

Teacher Academy

Inspiring Learners • Shaping Teachers

Traverse Bay Area Intermediate School District Career-Tech Center honors the teachers who host high school students in the Teacher Academy program. These veteran educators support the TBAISD mission of Leading Lifetime Learning.

Teacher Academy Host Teachers

2016 - 2017 First Marking Period

Bellaire

Kelli Fischer
Tom Golden
Ricky Pina
Tiffany Sutter

Benzie

Caribe McClellan
Sarah Fought

Buckley

Kristen Bryan
Allys Dreves
Debra Kessler
Darcey White

Forest Area

Kendra Carpenter-
McIntyre
Brandon Deike
Katie Zemsta

Glen Lake

Taryn Anderson-Budd

GT Academy

Jocelyn Bohrer
Kim Wilson

Kalkaska

Kim Biehl
Dan Briggs
Jana Dickman
Gretchen Gladieux
Jeremy Gustafson
Jennifer Hoffman
Monica Malbouef
Susan Michelin
Amanda Murray
Matt Olds
MaryDeb Rabourn
Matt Rogers
Jason Skeels
Michelle VanHeck
Jeremy Wilkinson

Kingsley

Julie Alpers
Laurie Bach
Kendra Bell
Cheryl Kroszaleski
Vincent Markiewicz
Katie Olsen
Deb Sexton
Steve Sickle
Tiffany Smith

Mancelona

Madonna Charboneau
Deb Heuss
Mike Southwell

Marion

Deb LaLone

McBain

Daniella Fredin
Rachelle Kamphouse
Jennifer Low
Sharon Taylor
Dan VerBerkmoes

Mesick

Ann Abraham
Jenny Campbell
Josh Crocker
Sarah Dekett
Joe Fitzpatrick
Melissa Ford
Wendee Hagerman
Christi Hulett
Craig Jones
Beth Kasti
Jim Kern
Kim Lint
Carrie McCambridge
James McInerney
Scott Phillips
Mike Redman
Spencer Slack
Jason Stewart

Saint Francis

Karen Alpers
Jean Maslowski
Teresa Passinault
Alexia Ruelas

Saint Mary

Janet Leggett
Sandra Proctor

Suttons Bay

Penny Emcott
Todd Hursey

TCAPS

Courtney Biggar
Deb Feaster
Renee Knille
Sarah Marek
Terri Mattarella
Mary McKeon
Kathy Radakovich
Jamie Sandy
Erin Smyth



For Teacher Academy information,
call Susan O'Connor at 922-6446
or visit www.tbactc.org



A large group of approximately 35 individuals, including students and one adult woman, are posed for a group photograph in a gymnasium. The group is arranged in four rows. The back row consists of 10 people standing. The second row has 12 people sitting on a bench. The third row has 12 people sitting on the floor. The front row has 11 people, with some kneeling and some sitting on the floor. The individuals are dressed in casual attire, including hoodies, plaid shirts, jackets, and jeans. Some clothing features text such as "MICHIGAN WOLVERINES", "MICHIGAN BIG HOUSE BASKETBALL", and "MASS PRO". A woman on the right side of the front row is wearing a black and white striped shirt. In the foreground, there are two bags: a maroon one with "Education & Human Services" and a white one with "TEACHER FOR THE FUTURE".

Kalkaska “Hooks” CTC Welding Program’s Fish Sculpture

CTC Welding students recently completed a 12-foot, fabricated metal fish sculpture for the Kalkaska Community Garden Park. This “garden art” took more than a year to finish and involved second-year students in both the AM and PM sections of the Welding program, under the guidance of Welding instructor, Chuck Hunt, and the program paraprofessional, Robert Grose. Materials were donated by various companies in the area: Actron Steel, Hague Equipment Company of Michigan, Kalkaska Screw Products, Natural Gas Compression System, and TriMet Industries. Last year, the Welding students also fabricated “hand” sculptures that have been placed in the Garden Park. According to Kim Moser, one of the volunteers who works in the garden, these sculptures have received many compliments and she, as well as other volunteers, when talking to visitors to the garden, have praised the CTC Welding students for their artistic and technical efforts. Readers are encouraged to visit the Garden Park and admire the work of these students.



L-R: Welding AM and PM Second-Year Students; Instructor Charles Hunt Far Left; Paraprofessional Bob Grose, Far Right

CTC Culinary Arts Program Saves the Day

The Biggest Bake Sale was held in northern Michigan on December 17 to raise funds for Iraqi War Veteran Matt Fruge’. Matt was recently injured on the job shortly after returning from his second tour to Iraq, and two organizations came to his aid and sponsored the event – Bill Marsh Automotive Group and Boyne City Eagles Club. Within a one-week period, CTC Culinary Arts students baked dozens of cookies, cupcakes, and muffins, as well as many decorated Christmas cakes. Paraprofessional and baking instructor, Cindee Jo Atkinson, organized the CTC effort and arranged for delivery of the baked goods. In addition, many community members and organizations donated baked goods and items for a silent auction. According to Ron Smith, Human Resources Director at Bill Marsh Automotive Group, the bake sale had run out of goods at 3:30 PM, and, “ten minutes later the door opened and through the door came a welcome sight dressed in a white apron” – Cindee Jo Atkinson and her Culinary Arts students! They delivered thirty-one boxes of CTC baked goods that were gone in 30 minutes. Thanks to all of these efforts, Bill Marsh Automotive Group and Boyne City Eagles Club were able to give to Matt and his family a check for \$18,000!



Josh Myas, Bellaire H.S.

Well-Known Educator Shares His Message at CTC

Assisted by a Teacher Academy (TA) student, Savannah Lezotte, Suttons Bay, Susan O’Connor, the coordinator for TA, arranged for Larry Lezotte, Ph.D., the national spokesperson for Effective Schools research and implementation, to present to a group of students, teachers, and administrators on the seven characteristics of effective schools. This was quite a feat, but Savannah had an advantage: Dr Lezotte is her grandfather! Speaking to a large crowd, Dr. Lezotte stressed how important it is for teachers to set high expectations for students, provide instructional leadership in the classroom, and to frequently check to see if students are learning. Although he was scheduled to speak only for one hour, he extended his time to nearly 1 ½ hours. All those who were present were energized by his message. Thanks to Savannah and Susan O’Connor for arranging this important presentation by a nationally-known educational leader!



Larry Lezotte, Ph.D.

Hovercraft Project Involves All Skilled Trades Students

Students in the Skilled Trades program are currently working together to build a Hovercraft that will be entered in the Michigan Industrial and Technology Education Society (MITES) Competition in early May 2011. Using a set of plans for its construction, the Skilled Trades students will work with fiberglass and epoxy systems in the process. A Honda motor, donated by the Power Equipment Technology program, will be used as its engine. Developing strong communication, leadership, and work ethic skills are several of the projects’ goals. CTC’s Visual Imaging Technology students will be designing a paint scheme for this water craft. Ultimately, once completed and fully functional, Mr. Randy Kitzman, the Skilled Trades instructor, hopes to donate it to an area fire department to be used in water rescues.



Student Takes Advantage of Many CTC Offerings

As a home-schooled student, senior Josh Graham has decided to participate in as many of CTC’s offerings as his time will allow. As a second-year student in the Manufacturing Technology Academy (MTA) in the morning, Josh’s course work includes Manufacturing Technology II, senior English, economics, Honors Calculus, and Physics. In the afternoon, he is enrolled in CTC’s Precision Machining Technology program where he receives instruction in metalworking theory, print reading, working with lathes and mills, as well as grinding processes. Additionally, he is enrolled in the CTC/FSU on-line Drafting and Design pilot program, working on earning two FSU credits in CDTD 112. Josh hopes to eventually earn a dual bachelor’s degree in electrical engineering and mechanical engineering. It is his ultimate goal to eventually earn his master’s degree in electrical engineering and then a Ph.D. in mechanical engineering. Josh has strong entrepreneurial skills and hopes to eventually create his own company that will manufacture electric cars, robots, and completely autonomous automobiles. No doubt, Josh’s involvement in CTC’s engineering offerings will be just the catalyst he needs to make his goals realistic!



Josh Graham

Benzie Fishing Coalition’s Website Redesigned by WPD Student

In mid-November, when the Benzie Fishing Coalition needed their web site redesigned, they contacted Bruce Provencher, the Web Programming/Design (WPD) instructor and asked for help from a student. Immediately, one name rose to the top of the list in Mr. Provencher’s mind: Brooke Schalow, an Elk Rapids junior. The Benzie Fishing Coalition’s website had become stale and worn and needed some major updating. Brooke needed to remove obsolete information, insert current information and “happenings,” and add some pizzazz and jazz to the site. It is currently a “work-in-progress,” and Brooke works on the site redesign in class, as well as at home. She will continue to work on it throughout the winter and into the spring. She has also been invited to participate in an Inland Seas half-day field trip to become better acquainted with the nature and scope of the Coalition’s activities and initiatives. When she returns next year as a second-year student in the program and as a senior, she will train a first-year apprentice student to transition into the job that she currently holds. No doubt, that first-year student will need to have the strong work ethic, independence, initiative, and competencies that Brooke currently possesses.

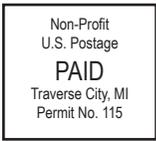


Brooke Schalow



880 Parsons Road
Traverse City, MI 49686

Our mission is to prepare students with skills and learning experiences for employment and life-long learning.



CURRENT RESIDENT OR

CTC Students Earn Academic Credit at CTC

This year, over 300 CTC students are earning **academic credit** (in the areas of Algebra II, Calculus, English Language Arts (ELA), Geometry, 4th year math, and 3rd year science), while attending their technical programs. Highly-qualified ELA, math, and science teachers are delivering the instruction in the program and are covering the same content expectations that other students who don't attend CTC are receiving back at their home high schools. This academic credit option began in 2003 and has become a more popular option for students, with now over 25% of enrolled CTC students involved. Students, taking advantage of this option, find that it helps them if they are behind in credits for graduation or have conflicts in their schedules that would prevent them from attending CTC. Students must first check with their home high school counselors to see if they can take advantage of this opportunity; they then complete an academic credit contract, indicating that they will have a passing grade in both their technical program and academic class and maintain good attendance. Their academic and technical progress, as well as their attendance, are monitored during the year to make certain that they are "on track" to earn this credit. If you have questions regarding this academic credit option, contact Mary Smith, Curriculum Supervisor, msmith@tbaids.k12.mi.us or 922.6354.



MTA Student Crowned Miss Bellaire

In late November, **Samantha Mahan**, a **Manufacturing Technology Academy (MTA)** and **Bellaire** student, won the Miss Bellaire Scholarship Pageant. CTC Student Council President, Sam is also actively involved in a leadership role for FIRST Robotics, presented at Girl Tech, and currently holds the record for the most money raised for the Cystic Fibrosis Walk held last year at CTC. Congratulations to Samantha!



Districts across the State of Michigan Visit CTC

In both November and December, CTC staff members were hosts for two separate visitations from administrators and teachers from **Alpena Public Schools** and **Wayne Regional Educational Agency (RESA)**. These two districts visited CTC in order to learn more about how academic classes were being delivered as well as high school academic credit being recommended. According to Carol Hannor, the Career and Technical Education Consultant for Wayne RESA, "CTC is looked at as the beacon for academic integration in career and technical education." CTC staff members shared "lessons learned" and resources with both districts' staff members.

Nondiscrimination Policy: It is the policy of the Traverse Bay Area Intermediate School District that no person shall, on the basis of race, color, national origin, creed or ancestry, political belief, sex, disability, handicap, religion, age, height, weight, or marital status be excluded from participation in, denied the benefits of, or be subjected to discrimination under any program or activity or employment.

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NEWS AND NOTES

TBAISD Career-Tech Center, "A Great Place to Learn"

I hope all of you had a wonderful holiday season and had time to enjoy your families and friends for an extended amount of time over the break. It is hard to believe the half-way mark of this school-year will be upon us soon. As I look back at the school year and look ahead into the future, I am thankful to be part of such a talented team of people working towards a common goal of preparing our young adults to be ready to compete in a 21st century global economy. A point of pride I feel towards the Career-Tech Center continues to be the hard work and time our staff puts into our academic integration initiative within each technical program the Career-Tech Center offers. Our teachers' work continues to be recognized throughout the state of Michigan and is gaining national recognition as well. TBAISD Career-Tech Center was the focus of an article in the January issue of the national publication, *Career and Technical Education Advisor*. The article's focus is on the team teaching concept used by our instructors to deliver rigorous academic content in a relevant form that students will use in their technical programs as well as day-to-day lives. I am proud of what our staff has accomplished. Please take the time to enjoy this issue of the CTC Times to read about all the wonderful things your sons, daughters, and five-county area students have accomplished during the school year so far.



Patrick Lamb,
Principal, TBAISD CTC

NTHS and Student Council Members Help Others

Both **NTHS** and **Student Council** members have been busy these past three months. During the month of October, NTHS members sold raffle tickets for a 1999 Chevy Blazer that had been donated to CTC. Over \$6000 was raised, with funds being used to support CTC and NTHS scholarships that will be awarded to worthy seniors in the spring. Matt Bender, Auto Body Repair instructor, won the car; one of his students, Shawn Morgan, NTHS PM President, drew the winning ticket! NTHS also sponsored a sock drive in December with the goal of collecting 180 pairs of socks that were to be distributed to Goodwill Inn residents. Although the goal was not reached, over 100 pairs of socks were collected and distributed on December 22. Student Council also got in the spirit of the holiday season by holding a loose change war in which programs competed with one another to see which program could collect the most loose change. The program that raised the most money per enrolled student (AM and PM sessions combined) would win a pizza party. A total of \$370 was collected, and **Manufacturing Technology Academy** raised the most, \$76.71. **Power Equipment Technology**, with \$71.68, was next, followed by **Public Safety/Protective Services** (\$54.82) and **Auto Body** (\$52.15) programs. The money raised was given to a CTC student whose family had lost its family home to a house fire a few days before Christmas. NTHS and Student Council truly had the holiday spirit.



L - R: Shawn Morgan, Matt Bender



Mesick Consolidated Schools

Tammy Cinco
Elementary Principal
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cincot@mesick.org

Superintendent: Scott Akom
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231-885 2727 • Fax: 231-885-1234
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Scott Morey
JR/SR High Principal
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Monday, November 21, 2016

To Whom It May Concern:

Having been involved with the Teacher Academy program as a mentor teacher since the program's inception, it is my pleasure to write an endorsement for the Excellence in Action Award. Our students have benefited in countless ways from the Teacher Academy program. Without the program, many of our students would not have attended college at all. They would not have considered the many career options within the field of education, and they would not have demonstrated such individual growth in terms of leadership and communication.

Teacher Academy, unlike many other CTE programs, does not have to work to reproduce the most authentic experience possible, simply because it provides the most authentic experience available, first-hand observation, application, synthesis, and analysis in an actual classroom, in an actual school, with no simulated environments necessary. Teacher Academy students assist with lesson planning, tutor individual students, assist with small groups, teach lessons, help with paperwork and clerical duties, design bulletin boards, develop seating charts, select cooperative learning groups, and, ultimately, develop a sense of initiative combined with the confidence to provide assistance as needed without contemplating all of the details. Students in the program play vital roles for the host teachers, becoming integral parts of the day-to-day functions of the classrooms in which they work. Having always been a host teacher, as well as a mentor teacher, I can attest to how critical the students' role becomes in our classrooms. Their assistance always much more to be accomplished in the classroom and more personal interactions to take place each day.

All students have already seen what it means to be a teacher from the student perspective, as they have been students themselves for a minimum of 11 years before beginning Teacher Academy. The "behind the scenes" look at education is what determines who truly has the passion to continue in the field and those who were drawn to the profession because of a superficial look. Through their placements, development day activities, and written curriculum, students get a comprehensive look at the inner workings of the education field,

The program is an immense success not only for inspiring students to continue on in a field that had interested them, but also for sparking a realization, for some, that education is not a career for which they are passionate. Too many college students continue on to obtain a degree in a field for which they feel no compulsion to excel, simply because the college/university experience provides for actual "on-the-job" training so late that they feel the monetary investment, as well as the time investment, is too great to change courses of study. Teacher Academy provides the opportunity for students to make these discoveries while still in high school.

At the completion of the program, students will have completed a comprehensive curriculum, answering essential questions relating to all aspects of careers in education. Students understand all that goes into running a successful school. As anyone in the education field knows, the relationships between all of the individuals involved in a school are what provide for the ultimate goal of any school, producing well-rounded students who are prepared to continue with life-long education, becoming productive citizens. Teacher Academy sets the wheels in motion for future success through its truly comprehensive approach to education, providing student-mentor relationships where adults serve as guides every step of the way through the program, providing a minimum of nearly 400 hours of experience, providing participation in development day seminars where further collaboration and professional presentations are utilized, providing opportunities to tour schools and colleges to gain further access to information and resources which directly correlate to the program, and providing a rigorous and relevant curriculum which enables students to have a step-up following high school graduation.

Board of Education

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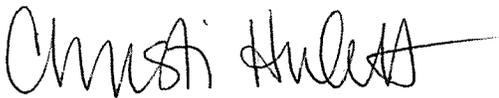
Monday, November 21, 2016

Page 2

I am proud to be a part of a program which offers so much to students who, many times, do not fit the typical mold of Career Technical students because of their future aspirations. Teacher Academy is an atypical CTC program in many respects, like logistics, but it is representative of all CTC programs in that it provides authentic experience in a career field, allowing students to learn as much as possible about a field of interest, with no drawbacks, as, no matter what, students gain knowledge, leadership skills, communication skills, confidentiality, dependability, accountability, compassion for others, and a sense of the importance of relationships, regardless of the situation. Students like ours, from rural, economically-depressed areas, have opportunities that they never would without this program, and it has positively influenced not only those students who have been in the program over the past fourteen years, but also our school as a whole. We have had students go on to be teachers, daycare leaders, para pros and much more, and those students were leaders among their peers while they were in high school. Whether they were providing tutoring, starting new lesson ideas, or organizing educational events, the Teacher Academy students have profoundly impacted our school for the better.

Thank you for your time,

Sincerely,



Christi Hulett,
Mesick JR/SR High School,
English/Spanish/Psychology Teacher,
Teacher Academy Mentor,
National Honor Society Adviser

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13 November 2017

To Whom It May Concern:

I have had the opportunity to serve on the Advisory Committee of the Teacher Academy Program at the Traverse Bay Area Intermediate School District since its inception. I represent Central Michigan University, one of the partners on the program.

This program has been instrumental in helping students gain the perspective of all the dispositions necessary for being a master teacher. Central Michigan University accepted this program as credit for the beginning Introduction to Education class required of all potential education majors. We also used the TBAISD program as the standard for other high school programs requesting credit for their program.

There are two reasons this program is so successful when compared to other high school programs. The first reason would be the design of the program itself. All components of the program have been thoughtfully developed to give students a hands-on experience with all duties and responsibilities required of a teacher. The key to the success of this component is the mentor teacher that is trained and assigned to each teacher candidate. The program provides the training and the resources needed for the classroom teacher to successfully work with their teacher academy student. They are respectfully appreciated and involved in the design.

The second reason this program is so successful is due to the administrative support provided by the Intermediate School District and their representative local districts that take part in this program. While no one person makes a program, the quality design and development done by the current Program Director, Susan O'Connor, is outstanding. Susan works collaboratively with all teachers, administrators and University people to create a supportive learning environment for the students involved. She sets high expectations for everyone involved, provides the resources needed to do a good job, and is a very professional role model for all the constituents as well as for her students.

As a faculty member in the Teacher Education Department of Central Michigan University, I am proud to be a part of such a quality program. I have reaped the rewards of the program as I work with the students as they are completing their field experience in our teacher education program. The students that have been through the TBAISD program show a maturity during their 16-week student teaching experience in their work ethic, professionalism, management of children, and intrinsic motivation to being the best teacher they can be. It is a pleasure to work with them, and this is due, in part, to the prior training they had in the Teacher Academy Program in Traverse City.

Sincerely,

Dr. Lorraine Berak

Central Michigan University

231-620-4869

berak1LS@cmich.edu

"I always thought of teaching, but wasn't 100 percent sure until I did that program."

Maria LaCross, mentor and former participant in Teacher Academy

TEACHABLE MOMENT

Would-be educators get coaching



Emily Joseph, a junior at St. Francis High School and a student in the TBA-ISD's Teacher Academy, works with students during a lesson in a freshman Honors English class taught by Maria LaCross.

Aspiring teachers still in high school can check out the profession firsthand, leading lessons, drawing up plans and working with students.

The Traverse Bay Area Intermediate School District's Teacher Academy puts juniors and seniors into classrooms, where for an hour daily they work with veteran teachers and their students. One of 22 programs offered by the TBA-ISD, the Teacher Academy for this school year includes 85 students working with 20 mentor teachers in 17 participating school districts.

The students' experiences can provide critical information before they enter a college program, said Teacher Academy instructor Susan O' Connor. Citing statistics that 50 percent of new teachers leave within five years of launching their careers, the Teacher Academy facilitates exploration of the field by high school students.

By CAROL SOUTH
Special to the Record-Eagle

"Students have four different placements, four different ages and four different subjects — that's actually the best part of it," she said. "At the college level you don't get to explore all these levels."

The depth and variety of the Academy's structure only strengthens the interest in the profession for many participants, who go on to pursue education degrees in college. Others discover that teaching is not what they thought and, instead of investing tens of thousands of dollars and years of time in college, can move on to another field.

Finally, even those who desire to continue teaching may find that the age range they targeted is not for them. Learning where to focus before college is a huge boon.

Emily Joseph, a junior at Traverse City St. Francis High School, is in her second year of the academy. (She received permission to start as a sophomore to accommodate studying abroad next year with the Rotary Youth Exchange program.)

After working last year with kindergarten and second-grade students, Joseph discovered this year that she relishes engaging intellectually with high school students.

"When I first when into this I thought, 'I love little kids, I love to baby-sit,'" said Joseph, who has always wanted to be a teacher. "While I still think they are fun, I love

Special to the Record-Eagle/Carol South



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June 19, 2015

To the Parent or Guardian of _____ :

As you know, your child applied and was accepted into the Teacher Academy Program offered through the TBAISD Career-Tech Center. In addition to my involvement in this program as its coordinator, your child will be working with the mentor teacher selected for your district. This program is intended to provide students with an in-depth opportunity to experience all aspects of the teaching profession before they go to college. During their junior and/or senior years, your student will be assigned to a host teacher's classroom where they will be placed for at least one class hour of their schedule. Typically, each marking period will result in a change of class assignment and host teacher. While in the classroom, your child will observe both the teacher and the learner. They will be given specific tasks to do with the students both individually and in groups, and will have an opportunity weekly to consult with their host teacher, mentor teacher, and the other Teacher Academy students. In addition to the classroom experience, they will have a theme each nine weeks that will focus on some component of the teaching profession or educational community. Your child will have to research essential questions for each theme and present what they have learned in whatever assessment format they choose.

In addition to our summer orientation on **August 20th**, the students are required to attend 4 development days at the Career-Tech Center. The dates for these development days are: 10/8, 1/14, 3/10, and 5/5. There will also be a few additional required days for your child to attend the Career-Tech Center as well, and those dates will be given to your child at orientation on the 20th. These days are an integral part of our program so it is required that your child be in attendance. Your child is responsible for providing their own transportation on these days. Because these days are school-related, your child's absence will not count against them at their home school.

Hopefully you can see that by the end of this program your child will have had a unique opportunity to experience the teaching profession in a real work setting and with an abundance of support. I look forward to working with your child and would be happy to speak with you at any time should you have questions or comments about the program.

Sincerely,

A handwritten signature in black ink that reads "Susan M. O'Connor". The signature is written in a cursive, flowing style.

Susan O'Connor
Teacher Academy Coordinator
soconnor@tbaisd.org
342.1008

New CTC Teacher Academy



A Grand Success!

The first year for the TBA Teacher Academy was a great new adventure in learning and career exploration for both teachers and students at Leland. Under the guidance of **Susan O'Connor**, at the TBA Career-Tech Center, and Mentor Teacher, **Marguerite Kenney**, several students explored the teaching career through hands-on-experience in real classrooms.

Seniors **Ryan Nordby** and **Carissa Dunklow** and juniors **Nikki Alati** and **Malissa McNeil** successfully completed these new year-long requirements of research and active participation in Leland classrooms at all different levels.

The program is deeply rooted in the latest research on teaching, and their real world experience is so great that many universities are offering college credit to students who complete this groundbreaking program.

Thank you to all of the Host Teachers who opened their classrooms to these students. Sharing their knowledge and expertise were: **Kathy Wheeler**, **Kimberly Klein**, **Laurie Lisuk**, **Char MacEachran**, **Lucy Crandell**, **MerriLynn Bouckaert**, **Jason Stowe**, **Mary Bousamra**, **Tracy Barcey**, **Judy Yoder**, and **Kathy Lau**.

Next year the program will continue with new students **Shelagh Och** and **Allison Reinsch** joining **Malissa** and **Nikki**. We look forward to watching these students explore this great profession!

