

3. PROGRAM PERSONNEL: ROLES AND RESPONSIBILITIES

Program Personnel: Roles and Responsibilities

There are many people within the context of this school-college partnership that have administrative and supporting roles. The following brief descriptions are CLASS program specific and not necessarily inclusive of all those who share in any institutional administrative responsibility from either the school district or the college.

Pre-service Students- These are the undergraduates students from Lewiston-Auburn College. *First Year, Pre-Candidates, Candidates and Interns*. (Second semester Interns are further distinguished as “*Resident Interns*”).

Program Coordinator- This person is a member of the Lewiston-Auburn College faculty and is responsible for the overall administration, management and coordination of the program. He or she also acts as a University Supervisor/Resource Person for both college students and school personnel.

Program Faculty- This person is a member of the Lewiston-Auburn College faculty and is responsible for teaching in the program and/or being a leader of a cohort. He or she acts as Resource Person for both college students and school personnel.

Cohort Leader- This person is a member of the Lewiston-Auburn College faculty and is responsible for leading a cohort and being the primary professor for the fieldwork and related seminars. He or she also acts as Resource Person/Supervisor for both college students and school personnel.

Partner School Site Coordinator- This person is a mentor teacher site-based at the school, (non-administrator) who shares in the responsibilities for the day to day operation of the program; e.g. the Site Coordinator acts as a liaison between institutions, facilitates the mentor teacher meetings, etc.

Mentor Teacher- This person is selected through an application and committee process with representation from both the college and the school. Each Mentor Teacher is on a “continuing contract” and someone who enjoys teaching and learning--both the theory and the practice, are knowledgeable about subject areas and accommodating diversity in their classrooms. They value collegial action, are committed to excellence, are willing to be a risk-taker, exemplify reflective practice, exhibit collaboration and professionalism and have a sincere willingness to share their talents and their classroom. The mentor teacher is the primary “contact person” and advocate for the college students. The Mentor Teacher acts as a facilitator to help the college students think reflectively, as well as debrief them about all of their school-based experiences. There are two kinds of Mentor Teachers; those that work with CLASS students through out the first three years and those that qualify to work with students during their internship year. The responsibilities, qualifications and application processes for each category of mentor are different.

Partner Teacher- This person is someone who seeks to share their area of expertise within the teaching-learning partnership context. They are valuable resources in a variety of different areas within the school setting and are not limited to just classroom teachers; e.g. gifted and talented.

Contact Teacher- This person is someone who is interested in beginning to share their area of expertise within the teaching-learning partnership context. They are helpful resources within the school setting often hosts to classroom observers, and are not limited to just classroom teachers.

University Supervisor/Resource Person- This person is usually a member of the LAC faculty with a specific subject area or topical expertise and is often involved in the direct observation and supervision of college students and/or partner school teachers in the school setting.

Student Responsibilities

Each semester, CLASS students are supported by a cohort leader, site coordinator and mentor teacher in order to complete course and field requirements. While the purpose of these professionals is to guide and support students, there are responsibilities and procedures that students must commit to in order to be successful in the program.

- The program is based on a cohort model. CLASS students in the cohort take courses, seminar and field experiences together throughout the duration of the program. Because of the nature of building a learning community within and among cohorts, it is expected that students demonstrate respect for their peers and instructors.
- The faculty member who serves as the cohort leader is designated to support the group, lead seminar, organize and supervise field experiences, and act as a program advisor. It is the CLASS student's responsibility to consult the cohort advisor when appropriate.
- CLASS students work with various partners during the field experience. It is important that partners effectively communicate - this means being honest, offering ideas, and supporting each other. Partners should first try to resolve any concerns between each other, if intervention is required, then one should consult the cohort leader.
- CLASS Students are each assigned a "mentor" teacher. The mentor teacher is the primary "contact person" and advocate for the college student/s. It is very important that the student is in regular, weekly personal contact with his/her mentor; in addition to communicating via telephone and email as appropriate; e.g. determining the ongoing schedule for the field experience. **IT IS REQUIRED THAT EACH STUDENT HAVE A WEEKLY MEETING/CONFERENCE WITH HIS/HER MENTOR TEACHER AND TOGETHER COMPLETE THE "STAY IN TOUCH FORM" AND LOG THEIR WEEKLY MEETING ON THE APPROPRIATE FORM.** The mentor teacher acts as a facilitator to help the college students think reflectively, as well as debrief them about their school-based experiences.
- The personal schedule of each CLASS student may differ but must be at a mutually convenient time for the mentor. The objective is for the student to become a part of his or her mentor's classroom in a meaningful and consistent way so he or she can be directly involved in gaining hands-on experience on a regular basis during his or her weekly time in the classroom; e.g., students need to ask permission if they are to leave their mentor's room during their assigned time there. Depending on the activities involved, students may need to consider devoting additional time to increase the quality of their teaching-learning experience.
- It is recommended that the CLASS student's field experience schedule vary over the course of the semester so he or she will be able to observe the school setting and culture at a variety

of times and days to have a more realistic, enriching and worthwhile learning experience. This may also include planning time before school begins or after dismissal and/or school faculty meetings, staff development, “open houses”, parent meetings, etc.; as not everything of great importance at a school happens just between 8:30 a.m. and 3:00 p.m.!

- Because of the individualized nature of the program, the role of the CLASS students may vary according to their personal skills, interests and prior experiences with children and according to the individual and unique needs and philosophies of the classrooms/situations in which they may be visiting. CLASS students should ask for advice and solutions regarding any concerns and difficulties, and for assistance in extending knowledge and skills through additional opportunities and assignments to enhance their learning.
- CLASS students should always observe the operations (procedures, rules, etc.) of each classroom closely so that they can get an understanding of the environment, interactions, teachers and students. Students need to make every effort to relate what is being observed to what one is learning in the seminar and program. Please feel free to engage in conversations and discussions—don't be afraid to ask questions about something that is not understood.
- Whenever possible, CLASS students should help the classroom teacher. All college students need to take the initiative and ask if there is something they can do to help. The goal is to be an ACTIVE participant in the classroom—this is how one learns about teaching. If time allows and the mentor teacher agrees, try to observe other teachers at other grade levels or in special programs. Be sure to get permission in advance and schedule a time. Continue to become acquainted with school services provided: library/media center, support services, special education, art, resource room, physical education, etc.
- Each CLASS student is responsible for opening a line of communication with his or her mentor teacher. If the schedule makes it difficult to meet, try writing notes, emailing or talking on the phone. Each college student is the primary communicator of information to his or her mentor teacher—and must take that responsibility seriously. The mentor teacher, along with the program and site coordinator and associated faculty, will be assessing professional behavior during the field experience through a combination of activities; e.g., conferences and evaluation sheets. It is the college student's responsibility to give the teacher a copy of any (evaluation) form to be completed in enough time so that they can turned in.
- The partner schools are professional sites, and thus it is implicit that when on-site all will act with both professional and personal decorum. CLASS students are expected to assume personal responsibility for beginning to become professional teachers by studying what this involves, and then adopting professional attitudes, demeanor, and skills. In this way, students are expected to demonstrate civility and respect in all communications and should dress professionally at all times according to the norms for teachers in the PDS setting.
- Collegiality is a significant aspect of professionalism and should be promoted by establishing good relations with all teachers, staff members and parents in the Professional Development Schools through friendly, open-minded, conscientious and cooperative attitudes and behavior. CLASS students are expected to initiate such discussions when appropriate and to display courtesy and a positive attitude.
- CLASS students, during “lead teaching”, are required to make his/her lesson plans available for the site coordinator and the mentor teacher (and/or cohort leader and/or university supervisor/resource person) to review at any time, but at least one week prior to the actual teaching of the lesson.
- A professional manner requires punctuality and regular attendance to classes and field experience visits as well as prompt and courteous notification if unavoidable circumstances cause one to miss a scheduled experience. CLASS students who are unable to meet a scheduled commitment are responsible to notify the school-based Site Coordinator, the

College Coordinator and school secretary by telephone as far as in advance as possible. All students are required to sign-in with the Site Coordinator each and every time they are in the partner school for any reason and to let the Site Coordinator know of any changes to his/her schedule. **Students that miss any scheduled time in the partner schools will be required to make any and all absence/s unless otherwise determined by the Program**

Coordinator. Because of the emphasis on “wellness” within schools, college students are discouraged to come to school when they are sick and/or contagious. Collegiality is a significant aspect of professionalism and should be promoted by establishing good relations with all teachers, staff members and parents in the school through friendly, open-minded, conscientious and cooperative attitudes and behavior. It is important to attend to appropriate dress, personal grooming, positive modeling and healthful habits; e.g. be and look professional!

- An important and unique part of this process is the ongoing work to establish and maintain the vibrancy of the CLASS PDS learning community in each cohort individually and among all the cohorts collectively across the program. To help realize this goal, the program has set aside certain times of the year where all students in the program are required to each be present and participate in specific program/s designed to promote communication, cohesiveness and community for the CLASS PDS. These include the “Summer Orientation” for new first year students and the “End of Semester Seminars” occurring during exam week each semester. Students can obtain an “excused absence” waiver from the Program Coordinator up until two weeks prior to the event.
- It is imperative that CLASS students keep all information about students in their field experience classrooms **confidential**. Discussions in seminar should also be kept confidential. Students must always use a pseudonym for recorded information about a child or children in journal entries, observation notes, or other written work.
- From time to time prior to the internship year, CLASS PDS students may have opportunities to substitute teach in the CLASS PDS partner schools. **THESE OPPORTUNITIES TO SUBSTITUTE DO NOT COUNT TOWARDS THE CLASS STUDENT’S REGULARLY REQUIRED WEEKLY FIELD EXPERIENCE TIME. In order to be in a position to avail themselves of these substitute teaching opportunities, students must have received and completed all requirements of the Auburn School Department.**
- Students are required to maintain their FirstClass email accounts with the Auburn School Department. Failure to frequently check and delete or save your email will result in the account being closed. To reactivate the account, which is a requirement of the CLASS PDS program, you may be assessed a fee. Students are also required to activate and maintain their USM student email accounts.

Mentor Teacher Responsibilities

Teachers in partner schools apply to become mentor teachers for: CLASS PDS students. The mentor teachers are vitally important to the overall success of the program. Each Mentor Teacher is someone who enjoys teaching and learning--both the theory and the practice, and is knowledgeable about subject areas and accommodating diversity in their classrooms. They value collegial action, are committed to excellence, are willing to be a risk-taker, exemplify reflective practice, exhibit collaboration and professionalism and have a sincere willingness to share their talents and their classroom. The mentor teacher is the primary “contact person” and advocate for the of college student. He or she acts as a facilitator to help the college students think reflectively, as well as debrief them about all their school-based experiences.

There are two categories of Mentor Teachers; those that work with CLASS students through out the first three years and those that qualify to work with students during their internship year. The responsibilities, qualifications and application processes for each category of mentor are different. Of course, there is an opportunity for a teacher to be a mentor to both categories of CLASS students over the course of the program.

- In the pre-candidacy years of the program (first two years), students work in each of two partner schools focusing on an identified theme connecting course content to field work. Focus of the fieldwork requires more participant observation than active teaching. During this time in the program, students will need more guidance and scaffolding when developing learning activities for the classroom. After the second year, CLASS students become candidates in the program they begin the professional phase of course work and fieldwork. During Learning to Teach semesters, students are placed individually in a mentor's classroom to complete field experience requirements. At this point in the program, students focus more on teaching than observing. While field experience requirements are more challenging for the student, the amount of support from the mentor in developing lesson plans and activities is more limited. During the Internship year, the interns are functioning in more of an independent teaching role with the mentor teacher supporting the intern in his or her practice.
- The mentor teacher is in many ways the most significant person in the CLASS student's professional life. He or she is the mentor who helps the student learn what it means to be a teacher. Mentor teachers are responsible for introducing students to school rules and policies, as well as making sure that the student meets members of the administrative staff, the department head, the guidance and support staff, and other school employees. The mentor teacher should also be sure that the student is aware of school norms and policies, both written and unwritten.
- The mentor teacher is the CLASS student's most important role model, modeling strategies and behaviors that the student learns through observation, reflection, and discussion. In return, serving as a mentor teacher offers an opportunity for reflection on one's own teaching practices. Mentor teachers often comment that one of the most stimulating parts of mentoring is being asked by a student, "Why did you do that?"
- The mentor teacher should explain the overall plan of the course of study for each class and should inform the CLASS student of the aims and objectives of teaching in the school district. The student should also be supplied with copies of the teacher's course guides, textbooks and teacher's manual, reference books, professional books, magazines and journals, and other types of teaching aids as appropriate.
- At times, the field experience requirements may require that the mentor teacher be flexible with his or her classroom schedule and activities. Any way in which one can accommodate the student's needs in meeting field requirements is greatly appreciated.
- Mentor teachers will be asked to provide verbal feedback as well as complete written evaluations of the CLASS student(s) that they are working with. The formative assessment(s) will focus on feedback to help the CLASS student develop his/her knowledge and/or teaching effectiveness. The summative feedback will be used to make grade decisions in CLASS courses as well as candidacy and graduation decisions. Providing honest appraisal is not easy when the student has needs, but it is vital to the program that mentors

help to discover any learning needs the students have as everyone works together to help prepare truly outstanding young teachers. **It is required that the student's mentor teacher complete and review with the student one or more written lesson observation/evaluation forms each semester of LTT and Internship (see appendix for appropriate forms).**

Partner School Site Coordinator Responsibilities

Each partner school working in the CLASS PDS Program chooses a School-based Site Coordinator in collaboration with the College Program Coordinator.

The partner school site coordinator is responsible for the following tasks:

1. Serves as an official “Ambassador” for the CLASS PDS Program acting as a liaison between the school and university partnership and to the wider community.
 - a. Explains the CLASS Program to Staff, School Board, and Community
 - b. Works towards a larger school-wide participation in CLASS PDS Program
 - c. Serves as a liaison between his/her school site and LAC to represent their school's position in USM/LAC and CLASS PDS Program decisions
 - d. Helps to coordinate and support LAC service learning initiatives under the CLASS PDS umbrella occurring in the partner school
 - e. Coordinates the release of appropriate information to the news media in the local community about the program and the participants, both students and partner school teachers.
 - f. Meets all his/her professional obligations and is an effective and appropriate role model and communicator
 - g. Maintains an informal log documenting how his/her time is spent in service to the college and school district with regards to the 50:50 job sharing Site Coordinator Position.
 - h. Acts as the CLASS and USM: TEAMS-CLASS Steering Committee member representative and organizing/hosting meetings at their school as appropriate
 - i. Works on continued program development including attending meetings at USM (Gorham and LAC campuses)
2. Attends all meetings with regards to the CLASS PDS Program.
 - a. School-based personnel:
 - i. Weekly meeting with Program Coordinator, College Faculty and other district Site-Coordinator
 - ii. Twice monthly meetings with Program Coordinator and Building Principal
 - b. LAC Faculty Meeting/s appropriate:
 - i. Serves (or designates) representative/s to relevant LAC search committees as appropriate
 - ii. Makes reports and/or suggestions to university personnel for the improvement of the CLASS program.
 - iii. Attends summer planning meetings as appropriate
3. Welcomes and orients the CLASS student to the partner school.
 - a. Recognizes the “consumer-friendly” aspect of site coordination
 - b. Acts as an advocate for the student
 - c. Introduces student to the philosophy and curriculum of the school

- d. Is accessible to students at all times and open to their needs
 - e. Maintains consistent positive personal interactions with students
 - f. Encourages the student's participation in orientation and in-service programs
 - g. Makes school records available to the student (as appropriate).
 - h. Assists in arranging meetings with the contact, partner, and mentor teachers.
4. Organizing CLASS students' field experience visits through working with cohort leaders contact, partner and mentor teachers.
 - a. Conducts a formal and/or informal survey of teachers in the school who are qualified and willing to become actively involved in the program
 - b. Coordinates the assignment of students and Mentor Teachers with the Building Principal and Program Coordinator.
 - c. Facilitates mentor teachers through the application process as appropriate
 - d. Confirms assignments with the Building Principal and Program Coordinator.
5. Observes and evaluates CLASS student's progress.
 - a. Provides broad observation opportunities, making it possible for a CLASS student to observe a variety of teaching styles
 - b. Observes the student at work at the request of the partner and/or mentor teacher or the student, or as determined to be warranted
 - c. Consults with contact, partner and mentor teacher, cohort leaders and university supervisor/resource person
 - d. Offers oral or written suggestions to the student, partner and/or mentor teacher, or university supervisor/resource person
 - e. Arranges (2-way, 3-way etc.) conferences between students and mentor teachers when necessary
 - f. Provides time for the mentor teacher and the student to confer
 - g. Attends and participates in the student and mentor teacher evaluation conferences at the partner schools
 - h. Maintains appropriate student files; e.g. assessment forms, etc. on-site.
6. Assists in developing and coordinating professional development for pre-service and in-service teachers through courses, seminars, action research projects, workshops and conferences.
 - a. Attends and participates in the CLASS on-site seminar sessions at the partner schools
 - b. Meets and discusses with cohort leader/s to identify relevant topics and organize guest speakers at on-site seminar sessions
 - c. Meets and discusses with Program Coordinator, Building Principal, faculty, teachers and pre-service students to identify relevant topics for professional development workshops and conferences, etc.
 - d. Assists in the development of "action research" projects as appropriate.
 - e. Explains the values of participation in the PDS program:
 - i. Professional growth of the in-service teacher
 - ii. Opportunity to observe and hire prospective teachers that are CLASS graduates
 - iii. Participation in the pre-service training of teachers
 - iv. Opportunity to communicate the needs of the school to the university
 - f. Attends professional conferences as appropriate

- g. Assists in the development of grant programs as appropriate.
7. Ensures and provides the CLASS student a climate which stimulates professional growth.
 - a. Encourages a variety of experiences, both extracurricular and curricular, but guides the student's energies toward classroom teaching responsibilities
 - b. Guards against the student's assuming clerical duties at the expense of experiences in teaching
 - c. Determines if a student may continue with regularly assigned duties in the absence of the mentor teacher
 - d. Encourages the student's controlled experimentation with new methods and materials and the participation in various school organizational patterns
8. Participates in the recruitment, interviewing and orientation of CLASS students
 - a. Helps to recruit new students; e.g. development of materials, media, visits to local high schools.
 - b. Assists in the fall, spring and summer CLASS admissions interviews (along with designating a school-based teacher)
 - c. Plans and participates in the Annual CLASS PDS Program Summer Orientation

Cohort Leader Responsibilities

The Cohort Leader is a member of the Lewiston-Auburn College faculty and is responsible for leading a cohort and being the primary professor for the fieldwork and related seminars. He or she also usually overlaps as Resource Person/Clinical Supervisor for both college students and school personnel especially during the two years prior to candidacy and during internship. A very special relationship exists between the Cohort Leader and his/her students as they become teacher-leaders over the course of the nine semesters of the program allowing for continuity and consistency in advising, on-site professional development and personal support and guidance. It should be noted that college faculty usually have multiple cohorts in any given year.

The Cohort Leader (along with the Site Coordinator and Supervisor/Resource Personnel) is ultimately responsible for guiding students through candidacy and successful teacher certification, or not granting such certification. The Cohort Leader maintains close communication with his/her students, the Site Coordinator and Mentor Teachers during each semester. Whenever practical to do so, the Cohort Leader will conduct the CPI seminars in school settings and invite all school faculty who are interested to attend.

The following responsibilities reflect the commitments made by the Cohort Leader:

- Interviewing CLASS PDS applicants.
- Attending and participating in the weekly CLASS PDS Program Faculty and Site Coordinator meeting.
- Teaching and facilitating the CPI courses and seminars.
- Serving as a representative to the CLASS PDS Steering Committee.
- Providing his/her cohort students with honest, critical feedback about their progress, communicating with them on a constant and regular basis through a variety of media; e.g., email, telephone, etc.

- Collaborating with the Site Coordinator and Mentor Teacher on mid-semester and final conference reviews during every semester.
- Acting as the Presiding Member for the Candidacy and Final Exit Exhibition Reviews of students not in his/her cohorts.
- Assisting cohort members in the Candidacy and Final Exit Exhibition Reviews preparation process.
- Representing his/her students as an advisor at the Candidacy and Final Exit Exhibition Reviews.
- Providing informal academic advising, resources, services, information, and support as needed during each semester to his/her students.
- Working with the Site Coordinator to make appropriate field placements in the partner schools.
- Ensuring that his/her students and the Mentor Teachers are comfortable with their roles and responsibilities.
- Meeting with the Site Coordinator, Mentor Teachers and student to review and discuss the structure and requirements of the semester's fieldwork and/or specific student concerns.
- Overlapping (in most cases) as a Resource Person/Clinical Supervisor during the Internship semesters.
- Being present in the school, on a regular basis to assess the progress of his/her cohort's students in the field and conferring with Mentor Teachers about the progress of the students, including participating in clinical observations as necessary.
- Providing support to the Mentor teacher and cohort student to ensure that important feedback is provided in the appropriate ways.
- Acting as a liaison between the cohort student, Site Coordinator and Mentor Teacher as necessary.

University Supervisor/Resource Person Responsibilities

The University Supervisor/Resource Person provides support and guidance for both the intern and the mentor teacher maintaining productive relationships between University and school district personnel while fostering common interests in quality teacher education. The Supervisor/Resource Personnel (along with the cohort leader) are ultimately responsible for guiding interns toward successful teacher certification, and for not granting such certification if interns do not meet CLASS standards. It is a deeply felt commitment to do everything possible to support every intern to become an excellent teacher-leader. The Supervisor/Resource Personnel maintain close communication with interns and mentor teachers. They observe in the classroom, act as personal mentors, provide on-going supervision, and give constructive assessment. They are responsible to both the University of Southern Maine and the school district for teacher education that reflects the integrity of both institutions.

In the pre-candidacy phase of the program, the cohort leader is often the university Supervisory/Resource Person that provides on-site support during field experience placements. During the professional and internship phase of the program, the Supervisor/Resource Person/s could be from a number of faculty teaching in the CLASS Program. The following responsibilities reflect the commitments made by the university Supervisor/Resource Person.

- The University-based Resource Person will work with the site coordinators to make field placements in the school.

- Ensuring that all mentor teachers are comfortable with their roles and responsibilities is critical for the success of the field experience. The university Resource Person will meet with mentor teachers as needed to review the structure and requirements of the semester's field work.
- The University Resource Person will be present in the school, on a regular basis to assess the progress of CLASS students in the field and confer with mentor teachers about the progress of CLASS students in the field.
- Providing CLASS students with honest, critical feedback about their progress is crucial to their success in the program. The University Resource Person will provide support to the mentor teacher and CLASS student to ensure that this important feedback is provided in the appropriate ways.
- The University Resource Person will act as a liaison between the CLASS student and mentor teacher as necessary while keeping the cohort leader informed.
- Assigning course grades is the ultimate responsibility of the University Resource Person. The mentor teacher may be asked to make a recommendation to University Resource Person.
- The University Resource Person will be available to meet with mentor teachers, site coordinator and cohort leader when necessary to discuss the fieldwork and/or specific student concerns.
- Whenever practical to do so, the University Resource Person will conduct seminars in school settings and invite all school faculty who are able to attend and interested to attend.

Field Experiences

The field experience at the partner school is the most important component of the CLASS PDS program. It has been designed as a well organized, deliberately planned, and slowly evolving immersion into the culture and community of the partner school. As part of the course requirements **for the first two years pre-candidacy**, each student **is required to spend at least two and one-half (2.5) hours per week on-site at the Partner School**; however it is sincerely hoped that the student will be able to spend additional time in the school. (An exception to this is during the third semester when students spend one hour a week in the partner school for fifteen (15) weeks and a total of twelve (12) hours during the semester in an approved community organization.)

As part of the course requirements **for the year of candidacy**, each **candidate is required to spend at least one and one-half (1.5) days per week on-site at the Partner School**. During the **internship year**, each **intern is required to spend at least four days per week on-site at the Partner School the first semester** and a **full five days a week during the resident internship in the second semester**. **Note: Only students who have passed the relevant sections of Praxis will be allowed to begin his/her internship.**

The length of time for seminars throughout the program is usually one and one-half (1.5) hours per week. *NOTE: The CLASS PDS program follows the partner school district's academic calendar—not the college's.*

The personal schedule of each CLASS student will differ but **must be at a mutually convenient time for both the mentor and the college student**. The objective is for the student to become a part of his or her mentor's classroom in a meaningful and consistent way so he or she can be directly involved in gaining hands-on experience on a regular basis during his or her

weekly time in the classroom. Depending on the activities involved, students may need to consider devoting additional time to increase the quality of their teaching-learning experience. It is recommended that the student's field experience schedule vary over the course of the semester so he or she will be able to observe the school setting and culture at a variety of times and days to have a more realistic, enriching and worthwhile learning experience. This may also include planning time before school begins or after dismissal and/or school faculty meetings, staff development, "open houses", parent meetings, etc.; as not everything of great importance at a school happens during the regular school day.

Students are each usually assigned a "mentor" teacher for each semester; in some cases students will be paired in dyads. It is very important that the student is in regular, weekly personal contact with his or her mentor; in addition to communicating via telephone and email as appropriate; e.g. determining the ongoing schedule for the field experience. Each mentor teacher is someone who enjoys teaching and learning--both the theory and the practice and is knowledgeable about subject areas and accommodating diversity in his or her classrooms. They value collegial action, are committed to excellence, are willing to be risk-takers, exemplify reflective practice, exhibit collaboration and professionalism and have a sincere willingness to share their talents and their classroom. The mentor teacher is the primary "contact person" and advocate for the of college student. He or she acts as a facilitator to help the college students think reflectively, as well as debrief them about all their school-based experiences.

In addition to Bumper White, as the CLASS PDS Program Coordinator, some additional people who are an integral part of the field experience are: the CLASS Program Faculty member for Mathematics and Physics, Paul G. Caron; the CLASS Program Faculty member for Social Studies, Christy Hammer, and the Auburn Schools Site Coordinator, Carol Miller.

The Program Coordinator is responsible for the overall Lewiston-Auburn College administration, management and coordination of the CLASS PDS program and acts as a College Faculty in Science, a Cohort Leader and a University Supervisor/Resource Person for both college students and school personnel. The College Program Faculty member also acts as a Cohort Leader and University Supervisor/Resource Person for both college students and school personnel. The Partner School Site Coordinator is a mentor teacher site-based at the school, a non-administrator who shares in the responsibilities for the day to day operation of the program; e.g. acts as a liaison between institutions, facilitates the mentor teacher meetings, coordinates placements with partner and contact teachers, etc.

Because of the individualized nature of the program, the role of college students may vary according to their personal skills, interests and prior experiences with children and according to the individual and unique needs and philosophies of the classrooms/situations in which they may be visiting. College students should ask for advice and solutions regarding any concerns and difficulties and for assistance in extending knowledge and skills through additional opportunities and assignments to enhance their learning.

CLASS students should always observe the operations (procedures, rules, etc.) of each classroom closely so that they can get an understanding of the environment, interactions, teacher(s) and students. Students need to make every effort to relate what is being observed to what one is learning in the seminar and program. Students should feel free to engage in conversations and discussions—and not be afraid to ask questions about something that is not understood.

Whenever possible, CLASS students should help the classroom teacher. All college students need to take the initiative and ask if there is something they can do to help. The goal is to be an ACTIVE participant in the classroom—this is how one learns about teaching. If time allows and the mentor teacher agrees, students should observe other teachers at other grade levels or in special programs. Students must be sure to obtain permission in advance and schedule a time. Continue to become acquainted with school services provided: library/media center, support services, special education, art, resource room, physical education, etc.

Each CLASS student is responsible for opening a line of communication with his or her teacher whether that person is a contact teacher, partner teacher, or mentor teacher. If the schedule makes it difficult to meet, try writing notes, emailing or talking on the phone. Each college student is the primary communicator of information to his or her mentor teacher—take that responsibility seriously. The mentor teacher, along with the program and site coordinator and associated faculty, will be assessing professional behavior during the field experience through a combination of activities; e.g., conferences and evaluation sheets. It is the college student's responsibility to give the teacher a copy of any form to be completed in enough time so that they can be turned in.

Elementary and middle schools are often the “center” of the community or neighborhood that it serves. It is a professional site, and thus it is implicit that when on-site all will act with both professional and personal decorum. College students are expected to assume personal responsibility for beginning to become professional teachers by studying what this involves, and then adopting professional attitudes, demeanor, and skills.

A professional manner requires punctuality and regular attendance. College students who are unable to meet a scheduled commitment are responsible to notify the School-based Coordinator, the College Coordinator and school secretary by telephone as far as in advance as possible. All students are required to sign-in with the Site Coordinator each and every time they are in the partner school for any reason and to let the Site Coordinator know of any changes to his/her schedule. **Refer to the Attendance Policy listed in Section 2 for more information.** Because of the emphasis on “wellness” within schools, college students are discouraged to come to school when they are sick and/or contagious. Collegiality is a significant aspect of professionalism and should be promoted by establishing good relations with all teachers, staff members and parents in the school through friendly, open-minded, conscientious and cooperative attitudes and behavior. It is important to attend to appropriate dress, personal grooming, positive modeling and healthful habits; e.g. be and look professional!

Substitute Policy for Interns

An ongoing discussion at the CLASS PDS Program Steering Committee and the University's Teacher Education Council has been about setting up a substitute policy that reflects the collaborative and partnership nature of the Professional Development School model. All USM Interns should be on the substitute list of his/her respective partner school (and the school district) as part of the partnership arrangement through the PDS to help both help meet the critical shortage of substitutes and give the Interns valuable classroom experience.

Currently, there are not enough students in the program to fully implement the type of comprehensive substitute program currently under discussion by the program's Program Steering Committee that calls for a formal contracting of a total number of substitute days to be provided by the program on an annual basis to the partner schools. **Note: In order to be in a position to avail themselves of these substitute teaching opportunities, students must have received and completed all the requirements of the Auburn School Department.**

The following proposal is currently being implemented regarding interns and substituting during their year-long internships as it is necessary to have a policy or procedure that clearly delineates how students might be paid for subbing in his/her mentor teacher's room.

An intern would be paid up to eight days during the year.

- I. An intern will be paid at the appropriate rate for substituting for the following situation:
 - a. Mentor teacher telephoned the school that she/he is unable to come into school due to an illness or for a personal reason,
 - b. Intern is pulled from the assigned classroom to cover another classroom,
 - c. Intern is assigned by the district as a long term substitute in the building.

NOTE: If the mentor teacher is out more than eight days the school district, college, cohort leader, principal, and/or site coordinator would meet to discuss whether the intern should be paid for more substituting days.

- II. Because of the special nature of the mission of a Professional Development School, an intern will not be paid for substituting in the following situations:
 - a. Mentor teacher is pulled from their own classroom to substitute in another classroom in the building,
 - b. Mentor teacher is conducting research,
 - c. Mentor is working on a special assignment,
 - d. Mentor is attending a school, district, or college meeting,
 - e. Mentor is attending a conference or other professional development activity within or outside of the building and/or district.