

CLASS Connections

Collaborative Learning And School Success—Professional Development School

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Now Accepting Applications
Fall 2007

Following Successful Completion of CLASS, Students Earn:

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



UNIVERSITY OF SOUTHERN MAINE
Lewiston-Auburn College

What is the CLASS PDS Program?

The CLASS (Collaborative Learning And School Success) 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. These early placements allow for students to develop a beginning understanding for the field of education. The partner schools for the program are Sherwood Heights Elementary School and Auburn Middle School, both in Auburn, ME.

Students in the CLASS program will develop their philosophies of education and ideas on pedagogy. They will learn about children and their development through courses such as Human Growth and Development and Literacy Acquisition. Traditional methods courses are replaced with Learning to Teach courses in math, literacy-reading, science, and social studies.

CLASS students have a choice of majors offered at LAC. They include Natural and Applied Sciences, Social and Behavioral Sciences, Arts and Humanities.



Throughout the program, CLASS students are gaining experiences and collecting materials that are bound together as a professional portfolio. The portfolio is a constant work in progress which can later be incorporated into their professional career.

The CLASS program consists of an application and an interview process in which the students meet with teachers from two partner schools and program leaders. The interviewee answers a series of questions which will help determine their eligibility for the program.

The program is energetic, fun, dedicated, and full of hard work, but for those students who stick with it, it is well worth it.

For more information, please call Jim Bradley at (207) 753-6618.

Cohort News

Cohort VI Students Graduate from USM:L-A



On May 12, 2007, three Cohort VI students received their bachelor degrees from USM. Picture 1-r: Both Tamara Watson and Bridget Fitzgerald earned their bachelor degrees in Social and Behavioral Sciences. Sean Moore earned his bachelor's degree in Arts and Humanities. Not pictured, Bobbi Cook earned her bachelor's degree in Natural and Applied Sciences.

In the fall they will complete their Residency Internship and complete the CLASS PDS program, earning their Maine State Certification to teach K-8.

CLASS Students Recognized at USM:L-A Recognition Ceremony

The following CLASS students were recognized at the USM Lewiston-Auburn College Recognition Ceremony on May 4, 2007.

USM:L-A Student Research

Award:

Bobbi Cook

USM:L-A

Golden Key Inductees:

William Murray
Bridget Fitzgerald



CLASS Student Receives National Recognition

All CLASS students are required to successfully pass Praxis II as a requirement of completing the CLASS PDS program. This year, Bridget Fitzgerald not only successfully passed Praxis II, but she scored in the top 15% of all test takers in the United States.

Great job Bridget!!!

Successfully Passing Candidacy by Ken Mashke

In accordance with the CLASS program and in pursuit of a career in education, I have spent two and half years in academics and countless hours in the Auburn school system. I realized all the hard work, dedication to assignments, and commitment to the school system had paid off when the candidacy review panel said, “Congratulations, you are now a candidate.”

Positive feedback from the review panel included: great job, well-organized, good variety, excellent photo choices, impressive and comprehensive, and very engaging. Areas that need attention included, articulating under stress and grammar during the presentation. My feelings of joy and accomplishment cannot be expressed in any words. The review panel may have seen me celebrating in the Auburn Middle School parking lot like Sylvester Stallone in “Rocky III” after he had defeated Mr. T.

Achieving candidacy is a significant event within the CLASS PDS program. As a candidate I have three semesters of academics remaining and a Praxis II exam in order to graduate and become certified K-8. These semesters include four Learning To Teach and other graduate level courses.

My preparation for candidacy began during the very first semester when I began observing students at Sherwood Heights Elementary. Bumper and my mentor both told me to have a camera handy to take photos of my achievements in the classroom. I did not realize until my third semester that the photos connected my portfolio

and candidacy presentation to the program outcomes. The best advice I can pass on to anyone preparing for candidacy would be to review the first five program outcomes and section 5B of the CLASS PDS handbook. Within the handbook there are rubrics for your portfolio and presentation, course requirement checklists, PRAXIS and fingerprint requirements, and other checklists that need to be completed prior to candidacy review.

My second bit of advice would be to collaborate with your cohort leader and classmates, mentor, and other cohort members that have “been there and done that.” Remember, this is the time for you to showcase your talents, knowledge, and desires to enter the education field. I took the Toby Keith approach – “I Wanna Talk About Me.”

My success thus far in the program can be attributed to my work ethic, caring professors, dedicated mentors, strong cohort, and support from my family, fellow students, and friends.



What we want to see is the child in pursuit of knowledge, and not knowledge in pursuit of the child.
George Bernard Shaw

The beautiful thing about learning is no one can take it away from you!

B.B. King

CLASS PDS

End of Semester Seminar

May 8, 2007



USM:L/A Honors Auburn School Superintendent, Barbara Eretzian.

In recognition for her many years of support for the CLASS program, USM:L/A renamed the CLASS scholarships, "The Barbara J. Eretzian Fellowship."

L-r: Dean Zark VanZandt, Barbara Eretzian, Dr. BUMPER White

2007 Barbara J. Eretzian Fellows Announced



The 2007 recipients of the Barbara J. Eretzian Fellowship were announced at the End of Semester Seminar on May 8, 2007. Each recipient will receive \$3,500 in financial support during their Residency Internships.

This year's recipients were: Bridget Fitzgerald, Sean Moore, Stacey Potvin and Tamara Watson.

The fellowships are funded through the interest earned on an endowment at the University of Southern Maine. Students, faculty, staff and community members can make contributions to this endowment by calling 753-6618.

L-r: Stacey Potvin, Tamara Watson, Barbara Eretzian, Bridget Fitzgerald, and Sean Moore.

Kathy Brooks and Bill Murray Present at ESS by Kathy Brooks

Music is part of our everyday life. We were sang to as infants, learned nursery rhymes set to music, months and days of the week, and even the alphabet to name a few experiences. We have music playing in our homes, in our cars, in the stores as we shop and even in the doctors offices. Music excites us and it also calms us down.

As part of the Applied Problem Solving class, Bill Murray and Kathy Brooks worked with Sue Herick's sixth-grade class at Sherwood Heights Elementary School in Auburn, with the idea to develop lyrics and music that would help other students learn a math concept through a musical experience. The concept we worked on was the Order of Operations (aka: PEMDAS). In working with the class on this subject, we learned the value of having clearly defined measurable goals and objectives.



Megan Owen and Jennica Nattress:

Megan and Jennica created the pamphlet, *Enrichment Programs (And The Funding To Use Them!)*. This guide was put together to compile information that is usually spread throughout various websites and forms. When we started this project, it was in response to complaints from teachers that they received plenty of “junk mail flyers” on enrichment programs without any way to fund the activities. It is our hope that you find this information both accessible and useful.

Note: The entire pamphlet is included in this newsletter.

Second Year in CLASS by Scott Emery

This has been an exiting and challenging year for the members of Cohort VIII. We were assigned to the Auburn Middle School where we were welcomed with open arms. Throughout the first semester we worked on building a rapport with the students and faculty of Auburn Middle School. A focus of the second semester was a service learning project. In the service learning projects we worked with students outside of the classroom. Lori Caron, Nicole Caron and I collaborated on a service learning project that involved the making of fleece blankets for homeless children in Maine. This project involved the students in awareness and reaction to societal needs in their community. The blankets were made after school and donated to an area group home. Two Cohort IX students will carry on this project next year. I wish them success with their project.



Throughout the course of the year we had meetings at homeless shelters and spoke to members of Habitat for Humanity. We reviewed books and discussed the practicality and reasoning for their use in middle school. Dr. Paul Caron guided us through the year with practical assignments that had a constructive approach. Hands on activities are a great way to learn how to work with children.

Our mentor teachers were awesome. My mentor teacher, Nicole Melcher, was an inspiration to me. She opened my eyes up to the unlimited uses of technology for teaching children any subject. This enabled me to be extremely comfortable in co-teaching my very first technology lesson.

To add to the challenges, we also took an Education class with Dr. Christy Hammer. Dr. Hammer is an eye opening educator who taught us the importance of learning styles as well as many other useful teaching techniques. There is another way to teach other than “set and get”. We learned that all students have different learning styles and it is our responsibility as teachers to engage the students learning style.

Although this semester was busy, I enjoyed it very much. I am taking summer class but I still look forward to the fall!

Helpful Hints for Applying for and Receiving Financial Aid

The following tips come from the University of Southern Maine's Financial Aid Office. Any questions should be directed to them by calling 780-5250 or email fin-aid@usm.maine.edu or by visiting their website at www.usm.maine.edu/fin/.

- **Establish a Financial Aid file for your records** -Keep copies of all information submitted to the office.
- **Meet Deadlines!** - Don't wait until the deadline approaches. Financial aid is a time-sensitive process and early applicants benefit.
- **Ask for the name of the staff member with whom you are speaking when you call the office.** Follow-up calls will be much easier for you if you speak with the same person.
- **Maintain communications with the office**—respond to all requests for additional information as quickly as possible. Your award may be delayed until you have responded. These requests may come via your official University email which can be activated using the following website <http://www.maine.edu/useraccount.html> For further help activating your email account please call the USM Help Desk at 780-4029.
- **Supply your name and Social Security number on all correspondence sent to the office!**
- **Receipt of outside aid (for example, scholarships and/or tuition reimbursements) must be reported to the Financial Aid Office immediately.** Federal regulations require that outside aid be taken into consideration when your award is calculated. Failure to report them may result in an adjustment to your award.
- Your award will be calculated based on the number of credit hours you reported on your FAFSA. **Any changes in credit hours must be reported to the Financial Aid Office to ensure that your award is based on the proper charges.** Failure to notify the Financial Aid Office may delay the disbursement of funds to your student account.
- **USM maintains two services which will allow you to check the status of your financial aid award 24 hours a day, 7 days a week.** The first is an interactive voice response system called USM RESPONDS which may be accessed by dialing 207-780-5800. The second is an online resource called WEB DSIS which also provides access to your student bill. https://beech.unet.maine.edu/dsis/pls/menu.logon_scrn

CLASS PDS Program
Lewiston-Auburn College
University of Southern Maine
51 Westminster Street
Lewiston, ME 04240

Creating Teacher-Leaders for the 21st Century

Phone: 207-753-6618
Fax: 207-753-6555
Email: laclass@usm.maine.edu
[Http://www.usm.maine.edu/lac/class](http://www.usm.maine.edu/lac/class)

CLASS PDS Program Personnel:
Dr. William "Bumper" White, Program Coordinator
Dr. Paul G. Caron, Faculty
Dr. Christy Hammer, Faculty
Mrs. Carol Miller, Site Coordinator
Mr. Jim Bradley, Administrative Assistant

Newsletter Committee Members:

Kenneth Mashke, Scott Emery
Kathy Brooks, Jim Bradley

USM Scholarship Information

<http://www.usm.maine.edu/fin/scholarships.htm>

Federal Work Study at USM—The Basics

<http://www.usm.maine.edu/fin/every00.htm>

Clyde Russell Scholarships from the Maine Education Association

<http://www.clyderussellscholarshipfund.org/>

CLASS PDS High School Scholarships

Call 207-753-6618

Barbara J. Eretzian Fellowships

Call 207-753-6618

ENRICHMENT PROGRAMS (AND THE FUNDING TO USE THEM!)

Jennica Nattress &
Megan Owen

Introduction

This guide was put together to compile information that is usually spread throughout various websites and forms. When we started this project, it was in response to complaints from teachers that they received plenty of “junk mail flyers” on enrichment programs without any way to fund the activities. It is our hope that you find this information both accessible and useful. Have fun with your activities!

After School Program Resources

www.afterschool.org/aea/index.html this website offers teachers access to academically rich content activities for after school programs. Teachers can choose activities in Math, Science and literacy, and can search by appropriate grade level. Administrators can use the information in the staff development module to inspire staff to design high quality enrichment activities.

www.maineafterschool.net///ASN/asn_index.html This alliance fosters statewide, regional, and local partnerships through clear communication among policymakers and providers, in order to coordinate services across the state. They will assist in securing resources needed to develop new after school programs and sustain existing programs. They also assist with training, technical assistance

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and coordination to ensure that programs are inclusive, high quality, and meet the needs of children, families and communities.

<http://www.aaas.org/> The American Association for the Advancement of Science website offers a multitude of resources for Global Climate Change and Evolution instruction. They also offer an online science club for students, with games and activities that teach science concepts.

“Enrichment activities expand on students' learning in ways that differ from the methods used during the school day. They often are interactive and project-focused. They enhance a student's education by bringing new concepts to light or by using old concepts in new ways. These activities are fun for the student, but they also impart knowledge. They allow the participants to apply knowledge and skills stressed in school to real-life experiences.”

–www.afterschool.org

Please see *Funding Sources* on page 4

Field Trips

www.nps.gov/acad/forteachers/index.htm This is the National Park Service's website for Maine's Acadia National Park. In this section, there are resources for teachers, including field trip planning, curriculum activities to prepare students for a visit to the park, materials from the park's library offered for loan, trunks of tactile learning activities offered to study of the Passamaquoddy and the St. Croix Island settlements, and resources on how to include a trip to Acadia National park when studying animals, plants, the environment and ecosystems. The park also offers resources for social studies integration through the park's rich human history as well.

www.maineaudubon.org/ This website offers resources for educators to help students get hands on with environmental studies and the science of nature and conservation. There are workshops for teachers, materials and resources leased through the lending library to use with students, and seasonal field trips for students that are tied to the Maine Learning Results.

<http://octopus.gma.org/> The Gulf of Maine Research Institute is a marine research and education facility in Portland. Their goal is to research and educate the community about our fresh and saltwater resources. They have a special focus on implementing computers and technology in meaningful ways to help students, teachers and the public engage with locally relevant marine science. The Sam L. Cohen center offers interactive learning opportunities for middle school students, as well as digital media. Vital Signs is a handheld computer and software program to assist in the collection, sharing and display of digital information. There are 116 of these units being used by students in several coastal communities in Maine, as well as Friends

of Casco Bay, Maine Sea Grant, and Wells National Estuarine Research Reserve. Students and researcher sin Ireland are undertaking a similar project, and <http://www.vitalsignsireland.org/> was set up to assist in the comparison of the findings. This can help environmental science truly go global in the classroom. There are also online tutorials about marine creatures and places to use in your classroom to engage students.

www.clcofme.org/ This website offers teachers the resources needed to plan for a trip to the challenger center for students to get hands on and engaged with their science learning. There are classroom activities to use before and after your trip, funding resources for a class trip, all of which is linked to the Maine learning results. There are also teacher workshops offered.



Picture from <http://classroomclipart.com/>

Professional Development

www.mmsa.org/ The Maine Mathematics and Science Alliance is the premier educational organization in Maine, and has been helping students meet and exceed state and national learning goals for 13 years. They offer a varied list of workshops for teachers, products and publications to make your classroom a math and science rich environment, and an online network to assist in teachers sharing information and opportunities for math and science in the state.



Picture from <http://classroomclipart.com/>

Funding Sources

Along with specific grant website information, we have chosen to include the search engines where we found them. Grant programs are frequently being cancelled, closed to new applicants, or new ones are created. By including these search engines we hope that you are able to keep up with the new programs. The following programs are the most relevant to Maine public school enrichment programs at the time of publication.

The following grants were found in this search engine:

<http://www.tascorp.org/toolbox/fundingdb>

Information Technology Experiences for Students and Teachers (ITEST)– To increase interest in Information Technology (IT) through the creation of effective student education programs in both school and non-school contexts, but also maintain interest through supportive activities that include parental involvement, career exploration, externships, research, and multi-year programs.
<http://nsf.gov/pubs/2007/nsf07514/nsf07514.htm>

New York Life Foundation Nurturing the Children Program– The Foundation's primary focus is on this initiative, which supports mentoring, tutoring, after school, and educational enhancement programs, and safe places to learn and grow.

<http://www.newyorklife.com/foundation>

Target Corporation Local Giving Program– Field trip grants and other opportunities.

<http://sites.target.com/site/en/corporate/page.jsp?contentId=PRD03-001814>

Time Warner Foundation Program– The Foundation, which is focused on developing the next generation of leaders, primarily supports after school and other youth programs which involve hands-on learning, leadership development, decision-making opportunities and skill building. The Foundation's core program areas are after school grants, creative and media arts grants, summer grant initiative, public awareness projects, and improving leadership in public schools.

http://www.timewarner.com/corp/citizenship/community/community_more/index.html

Funding

Continued from page 3

The following grants were found in this search engine:

<http://www.edweek.org/ew/section/grants/index.html>

High School Physics Teacher Grant– It is the goal of the AAPT to encourage high school teachers to experiment and improve on their teaching practices.

The grant(s) are given each year to teachers whose proposal meets the goal of the grant. That is, the procedure should result in better teaching practice, student understanding and interest, and/or increased enrollment. Also, the proposal should contain some innovative ideas. For example, the proposal may use a new teaching method or an adaptation of an existing idea.

<http://www.aapt.org/Grants/hsgrant.cfm>

Tommy Hilfiger Corporate Foundation Grants– Sizable grants for larger programs.

<http://usa.tommy.com/opencms/opencms/companyinfo/foundation/aboutthefoundation.html>

We cannot possibly list all the grants in this guide, but there are several search engines if the grants listed won't meet your needs. Here are some that weren't previously listed:

Subscription site, but it offers a free trial–

[http://schoolfundingcenter.info/\(pc2mtn55grm1frejmlztl24\)/index.aspx](http://schoolfundingcenter.info/(pc2mtn55grm1frejmlztl24)/index.aspx)

<http://www.nsf.gov/funding/>

Maine based charity–

<http://www.librafoundation.org/>

Remember, earlier listed search data bases may yield more results as well!

Other Tools

<http://www.project2061.org/tools/benchol/bolintro.htm>

Benchmarks for Science Literacy! This document describes the specific learning goals that make up the K–2, 3–5, 6–8, 9–12 coherent set of learning goals that help students progress toward scientific literacy, which encompasses mathematical literacy. The specificity and coherence of the Benchmarks goals help clarify Maine's Learning Results as well as identify important learning goals essential to mathematical literacy that are not in the Maine Learning Results.

<http://www.stemedcoalition.org/> This organization is a conglomeration of over 40 groups of professionals from all sectors of the technological workforce. Resources include literature about science and math education on a state and national level, reports from many sectors of the technological workforce, and updates on legislation for technology, math and science in schools.