WITH HANDICAPPED STUDENTS		
	Frequency	Percent
	4	.
Excellent	51	16.9
Adequate	99	32.8
Inadequate	95	31.5
Very inadequate	31	10.3
Not sure	1	0.3
Not addressed	25	8.3

Q.20 Below are listed some reforms that might be adopted to produce high quality teachers in the future. For each please indicate the degree to which you think each reform would help to produce high quality teachers.

A. UP ACCREDITATION STANDARDS FOR TEACHER TRAINING		
	Frequency	Percent
	9	.
Help a lot	150	50.5
Help a little	122	41.1
Wouldn't help	13	4.4
Not sure	12	4.0

B. UP ADMISSION STANDARDS FOR STUDENTS ENTERING		
	Frequency	Percent
	6	.
Help a lot	125	41.7
Help a little	126	42.0
Wouldn't help	40	13.3
Not sure	9	3.0

C. EMPHASIZE SUBJECT SKILLS MORE THAN TEACHING SKILLS		
	Frequency	Percent
	7	.
Help a lot	49	16.4
Help a little	114	38.1
Wouldn't help	112	37.5
Not sure	24	8.0

D. EMPHASIZE TEACHING SKILLS MORE THAN SUBJECT SKILLS		
	Frequency	Percent
	12	.
Help a lot	158	53.7
Help a little	82	27.9
Wouldn't help	32	10.9
Not sure	22	7.5

Q.20 Con't.

E. REQUIRE BACHELOR IN ACADEMICS & MASTERS IN EDUCATION

	Frequency	Percent
	3	.
Help a lot	55	18.2
Help a little	68	22.4
Wouldn't help	135	44.6
Not sure	45	14.9

F. SCHOOL DISTRICT PART IN TEACHER TRAINING

	Frequency	Percent
	4	.
Help a lot	131	43.4
Help a little	117	38.7
Wouldn't help	40	13.2
Not sure	14	4.6

G. REQUIRE SUPERVISED APPRENTICESHIP FIRST

	Frequency	Percent
	3	.
Help a lot	139	45.9
Help a little	104	34.3
Wouldn't help	39	12.9
Not sure	21	6.9

H. REQUIRE PROFESSIONAL EXAM FIRST

	Frequency	Percent
	7	.
Help a lot	30	10.0
Help a little	76	25.4
Wouldn't help	150	50.2
Not sure	43	14.4

I. TEST TEACHERS PERIODICALLY IN SUBJECT AREAS

	Frequency	Percent
	4	.
Help a lot	27	8.9
Help a little	114	37.7
Wouldn't help	136	45.0
Not sure	25	8.3

J. IMPROVED FACULTY/STUDENT INTERACTION-TRAINING

	Frequency	Percent
	5	.
Help a lot	136	45.2
Help a little	133	44.2
Wouldn't help	11	3.7
Not sure	21	7.0

K. ADDITIONAL CLASS TIME IN SCHOOLS

	Frequency	Percent
	5	.
Help a lot	192	63.8
Help a little	64	21.3
Wouldn't help	34	11.3
Not sure	11	3.7

L. ADDITIONAL LOAN PROGRAMS DURING TEACHER TRAINING

	Frequency	Percent
	6	.
Help a lot	96	32.0
Help a little	102	34.0
Wouldn't help	40	13.3
Not sure	62	20.7

M. SUBSIDIES FOR GRADUATE STUDENTS FOR COMMITMENT

	Frequency	Percent
	3	.
Help a lot	129	42.6
Help a little	110	36.3
Wouldn't help	29	9.6
Not sure	35	11.6

N. REQUIRE EARLIER CLASS EXPERIENCE

	Frequency	Percent
	4	.
Help a lot	211	69.9
Help a little	65	21.5
Wouldn't help	11	3.6
Not sure	15	5.0

Q.20 Con't.

O. REQUIRE MORE CLASS TIME DURING
TEACHER TRAINING

	Frequency	Percent
	1	.
Help a lot	233	76.4
Help a little	55	18.0
Wouldn't help	12	3.9
Not sure	5	1.6

P. PERIODIC EVALUATIONS/CAREER
COUNSELING DURING

	Frequency	Percent
	6	.
Help a lot	173	57.7
Help a little	106	35.3
Wouldn't help	10	3.3
Not sure	11	3.7

Q. REQUIRE TEACHER TRAINING PROGRAMS
TO CERTIFY QUALIFICATION

	Frequency	Percent
	6	.
Help a lot	134	44.7
Help a little	122	40.7
Wouldn't help	16	5.3
Not sure	28	9.3

R. MORE PERSONAL CONTACT WITH
FACULTY/GRADS

	Frequency	Percent
	8	.
Help a lot	110	36.9
Help a little	126	42.3
Wouldn't help	28	9.4
Not sure	34	11.4

S. MORE EMPHASIS ON ORAL SKILLS

	Frequency	Percent
	8	.
Help a lot	107	35.9
Help a little	153	51.3
Wouldn't help	21	7.0
Not sure	17	5.7

T. MORE EMPHASIS ON CLASSROOM STYLE

	Frequency	Percent
	8	.
Help a lot	151	50.7
Help a little	119	39.9
Wouldn't help	14	4.7
Not sure	14	4.7

Q.21 Below are listed some suggestions for improving relations between schools (K-12) and colleges/universities. Based on your overall experience at your school, and regardless of whether or not your school already has such a program, please indicate the effect that you think that each would have on education in general.

A. OPEN CERTAIN COURSES TO BRIGHT
STUDENTS

	Frequency	Percent
	2	.
Strong pos eff	128	42.1
Somewhat pos eff	135	44.4
Somewhat neg eff	11	3.6
Strong neg eff	2	0.7
No effect	7	2.3
Not sure	21	6.9

B. OFFER ADVANCED COURSES

	Frequency	Percent
	1	.
Strong pos eff	217	71.1
Somewhat pos eff	79	25.9
Somewhat neg eff	2	0.7
No effect	2	0.7
Not sure	5	1.6

Q.21 Con't.

C. PLACE LIBERAL ARTS UNDERGRADUATES
IN INTERNSHIP

	Frequency	Percent
Strong pos eff	72	23.8
Somewhat pos eff	130	42.9
Somewhat neg eff	21	6.9
Strong neg eff	7	2.3
No effect	10	3.3
Not sure	63	20.8

D. SPONSOR SEMINARS FOR TEACHERS-
IN-SERVICE

	Frequency	Percent
Strong pos eff	190	62.3
Somewhat pos eff	104	34.1
Somewhat neg eff	4	1.3
No effect	1	0.3
Not sure	6	2.0

E. OFFER MINICOURSES

	Frequency	Percent
Strong pos eff	191	62.6
Somewhat pos eff	100	32.8
Somewhat neg eff	2	.6
No effect	2	.6
Not sure	10	3.3

F. HAVE A FORMAL ARRANGEMENT

	Frequency	Percent
Strong pos eff	161	53.3
Somewhat pos eff	110	36.4
Somewhat neg eff	7	2.3
Strong neg eff	1	0.3
No effect	1	0.3
Not sure	22	7.3

G. ASSIGN FACULTY TO SCHOOLS FOR
SEMESTER

	Frequency	Percent
Strong pos eff	128	42.4
Somewhat pos eff	96	31.8
Somewhat neg eff	21	7.0
Strong neg eff	4	1.3
No effect	4	1.3
Not sure	49	16.2

Now, a few questions about your professional growth activities since you have been teaching.

Q.22 Below are listed several types of professional growth activities. Please indicate if you have participated in any of these.

A. SABBATICAL LEAVE

	Frequency	Percent
Neither	306	100

B. OTHER EDUCATIONAL TRAVEL

	Frequency	Percent
Neither	236	77.1
Dur past 5 years	15	4.9
Dur past year	42	13.7
Dur both	13	4.2

Q.2: Con't.

C. SYSTEM SPONSORED WORKSHOPS DURING SCHOOL YEAR

	Frequency	Percent
Neither	27	8.8
Dur past 5 years	16	5.2
Dur past year	187	61.1
Dur both	76	24.8

E. WORK ON CURRICULUM COMMITTEE

	Frequency	Percent
Neither	143	46.7
Dur past 5 years	20	6.5
Dur past year	132	43.1
Dur both	11	3.6

G. UNIVERSITY EXTENSION COURSES

	Frequency	Percent
Neither	178	58.2
Dur past 5 years	26	8.5
Dur past year	83	27.1
Dur both	19	6.2

I. COLLEGE COURSES IN OTHER SUBJECT FIELDS

	Frequency	Percent
Neither	206	67.3
Dur past 5 years	43	14.1
Dur past year	51	16.7
Dur both	6	2.0

K. COLLEGE COURSES IN OTHER FIELDS DURING SUMMER

	Frequency	Percent
Neither	261	85.3
Dur past 5 years	24	7.8
Dur past year	16	5.2
Dur both	5	1.6

M. EDUCATIONAL TV

	Frequency	Percent
Neither	227	74.2
Dur past 5 years	8	2.6
Dur past year	57	18.6
Dur both	14	4.6

D. SYSTEM SPONSORED WORKSHOPS DURING SUMMER

	Frequency	Percent
Neither	222	72.5
Dur past 5 years	19	6.2
Dur past year	51	16.7
Dur both	14	4.6

F. WORK ON SPECIAL ASSIGNMENT OTHER THAN CURRICULUM

	Frequency	Percent
Neither	129	42.2
Dur past 5 years	18	5.9
Dur past year	139	45.4
Dur both	20	6.5

H. COLLEGE COURSES IN EDUCATION DURING SCHOOL VACATION

	Frequency	Percent
Neither	160	52.3
Dur past 5 years	34	11.1
Dur past year	91	29.7
Dur both	21	6.9

J. COLLEGE COURSES IN EDUCATION DURING SUMMER

	Frequency	Percent
Neither	223	72.9
Dur past 5 years	41	13.4
Dur past year	35	11.4
Dur both	7	2.3

L. PROFESSIONAL GROWTH ACTIVITIES SPONSORED BY PROFESSIONAL ASSOC.

	Frequency	Percent
Neither	181	59.2
Dur past 5 years	21	6.9
Dur past year	88	28.8
Dur both	16	5.2

N. EXCHANGE TEACHING

	Frequency	Percent
Neither	290	94.8
Dur past 5 years	2	0.7
Dur past year	14	4.6

Q.22 Con't.

O. INTERNATIONAL EDUCATION MEETINGS
Frequency Percent

Neither	300	98.0
Dur past 5 years	3	1.0
Dur past year	3	1.0

P. RECERTIFICATION COURSES
Frequency Percent

Neither	95	31.0
Dur past 5 years	41	13.4
Dur past year	127	41.5
Dur both	43	14.1

Q.23 To what extent have recent professional development opportunities available to you in your school district helped you to improve your teaching skills?

PROFESSIONAL DEVELOPMENT OPPORTUNITIES AVAILABLE
Frequency Percent

	5	.
Helped very much	109	36.2
Helped but not very much	136	45.2
Not helpful	33	11.0
Haven't participated	23	7.6

Q.24 Which of the following phrases best characterizes your personal need for professional development opportunities in the following areas?

A. USE OF COMPUTER

	Frequency	Percent
	5	.
High	133	44.2
Moderate	120	39.9
Low	48	15.9

B. HELP HANDICAPPED IN REGULAR CLASSROOM

	Frequency	Percent
	6	.
High	71	23.7
Moderate	131	43.7
Low	98	32.7

C. HELPING GIFTED IN REGULAR CLASSROOM

	Frequency	Percent
	5	.
High	104	34.6
Moderate	125	41.5
Low	72	23.9

D. INFLUENCING SCHOOL/DISTRICT POLICY

	Frequency	Percent
	5	.
High	73	24.3
Moderate	139	46.2
Low	89	29.6

E. MOTIVATING STUDENTS

	Frequency	Percent
	2	.
High	167	54.9
Moderate	99	32.6
Low	38	12.5

F. TECHNIQUES TO INDIVIDUALIZE INSTRUCTION

	Frequency	Percent
	2	.
High	161	53.0
Moderate	98	32.2
Low	45	14.8

Q.24 Con't.

G. USE OF TEACHING AIDS		
	Frequency	Percent
	2	
High	98	32.6
Moderate	127	42.2
Low	76	25.2

H. TEACHING READING SKILLS		
	Frequency	Percent
	6	
High	108	36.0
Moderate	85	28.3
Low	107	35.7

I. TEACHING WRITING SKILLS		
	Frequency	Percent
	5	
High	114	37.9
Moderate	96	31.9
Low	91	30.2

J. IMPLICATIONS OF EFFECTIVE SCHOOLS RESEARCH		
	Frequency	Percent
	5	
High	47	15.6
Moderate	143	47.5
Low	111	36.9

K. TEACHING MATH SKILLS		
	Frequency	Percent
	6	
High	84	28.0
Moderate	102	34.0
Low	114	38.0

L. CLASSROOM DISCIPLINE		
	Frequency	Percent
	2	
High	108	35.5
Moderate	117	38.5
Low	79	26.0

M. MODIFYING INSTITUTIONAL METHODS TO SUIT CLASS SIZE		
	Frequency	Percent
	8	
High	70	23.5
Moderate	130	43.6
Low	98	32.9

N. STUDENT LEARNING STYLES		
	Frequency	Percent
	2	
High	114	37.5
Moderate	125	41.1
Low	65	21.4

O. PARENT RELATIONS SKILLS		
	Frequency	Percent
	3	
High	102	33.7
Moderate	131	43.2
Low	70	23.1

P. EFFECTIVE HOMEWORK		
	Frequency	Percent
	6	
High	63	21.0
Moderate	110	36.7
Low	127	42.3

Q. MANAGEMENT OF INSTITUTIONAL TIME		
	Frequency	Percent
	5	
High	64	21.3
Moderate	124	41.2
Low	113	37.5

R. TEST INTERPRETATION		
	Frequency	Percent
	9	
High	60	20.2
Moderate	117	39.4
Low	120	40.4

Q.24 Con't.

S. STANDARD RELATIONS SKILLS		
	Frequency	Percent
	5	
High	71	23.6
Moderate	129	42.9
Low	101	33.6

T. GRADING/PROMOTIONS		
	Frequency	Percent
	5	
High	49	16.3
Moderate	134	44.5
Low	118	39.2

U. TEST CONSTRUCTION		
	Frequency	Percent
	7	
High	43	14.4
Moderate	122	40.8
Low	134	44.8

V. TEACHING METHODS		
	Frequency	Percent
	6	
High	95	31.7
Moderate	140	46.7
Low	65	21.7

W. CONTENT IN SUBJECT AREA IN MY AREA		
	Frequency	Percent
	3	
High	102	33.7
Moderate	109	36.0
Low	92	30.4

X. PROFESSIONAL TIME TO STAY CURRENT IN AREA		
	Frequency	Percent
	3	
High	188	62.0
Moderate	91	30.0
Low	24	7.9

Y. PROFESSIONAL TIME TO PREPARE FOR LESSONS		
	Frequency	Percent
	3	
High	192	63.4
Moderate	81	26.7
Low	30	9.9

Z. INFORMATION ON AVAILABLE INNOVATIVE GRANTS PROGRAMS		
	Frequency	Percent
	4	
High	103	34.1
Moderate	137	45.4
Low	62	20.5

AA. MANAGEMENT SKILLS		
	Frequency	Percent
	4	
High	72	23.8
Moderate	155	51.3
Low	75	24.8

BB. RETRAINING IN NEW SUBJECT AREAS		
	Frequency	Percent
	5	
High	73	24.3
Moderate	136	45.2
Low	92	30.6

CC. COMMUNITY RELATIONS		
	Frequency	Percent
	5	
High	49	16.3
Moderate	162	53.8
Low	90	29.9

DD. GUIDANCE COUNSELING		
	Frequency	Percent
	5	
High	62	20.6
Moderate	139	46.2
Low	100	33.2

Now, one overall question

Q.25 Please indicate the degree to which you think each of the following is a problem with public schools in the community in which you teach.

A. LACK OF PARENT INTEREST/SUPPORT
Frequency Percent

	Frequency	Percent
	3	
Major	111	36.6
Moderate	115	38.0
Minor	60	19.8
No problem	17	5.6

B. LACK OF PROPER FINANCIAL SUPPORT
Frequency Percent

	Frequency	Percent
	7	
Major	113	37.8
Moderate	108	36.1
Minor	64	21.4
No problem	14	4.7

C. PUPIL LACK OF INTEREST FOR SCHOOL
Frequency Percent

	Frequency	Percent
	3	
Major	87	28.7
Moderate	130	42.9
Minor	70	23.1
No problem	16	5.3

D. TRUANCY RATE
Frequency Percent

	Frequency	Percent
	9	
Major	35	11.8
Moderate	71	23.9
Minor	128	43.1
No problem	63	21.2

E. LACK OF DISCIPLINE
Frequency Percent

	Frequency	Percent
	7	
Major	57	19.1
Moderate	88	29.4
Minor	118	39.5
No problem	36	12.0

F. PROBLEMS WITH ADMINISTRATION
Frequency Percent

	Frequency	Percent
	4	
Major	45	14.9
Moderate	79	26.2
Minor	117	38.7
No problem	61	20.2

G. POOR CURRICULUM
Frequency Percent

	Frequency	Percent
	6	
Major	25	8.3
Moderate	56	18.7
Minor	132	44.0
No problem	87	29.0

H. SUBSTANCE ABUSE BY STUDENTS
Frequency Percent

	Frequency	Percent
	8	
Major	37	12.4
Moderate	79	26.5
Minor	129	43.3
No problem	53	17.8

I. LOW TEACHER SALARIES
Frequency Percent

	Frequency	Percent
	3	
Major	129	42.6
Moderate	107	35.3
Minor	57	18.8
No problem	10	3.5

J. DIFFICULTY GETTING GOOD TEACHERS
Frequency Percent

	Frequency	Percent
	5	
Major	66	21.9
Moderate	88	29.2
Minor	107	35.5
No problem	40	13.3

Q.25 Con't.

K. LARGE SCHOOLS/OVERCROWDING

	Frequency	Percent
Major	85	28.3
Moderate	67	22.3
Minor	88	29.3
No problem	60	20.0

L. TEACHER LACK OF INTEREST

	Frequency	Percent
Major	18	6.0
Moderate	79	26.3
Minor	133	44.3
No problem	70	23.3

M. LACK OF RESPECT FOR TEACHERS

	Frequency	Percent
Major	71	23.5
Moderate	88	29.1
Minor	107	35.4
No problem	36	11.9

N. LACK OF RESPECT-STUDENT TO STUDENT

	Frequency	Percent
Major	63	20.9
Moderate	103	34.2
Minor	117	38.9
No problem	18	6.0

O. SINGLE-PARENT HOUSEHOLDS

	Frequency	Percent
Major	107	35.5
Moderate	126	41.9
Minor	59	19.6
No problem	9	3.0

P. LACK OF PUBLIC SUPPORT

	Frequency	Percent
Major	78	26.2
Moderate	107	35.9
Minor	91	30.5
No problem	22	7.4

Q. COMMUNICATION PROBLEMS-TEACHER TO ADMINISTRATION

	Frequency	Percent
Major	61	20.3
Moderate	82	27.2
Minor	116	38.5
No problem	42	14.0

R. GOVERNMENT INTERFERENCE/REGULATIONS

	Frequency	Percent
Major	9	3.1
Moderate	75	25.7
Minor	137	46.9
No problem	71	24.3

S. LACK OF PROPER FACILITIES

	Frequency	Percent
Major	108	36.2
Moderate	72	24.2
Minor	86	28.9
No problem	32	10.7

T. PARENT INVOLVEMENT WITH SCHOOL ACTIVITIES

	Frequency	Percent
Major	52	17.3
Moderate	102	34.0
Minor	110	36.7
No problem	36	12.0

U. MISMANAGEMENT OF FUNDS/PROGRAMS
Frequency Percent

	Frequency	Percent
	11	.
Major	21	7.1
Moderate	48	16.3
Minor	119	40.3
No problem	107	36.3

V. SUBSTANCE ABUSE BY FACULTY
Frequency Percent

	Frequency	Percent
	7	.
Major	1	0.3
Moderate	6	2.0
Minor	82	27.4
No problem	210	70.2

W. SUBSTANCE ABUSE BY ADMINISTRATION

	Frequency	Percent
	17	.
Major	1	0.3
Moderate	5	1.7
Minor	73	25.3
No problem	210	72.7

X. FAMILY DYSFUNCTIONS/AFFECTING CHILD

	Frequency	Percent
	4	.
Major	114	37.7
Moderate	129	42.7
Minor	53	17.5
No problem	6	2.0

Y. POOR MORALE IN SCHOOL BUILDING
Frequency Percent

	Frequency	Percent
	4	.
Major	34	11.3
Moderate	80	26.5
Minor	106	35.1
No problem	82	27.2

Z. POOR TEACHER ATTITUDE
Frequency Percent

	Frequency	Percent
	6	.
Major	22	7.3
Moderate	71	23.7
Minor	120	40.0
No problem	67	29.0

Finally, a few questions about yourself to relate to the other answers that you've given.

Q.26 How old are you?

	Frequency	Percent
	3	.
Under 26	92	30.4
26 - 30	98	32.3
31+	113	37.3

Q.27 What is your sex?

	Frequency	Percent
	3	.
Male	71	23.4
Female	232	76.6

Q.28 . Which of the following income categories best describes the 1985 income you derived from teaching, before taxes? Was it:

	Frequency	Percent
	3	.
\$15 or less	228	75.2
\$15 to \$20	72	23.8
\$20 to \$25	2	0.7
Not sure	1	0.3

APPENDIX F
COMPARISON OF SURVEY RESPONSES
TO NATIONAL RESPONSES

**A COMPARISON OF MAINE TEACHERS WITH NATIONAL TEACHERS
ON SELECTED ATTITUDINAL DATA.**

The following tables compare additudinal data from the Maine Teacher survey with national surveys. The national data is drawn from several studies having different sample sizes. The Maine sample is 305 in each of these comparisons. National sample sizes varies by questions in the following way:

Item	Sample Size
15A	168
16	4093
18	1592
19	168
20	1846
21	1846
22	1093
24	1346
25	813

TABLE I

Q.15A Overall, how would you rate courses you've taken in education within the last 5 years on a scale of 1 to 7?

	<u>Excellent</u>				<u>A Waste of Time</u>			Means
	1	2	3	4	5	6	7	
U.S.	9.4	21.5	28.4	13.7	18.1	7.7	.8	3.35
Maine	5.7	21.6	24.0	26.3	14.5	7.1	.7	3.46

TABLE 2

Q. 16 With regard to your education and training during the last year you were in school, how satisfied as a whole were you with the following?

	<u>Very Satisfied</u>			<u>Very Dissatisfied</u>		Means
	1	2	3	4	5	
a. The ability, knowledge, and personal qualities of most teachers						
U.S.	38	46	5	9	1	1.86
Me	39	49	4	8	0	1.80

TABLE 2 (CONTINUED)

b. The Social Life							
U.S.	29	34	24	10	3	2.24	
Me	24	32	33	9	2	2.34	
c. Development of my work skills							
U.S.	29	50	10	10	1	2.13	
Me	28	52	7	11	2	2.08	
d. My intellectual growth							
U.S.	40	50	5	5	1	1.80	
Me	40	49	4	6	2	1.81	
e. Guidance by faculty							
U.S.	NA	NA	NA	NA	NA	NA	
Me.	20	33	14	24	9	2.79	
f. Career counseling							
U.S.	NA	NA	NA	NA	NA	NA	
Me.	12	24	29	25	10	2.97	
g. Job placement							
U.S.	NA	NA	NA	NA	NA	NA	
Me.	17	26	33	16	8	2.95	
h. Counseling or job placement							
U.S.	11	23	31	22	13	3.03	
Me.	NA	NA	NA	NA	NA	NA	
i. The buildings, library, equipment, etc.							
U.S.	34	46	12	7	1	1.91	
Me.	NA	NA	NA	NA	NA	NA	
j. Buildings, equipment, etc.							
U.S.	NA	NA	NA	NA	NA	NA	
Me.	25	55	9	11	0	2.06	
k. Library resources, etc.							
U.S.	NA	NA	NA	NA	NA	NA	
Me.	48	37	4	9	2	1.80	

TABLE 2 (Continued)

1. Cultural Activities, music, art, drama, etc.							
U.S.	23	36	30	8	2	2.27	
Me.	30	41	20	8	1	2.09	
m. The intellectual life of the school							
U.S.	24	44	22	8	2	2.20	
Me.	19	46	21	14	0	2.30	
n. Course Curriculum							
U.S.	28	52	7	12	2	2.11	
Me.	NA	NA	NA	NA	NA	NA	
o. Methods Courses							
U.S.	NA	NA	NA	NA	NA	NA	
Me.	20	34	11	26	9	2.70	
p. Practicum Courses							
U.S.	NA	NA	NA	NA	NA	NA	
Me.	42	32	14	9	3	1.99	
q. The quality of instruction							
U.S.	31	50	7	11	2	2.06	
Me.	22	61	9	8	1	2.05	
r. Sports and recreational facilities							
U.S.	28	33	30	6	3	2.53	
Me.	29	35	29	6	2	2.17	
s. Return on financial investment							
U.S.	NA	NA	NA	NA	NA	NA	
Me.	16	37	24	16	8	2.62	
t. The Prestige of the school							
U.S.	28	40	24	7	1	2.13	
Me.	23	39	28	9	1	2.26	

TABLE 3

Q.19 When you first started teaching, how well did you feel your academic courses prepared you for the following aspects of teaching?

	Excellent	Very Adequate	Inadequate	Very Inadequate	Not Sure	Means
Subject matter knowledge						
U.S.	31	51	14	4	1	1.96
Me.	28	59	10	2	1	1.92
Teaching methods						
U.S.	22	50	23	5	1	2.16
Me.	18	52	23	6	1	2.21
Classroom management/discipline						
U.S.	15	30	39	15	0	2.52
Me.	13	38	33	15	2	2.59
Organizing instruction						
U.S.	15	52	25	9	0	2.30
Me.	21	45	27	6	2	2.25
Recognizing student learning styles						
U.S.	11	41	37	9	2	2.45
Me.	13	41	34	8	4	2.43
Motivating to enter/stay in teaching						
U.S.	9	43	31	9	7	2.41
Me.	12	40	30	9	8	2.69
Understanding child/adolescent development						
U.S.	17	68	13	2	0	1.99
Me.	20	54	20	4	2	2.14
Working effectively with school organizations						
U.S.	9	46	41	5	0	2.48
Me.	13	53	23	7	5	2.27

TABLE 4

Q.20 Below are listed some reforms that might be adopted to produce high quality teachers in the future. For each please tell me whether you think the reform would help a lot, help a little, or would not help at all to produce high quality teachers.

	Help a Lot	Help Little	Not Help at All	Not Sure	Means
Upgrading accreditation programs for teacher training					
U.S.	72	25	3	1	1.31
Me.	51	41	4	4	1.62
Upgrading admission standards for students entering teacher training					
U.S.	65	29	6	0	1.41
Me.	42	42	13	3	1.65
More emphasis on subject skills rather than teaching skills during teacher training					
U.S.	29	45	25	1	1.98
Me.	16	38	38	8	2.37
More emphasis on teaching skills rather than subject skills during teacher training					
U.S.	50	36	12	1	1.62
Me.	54	28	11	8	1.72
Requiring all teachers to earn a bachelor's degree in an academic degree plus a Masters degree in education					
U.S.	28	41	30	0	2.59
Me. 18	22	45	15	15	2.56
Enabling local school officials to recruit new teachers more aggressively at colleges					
U.S.	36	47	15	1	1.79
Me.	NA	NA	NA	NA	NA
Making the school district responsible for training new teachers after they finish their formal education					
U.S.	36	40	23	1	1.89
Me.	44	39	13	5	1.79

TABLE 4(Continued)

Requiring new teachers to serve a supervised apprenticeship or internship before being certified

U.S.	62	30	8	0	1.46
Me.	46	34	13	7	1.81

TABLE 5

Q.21 Based on your overall experience at your school, and regardless of whether or not your school already has such a program, please tell me whether you think each suggestion would have a positive effect, a somewhat positive effect, a somewhat negative effect, or a strongly negative effect on education in general.

	Strongly Positive	Somewhat Positive	Somewhat Negative	Strongly Negative	Means
Colleges opening certain courses to particularly bright high school students					
U.S.	58	38	2	1	1.44
Me.	42	44	4	1	1.46
Colleges offering advanced courses to teachers in their own specialty area					
U.S.	66	32	1	0	1.33
Me.	71	26	1	1	1.28
Colleges placing liberal arts undergraduates in internships in the public schools					
U.S.	32	52	13	4	1.87
Me.	24	43	7	2	1.39
Colleges sponsoring seminars for teachers in-service training					
U.S.	53	43	3	2	1.52
Me.	62	34	1	0	1.33

TABLE 6

Q.22 Below are listed several types of professional activities. Please indicate if you have participated in any of these during the past year.

	Percent U.S. Teacher	Rank Order	Percent Me. Teacher	Rank Order
System sponsored workshops during the school year	62.3	1	61.1	1
Other Committee work	24.6	5	45.4	2
Work on curriculum committee	20.2	6	43.1	3
Recertification courses	NA	NA	41.5	4
College course in education during the school year	28.9	2	29.7	5
Professional growth activities sponsored by professional associations	26.3	4	28.8	6
University extension courses	15.8	8	27.1	7
Educational TV	8.8	11.5	18.6	8
System sponsored workshops during the summer	14.9	9	16.7	9.5
College courses in subject fields other than education during the school year	13.2	11.5	16.7	9.5
Other educational travel	7.0	13	13.7	11
College courses in Education during the school year	NA	NA	11.4	12
College courses in other fields	NA	NA	5.2	13
Exchange teaching	NA	NA	4.6	14
International education meetings	...	15	1.0	15
Sabbatical leave, Full-time college	1.8	14	0.0	16

TABLE 7

Q. 24 Which of the following phrases best describes your personal need for professional development opportunities in the following areas?
(1986 data for U.S. teachers 31 years of age and under)

	High	Moderate	Low	No Response	Means
Use of Computer					
U.S.	52%	34%	14%	2%	1.63
Me.	44	40	16	.	1.72
Help handicapped in regular classroom					
U.S.	NA	NA	NA	NA	NA
Me.	24	44	33	.	2.21
Helping the slow learners					
U.S.	27	52	22	.	1.97
Me.	24	44	33	.	2.11
Helping gifted in regular classroom					
U.S.	25	51	24	1	1.99
Me.	35	42	24	.	1.91
Influencing school policy					
U.S.	20	51	28	1	2.06
Me.	24	46	30	.	2.06
Motivating students					
U.S.	22	55	23	1	2.01
Me.	55	33	13	.	1.58

TABLE 7 (CONTINUED)

Techniques to individualize instruction					
U.S.	21	55	24	.	2.03
Me.	53	32	15	.	1.62
Use of teacher aids					
U.S.	NA	NA	NA	NA	NA
Me.	33	42	25	.	1.92

Use of teaching aide						
U.S.	18	31	50	1.0	2.30	
Me.	NA	NA	NA	NA	NA	
Teaching Reading skills						
U.S.	14	45	40	1	2.28	
Me.	36	28	36	.	2.00	
Teaching Writing skills						
U.S.	20	45	34	2	2.12	
Me.	38	32	30	.	1.92	
Implications of Effective School Research						
U.S.	12	53	31	3	2.11	
Me.	16	48	37	.	2.23	
Teaching Math Skills						
U.S.	12	39	47	2	2.31	
Me.	28	34	38	.	2.10	
Classroom Discipline						
U.S.	16	46	37	1	2.19	
Me.	36	39	26	.	1.92	
Modifying institutional methods to suit class size						
U.S.	11	57	31	1	2.18	
Me.	24	44	33	.	2.11	
Student Learning Styles						
U.S.	10	62	28	.	2.18	
Me.	38	41	21	.	1.83	

TABLE Z (CONTINUED)

Parent Relations Skills						
U.S.	19	53	37	.	2.36	
Me.	34	43	23	.	1.89	

Effective Homework

U.S.	9	45	46	.	2.37
Me.	21	37	42	.	2.21

Management of Institutional Time

U.S.	9	43	48	.	2.39
Me.	21	41	38	.	2.17

Test Interpretation

U.S.	8	40	50	2	2.38
Me.	20	39	40	.	2.18

Student Relations Skills

U.S.	5	39	56	1	2.51
Me.	24	42	34	.	2.10

Grading/Promotion

U.S.	3	39	57	1	2.52
Me.	16	45	39	.	2.23

Test Construction

U.S.	8	41	51	1	2.43
Me.	14	41	45	.	2.31

Teaching Methods

U.S.	3	59	38	.	2.35
Me.	32	47	22	.	1.92

Content in subject area in which I teach

U.S.	3	45	51	1	2.46
Me.	34	36	30	.	1.96

TABLE 8

Q. 25 What do you think are the biggest problems with which the public schools in this community must deal?

	Percent U.S. Teachers*	Rank Order	Percent Me. Teachers	Rank Order
Low teacher salaries	5	7.5	43	1
Lack of financial support	21	2	38	2
Family disfunctions	NA	NA	38	3

TABLE 8 (Continued)

Parents' lack of interest	31	1	37	4
Lack of -proper facilities	2	20.5	36	5
One-parent Households	4	11	36	6
Pupils' lack of interest /truancy	20	3	29	7
Large schools/overcrowding	4	11	28	8
Lack of public support	3	15	26	9
Lack of respect for teachers /students	4	11	25	10
Difficulty getting good teachers	4	11	22	11
Communications problems	3	15	20	12
Lack of discipline	19	4	19	13
Parental involvement with school activities	2	20.5	17	14
Problems with administration	10	5	15	15
Use of drugs	5	7.5	12	16
Truancy rate	NA	NA	12	17
Morale in schools	NA	NA	11	18
Poor curriculum/poor standards	7	6	8	19
Poor teacher attitudes	NA	NA	7	20
Mismanagement of funds/programs	2	20.5	7	21
Teachers' Lack of interest	4	11	6	22
Government interference	3	15	3	23
Substance Abuse by Faculty	NA	NA	0.3	24
Substance Abuse by Admin	NA	NA	0.3	24
Moral standards	2	20.5	NA	NA
Drinking/alcoholism	2	20.5	NA	NA
Lack of needed teachers	2	20.5	NA	NA

TABLE 8 (Continued)

Crime/vandalism	1	25	NA	NA
-----------------	---	----	----	----

*figures may add to more than 100% because of multiple responses

APPENDIX G
SUMMARY OF CAMPUS VISITS

MEMBERS

REP. STEPHEN M. BOST, ORONO, CHAIR
SEN. NANCY RANDALL CLARK, FREEPORT
SEN. STEPHEN ESTES, KITTERY POINT
REP. WILLIAM LAWRENCE, W. NEWFIELD
DR. CALVIN ANDERSON, FT KENT
DR. ANTHONY CHIAPPONE, ORONO
ROSS FEARON, FARMINGTON
DR. ROBERT GATES, MILO
GENEVA KIRK, LEWISTON
DIANE TODD, AUGUSTA
RUSTY WILLETTE, DOVER—FOXCROFT
CAROL WISHCAMPER, FREEPORT
DR. GERALD WORK, ORONO



STAFF

DAVID C. ELLIOTT, LEGISLATIVE STAFF
JERI GAUTSCHI, LEGISLATIVE STAFF
JOHN B. KNOX, LEGISLATIVE STAFF

STATE OF MAINE
ONE HUNDRED AND THIRTEENTH LEGISLATURE
SPECIAL COMMISSION
TO STUDY TEACHER TRAINING

SUMMARY OF MEETINGS WITH CURRENT TEACHER EDUCATION STUDENTS
AT UNIVERSITY OF SOUTHERN MAINE AND UNIVERSITY OF MAINE

1. Introduction

Members of the Special Commission visited the campuses at the University of Southern Maine and the University of Maine prior to the public hearings held in Portland and Bangor on the evenings of December 1 and December 2, 1987. One of the main purposes of the two on-campus visits was to meet with current teacher education students and to hear their comments about current programs within the University of Maine System.

Commission members met in small groups with seven undergraduate teacher education students at USM and with nine students at Orono. The students were well spoken and delightfully opinionated about their educational program and career choice. They appeared to represent a cross section of students in each program. The discussions were focused on the following topics.

2. What factors influenced you (positively or negatively) to want to become a teacher?

The students cited a variety of positive influences; the most frequently stated were family members who were teachers, the desire to work with children and experiences with their own teachers. Two students mentioned negative experiences with teachers as influencing them to enter teaching - they felt compelled to become teachers to balance deficits observed in their own teachers. Among the commonly cited negative influences were classmates and friends, family members who were not teachers, and teachers themselves. Each of these individuals/groups apparently felt that teaching was not a worthy occupation for the students in question. Guidance counselors were not generally recalled as having a positive influence. In some cases, their influence was negative.

3. What has been the most important aspect of your teacher education program?

Almost without exception, the students interviewed believed that their field-based experiences were the most valuable part of their education. Those experiences were said to be invaluable because they opened students' eyes as to what teaching is like on a day to day basis and provided the setting to show how classroom theory works in practice. Another valuable aspect frequently cited was mainstreaming classes or other courses designed to help teachers deal with exceptional children and family dysfunctions in the regular classroom. There seemed to be a widespread belief by these students that all teachers need a background in special education.

4. What aspect of your teacher education program could be improved?

The students responded to this topic with a variety of comments. Although not directly stated by any one student, the common criticism may be summed up as lack of coordination. Instances were mentioned of lack of coordination within the teacher education programs. For example, (1) there is duplication between some education courses, (2) methods courses and field based courses do not always reinforce each other and (3) courses are not always available in the most appropriate sequence. Other instances were mentioned where coordination may be lacking, between the College of Education and other colleges or departments. In some cases this results in severe scheduling problems; in other cases a fifth year was viewed as necessary to satisfy both the Teacher Education and Liberal Arts requirements for a degree.

5. What role have teacher salaries played in your decision to become a teacher?

No student cited salary as a positive recruiting factor for teaching; most did not cite it as a negative factor initially. When the question of teacher salaries was raised for discussion an interesting phenomenon occurred. Each student initially made a statement to the effect that salaries were not their principal reason for entering teaching and that other intrinsic rewards would compensate for low salaries. However, as each student thought through and continued to discuss the compensation issue, it became evident that low salaries were, in fact, an issue. At the very least, these students believe that it is unfair that they potentially will not be paid what they are worth, particularly when their prospective salaries are compared to salaries for comparable professions. A number of students believe that when they leave school for the "real world", the issue of equitable salaries will become more and more important. In fact, they expressed the possibility of considering another profession upon graduation or at some point leaving teaching for a higher paying job.

APPENDIX H
IMPLEMENTATION OF TEACHER EDUCATION RECOMMENDATIONS



IMPLEMENTATION OF TEACHER EDUCATION RECOMMENDATIONS

<u>Recommendation</u>	<u>Action Required - Responsible Agency</u>	<u>FY 88-89 Appropriation</u>
#1 Regional Centers	Legislative appropriation Administrative action - UMS	\$200,000
#2 Innovative Grants	Legislative appropriation Administrative action - UMS	\$100,000
#3 University College of Education	Administrative action - UMS/Legislature	No
#4 Teacher Education program Content	Administrative action - UMS	No
#5 Field Based Experience	Administrative action - UMS	No
#6 Rules re Field Experience	Administrative action - State Board of Education	No
#7 Special Education	Administrative action - UMS	\$ 50,000
#8 Other Specific Courses	Administrative action - UMS	No
#9 Support Services	Administrative action - UMS	No
#10 Teaching as a Career	Administrative action - UMS	No
#11 NCATE Accreditation	Administrative action - UMS	No
#12 Teaching Out of Field	Administrative action - SBE	No
#13 S & D Research	Administrative action - UMS / DECS	\$ 5,000
#14 Classroom Coping Skills	Administrative action - SBE / School Administrative Units	No
#15 In-service	Administrative action - DECS / SAU's	No
#16 Expand BHS Program	Legislation	\$810,000
#17 Summer Training Grants	Legislation	\$100,000
#18 Training in Family Dysfunctions	Administrative action - SBE / SAU's	No
#19 Review of Teacher Salaries	Legislation	\$ 15,000
#20 Study Offset Compression of Salaries	Legislation	No, covered by #19

<u>Recommendation</u>	<u>Method of Implementation/Agency</u>	<u>FY 88-89 Appropriation</u>
#21 Raise Teacher Salaries	Legislation	No
#22 Professionalization Issues	Administrative action - MTA / MFT	No
#23 Recognize Importance of Teacher Education	Administrative action - Governor	No
#24 High School Students as Tutors	Administrative action - DECS	No
#25 Encourage Teaching as Career through Guidance	Administrative action - Maine Assoc. of Counselling and Guidance	No
#26 Teacher Preparation Time	Administrative action - Ed. Comm.	No
#27 Teacher Sabbaticals	Legislative appropriation	\$220,000
#28 Reimburse Cooperating Teachers	Administrative action - UMS	\$250,000
#29 University-Public School Link	Administrative action - UMS / DECS	No
#30 Teacher Education-Liberal Arts Coordination	Administrative action - UMS	No
#31 Education Research Center	Legislative appropriation Administrative action - UMS	\$250,000
#32 Education Research Comm.	Administrative action - UMS, Legislature & DECS	No
#33 Data Gathering Study	Administrative action - DECS	No
	TOTAL	\$2,000,000

APPENDIX I
NOTATION OF RESERVATION OR DISSENT

NOTATION OF RESERVATION OR DISSENT

Recommendation 3: Carol Wishcamper abstains from the vote in support of this recommendation. Diane Todd dissents.

Recommendation 20: Carol Wishcamper dissents from the vote in support of this recommendation.