

CLASS Connections

Collaborative Learning and School Success—Professional Development School

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News Update:

Dr. Bumper White, Ed.D., CLASS Program Coordinator, was recently awarded the 2004 Donald Harward Faculty Award for Service-Learning. Governor Baldacci presented Dr. White with the award for recognition of his efforts to incorporate service-learning initiatives within the CLASS PDS program.



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Lewiston-Auburn College

An Overview of the CLASS Program, by Jim Bradley

The CLASS Professional Development School (PDS) is a rigorous, non-traditional teaching program for students looking to become educators. It consists of four and a half years of hard work and dedication. Students are placed in partner schools immediately and partnered with a mentor teacher, so that they may begin to understand the everyday experiences of teachers and students.

CLASS is intended for students who have a strong interest in teaching at the elementary or middle school level.

Upon completion of the CLASS Program, students earn their bachelor's degree in a liberal arts field, state certification to teach K-8, and more than 30 credits towards a graduate degree.

The following is a brief description of each of the semesters which comprise the CLASS Program.

First Semester: Individual Development. The emphasis of this semester is on understanding individual learning and learners. This includes promoting CLASS PDS students' understanding of themselves as learners, which is expected to support their success in academic courses.

Second Semester: Language and Literacy Development

This semester marks the beginning of the Program's attention to learning in specific subject areas. Students will work in primary grades with individual children, small groups and whole class in an elementary classroom focusing on language and literacy development.

Third and Fourth Semesters: Elementary and Middle School Culture & Community.

Students take a course designed to address a particular strand in the program-multiculturalism. Fieldwork will enable students to go into the field to explore various educational settings and issues with regard to culture and community surrounding the school's local area.

Students will also be provided with their first extended opportunity to teach as part of the Middle School Community. Students actively participate in the middle school culture through their field experience and on-site seminar.

Fifth Semester: Foundations of Education. This semester is the Transition Semester for Candidacy (TSC) and the focus here is on working on the requirements for their academic major and preparing and presenting their materials for Candidacy which will occur this semester.



Sixth Semester: Learning to Teach I—Science and Reading. Students develop their own understanding in science as well as an inquiry-oriented approach to teaching. They also build on early experiences with the writing process, and are introduced to strategies for teaching reading.

Seventh Semester: Learning to Teach II—Social Studies and Math. Students, building upon earlier coursework, develop their own abilities in learning mathematics and social studies which will help them develop as teachers.

Eighth Semester: Internship I This semester marks the beginning of the graduate level professional internship experience which requires full-time participation in Partner Schools five days a week.

Ninth Semester: Internship II This residency semester is the second and final graduate level professional internship experience, which requires full-time participation in a single placement in one of the Partner Schools for five days a week.

For more information, please call Jim Bradley at 753-6618.

What is LTT? By Linda Bernier

Learning To Teach (LTT) courses are graduate level courses devoted to learning to teach specific subject matter. CLASS students in their sixth semester take LTT Science and LTT Reading. In their seventh semester students take LTT Math and LTT Social Studies. Students in their eighth semester take LTT Writing. During this time students spend more time in the partner schools and have the opportunity to develop their skills by teaching with the support of a mentor teacher.

**CLASS PDS PROGRAM
OPEN HOUSE**
Monday, May 3, 2004
6:00—7:30 pm
Lewiston-Auburn College
Call 753-6618 FMI

Helpful Advice From Current Students

- Be flexible! Understand that things are bound to change and you may have to start some things all over again.
- Remember to take time out for yourself. Taking a break sometimes clears your head and enables you to focus a little easier.
- Most importantly, have fun! Remember we're all here because we love kids and want to teach.
- Keep lines of communication open. The faculty are here to help you succeed and don't hesitate to bring concerns and issues that you may have to them. If they don't know—they can't help.
- Don't hesitate to ask questions. Everyone from the other cohorts have already been through what you are going through. Use them and your cohort leader to lean on.
- Don't be shy at the partner schools. Everyone is very helpful and remember that going into the partner schools is a lot of fun.
- Make sure you stay organized!
- Work hard and be patient.



CLASS PDS Partner Schools, by Cheryl Robert

Currently CLASS has two Partner Schools; Sherwood Heights Elementary and Auburn Middle School. Through our relationships with these schools, students gain knowledge and experience in what it means to teach elementary and middle school students.



Auburn Middle School houses 555 seventh and eighth graders and is located on 38 Falcon Drive in Auburn. Kathi Cutler is their principal. The teachers work closely with the CLASS students to guide them in their pursuit of their goals in becoming teachers. The teachers and other staff are dedicated to their students and inspire them to be the best that they can be.



Sherwood Heights Elementary School is located at 32 Sherwood Drive in Auburn. Katy Grondin is the principal of the 472 students that make up grades kindergarten through six. The teachers and other members of the school are dedicated to providing students with the best education possible. They work in conjunction with the CLASS program so future educators can see first hand what an elementary school is like. They enjoy having the CLASS students at their school and always have good advice to the up and coming teachers of tomorrow.

Online Preparation for Praxis I

USM's Professional Development Center is offering an online program for students wishing to practice for the Praxis I exam.

They also offer the assessment and development that you need to improve in the areas where your skills may be lacking.

**FMI, please contact:
Professional Development Center
(207) 780-5326
www.usm.maine.edu/pdc**

Back to School After 40, by Ernie Gagne Cohort V

After nearly twenty-five years in the world of sales, I decided that I wanted to earn a college degree and become an elementary school teacher. Selling was becoming a job that I did not look forward to waking up to and I wished to pursue other interests while time was still barely on my side. I was unhappy at work, which made me unhappy at home. This was not fair to my family and was not fun for me.

The decision to become a college student required the approval of my wife as she would become the bread-winner. The time necessary to perform well in school would not allow me to work on a full-time basis and earn the amount of money I had been bringing home. Fortunately, she and my two children immediately and enthusiastically approved, and this support has allowed me to proceed towards achieving my goal without any guilt.

As a non-traditional student entering the University of Southern Maine at Lewiston-Auburn College, I was unsure as to what to expect. My only previous experiences in any post-high school setting was at parties during the late 70's and early 80's on weekends consuming adult beverages with my high school buddies that had continued

on to school. However, I knew that this type of scene would not be repeated this time around as my priorities had changed and my inability to stay awake past 9:30 would prevent me from living this lifestyle.

I could not be happier with the way in which I have been treated at LAC. The professors are very professional, approachable, and friendly and have a very good understanding of non-traditional students like me who need to balance academics with family and jobs. To date, the professors that I have had all seem to be very aware of the students who face these challenges and work with us to help us succeed.

As a member of the CLASS Program, I feel fortunate that I am able to be a part of such a curriculum that has allowed me to observe and participate in the everyday occurrences of an elementary and middle school. There is no doubt in my mind that I will be a better prepared teacher/leader when I am responsible for my own students in my own classroom three years from now.

As a 45 year-old student, the discipline to study and focus on school was not as great a challenge as I had anticipated, perhaps for several reasons. First, the



financial responsibility is mine as I no longer can depend on my parents to help with paying my tuition, therefore, it's my money that will be wasted if I fail. Second, because I'm older, and hopefully wiser, many experiences in life have helped me develop a solid work ethic and the self-discipline needed to complete assignments. Third, as the father of a 5th and 7th grader, it is necessary that I lead by example and come home with grades that I expect them to come home with. And finally, the people I have met at LAC are cooperative, quality human beings that truly care about their students and classmates.

Making the decision to enter college when I did was not easy nor was it made overnight, but it was one of the wisest decisions I have ever made.

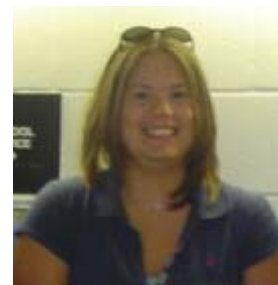
From High School to CLASS by Beth Chamberlain

In June of 2003 I graduated from Lewiston High School and found that the University of Southern Maine at Lewiston-Auburn was a perfect fit for me. The more that I applied to colleges; I felt the most comfortable at this school.

I really like how the environment is a small school setting and the teacher to student ratio is low. I also liked how the teachers know you by your name instead

of just a number, like some of the larger colleges.

I also really liked how the CLASS program worked, by being involved in the classroom setting from day one. The program is a great deal of work, but it is only better you as a teacher. Now that it is the spring semester I have really enjoyed the program thus far and I look forward to the future in this program.



Cohort News

CLASS PROGRAM Students and Faculty December 16, 2003



CLASS Achievements:

2003 CLASS Graduates
Jolaine Galibois-Barss
Melissa Goding

2003 CLASS Candidates
Linda Bernier, Katie Bunker,
Karen Erdmann, Cyndi Polisky

COHORT 3

Cohort 3 are lead teaching in their placements. Their days are filled with lesson plans, observations, and video-taping. They are also busy finishing up their coursework and pressing their graduation gowns! The members of Cohort 3 are Cherie Lanier, Julie Laplante, Jennifer Meagher and Angie Crooker.

COHORT 4

One of the biggest pieces of this semester for Cohort 4 has been learning how to successfully transition into LTT phase of the program. We've been busy in our mentor classrooms getting to know our students and teaching science. It has been a busy semester for us while we struggle learning how to write objectives, fit our lessons to the Maine Learning Results and writing assessments that fit our objectives. We all agree that teaching has been the best part. The members of this cohort are Linda Bernier, Katie Bunker, Karen Erdmann and Cyndi Polisky.

COHORT 5

Cohort 5 are midway through their fourth semester. The members of this cohort have different majors; therefore, they are taking different classes. They are getting their storyboards prepared as part of getting ready for Candidacy next semester. They have spent their third and fourth semesters entirely at the Auburn Middle School. One of their favorite assignments was creating a bulletin board at AMS. Feel free to check it out. It is located on Team 7. The members of this cohort are Bobbi Cook, Ernie Gagne and Cheryl Robert.

COHORT 6

Cohort 6 have been supporting and helping each other in Environmental Science. We are all taking literacy and putting what we learn into practice at Sherwood Heights in our classrooms. We are looking forward to finishing our first year and starting our second in the fall. The members of this cohort are Paulla Billings, Beth Chamberlain, Bridget Fitzgerald, Alicia Grandmaison, Sean Moore, Stacey Potvin, Stacey Varney and Tammy Watson.



Cohort 3



Cohort 4



Cohort 5



Cohort 6

What I Want to Be When I Grow Up

By Paulla Billings Cohort 6

When I grow up I want to be a teacher! Well, I am working towards that now, thirty years after graduating from high school. I went into the service with the goal of four years only and getting money to go to college. But it didn't work out that way. I got married and had two kids, divorced and was a single mom.

By that time I had to support my two children, so I went into a program that trained me to become a pipe fitter in the ship-building world. I still work in that field, having moved from pipe fitter, to planner, to an administrative

assistant. It wasn't until I realized that I still wasn't doing anything for me, and wasn't happy, that I approached my husband Chuck. We talked about how I was feeling and how I always wanted to be a teacher, but life kept getting in the way.

With information in hand about the CLASS program we discussed finances and decided with a little creativity that it could happen. We sat down with my family first to let them know what we were doing and told them their support would be



appreciated. Then we informed our friends who think I'm crazy because I made good money in the job I was in, but they were also envious that I would undertake this at my OLD age of 47. But you know what? It is the best thing that has happened to me. It has been a challenge to discipline myself to sit down and study when there is something good on television, but I have learned to balance my life with school. So far except for a few little bumps in the road, I am doing it. I am growing up to be a teacher.

Faculty Profile

Dr. Bumper White, Ed.D.

Professor White is the Program Coordinator of the Collaborative Learning And School Success (CLASS).

In addition to his administrative responsibilities, he also works with pre-service students and in-service teachers out in the schools, and teaches seminars and courses in education. Dr. White has presented workshops in public schools and completed research on topics which include: increasing the capacity of children to improve their skills in math, science and technology (MST), Service Learning and issues related to educational reform. In addition, he has written several articles and presented in both national and international venues on pre-service teacher education for non-traditional students, school-college PDS partnerships and science education.

Before accepting university appointments to work in teacher education, he was an early childhood/elementary classroom educator and building principal with specializations in Science Education and pre-K-16 educational reform.

Dr. White is responsible for coordinating several grants including a five-year, \$300,000.00 Department of Education Technology Challenge program grant: The Virtual Professional Development School (V-PDS) consortium grant through Lewiston Auburn College. This funding is being shared with the two CLASS PDS partner schools, Sherwood Heights Elementary and Auburn Middle School, in assisting them to improve the quality of both instruction and curriculum for students through the use of classroom-based technology within both a pre-service and in-service professional development context.



What Will Your Major Be?

The CLASS program is designed to be completed in conjunction with one of these LAC majors:

Arts and Humanities
Social and Behavioral Sciences
Natural and Applied Sciences

CLASS Word Search

AMS	K	C	T	D	E	A	X	M	J	I	E	I	V	X	S	R	J	O	P	P
ASSESSMENTS	E	H	T	I	V	L	P	B	F	R	N	S	S	H	E	Q	D	E	X	X
ASSIGNMENTS	J	A	A	G	I	L	F	Y	B	R	C	C	N	L	M	Q	C	O	R	E
BILLINGS	T	M	Y	U	T	G	M	Y	M	P	U	L	A	O	E	A	A	Q	M	T
BUMPER	P	B	U	U	A	R	E	S	I	D	E	N	C	Y	S	Y	D	D	O	G
CANDIDACY	N	E	F	U	R	A	A	E	P	W	O	Y	C	F	T	S	R	M	O	A
CHAMBERLAIN	P	R	J	W	O	S	S	M	Y	I	L	S	C	D	E	J	E	U	R	R
CLASS	M	L	Y	D	B	N	J	S	S	C	S	E	P	A	R	I	E	L	S	R
CLASSROOM	P	A	C	L	A	S	S	S	I	Y	J	Z	S	Q	D	L	R	A	S	E
COHORT	U	I	Z	C	L	F	E	B	X	G	F	H	Y	H	E	I	L	R	A	P
COLLABORATIVE	Q	N	P	J	L	F	N	M	J	N	N	B	E	M	T	K	D	S	L	M
ELEMENTARY	N	N	M	Y	O	A	S	S	E	S	S	M	E	N	T	S	E	N	C	U
FIELDWORK	B	D	O	R	C	A	V	I	N	T	U	N	E	R	H	T	L	S	A	B
GRADUATES	C	I	P	P	I	H	S	N	R	E	T	N	I	N	A	W	H	R	U	C
INTERNSHIP	U	X	L	S	M	K	B	O	K	A	B	S	D	U	T	E	D	C	H	R
LESSONS	G	Z	H	L	B	G	H	U	R	T	H	Z	D	O	R	S	W	T	D	S
PROFESSIONAL	U	G	C	S	I	O	I	Y	J	W	C	A	D	W	C	K	R	F	P	A
RESIDENCY	Y	M	F	H	C	N	S	B	G	B	R	G	O	L	J	Z	Z	U	U	H
SEMESTER	N	D	C	T	O	G	G	J	D	G	S	O	G	N	I	H	C	A	E	T
TEACHING	Z	T	R	M	S	N	O	S	G	F	D	C	A	O	M	V	G	U	G	H

Creating Teacher Leaders for the 21st Century

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 Dr. Paul Caron, Faculty
 Dr. Christy Hammer, Faculty
 Mrs. Carol Miller, Site Coordinator
 Mr. Jim Bradley, Administrative Assistant

Newsletter Committee Members:

Linda Bernier Karen Erdmann
 Cheryl Robert Tammy Watson
 Jim Bradley

www.usm.maine.edu/lac/class

Now Accepting Applications For Fall 2004!

To apply to the CLASS PDS program, you should call Jim Bradley at 753-6618 to set-up an appointment with an advisor.

To learn more about the program as well as to download an application, visit our website at:

www.usm.maine.edu/lac/class

The CLASS PDS program is designed specifically for undergraduate students. Anyone interested in teaching who already holds a bachelor's degree are encouraged to consider ETEP, a post-baccalaureate teacher education program offered through USM's College of Education and Human Development.
 FMI on ETEP, call 780-5306.