

# **University of Maine System**



## **Education Partnerships and Initiatives with Schools and Government Agencies**

**October 2002**

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# University of Maine

## Partnerships and Collaboration College of Education and Human Development 2002

Maine's K-12 and higher education systems are inextricably linked. Neither can meet its commitment to provide high-quality education without recognizing and building on the strengths and needs of the other. The College of Education and Human Development promotes--within the University of Maine and statewide--a seamless PreK-16 system that supports and incorporates the state and national standards that define the teaching, learning and assessment of today's students. We work with schools and communities to anticipate and meet challenges and opportunities through research and informed decisions, and to help shape effective policy by being an accessible resource and active partnership. Following are examples of this essential collaboration.

### (1) Partnerships with the Department of Education

- Center for Adult Learning and Literacy (CALL) - The literacy resource center and staff development service provider for the Maine Adult Education System. CALL provides resources and professional development statewide for 132 programs located in more than 200 communities throughout Maine for adult and community education directors, teachers, tutors and support staff. It serves a critical role in boosting Maine's educational attainment and economic development as the vast majority of students in Maine GED classes are between 17 and 24 years old.
- Center for Early Literacy - In partnership with the Maine Department of Education, the Center coordinates statewide Reading Recovery early intervention instructional, professional development and program assessment services. In 1992, UMaine, through the College, became one of only 16 approved Reading Recovery Teacher Leader Training Centers to oversee the training of teachers and delivery of registered Reading Recovery services. Today, UMaine is one of approximately 25 such sites nationwide.
- Institute for the Study of Students At Risk - A research and policy analysis collaborative of the College and the Maine Department of Education. The Institute provides practitioners and policymakers with demographics, statistics and essential information about needs and services for children, adolescents and families at risk. Recent research has included comprehensive studies on the major issues of alternative education programs in Maine and the identification of students as behaviorally impaired.

## **( 2 ) Partnerships with local area schools**

- Penobscot River Educational Partnership: A Professional Development Network (PREP:PDN) -An evolving enterprise to enhance the learning of K-12 students by continually improving teaching and the educational experience. Partners in the professional development school model include seven area districts and UMaine. These schools provide realistic settings and a corps of educators to jointly prepare the next generation of teachers. In addition to curriculum and professional development, PREP: PDN is building the technological capacity of all partners by obtaining major grants, and developing and sharing an electronic database of exemplary instructional and assessment units. PREP: PDN is a member of the Holmes Partnership, a national network of universities and their partner schools. External funding: Partnership school systems.
- Mid-Coast Superintendents' Association Partnership - An alliance between UMaine, spearheaded by the College, and 17 superintendents representing school units from West Bath to Searsport. The partnership, established in August 2000, combines expertise and interests to examine issues and areas for research and to present a collective leadership voice. A major accomplishment is the development and advancement of an alternative certification project--the Mid-Coast Academy for In-Place and New Educators (the MAINE project). This pilot program focuses on individuals teaching under conditional certification in one of the Partnership's school units. It provides intensive training over a two- year period in areas targeted by Maine's Initial Teacher Certification Performance Standards and uses the assessment process developed by the National Board of Professional Teacher Standards. External Funding: Member fees, with substantial contribution from Chancellor's Office in 2002.
- Penquis Superintendents' Association Research Cooperative - A collaboration between the College and 23 school districts in Penobscot and Piscataquis counties. This educational leadership and advocacy network works through the Center for Research and Evaluation, within the College, to conduct research, prepare papers on timely educational issues and link researchers, practitioners and policymakers in addressing the needs of Maine schools and students. External funding: Membership fees.

## **(3) Partnerships with other institutions of higher education**

- Maine School Leadership Network (MSLN) - A two-year school-based leadership development program for teachers, principals and other educators, designed to help schools identify and "grow" their own leaders. About 50 educators statewide currently participate in this alternative professional development approach, focusing on

improving student learning and building leadership. At the end of the program, participants will have earned 15 graduate credits toward a master's degree or Certificate of Advanced Studies in Educational Leadership at either UMaine or the University of Southern Maine. The MSLN is a project of the Maine Leadership Consortium and the College, in partnership with the Maine Coalition for Excellence in Education, the Maine Development Foundation (MDF) and the University of Maine System. In May 2002, the MDF turns administration of the Network over to the Leadership Consortium and the College. Cohorts are located in Eastern Maine, Mid-Coast Maine and Southern Maine.

- Maine Education Policy Research Institute - A cooperative effort with the University of Southern Maine. The Institute was established and is funded by the Maine State Legislature. It provides data collection and analysis to define and evaluate educational needs, services and impact and performs targeted research. The institute regularly publishes two major documents: *Condition of K-12 Public Education in Maine* and the *Legislative District Education Report*, which provide policymakers with a comprehensive picture of public education in Maine. The UMaine component of the Institute is located within and is part of the College's research agenda.
- The Maine Mathematics-Science Teacher Excellence Collaborative - A five-year, \$4 million grant initiative funded by the National Science Foundation to improve the recruitment, preparation and support of students with strong interests in math, science and technology. The Collaborative is a joint effort of the Maine Math and Science Alliance, the University of Maine, the University of Southern Maine and the University of Maine at Farmington. Specifically, the interdisciplinary initiative aims to increase the number of teachers prepared for secondary math/science certification and to improve the quality of the Science, Math, Engineering and Technology education provided to pre-service teachers at the three campuses.
- UMaine/Maine Maritime Academy Agreement - Intended to expedite the initial certification process for a select group of aspiring educators and help address the shortage of mathematics and physical science teachers. The three-year pilot program opens access for MMA students to secondary science/mathematics education courses at UMaine. Beginning this fall, the College will allocate at least three spaces per semester in its teacher-training sequence of courses for MMA students. Successful completion of the required educational methods and foundations courses, plus development of a professional portfolio will position the students to seek either conditional or provisional certification when they receive their baccalaureate degree from MMA. Similar slots will be reserved for MMA students in the College's Master of Arts in Teaching program.

**(4) Articulation agreements with other institutions**

- Early Childhood Education Articulation Agreement - A 2+2 transfer agreement between the College and Eastern Maine Technical College. Similar agreements are being developed with Washington County TC and Kennebec Valley TC. Enables qualified associate degree graduates of EMTC's Early Childhood program to transfer to UMaine and earn a bachelor's in Child Development/Family Relations. Finalized in Fall 1999, the agreement is beginning to produce a few candidates. However, uncertainty about funding necessary faculty positions at UMaine has hindered promoting the program.

**(5) Other K-16 initiatives**

- Graduate Outreach Program - Statewide program conducted by the College in collaboration with participating school districts. Over the past decade, this program has enabled approximately 400 practicing teachers to earn a master's degree near their home. The program is designed to improve the quality of instructional skills, enhance knowledge and involve teachers in the latest research and practices. Participants' practicum projects result in innovative programs addressing needs and issues in their schools and communities. Cohorts currently are located in the Kennebec Valley, Western Maine and Mid-Coast areas, with plans underway for a Washington County cohort beginning in 2003. In addition, Literacy and Educational Leadership graduate faculty travel to instruct and advise cohorts throughout the state.
- National Center for Student Aspirations - Research and intervention program working with schools and organizations to assess and respond to student needs and improve overall educational environments. The Center provides research-based tools and expertise to measure and validate student aspirations as an essential component of academic achievement, and student perspective as a valuable indicator for school reform efforts. Examples of recent and on-going collaborations for specific or comprehensive aspirations work involve schools throughout Maine, the Maine Department of Education, Finance Authority of Maine, New England Association of Schools and Colleges, the Libra Foundation, MBNA, and the College Board. External funding: Contracted services.
- Maine Leadership Consortium (MLC) - A collaboration of 23 state associations, agencies and institutions working to promote school improvement through greater

communication and cooperation at the state leadership level. It represents more than 30,000 educators, as well as parents and the business community. Goals are to: identify and encourage leaders to enter school administration; support practicing administrators as leaders for school improvement; extend and enhance leadership training; and influence public policy, where appropriate, in relation to education leadership and accountability in Maine. The College is an active member of the MLC and serves as its fiscal agent. External funding: Membership dues, some grant activity.

- Center for Research and Evaluation (CRE) - A full-service educational research unit within the College. The CRE provides educational leaders, policymakers, communities and public and private organizations with qualitative and quantitative research, program evaluation, publications and objective data for informed decision making and policy reform. CRE staff members work with a variety of clients to ask strategic questions, find research-based solutions to complex problems and evaluate the outcome. Examples of recent and on-going clients include schools and municipal agencies throughout Maine and the Northeast, the New England Association of Schools and Colleges, National Science Foundation, Maine Department of Education, U.S. Department Education, Maine Arts Alliance, Jackson Laboratory and The Gallup Organization. External funding: Contracted services.
- Maine Center for Coaching Education (MCCE) - A professional development collaborative working with schools, communities and recreation organizations to provide affordable training to improve the quality of coaching. Its goal is to ensure that the more than 75,000 Maine youngsters - preschool through high school - who participate in school and community-based sports programs have a positive, safe experience. The MCCE is the primary provider of American Sport Education Program-certified courses to Maine athletic directors and coaches. It is a collaborative effort of the College, the Maine Interscholastic Athletics Administrators' Association and the Maine Principals' Association. External funding: Workshop fees.
- Physics Education Research Laboratory - Jointly supported by the Department of Physics and Astronomy and the College of Education and Human Development to better understand and improve the teaching of physics at the university and high school level. The lab spearheads initiatives to promote research-based, technology-enhanced teacher training, interactive instruction and a continuing support network for Maine physical science teachers.
- Reading Excellence Act - A \$4.7 million grant for selected Maine schools to develop family literacy initiatives and improve K-3 teacher knowledge and strategies using research-based reading instruction. The grant was written and awarded through the collaboration of the Center for Early Literacy, the Center for Adult Learning and

Literacy and the Maine Department of Education. Both College-based centers and faculty are involved in providing professional development under the grant. The project, designed to develop family literacy initiatives and improve K-3 teacher knowledge and strategies, serves selected schools in Portland, Washburn, West Paris, East Millinockett and Etna-Dixmont. College faculty member Rosemary Bamford is project director.

- Maine Writing Project (MWP)- An affiliate of the National Writing Project, dedicated to the improvement of student writing and the teaching of writing across the curriculum. The MWP sponsors an annual summer institute for exemplary K-16 teachers, which leads to becoming a Fellow in both the state and national organizations. The program is providing a force of highly trained writing instructors for Maine students and other teachers. The MWP also sponsors professional development workshops and conferences and a summer writing camp for children, in addition to encouraging and finding a variety of publication opportunities for educators. The College is the founder and home of the MWP.
- Federal TRIO programs administered by the College:
  - Classic Upward Bound (UB) provides year-round academic support and post-secondary preparation for 120 low-income sophomores, juniors and seniors in target schools in Penobscot, Piscataquis, Waldo and Hancock counties. The UMaine UB Math-Science Center serves 50 disadvantaged but highly motivated math, science and technology students in targeted high schools around New England. Ninety-two percent of the Classic UB students graduating in 2000 and 100 percent of the Math/Science graduates enrolled in and are attending college, many of them at UMaine.
  - The Maine Educational Talent Search (METS) program serves 950 students in grades 6-12. Six counselors located in Penobscot, Washington, Aroostook, Waldo and Oxford counties work with a fully integrated middle school component that provides support from grade 6 through college enrollment. Last year, METS served 1,250 students in 33 schools, and eight METS seniors were valedictorian of their class. Eighty percent of graduating seniors in the METS program went on to post-secondary education.
  - The Maine Educational Opportunity Center (MEOC) provides comprehensive education services to low-income and potential first-generation college adults. In 2000-01, MEOC helped 2,600 adults access post-secondary education. Individuals worked to achieve their high school equivalency or adult diplomas and to enroll in post-secondary education opportunities across the state. All clients served

developed career and educational plans. During the most recent fiscal year, 468 adults began their college career.

## University of Maine at Farmington

### (1) Partnerships with the Department of Education

- UMF PT3 partnership with the Maine Learning Technology Initiative (including working with the network of Teacher Leaders, helping to develop the professional development strategy, bringing the initiative back to the University to explore its implications for teacher ed, and helping to keep MLTI's focus on teaching and learning.)
- One faculty member from Middle/Secondary Ed wrote (on behalf of MLTI) and was awarded an NEA Foundation Planning Grant to plan the implementation of a statewide 6-16 MLTI Professional Development Network, bringing together faculty from colleges of education, existing professional development networks, the DOE, and practicing classroom teachers. Amount of the grant was \$25,000.
- Contract with the ME DOE, Division of Special Services to provide training in assistive technology through the UMF Assistive Technology Center. The amount received was \$14,000.
- The US Department of Education Office of Special Education has designed a new monitoring system for the state departments of education. Two faculty representatives, one from Special Education, one from Elementary Education, serve on a steering committee to assess performance by reviewing data and having discussions with targeted groups.
- POP Grant and Title II Grant - These grants were awarded to support work in developing alternative routes to certification, particularly in the areas of Special Education and Secondary Education. Funding received was \$20,000 for Pop Grant and \$10,000 for the Title II Grant.
- Member of the Visitation Team for the review and approval of teacher preparation programs offered by Maine Institution of Higher Education.
- Member of the Initial Teacher Certification Stakeholder Committee.
- Participant in AARBEC meetings (Advancing the Agenda for Results-Based Education Certification) to discuss the role of Higher Education in the certification process.
- MEA Review Team - English Standards.
- Maine Mathematics and Science Teacher Excellence Collaborative (MMSTEC) faculty have volunteered to serve as “higher education associates” for the teachers and mentors

in the Advancing the Agenda for Results-Based Education Certification (AARBEC) pilot areas. AARBEC is run out of the Maine DOE and is funded by a grant from the U.S. DOE.

**(2) Partnerships with local area schools**

- America Reads and America Counts - The America Reads and America Counts programs send UMF students into 3 local elementary schools to tutor children. Generally the children have been identified by their classroom teacher as struggling or at risk, but who are not receiving services through Special Education. These are children who will benefit from extra individual attention and one-on-one instruction.
- Teaching Science to Children K-8 - Students work in elementary classrooms and enrichment programs, preparing and implementing at least 6 lessons and 1 interview.
- The Development of Math Concepts in Young Children-Students develop, implement, and assess home-made mathematical materials in preschool and K-3 settings.
- Elementary Mathematics Education-Students develop, implement, and assess math activities in K-8 classrooms.
- Secondary Mathematics Education-UMF students develop, implement, and assess lessons for students in 7-12 classrooms.
- Western Maine Partnership-UMF belongs to the Partnership and participates in its events. Faculty members work with partner schools in areas of assessment and technology.
- A partnership with Lawrence Junior High School is being discussed. Activities would include both conducting professional development on teaching with technology, and documenting and researching the implementation of Maine Learning Technology Initiatives (MLTI), aka, Governor's Laptop Initiative, in that school.
- UMF PT3 May Term technology rich field experience places UMF teacher candidates with local classroom teachers who already teach with technology. This year, UMF is able to loan UMF owned laptops to these cooperating teachers. School districts include MSAD 9, MSAD 54, and Auburn. The amount of this grant is \$187,503.
- Staff development activities and consulting with area Head Start and local schools.
- One faculty member is teaching 1/2 time in the resource room at Mt. Blue High School, (MBHS) teaching remedial math and academic assistance. This arrangement has supported a number of discussions with teachers and enhanced our relationship with

the school. A resource room teacher at MBHS is teaching two of the faculty member's courses: SED 319, Educating Secondary Students with School-Related Disabilities (special ed teachers) and SED 361, Teaching Students with Disabilities and At-Risk Conditions at the Secondary Level (gen ed teachers). This arrangement has supported a number of discussions with teachers and enhanced our relationship with the school. This summer UMF faculty will meet with the staff to plan research, increase practicum experiences, develop plans for teacher speakers at UMF, and plan faculty taught units at MBHS.

- Students enrolled in Computers in Education implement media projects in their practicum classrooms, often introducing their mentor teachers to new technology ideas.
- Maine Mathematics and Science Teacher Excellence Collaborative (MMSTEC)-UMF faculty work closely with identified National Science Foundation (NSF) Teaching Scholars, “Master” teachers and “beginning” teachers in cross-tier teaching teams, discussing teaching strategies and ways to reform math and science education.
- Mentor Teacher Workshops include UMF's field supervisors and cooperating or mentor teachers in professional development activities which develop supervision skills, enhance existing relationships, and inform programmatic assessment.
- One faculty member serves as an advisor to the Civil Rights Team at Skowhegan Area Middle School.
- Seminars have been provided through Central Maine Inclusive Schools to 1<sup>st</sup> and 2<sup>nd</sup> year teachers on classroom management, student led conferences, student portfolios, and assessment methods.
- Students in the Literacy Block worked with teachers and children in grades 4-6 at Turner Elementary School. Students received papers, provided feedback about children's writing and developed/implemented lessons based on their assessments.
- Partnerships with elementary teachers in Rumford and Winthrop. Teachers participate in the Literacy Block discussing guided reading and writing, literature curricula, language arts, and integrating novels into the curriculum.
- Students in the Literacy Block have partnered with a second grade classroom in Chicago. This class, comprised primarily of children who are Hispanic, exchanges letters with students in the Block. UMF students look at the content and structure of children's writing.

- Service Learning Project with the Wilton Early Childhood Program - Students enrolled in Health Education Planning developed and implemented curriculum focused on nutrition and basic exercise activities.
- Service Learning Project - Through collaboration with Franklin County's Healthy Community Coalition and Mt. Blue High School, students planned, implemented and evaluated a workshop for 9<sup>th</sup> and 10<sup>th</sup> grade students to address the sensitive issue of teenage suicide prevention.
- Partnerships focusing on the teaching of assessment in UMF courses have developed through the Western Maine Partnership. School Union 42 has been very involved in these discussions.
- Faculty and staff members have served as evaluators/coaches for the Promising Futures Grants in MSAD 44 and Mt. Abram.
- A new partnership, Technology Enhanced Activities for Curriculum Horizons (TEACH), is being formed with UMF PT3 and the Auburn School Department and Educational Development Center (EDC). Everyone is looking for ways to improve Math instruction and to find ways that technology might help with this. Auburn and several other districts are working with a Math educator from the EDC who is developing technology based Math modules and will be conducting training workshops in the summer of 2002. Here they will introduce math teachers from 4 or 5 districts to the modules and to other online resources. In addition, curriculum work might represent how we can expand the UMF - Maine Learning Technology Initiative (MLTI) partnership. As we look to help classroom teachers learn how technology might benefit their instruction, we can involve Arts and Sciences faculty and methods faculty in the design and dissemination of that work.
- Student teacher seminars had public school staff involved in the following sessions:
  1. Special Education/Student Assistance Teams - Overview of special education regulations, referral process, pre-referral intervention strategies.
  2. Behind the Scenes with Teacher Applications - Principals described how applications are screened, what they look for, what makes or does not make the grade, interviewing and contact processes, and contract procedures.
  3. Mock Interviews - Elementary, middle school, secondary and special education directors interviewed small groups of students with actual interview questions. Responses were critiqued and suggestions given. Students worked with at least two different administrators.

4. Counseling Services and Programs - Description of social service referral procedures, personal and academic counseling programs, and suggestions for working with parents.

- SED 319 is a four-credit course which students take several times to meet pre-professional goals. One component of the course is a forty-hour practicum in a setting pertaining to adolescent education, generally a public school placement. Students change placements every semester, so that they have an opportunity to work in various schools, at various grade levels, with various levels and types of disabilities. Additionally, they may work a semester in a residential placement, an adult education program, or a community program that serves adolescent needs.
- GEAR UP is a federally funded program through the U.S. Department of Education. It partners the University of Maine at Farmington with Dirigo Middle School, Dirigo High School, Finance Authority of Maine (FAME), Mead Paper Company, Maine Campus Compact, Nellie Mae Foundation, Big Brothers/Big Sisters, and the Foothills Art Project. The purpose of the program is to work with middle school students to raise their post secondary aspirations so that at least 75% of them will enroll in a university or a college after graduating from high school. The amount of this grant is \$1.5 million over the course of 5 years, 2000-2005.
- Practicum/Student Teaching - See attachment internships-STT.
- Internships - See attachment internships-all.

**(3) Partnerships with other institutions of higher education**

- Course developer for VATU (Virtual Assistive Technology University), USM
- Internships for students in assistive technology UMF/USM
- Advisory Board, Early Intervention Program, UMO
- A faculty member taught EDH 600, the introductory course for Orono's Outreach M.Ed. Program.
- UMF and USM are developing a partnership through which a number of USM's graduate level courses in Special Education will be offered by UMF faculty at UMF.
- Maine Mathematics and Science Teacher Excellence Collaborative (MMSTEC) - This Collaborative is funded through a grant from the National Science Foundation Collaborative for Excellence in Teacher Preparation (CETP) program. Faculty from

USM, UM, and UMF have partnered in the Summer Academy and Mid-Year Conferences. The grant amount for this year was \$216,839.

- As part of a PT3 grant awarded to USM, a UMF faculty member received reassigned time to work with faculty at USM developing web-based workshops on web accessibility, universal design, assistive technology and specialized software. On-line workshops and a CD with several power point presentations and learning activities resulted from the project.

**(4) Articulation agreements with other institutions**

Kennebec Valley Technical College	Signed
Washington County Technical College	Signed
Southern Maine Technical College	Course by course equivalencies completed. Agreement has not been signed.
Central Maine Technical College	Course by course equivalencies completed. Agreement has not been signed.
Eastern Maine Technical College	Course by course equivalencies completed. Agreement has not been signed.
Northern Essex Community College (MA)	Course by course equivalencies completed. Agreement has not been signed.
York County Technical College	York County has just submitted materials for review.

**(5) Other K-16 initiatives**

- Maine Center for Meaningful Engaged Learning (MCMEL) - Developed by a UMF faculty member, this web site [www.mcmel.org](http://www.mcmel.org) is rich in technology resources for teachers. The mission of MCMEL is to involve undergraduate students in producing multimedia products of value and use to educators and Education scholars. It's broader mission is to help teachers find ways to motivate and engage all students so that they can achieve to high standards. MCMEL is a project sponsored by the University of Maine at Farmington and directed by Mike Muir.
- One faculty member serves on the Maine Commission for Middle Level Education and on the MLTI Design Team for Curriculum and Professional Development.
- Member of Maine Advisory Council for the Education of Children with Disabilities (MACECD).
- Faculty serve on the Board of Western Maine Center for Children, an organization committed to the promotion and maintenance of high quality care for infants, toddlers, and preschoolers.

- Service Learning Activities - Students enrolled in *Working with Families in Child Care Settings* partnered with The Kerr House, a home for teenage mothers and their infants/toddlers in developing an in-house store stocked with children's clothing, books, and toys.
- Operation of a Learning Disabilities Clinic - UMF provides the staff, space and students who work one-on-one with elementary school aged children with learning disabilities. The clinic operates two afternoons a week, for 1 2 hours each session.
- Infant-Toddler Playgroups - A twice-a-week, no cost community playgroup is offered through the University and staffed by a faculty member and students from the Early Childhood Education program.
- Sweatt-Winter Community Child Care Center - This center is cooperatively operated by UMF and Androscoggin Head Start, serving children ages 3-8, and their families. The center provides a number of work study positions and practica/internships. A faculty member from the Early Childhood Education program receives 1/4 release time to provide staff development and coordinate UMF practica/internships.
- Member of Maine Leadership Consortium
- The UMF Assistive Technology Center - This center, funded by the State of Maine Department of Education and UMF, provides adaptive equipment/materials and assistive technology to UMF students, faculty, and pre-K-12 teachers.
- Early Care and Education Professional Development Stakeholders - This group is committed to advancing early care and education as a profession and is exploring the development of a credentialing system.
- UMF faculty and students consistently present several workshops at the annual Statewide MAINEducation Educational Technology Conference in Augusta.
- Partnership between the Office of Child Care and Head Start of Department of Human Services (DHS) for providing Infant Toddler Child Care Expansion through a Summer Institute and support in purchasing quality equipment. We are in the second year of this grant, totaling \$220,000 to date (\$120,000 to first year and \$100,000 the second).

# University of Maine at Fort Kent

The bulk of our work with K-8 schools comes out of our Curriculum and Instruction class in our academic program. This course is two semesters long, broken into small sections of 16 students per section and each faculty member takes on a relationship with one of the surrounding schools. This course has open up the door for faculty to do in-service workshops, etc. and has gone a long way toward building positive relationships with our area public schools. We also have more early education experience with our freshman and sophomore population of students. The faculty have been dealing more with principals and teachers from local schools and this has opened the door for more dialogue.

## **(1) Partnerships with the Department of Education**

- We do have an agreement with the state to verify that all of our certification students who complete our program meet the state requirements, so they don't have to complete transcript analysis on our students. That has saved our students' time in waiting for certificate and freed up time for them to work on other projects.

## **(2) Partnerships with local area schools**

- The division is also working with Maine Stay, through one of our faculty that has a joint appointment, to develop a bilingual endorsement program. This is an important issue at the K-12 level because the more bilingual certified teachers a school has the more federal funds which are available to the school. We have several faculty from UMFK's education division working with area educators, who we are training to be adjunct faculty for the program, to make this effort successful.

## **(3) Partnerships with other institutions of higher education**

- We have faculty that are serving as promising future (Grades 9-12) coaches for area high schools for educational grants they have received. UMFK is steadily working towards making our presence known in secondary education in the region and have recently hired faculty with solid secondary experience.
- The division has been working on development of certification programs with course work offered at times that area teachers, working toward certification can participate.
- Our faculty serve on review teams for teacher education faculty.
- We have a current project going with the Dr. Levesque School to help align their curriculum with the Maine State Learning Results. This project was developed after a

course we taught on site for the district in educational technology.

**(4) Articulation agreements with other institutions**

- At this time education does not have articulation agreement with other schools.

**(5) Other K-16 initiatives**

- Our students are active in America Reads and America Counts.
- A joint program between Education and the Natural and Behavior Science Division faculty to develop a text and curriculum guide for area schools on the Native American presence (both historically and present day) in the St. John Valley led to an educational conference on campus for area social studies teachers this past spring.
- The Education division published a brochure outlining education classes, scheduled in afternoon and evening blocks, available to area teachers. These courses were in the areas of special education, curriculum, science methods, secondary methods and other areas perceived as needed by area teachers. One course offered by an experienced adjunct and public school teacher was specifically designed for first year teachers.
- We are working jointly with UMPI and UMM to offer a set of courses which meet the state requirements for teaching exceptional children. This effort has been spearheaded by Joanne Putnam, but has been cooperative in nature.

# University of Maine at Machias

## (1) Partnerships with the Department of Education

- Literacy Faculty Collaboration (facilitated by Patrick Shea and Lee Anne Larson, collaboration of higher education and Dept. of Education)
- AARBEC (Advancing the Agenda for Results-Based Educator Certification) - a collaborative effort to prepare and support beginning teachers
- Serve on Visitation Teams for review and approval of teacher preparation programs offered by other Maine campuses
- MEA review team for Science and Technology Standards

## (2) Partnerships with local area schools

- Partnership with Lubec Consolidated School to improve elementary writing performance - Improving America's Schools Act School Improvement Grant for 2002-2003
- Partnership with Rose M. Gaffney School in Machias to improve elementary mathematics performance - Grant 2000-2001
- Young Authors' Conference (a collaboration of teachers, parents, and UMM faculty to offer annual writing conference for students, grades 5-12)
- Washington County Writing Symposium (competition/presentation of writing, grades 9-12)
- Washington County Literacy Project - Advisory Council
- Informal faculty interaction with area teachers and students (e.g., presentations, consultations, classroom modeling)
- Washington County Consortium (ongoing collaboration of county's superintendents)
- On-going consultation with teachers/administrators regarding practicum/student teaching placements

- America Reads and America Counts Programs - student tutors
- Service learning projects in various area schools

**(3) Partnerships with other institutions of higher education**

- UMM faculty have taught courses for the Graduate Outreach Program
- Beginning work with UMPI and UMFK to coordinate a series of distance education courses for teachers in remote areas so that they might meet state requirements for teaching exceptional children

**(4) Articulation agreements with other institutions**

**(5) Other K-16 initiatives**

- Theater in the Schools (campus performances with outreach to area schools)
- Teacher Researcher Group (ongoing, informal meetings between a faculty member and area teachers to explore writing instruction and students' writing processes)
- Early Care & Education Center located on UMM campus, Community Child Care Program operated by the Washington Hancock Community Agency

# University of Maine at Presque Isle

## (1) Partnerships with the Department of Education

- Program approval from the State Department of Education
- James Page -- MEA item writing for Social Studies
- Zhijun Wu -- participant in Balance of Representation meetings, May, 2002
- Barbara Smith Chalou -- involved with the READING FIRST initiative - a group of university literacy faculty who meet to discuss best practices in reading methods.
- Lucy Stroble -- regional liaison for Comprehensive School Health Education for the MDOE
- Lucy Stroble is a member of the Steering Committee for the Maine Education Policy Institute.

## (2) Partnerships with local area schools

- Central Aroostook Council on Education (CACE) -- The Central Aroostook Council on Education is a regional partnership established for the purpose of collaboration and professional development of teachers and university faculty for seven Aroostook County schools and the University. UMPI provides a portion of the salary for the Executive Director of CACE and houses his offices in the Academic Affairs suite. CACE schools provide the primary sites for field experiences, student teaching, and practica for UMPI teacher candidates and for research and service learning projects.
- Virtual Professional Development School -- Through a Technology Innovation Challenge Grant from the U.S. Department of Education, a Virtual Professional Development School has been established between Caribou School and the University of Maine at Presque Isle. In the first year - 1998-99 - the project received \$31,000, the second year budget was \$28,000, and the third year of the grant is funded for \$23,000. Dr. Ted Shields is the Project Director and Dr. James Page and a number of students have participated in various aspects of the grant.
- Reading Partnership -- Barbara Smith Chalou has organized a Reading Partnership, a collaboration between UMPI and Fort Fairfield Elementary School to provide elementary students with skilled reading tutors.

- A grant entitled *Classroom-Based Research: Developing Deep Understanding of Multiplicative Reasoning* in 3<sup>rd</sup> Grade was funded by NCTM Edward G. Begle Grant for Classroom-Based Research, Dr. Zhijun Wu, project director. Dr. Wu and her students in math methods class are working with 3<sup>rd</sup> grade teacher, Judy Atcheson at the Pine Street School in Presque Isle to carry out the classroom research.
- Service-Learning -- Dr. Barbara Smith Chalou, co-teaching with a public school teacher, has contracted with the Maine Campus Compact to present 8 workshops on service learning during the 2002-2003 AY to local public school teachers in an effort to encourage them to integrate service learning into their curriculum.
- Dr. Ted Shields, Education, and Dr. Kevin McCartney, Geology, received a Title II Eisenhower professional development program grant to conduct a summer 2002 academy for K-8 science and math teachers -- "Earth and Beyond." Assistance will be provided from MDOE, Maine Mathematics and Science Alliance, ECO 2000, and CACE.
- Dr. Ted Shields and the staff of the Northern Maine Science Museum are working with several area teachers to develop science kits to teach learning results centered on NASA topics. This small grant was funded through the Maine Mathematics and Science Alliance.
- An education elective class -- Edu 386 Classroom Intervention Strategies for At-Risk Students in Middle and High School -- was offered on site at Central Aroostook High School. The block class allowed students to spend a protracted period of time with mentees and receive on-site instruction from instructor, Gordon Porter, and the high school faculty and staff.

### **(3) Partnerships with other institutions of higher education**

- Dr. JoAnne Putnam has received funding from the MDOE to develop a tri-campus (with UMFK and UMM) special education certification program.
- Dr. Ted Shields received a grant from the Maine Math and Science Teaching Excellence Collaborative to foster the preparation of math and science teachers for Maine. UMFK is a partnering organization, along with CACE, ECO 2000, Caribou Schools/UMPI Virtual Professional Development School, and the Northern Maine Museum of Science.
- The UMPI Teacher Education Department, in collaboration with UNET, has begun to offer, over a 3-year period, a sequence of courses needed for elementary education certification in Maine.

**(4) Articulation agreements with other institutions**

- The University of Maine at Presque Isle has completed an articulation agreement with St. Mary's University of Halifax, NS, to allow students from SMU to take UMPI courses for Maine certification and return to Canada to teach. UMPI students will be invited to SMU for a semester of study in their education department.

**(5) Other K-16 initiatives**

- CACE, our regional partnership, of which UMPI is a member, sponsors an annual CACE In-service Day for professional development of members. UMPI teacher education faculty participate in that In-service Day. The theme of the 2001 In-service Day was character education with Rushworth Kidder as the keynote speaker.
- UMPI faculty -- one teacher education faculty and one English -- serve on the character education committee established by CACE to review curriculum and materials.
- JoAnne Putnam collaborated with David Perley from the University of New Brunswick to develop a course in Wabanaki Education for pre-service and in-service students at UMPI.
- Dr. Jim Page is a docent with the Presque Isle Historical Society for interpreting the turn-of-the-century Vera Estey House to middle school students. His Social Studies methods students have developed a walking tour of Presque Isle to be presented in summer, '02.
- A one-credit class in the performing arts sponsored by CACE through a Maine Arts Commission grant was offered to teacher education students in fall semester, '01 along with CACE public school teachers.
- A grant from the Maine Campus Compact and another from the AACTE National Service-Learning in Teacher Education project provided service-learning training for UMPI Teacher Education faculty in summer, 2001. Faculty developed S-L projects -- such as Barbara Chalou's Big Book Project -- for students in education methods classes as a result of the training.

## **University of Southern Maine**

Many of the partnerships described below do not easily fit into any one category. The natures of several partnerships often cross over several boundaries. Other University System campuses, the Department of Education, the Legislature's Education Committee, and statewide professional education associations are frequently co-partners with USM on different partnership initiatives that may have public schools as a primary partner or beneficiary. Although this list focuses on partnership activities with children, youth and collaborative projects with other higher education institutions, USM has outreach partnerships for adult learners in workplace education projects as well, mentioned in the last category.

### **Maine Educational Policy Research Institute (MEPRI)**

A collaboration between the University of Maine, USM, and the Legislature- providing policy research on K-16 educational issues. MEPRI also "incubates" other policy research contracts with the Department of Education. At USM, MEPRI is housed within and is administered by the Center for Educational Policy, Applied Research and Evaluation (CEPARE).

#### **(1) Partnerships with the Department of Education**

- CEPARE holds several research contracts with the State Board of Education, most notably the research and staffing for the ongoing development of a new formula for K-12 education funding, "Essential Programs and Services."
- Collaboration with the development of state-level initiatives, including the Center for Inquiry in Secondary Education, and the CSRD program for high schools, and the development of various phases of the Maine Learning Results implementation.
- Faculty and staff participation on the Middle Level Education Commission, the Literacy Commission, the Technical Advisory Board for the Maine Educational Assessment, Certification Stakeholders' Advisory Committees, and other programs.
- Participation in the state plan for Professional Development programming in Special Education (CSPD), including staffing for the program to help immigrants and refugees to become certified as K-12 teachers.
- Supporting the HEA Title II Teacher Quality Enhancement Program activities in the state, especially on teacher induction.

#### **(2) Partnerships with local area schools**

- Through the Southern Maine Partnership, housed at USM, collaborate with 33 local school districts in a variety of locally designed projects. The Director of the SMP is a professor in the College of Education and Human Development. Through the SMP, the College of runs several academic programs and many special projects (major ones are listed separately below). Several educators per year participate in at least one SMP sponsored activity. The SMP's annual budget has been well over \$1 million per year for several years, and employs a staff of 10 full- and part-time employees. Funding for the Partnership comes from several sources: the CEHD E&G budget, dues from local school districts, private foundations, competitive government grants, and contracts with local school districts. Many of the SMP's activities in recent years have been related to efforts to implement the Maine Learning Results (MLR), especially in the areas of identifying local standards for student learning based on the MLR, creating local assessments for those standards, and developing a local assessment system that will meet the state's requirement that the local assessments be both valid and reliable measures for the standards.
- The SMP provides coaching support services to seven high schools receiving Federal CSRD grants awarded through the state's "Promising Futures" (Center for Inquiry in Secondary Education) program. (See "Department of Education" above.)
- CEPARE worked on local school district research and evaluation projects with 15 school districts in Maine through contracted services.
- The USM teacher education program places its students in partner schools belonging to the SMP. Teachers from the schools are frequently hired as adjunct instructors and each of the five major teacher education sites has a K-12 educator serving as co-coordinator of the program for the 15-20 full-time student assigned to the site. Approximately 125 teacher interns next year will complete a year-long assignment in approximately 45 different schools within the SMP.
- USM, in partnership with the Central Aroostook Consortium for Education (CACE) and the University of Maine at Presque Isle has sponsored a cohort-based Master's program in Educational Leadership for Aroostook area educators. Approximately 25 degree candidates are enrolled in the program, and about that same number completed a previous cycle in May 2001.
- In partnership with MSAD 51 in Cumberland, approximately 15 elementary teachers are engaged in a specialized master's degree program emphasizing leadership preparation and a concentration in language and literacy education. The curriculum was developed by the College's educational leadership and literacy education faculty in collaboration with a team of teachers and administrators in MSAD 51 to fill specific goals identified within the district.

- USM works in a three-way partnership with the Portland Public Schools and the Portland Education Assn to implement a teacher induction and support program called Strengthening and Sustaining teachers. SST is a five-year project headquartered at the University of Washington in Seattle. It is funded by several private foundations and is being implemented in three cities: Albuquerque, Seattle and here.
- Leadership for Tomorrow's Schools, a cohort-based program in educational leadership development, has enrolled 33 masters- or Certificate of Advanced Study- level students in a 21-credit course sequence designed to link academic study in leadership development and greater knowledge of curriculum and instruction with field-based internships and practicum experiences over a two-year period. Each participant is chosen by her/his district as a potential leader and given released time and assigned specific projects to promote district learning objectives for students as part of their leadership experience. The curriculum for LTS has been adapted for delivery in this program from the regular curriculum, and the specific student activities have been designed collaboratively with a group of superintendents and curriculum leaders from 10 participating school districts and the faculty at USM. Each course is co-taught by a full-time CEHD faculty member and an adjunct instructor from the schools.
- USM participates in support of the Maine School Leaders Network, another alternative leadership development program led by the University of Maine and sponsored through the Maine Leadership Consortium. MSLN awards 15 hours of graduate academic credit over a two-year period for leadership development experience gained largely off campus.

### **(3) Partnerships with other institutions of higher education**

- USM participates as a member of the Maine Leadership Consortium, comprised of more than 15 statewide associations of educators, and of organizations supporting and advocating for education throughout the state (e.g, the PTA, the Chamber of Commerce, and Maine Coalition for Excellence in Education). The Executive Committee of the MLC includes the Executive Directors of the Maine School Boards Association, the Maine Education Association, the Maine Principals Association, Maine Superintendents Association the Commissioner of Education, and the education deans of UM and USM. MLC sponsors many professional development opportunities for educators in leadership, and provides a forum for educators to air differences, learn more information about emerging policy issues, and seek consensus points on the political issues that otherwise tend to divide educators from one another. University faculty are often called on to serve as resources or facilitators for MLC events or programs.

- USM has a collaborative relationship with UM and UMF in an NSF-funded project to increase the number and quality of math and science teachers in grades 7-12 classrooms. Most of the faculty involved are represented in mathematics and science departments, but science and math education faculty fully participate. The \$5 million, five-year project is headed by a USM chemistry professor.
- CEPARE serves as the external evaluator for several NSF-funded projects to support math and science instruction K-12 that are administered through the Maine Mathematics and Science Alliance.
- USM and UMF are in the process of developing an outreach master's in special education degree aimed at teachers in Western Maine. The program instruction will be shared between UMF and USM faculty. Program delivery will have some elements parallel to the agreement created by USM and UMPI.
- USM collaborates with Spurwink Institute to sponsor or co-sponsor several major grants in assistive technology as it applies to various K-12 related discipline areas. This collaboration has yielded a number of grants ranging from the development of online courses to increase teachers' skills in using assistive technology in their teaching, to several summer NSF- and NASA-funded projects to help make the lab sciences more accessible to K-16 students with disabilities.

**(4) Articulation agreements with other institutions**

- USM maintains articulation agreements for undergraduate degree programs with several area technical colleges, most notably York County Technical College, Southern Maine Technical College and Central Maine Technical College. TC students can now transfer into USM degree programs having met many of the general education requirements of USM's Core Curriculum as well as many of the prerequisite courses for upper-division academic majors with an Associate of Applied Science degree.

**(5) Other K-16 initiatives**

- The Professional Development Center offers courses to local school districts and to individual teachers throughout Maine. Frequently local school leaders collaborate with the PDC staffers to create special, graduate-level courses designed to meet specific local professional development needs.
- The Center for Workplace Learning works with large and medium-size companies in Androscoggin, Cumberland and York counties to develop and deliver adult education programs in the workplace for front line incumbent workers. Recently, CWL has formed collaborations with other agencies, such as Coastal Enterprises, Inc. and Catholic Charities to deliver a wide range of programs ranging from literacy skills for

displaced homemakers to English as a Second Language and acculturation programs for new immigrants to the Lewiston area.

- USM Upward Bound works with low income students in four area high schools to raise aspirations and improve academic skills to ready them for college. About 20-25 students yearly complete the three-year program.
- Project Story Boost, an initiative from the Literacy Program faculty, administers and trains undergraduate students and other volunteers to deliver literacy enrichment programs to kindergarten students in low income schools in Portland and Lewiston.

