

K-8 General Elementary Certification Instructions for Graduates

In the final weeks prior to completing CLASS PDS, a state approved and nationally accredited teacher preparation program, there are several steps that **you** must follow in order to receive a teacher certificate.

1. When your CLASS PDS program requirements are complete and all grades are finalized on the computer system, the Certification Official will run a final check on your file for any remaining requirements. Once verified, we will forward your name to Maine's Office of Teacher Certification and recommend you for certification in your content area(s). USM's Registrar will also receive this notification, and will then add comment on your graduate transcript noting your program completion. You will automatically be sent copy of the finalized transcript for use in your application for certification. If you do not receive one, contact the registrar to obtain one.

2. Get fingerprinted. For more information, see www.state.me.us/education/cert/cert.htm or call 624-6603

3. WHEN YOU RECEIVE YOUR FINAL CLASS PDS TRANSCRIPT, complete an Application for Initial Certification and submit it with all supporting materials to

Maine Department of Education
Division of Certification
State House Station #23
Augusta, Maine 04333
(207) 626-8989 (automated) or (207) 624-6603

An application for Initial Certification is included in the credential packet you received from the Gorham Career Center. Additional forms are available at the Gorham Career Center in 113 Upton Hall or from the Student Services Office at LAC or by calling the automated number above.

NOTE: It is important to wait until you have completed all program requirements before applying for certification. If you file your application prematurely, the Office of Teacher Certification will analyze your materials from the beginning. This will ultimately cause delays in processing your application, as USM's recommendation for certification helps to expedite certain steps in evaluating your application.

Be sure to include all supporting materials with your application:

- A check for the \$100 application fee payable to: Treasurer, State of Maine.
- Passing Praxis I and Praxis II exam scores (if you did not designate Maine Department of Education as score recipient when registering for exam.)
- All undergraduate (and graduate transcripts noting Masters in Teaching Learning) degree(s) awarded and recommendation for certification by USM (the state accept copies of undergraduate transcripts; your MTL transcript must be official.) Note: if you are registered with the Gorham Career Center, you can obtain copies of your undergraduate transcript(s) there.
- Explanation of any "yes" responses, and date that you were fingerprinted.

FMI: Lewiston-Auburn College Student Services
753-6552

Advising and Teacher Certification
500 Bailey Hall, 780-5413

USM Graduate Admissions
134 School Street, 780-5306

Master's Degree Options

Master's of Teaching and Learning (*Master of Science in Education*)

Upon successful completion of the internship year, including the submission and acceptance of a portfolio and recommendation from the university coordinator or current principal in support of further graduate study, CLASS interns will be invited to continue work towards the Master of Science in Education degree. The Master's in Teaching and Learning Program (MTL) offers interns advanced coursework to support professional growth during the initial years of teaching. The most comprehensive and current information about the Master's in Teaching and Learning, including course descriptions, is maintained on the following web site: www.usm.maine.edu/cehd . Questions about the program may be directed to the program coordinator at (207) 780-5088.

Thirteen credits are required for completion of this master's degree:

EDU 600 Research Methods and Techniques (3 credits)

This course on education research is required of all CEHD graduate students, and is offered every semester.

EDU 624 Schools and Classroom (3 credits)

This study of the historical, philosophical, sociological, and curricular foundations of education is offered in spring and summer semesters.

EDU 627/628/629 Classroom Assessment and Exhibition Development (7 credits)

This course on classroom assessment is offered one Saturday a month beginning in August and ending in May of each year. Participation in this course requires a full-time teaching placement.

Literacy Education (M.S. Ed.)

Literacy Education program had recently developed a post-CLASS degree track. The program is currently in its final stages of approval; more details on this degree option will be provided during the internship year.

Other Master's Degree Programs

CLASS interns also have the option of applying to one of the other master's degree programs in the College of Education and Human Development.

- Educational Leadership

- Literacy Education with a concentration in English as a Second Language
- School Counseling
- School Psychology

Interns must meet all admission requirements for the desired program. Graduate courses completed during the internship year of CLASS may be accepted toward degree programs where they meet established requirements credit. In all cases, however, these programs will require a greater number of credits than will the MTL option. Information about applying to these graduate programs is available through the Graduate Admission at 134 School Street, (207) 780-5306.

Current Class Articulation With The Master's In Teaching And Learning

I. Overview

The TEAMS and CLASS programs were developed in response to a demand for high-quality experiences for USM undergraduate students seeking elementary and middle level teacher certification (grades K-8). Built upon knowledge already gained from the successes and challenges of USM's acclaimed post-baccalaureate Extended Teacher Education Program (ETEP), it is perhaps not surprising that the programs share some key aspects with ETEP:

- Professional development school model with an emphasis on K-12 partnerships
- Academic major in a liberal arts content area
- Cohort structure to facilitate collaborative, student-centered learning
- Year-long internship

Indeed, the three programs share the same ten program outcomes. However, designed with the needs of the undergraduate student in mind, TEAMS and CLASS are able to expand upon the ETEP model by providing developmentally appropriate experiences over the entire 4 ½ year continuum. By the beginning of internship in the fourth year in the program, TEAMS and CLASS students have exceeded minimum ETEP entrance requirements for K-8 certification in their GPA requirements, total liberal arts preparation (most notably in math and science coursework), and prior classroom experience.

Though still new, the success of the design is already evident: USM retention rates for TEAMS and CLASS students exceeds the overall USM rate, students' Praxis I pass rates are above the national norms, and anecdotal evidence from mentor teachers and methods instructors suggests that overall, TEAMS and CLASS students are performing at or above the level of their ETEP counterparts. It is with this understanding that we have developed the following articulation plan. Through it, TEAMS and CLASS graduates can earn a master of science in education degree with a Teaching and Learning concentration (MTL) – the same degree as ETEP graduates - by completing a minimum of 30 graduate credits in education above and beyond the bachelor's degree.

II. Articulation Sequence

Step 1. Admission to TEAMS & CLASS:

Criteria for admission to TEAMS and CLASS are more stringent than the USM general admission criteria. Acceptance is based on:

- academic history (high school record and/or performance in prior college level work)
- SAT scores (where available)
- experience with children
- evidence of commitment to the teaching profession

Because of the rigorous curriculum of the programs, students are also expected to demonstrate proficiency in math and writing upon entrance to the program. Students requiring developmental work in these areas may participate in foundation-level coursework on a provisionally accepted basis. This policy ensures that teacher candidates are held to a higher academic standard than the minimum USM entrance expectations, while not excluding candidates who demonstrate the potential to achieve given appropriate support and academic assistance.

Step 2. TEAMS/CLASS Candidacy

At candidacy, students undergo an in-depth review of their performance, in both academic and field-based activities. Students are evaluated on their progress toward meeting the twelve program outcomes. In making its determinations, the review panel looks at criteria such as: GPA in both education and arts & sciences course work, Praxis I exam scores, mentor teacher evaluations, individual portfolios of written work, student professional statements, and program advisor evaluations. Each student presents a portfolio of work to the review panel in a brief presentation, and has an opportunity to personally defend any aspects of his/her background that do not meet minimum program criteria. The review panel, which consists of USM faculty and K-12 teachers and administrators, delivers a candidacy recommendation (full recommendation, recommendation with conditions, or deny). Students denied candidacy are dismissed from the program. Students passed with conditions must successfully meet the conditions in a manner proscribed in the review letter.

Candidacy review takes place in the junior year. More detailed descriptions of this process, including sample forms and full review criteria, are included in the TEAMS and CLASS handbooks and are available for review upon request.

Step 3. Admission to MTL

Minimum requirements / criteria

Because the review entailed in the candidacy process is so involved, the candidacy recommendation from the review panel is used as the primary basis for determining a student's acceptance into MTL. The candidacy recommendation determines a student's eligibility to register for 500-level courses. Because the formal MTL application process occurs some time later, during the final semester of the bachelor's degree (usually first semester of internship), students who are unable to meet the conditions placed at candidacy have been counseled out of the program and are effectively eliminated from the MTL applicant pool.

Application process & required forms / materials

Students must submit:

1. Application form & \$50 application fee
Only one letter of recommendation from cohort leader is needed.
2. Professional Stance (from candidacy portfolio) -This takes place of essay required on application.
3. Candidacy recommendation:
- Program coordinator summary letter (TEAMS) OR

- Candidacy evaluation panel form (CLASS)
- 4. Official transcript (2 official copies)
- 5. Resume

Timeline:

The application should be submitted during the final semester of study for the bachelor's degree for acceptance in the following semester (typically in spring of senior year for the following fall). Target deadlines: March 1 for fall matriculation, and October 1 for spring matriculation. Students will then be accepted contingent upon successful completion of the bachelor's degree. If the student fails to graduate before the semester of graduate matriculation, his/her graduate status will be rescinded and the student will have to obtain advisor approval to continue in internship as an undergraduate student. (This will impact financial aid eligibility).

NOTE: In order to be eligible for financial aid during the Residency Internship, you MUST be matriculated in a graduate program. If you do not want to apply to MTL, you don't have to, but you need to realize that you will not be able to have any grants OR loans during Residency and will have to pay for 12 graduate credits out of your pocket.

Step 4. MTL Candidacy

Upon successful completion of the TEAMS/CLASS internship year, the student is recommended for state certification. The TEAMS / CLASS site coordinator makes an individual recommendation regarding continuance in MTL for each intern (full recommendation or recommendation with conditions). Students must demonstrate that they have met any conditions before moving on to register for the remaining 600-level coursework required for the MTL degree. In addition, all students must have a classroom position before registering for the Assessment sequence (EDU 627-8-9). (Examples of commonly assigned conditions include "one year of classroom experience before registration for assessment sequence" and "completion of EDU 600 with B or better before assessment sequence").

III. Program Sequence

Years 1 and 2:

- Admission to TEAMS/CLASS; pursuit of foundation courses and field work in education along with Core and major requirements. Students take Praxis I.

Year 3:

- Candidacy review for continuation in program and permission to take 500-level courses. CLASS students begin taking fundamental 500-level courses.

Year 4:

- Students pursue 500-level coursework, complete any remaining credits in academic major, and complete any outstanding requirements / conditions from candidacy. Some eligible students may complete bachelor's degree and apply for spring graduate status. Students begin first semester internship in the spring semester.
- Students submit application in March for fall graduate status; acceptance is based upon full candidacy status and is contingent upon completion of bachelor's degree in May or August. Paperwork is generated / processed to transfer 500-level education courses to grad level.

- Summer: students who fail to complete bachelor's degree requirements are withdrawn from graduate status and must obtain advisor and program coordinator permission to continue in internship under undergraduate status.

Year 5:

- Students have a bachelor’s degree and full graduate status. They pursue 500-level courses, complete internship requirements, and demonstrate teacher education outcomes by the end of the fall semester. Upon successful completion, students are recommended for certification. Program coordinators make individual recommendations for student continuance in MTL; any conditions of advancement are communicated to the student. Students with unconditional recommendation may pursue EDU 600 and/or EDU 624 (or approved substitute) in the spring.

Years 6 – 9:

- Students complete remaining courses for MTL requirements and earn the Master of Science in Education degree with a concentration in Teaching and Learning.

Note:

The remaining credits required for MTL are determined by the MTL requirements in effect for ETEP graduates at the semester of graduate level matriculation (in year 5).

CLASS

Core	Cr	Education: 1 – 400 level	
ENG 100C: College Writing	3	EDU 200: Education in the U.S.	3
LAC 328D: Statistics	3	EDU 320: Applied Skills Teach./Learn.	3
Core E	3	CPI 110/111: Individ. Development.	3
Core F	3	EDU 120: Elementary School	3
Core G	3	CPI 220/221: Middle School	3
Core H	3	CPI 211I: Culture & Community	3
COR 135I: U.S. Studies	3	LAC 410: Seminar Science/Reading	3
HRD 200J: Human Growth Dev.	3		21 cr.
		Education: 500 level	
		SED 540: Exceptionality	3
SCI 250K: Physics	4	CPI 510: Curriculum Design	3
Core W	3	CPI 511: Applied Pedagogy	3
LAC 340: Lang. & Lit Acquisition	3	EDU 505: Math methods	3
LAC 150: Microcomp. & Appl.	3	EDU 565: Reading Methods	3
	37 cr.	EDU 552: Science Methods	3
Additional Math / Science		EDU 551: Social Studies Methods	3
MAT 108: College Algebra	4	CPI 520: Reflecting on Practice	3
MAT 242: Applied Math	3	EDU 566: Writing Process	3
ESP 101/102K	4	<u>CPI 521: Internship</u>	<u>9</u>
SCI 100K	4		36 cr.
	15 cr.	MTL: post-internship	
Major		EDU 600: Research Methods	3
Dependent on choice of major	38 – 54 cr.	EDU 624 or subst.	3
		<u>EDU 627/628/629: Assessment</u>	<u>7</u>
			13 cr.

Total 100 – 400 level credits: **101 – 125***

Total 500 and 600 level credits: **49**

Maximum number of 500-level credits counted toward bachelor’s degree elect. requirements: **19**

Minimum number of graduate credits above and beyond bachelor’s degree requirements: **30**

* Students with 36 credit majors are required to complete electives as needed to earn a minimum of 101 undergrad credits.