

# CLASS Connections

Collaborative Learning And School Success—Professional Development School

## Internship Ernie Gagne, Cohort V

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Now Accepting Applications  
Fall 2006

Following Successful Completion of CLASS, Students Earn:

Bachelor's Degree & K-8 Teacher Certification & more than 30 credits toward graduate degree.

Immediately after the New Year began and a couple of weeks before college classes actually restarted, I made the daily trek to Auburn Middle School to begin the first of two required internships for the spring semester. I was assigned to work under the direction of Judy Goulet, a highly respected Social Studies teacher who had mentored others in the program before me. I was excited about this placement because I had worked with Judy before and knew that there was much that I could learn from her.

I was not disappointed. Working with 7<sup>th</sup> and 8<sup>th</sup> graders on a daily basis was a routine that I had not yet fully experienced. Being held responsible for everyday lessons and class issues was also new for this long a period with kids this age, but I was up to the challenge. One item in my favor was that my son was also a 7<sup>th</sup> grader in a different school, consequently, I was aware of the thought processes and issues that face middle school kids.

The experience was very educational. I met and dealt with a very diverse group of students that mostly pleased me with their work ethic and conduct, but a few times I was disappointed with the immaturity levels of some of the kids this age, but I also remember that they are only twelve to fourteen years old. I learned how to better relate to them, how to make better connections to keep them more involved, and I was educated regarding some very important class management skills and tactics that I have continued to use with kids of almost any age.

The second of my two assignments took me to the other end of the spectrum as I was placed in a class of 1<sup>st</sup> graders who were lead by Jean Vadeboncoeur. For me, this was more of a challenge than middle school. First grade kids require different teaching techniques than 7<sup>th</sup> and 8<sup>th</sup> graders. It's not that it's bad or negative, it's just different. These

kids typically have shorter attention spans and seem to have more energy. The school day seems longer because I had to prepare for several subjects rather than the lone social studies lesson that I taught three times. I had to deal with preparing for learning centers and math and reading and writing, all in the same day...every day.

Though I enjoyed both for different reasons, there's quite a difference between the two levels and I often hear experienced teachers of both levels claim that they never could teach the level at the opposite end of the spectrum. I have gained a greater respect and appreciation for both.

Though there are differences in how these grade levels are taught and how the students are handled, there are also lots in common. They all require patience, proper planning and execution, commitment, professionalism and collaboration, content knowledge, and communication. Regardless of the grade level, we CLASS students need to be prepared for any of the kindergarten through eighth grade levels because we do not know what will be available when it comes to accepting a teaching position.

Accept the internships as challenges that will make you a better teacher regardless of the grade level, and be sure to know that most if not all of what you have learned at any level will someday be useful to you in another.



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**SOUTHERN MAINE**  
Lewiston-Auburn College

## Overview of the CLASS PDS Teacher Education Program

The CLASS (Collaborative Learning And School Success) PDS (Professional Development School) program is an exciting and innovative opportunity in undergraduate elementary teacher education.

CLASS is a 4.5 year program which includes coursework in an academic major leading to a bachelor's degree in a liberal arts field, certification to teach K-8, and more than 30 credits toward a graduate degree. All required courses can be completed at

USM/LA.

In some cases, students with significant college credits may be admitted as a "modified" student which would allow them to possibly condense the time period for program completion by a year or so through the development of an individualized academic program.

Students in the CLASS program work with college and partner school faculty to develop successful teaching prac-

tices. In addition to coursework on campus, students participate in field experiences and seminars in local area partner schools. Students should anticipate a considerable time commitment in the partner schools during each semester. During the first year, students study individual children, then progress to classroom teaching in a full-time, full-year internship during their final two semesters.

FMI, call Jim Bradley, 753-6618.



### Cohort News



**COHORT V** Cohort V has completed their Internship Placements A&B. Cheryl's first placement was in first grade with Becky Skilling. This was for six weeks. Her second placement was in eighth grade with Judy Goulet for eight weeks. Ernie was in seventh grade for six weeks with Judy Goulet and in first grade with Jean Vadeboncoeur for eight weeks. Both had to prepare and teach two units along with other required course work. Ernie and Cheryl also took two other classes in the evening. We graduated with our degrees on May 13th and are very excited about our final Residency Internship in the fall. The light is so visible at the end of this long tunnel!



**COHORT VI** This semester the four of us took our first two Learning to Teach classes. We had Bumper as a Professor for the first time in our Learning to Teach Science class. We also learned how to teach children to read in our second Learning to Teach class. We also all had our Applied Problem Solving class where we worked with Auburn Middle School students building Mousetrap cars to race against the Physics class at USM/LA. In the fall, we will continue our Learning to Teach classes with Math and Social Studies at Auburn Middle School. Members of Cohort VI are Bridget Fitzgerald, Sean Moore, Stacey Potvin, and Tammy Watson.



**COHORT VII** The spring semester has been full of surprises. The biggest was the announcement of an addition to Kim Stuart's family. The baby is due in October and expects to be interviewed for the CLASS PDS program in the spring of 2025. Secondly, Chris Peterson will be traveling to China during the first summer session to enlighten her adolescent knowledge and gain experience as a world traveler. Sadly, we will miss Courtney, Jaclyn, and Allison. Their camaraderie and group activities will be cherished. We all would like to congratulate Bill on completing four rigorous semesters of the CLASS PDS program in two fast paced, jam-packed semesters (an academic achievement that nobody else has been able to complete). Cohort VII members include: Bill Murray, Ken Mashke, Kim Stuart, Sheena Roy, and Christine Peterson.



**COHORT VIII** Cohort VIII completed their first full year of the CLASS PDS program. This semester they had "Fundamentals of Environmental Science" as well as "Education in the United States." This was in addition to their field experiences at Sherwood Heights Elementary. In the fall they will be at Auburn Middle School for their field experiences. Cohort VIII students are Robert Bosse, Nicole Caron, Lori Caron, Lindsey Chadbourne, Scott Emery, Hibo Omer and Tina Sirois.

## Service Learning by Ken Mashke

When Bumper first presented service learning as an assignment, I was beside myself, confusion about the work to be completed and panic set in at the same time. I did not thoroughly understand the concept of service learning and thought of it as more of a community service project. I actually thought a root canal might be more enjoyable. Now, as I look back on the completed assignment, I was totally wrong about the root canal. Service learning is fun and enjoyable as long as you completely understand the idea and concepts.

My project began when Bumper invited Barbara Kaufman from Kid's Consortium to explain service learning. After her presentation my personal confusion and panic meter levels were extremely low. I discovered there are eight steps in ser-

vice learning and one of the first steps is discovering a community problem with your students. The project allows for students to define a problem within their community and then find solutions to the problem. Allowing students to take control, make decisions, and find solutions is what service learning is about. In addition, many projects can be connected to Maine Learning Results.

During the fall semester I chose to work with Barbara Kaufman at Kid's Consortium. My project objectives included dissecting a successful service learning project, identifying the eight steps, transferring the data to a user friendly web based data form, investigating unanswered questions with a service learning project manager, and finally, submitting the

data back to Barbara Kaufman for review. Once everything was checked for accuracy, the completed project was added to the Kid's Consortium web page and made available for anyone to review as an example of a successful service learning project.

### 8 Steps in Service Learning

1. Define Service Learning
2. Discover Problem
3. Investigate Problem
4. Research Solutions
5. Decide on a Project
6. Plan the Project
7. Implement The Plan
8. Evaluate

## Service Learning Project Helps Hurricane Katrina Victims

By Bill Murray

My service learning project consisted of helping the victims of Hurricane Katrina. The students learned some of the various needs through the media and from a Bates college student, and Louisiana resident named Amelie Hopkins, whose family was directly affected.

Groups were formed, each with their own focus. One group was successful at filling 24 backpacks with an assortment of school supplies for kids whose schools were flooded. Another group assembled 20 hygiene kits containing soap, a toothbrush, toothpaste, and mouthwash for people who had gone through extended periods of time without these essentials. Community partners were Walmart (\$1000.00 grant to AMS), Staples, Tom's of Maine, Great Falls Dentistry, AMS Administration, AMS PTA, Jim Rowe(AMS Tech Lab).

The students learned communication skills and how to work collaboratively through weekly cooperative challenges. They also learned a great deal about citizenship. The Founder and President of KIDS Consortium, Marvin Rosenblum, also came to the school and gave an inspirational presentation to the students on Team 7.



*Bill Murray presents his service learning project.*

This was arranged by the student led, service learning advisory board. These activities were connected to the Maine Learning Results for Career Preparation, Social Studies, Language Arts, and Science and Technology.

The culminating activity was a dance with a Las Vegas theme that was also a fundraiser. Mr. Ernie Gagne donated his DJ services. Thanks again Ernie! Ten students traveled to USM/Portland and presented their projects to their peers at a the service learning seminar in March.

# USM/LA and Auburn Middle School Mousetrap Races

by Ken Mashke

## Problem Solving Assessment

At first I was hesitant to organize this event. I believed there would be too many factors that could go wrong and it might be too large of a project to tackle. As I pondered the project I thought about the middle school students, their reactions to the competition, and what a great experience it would be for them to be involved with USM/LA. My risk-taking disposition took over and I decided to jump in with the attitude “if it works great, if not, I tried my best.”

Using the applied problem solving technique our group completed the mousetrap car competition in the following manner.

**Define the problem:** The main problem we wanted to address involved integrating AMS students with USM/LA students.

**Devise a plan:** Our plan included setting up a mousetrap car competition between the physics class and AMS technology lab students. During the planning stage there were many issues that surfaced and had to be discussed and decided. Instead of trying to do everything myself I decided to delegate portions of the plan because people wanted to help and I knew I could not do the entire project on my own. In addition, this was decided as a group project, I now feel as though I was silently voted as the leader and coordinator.

Convincing the physics students and AMS students to participate was challenging. Jim Rowe at the tech lab did not know how much interest he would have. The physics students were leery at first, but agreed to compete and move their class time ahead an hour to meet the AMS students’ time constraints.

Transportation plans varied from Jim Rowe and I driving, using the USM/LA van to shuttle students back and forth, and a bus from the school department. The AMS principal was concerned about safety and decided the bus was the only way to go. Fortunately for us, funding was available through the school department to pay for the bus expenses.

Food was taken care of by a service learning grant award from USM. We decided upon pizza, dessert, and refreshments because that would probably please everyone and was an easy fix.

Awards were taken care of by Bridget Fitzgerald



*Students ready for the bell to signal start of races.*

and Tammy Watson. I thought they did a fabulous job. The cost was minimal and the medals and trophies were a nice addition. Jim Rowe also drafted certificates for all the AMS students to ensure no student left empty handed. The award categories were a big discussion but we decided on four categories and four awards per category. The trophies would be given to the top three finishers in the final drag race that included brackets allowing USM/LA and AMS to end up in the top three. Bridget also collected movie tickets from USM/LA and Stacy Potvin collected Burger King food certificates from her employer.

Aimee Carter volunteered as the room coordinator and devised a plan for mousetrap cars to be numbered and tracked with index cards during the competition. Sean Moore volunteered to be the emcee for awards and a timer during the races. Stacy constructed a poster board that welcomed race day participants and helped Aimee and Bridget with race day calculations.

Volunteers that I recruited judged the cars for artistic quality and innovation/technology. The USM/LA Director of Exhibitions, Robyn Holman, a physics student, 2 stock car drivers, and a CLASS student eagerly agreed and judged the cars with rubrics that I drafted. The rubric for art contained the categories of chromatics, symmetry, theme, shape, and expression. The rubric for Innovation/Technology contained the categories of power train, wheels, frame design, and materials.

Students in the physics class volunteered to be tour guides and completed a quick tour of USM/LA with the AMS students.

A fun portion of the project was completed at

# Mousetrap Races *continued...*

AMS. I assisted four students in the tech lab with their mousetrap cars. One student was having problems with the force on his lever arm. He was trying to install two levers, one on each side of the mousetrap spring. I discussed the problem with him through the use of the problem solving steps and he eventually figured out his problem.

A second student had problems with his front axle. It was crooked and caused the car to veer to the left during his trial runs. I pointed out the difference in wheel positions from the front of the car and he went from there.

A third student did not have any wheels or axles on his car. I discussed options with him and pointed out the causes of friction and torque with different wheels. He also used the problem solving steps to make the best decision in regards to what wheels to use. He opted for some plastic wheels that Jim Rowe could provide. He then added rubber bands to the outer diameter in order to increase traction.

A fourth student couldn't get his lever arm attached to the mousetrap. I talked to him about different ways to permanently mount the lever arm. He decided on wire and a glue gun.

## Carry out the plan

The competition was completed on May 1, 2006 in the allotted time.

## Reflection

In conclusion this was a fun and enjoyable project. I became frustrated a few times during race day. It seemed as though every time I turned around someone was calling my name and asking me what to do. It reminded me of a management term in the service "fire stomper." This is a person that goes around all day putting out fires that the department creates.

Once we decided who was going to do what portion of the project, I thought it was simpler than trying to do the whole thing on my own. I am glad we were all able to work together and solve the micro problems that arose each week.

I realized how important collaboration and communication are during a project. Thanks to email, communicating with everyone was easy. Thanks to all the cohorts, teachers, classmates, and volunteers, the project was completed with only a few minor hiccups.



Winners pose with celebrity judges. From L-R: Shannon Linton, Kevin Smith, Jeremy Whorff, Jason Simpkins, Gabe Hey and Tia LeBlond

## Complete List of Winners:

### Drag Race—USM/LA vs. AMS

- 1st Place: Gabe Hey (AMS)  
 2nd Place: Keith Smith/Shannon Linton (USM/LA)  
 3rd Place: Tia LeBlond (AMS)  
 4th Place: Kate McKinney/Mindy Gagnon (USM/LA)

### Auburn Middle School Individual Categories

#### Speed

- 1st Place: Tia LeBlond 2nd Place: Gabe Hey  
 3rd Place: Chris Easterling 4th Place: James Libby

#### Artistic

- 1st Place: Patrick Rogers 2nd Place: Tia LeBlond  
 3rd Place: Douglas Kester 4th Place: Victoria Wysocki

#### Distance

- 1st Place: Gabe Hey 2nd Place: James Libby  
 3rd Place: Anthony Deschanes

#### Technology

- 1st Place: Anthony Deschanes 2nd Place: Tia LeBlond  
 3rd Place: Jacob Carpenter 4th Place: Chris Easterling



AMS student assembles his mousetrap car.

## CLASS PDS End of Semester Seminar, May 9, 2006

Students, faculty, and staff celebrated another successful semester for the CLASS PDS program at the End of Semester Seminar. The guest speaker was Donna Tardiff, Maine Teacher of the Year, who shared some of her personal teaching tips with those in attendance.

CLASS students from Cohort 7 presented their service learning and action research projects. The evening also included the presentation of recognition awards for CLASS PDS Mentor Teachers.



Faculty, staff, and students listen to presentations made at this year's End of Semester Seminar.



Dr. Paul G. Caron presents Donna Tardiff with a gift as a thank you for being our guest speaker.



L-R: Dr. Christy Hammer, Dr. Zark Van Zandt (Dean of LAC), Dr. Marv Druker, and Mr. Roger Philippon (Assistant Dean) applaud students during their presentations.



L-R: Dr. Bumper White (CLASS Program Coordinator), Dr. Paul G. Caron, Deanna Nadeau, Donna Tardiff, Carol Miller, and Dr. Christy Hammer.

## CLASS PDS Students Receive Honors

At this year's Lewiston-Auburn College recognition ceremony, several CLASS students were recognized for their accomplishments.

### Service Learning Awards

Bridget Fitzgerald  
Ken Mashke

### Helen Greenwood Scholarship

Bobbi Cook

### Dr. Harlan Philippi Memorial Scholarship

Tammy Watson

### LAC Single Parent Award

Cheryl Robert

### Golden Key International Honor Society

Tammy Watson

### CLASS PDS Fellowships

Cheryl Robert  
Ernie Gagne



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Pictured l-r: Bobbi Cook, Donna Tardiff (Maine Teacher of the Year), Ernie Gagne, Deanna Nadeau, Cheryl Robert, Ken Mashke, Tammy Watson

## CLASS PDS Mentors Recognized at End of Semester Seminar

CLASS PDS partner school mentors 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 of diversity in their classroom. 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.

We have been very fortunate in CLASS to have an amazing group of mentor teachers to work with. Their dedication and commitment to CLASS students is truly making it possible for these students to become future teacher leaders.

At this year's CLASS End of Semester Seminar, we recognized the valuable contributions mentor teachers make by presenting them with a small clock that reads "Teachers Touch Hearts and Minds."

The following individuals have been mentor teachers in Fall 05 and Spring 06: Hazel Williams, Laurie Gerard, Linda Penley, Marine Shea, Kim Taylor, Melanie Lee, Becky Skilling, Jean Vadeboncoeur, Judy Goulet, Margaret Meyer, Mary Setchell-Pardue, Sam Hart, Sue Callahan, Trudy Files, Ann Boucher, Jacque Grenier-Farwell, Sue Herrick, Joanna Wallingford, Rich Shea, Ann Verrill, Anne Marie Goodwin, Jim Carmichael, Joyce Pollard, Laurie Marcotte, Mako O'Connell, Nicole Melcher, Roberta O'Neill, Rhonda LaCompte, Sharon Lariviere, Sue Myers, Sue Vogel, Christine

Gagne, Jolaine Galibois-Barss, Kim Trombley, Lee Hearn, Melissa Caldwell, Melissa Hodgkins and Michelle Gagne.



Pictured l-r: Jim Carmichael, Marine Shea, Sharon Lariviere, Melissa Caldwell, Donna Tardiff, Deanna Nadeau, Christine Gagne, Becky Skilling, Jean Vadeboncoeur, Sue Herrick and Ann Boucher.

## Reflecting on Internship

by Cheryl Robert

It has been a long 9 weeks  
teaching middle-school peeps  
It started off rough  
Never imagined it would be so tough

Some kids were rude  
making comments so crude  
many days I wanted to run  
Wasn't this supposed to be fun?

Yet, as the days passed  
I found time had gone fast  
before I knew it, I was done  
Reflecting back , I actually had fun!

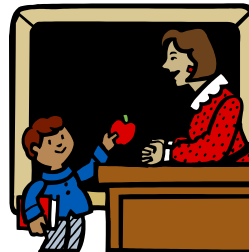
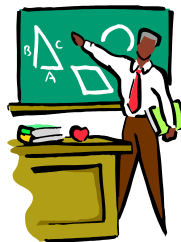
## Now Accepting Applications For Fall 2006!

To apply to the CLASS PDS program or for more information, you should call Jim Bradley at 753-6618.

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

<http://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 is 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



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