Standard (b) Collaboration and Program Impact: Collaborate with school districts to ensure positive impact in meeting the needs of the districts.

Effectiveness Indicators:

1. **Collaboration in identifying and selecting candidates for programs who meet local needs.**

Compile Source Documents and Data	***Analyze & Evaluate***	***Develop and Implement Action Plan***
Lesley University's College of Liberal Arts and Sciences' plan for longer-term school district work is to develop a partnership with a local high school with diverse students, staff and teachers.	What districts/schools is Lesley more significantly involved with over time? Use both internal data and information from Edwin Analytics at MA DESE to inform both planning and potential need for teachers with a particular license in a district.	Invite school leaders/teacher leaders from this high school to serve as members of an Education Advisory Board.

2. **Strategic plan utilizing feedback and data collected from partner districts that are:**
   a. **Aligned with Sponsoring Organization's strategic plan**
   b. **Focused on meeting district needs**

Compile Source Documents and Data	***Analyze & Evaluate***	***Develop and Implement Action Plan***
Lesley University's 2012-2016 Strategic Goal 2: Increase Enrollment and Strengthen Diversity…..intentionally increasing the cultural and economic diversity of the student body, and creating a welcoming campus environment for residential, commuter, distant, and online students. The demographics for Lesley-prepared teachers, counselors and reading specialists from 2006 through 2013 do not mirror increasingly diverse PreK-12 student populations and underscore our need to attract and prepare more racial and ethnically diverse educators.	This analysis was prepared for a MA DESE site visit and subsequently was shared with Lesley University President, Provost, and Deans by the Lesley University Diversity Council.	Expand field experience in more diverse settings such as the Elementary Education Urban Initiative, the Kennedy-Longfellow Lesley School, Newton North and Newton South year-long internships and the Lawrence Public School Partnerships, to better prepare Lesley graduates who teach with the knowledge, skills, abilities needed to develop the curriculum and provide cultural literacy for PreK-12 students in a social-justice global society. Lesley is already exploring internship opportunities in three additional districts.

3. Collaboratively designed program descriptions based on identified needs of the preK-12 community.		
Compile Source Documents and Data	***Analyze & Evaluate***	***Develop and Implement Action Plan***
Significant learning occurs outside of the standard school day. Lesley created a Community Arts program that engages children and youth after school, at museums, community art centers and other non-profits organizations that engage young people, families and the neighborhood in community work in the arts, community media and the environment.	With interns working in more than 40 sites, this collective work makes links to 21st century skills as well as benefits both college and career readiness. http://www.lesley.edu/internships/community-arts/ http://www.lesley.edu/PageTemplate.aspx?id=1385	These interns working in less formal educational settings get to know students and their families in communities through shared activities, i.e. arts integration strategies meeting common core objectives.

MA DESE Partnership Outline between Preparation Programs & Districts

- Advance approaches that feature joint responsibility for induction by hiring districts and preparation providers.
- Collaboratively designed program descriptions based on identified needs of the PreK-12 community.
- Collaboration in identifying and selecting candidates for programs who meet local needs.
- Cohort model to prepare educators for the unique needs of that district.
- In-depth/year-long field based experiences.
- Opportunities for exemplary educators to teach in preparation programs.
- Opportunities for preparation program faculty to work in schools/districts.
- District/School leaders serve on advisory boards/committees in the design of preparation programs.

Introduction:

Lesley University, working in partnerships with schools/districts across the Commonwealth, offers afull range of MA DESE approved undergraduate and graduate educator license programs; opportunities for internships; joint planning; family and community engagement; faculty initiated and grant research; and professional development. The Lesley University 2012-13 MA School/District Partnership report is found at http://www.lesley.edu/school-district-partnerships/

Collaboratively designed program descriptions based on identified needs of the preK-12 community and Opportunities for preparation program faculty to work in schools/districts:

Elementary Education Urban Initiative (EEUI)

The EEUI Master of Education degree program prepares teachers to be effective in elementary classrooms in urban settings with large numbers of culturally and linguistically diverse (CLD) students. This accelerated, full time program includes two summers and a year-long, school based internship during which time participants will also complete classes at Lesley as well as at their urban school site. Depending upon the needs of the district partner, paid tutoring, substitute teaching or classroom aide positions may be available. Individuals who complete the program and pass state tests will qualify for MA elementary licensure, and an additional ESL license. EEUI partner school/districts are Somerville Public Schools, Malden Public Schools and the Hernandez School in Boston.

Program Delivery and Costs

The majority of courses in the program are taught at Lesley University's Cambridge campus in classes dedicated to participants of the EEUI program. Participants pay on-campus tuition for 24 credits of this 39-credit program. Fifteen credits (5 courses) of the program are taught at either the urban school (or another location in the district), by educators who are also Lesley faculty. The district/school charges a reduced fee for these courses, and the Lesley student pays an additional 1-credit affiliation fee. This arrangement saves program participants about $11,000. After the 39-credit program is completed, students have the option to take two additional online ESL courses to complete their preparation to take the test for the ESL license.

Program Benefits

- Lesley core faculty will mentor on site teachers to support student teaching success
- ESL licensure competencies integrated with elementary course instruction
- Clinically based assignments for all courses taught at Lesley and the district site
- Courses dedicated exclusively to EEUI participants
- Access to school partner's assessment data to measure achievement and inform teaching
- Summer sessions include additional field experiences in schools and with tutoring groups
- Course sequence provides optimal MTEL test preparation

Kennedy-Longfellow School/Lesley University Partnership School Initiative

The Kennedy-Longfellow School, located in East Cambridge, MA, is a vibrant urban school that serves roughly 275 students in grades junior-K through 5th grade. Lesley's Partnership School Initiative creates a collaborative relationship between the university and Kennedy-Longfellow faculty focusing on curriculum and the use of technology to enhance teaching and learning, encourage 21st century competencies, and digital citizenship.

The partnership is funded through a $2 million gift from Albert Merck, philanthropist and a former Director of Merck & Co., Inc., and his wife, Kate. It is in its third year and has seen classrooms evolve from a few aging computers to learning environments that include SmartBoards, Document cameras, teacher laptops, and 1:1 iPads for the students. The students also have access to a Macbook cart and a

Chromebook cart. The computer lab has been taken apart and converted to a Makerspace where students have the space and the resources to engage in project-based learning projects that integrate a holistic combination of hands-on and technology based activities. To date, some of these projects include exploring connectivity through play dough and swishy circuits, designing kinetic sculptures, using BeeBots to foster fluency in numeracy and computational thinking. The transformation of the computer lab into a Makerspace has also lead to a change in the work of the Instructional Technology Specialist (ITS). The traditional instructional model has students coming into the computer lab for instruction; this practice has shifted to a value-added model with the ITS pushing into the classroom.

As there is also a research component to this partnership, we have seen a significant growth in the building toward a vibrant community of practice among staff and faculty in the thoughtful integration of technology with a specific focus on supporting student-centered learning activities. This growth is further demonstrated by increasing levels of technology integration in curriculum-based activities. When examining student-level data, classroom teachers report increased motivation and engagement in technology infused activities.

Through this partnership, we have also created an opportunity with Lesley graduate students to participate in year-long internships at the school. This past year the school was able to support three Lesley students. These internships are customized to the unique needs of the school with a specific focus on attracting graduate school candidates who are interested in working in urban schools.

For a more comprehensive look at this partnership and the kind of student work that is emerging, please visit the project web site at: http://klo.lesley.edu/

Summer Compass Program

For more than thirty years, Lesley University and the Cambridge Public Schools have collaboratively offered a summer program in Cambridge. It serves a twofold purpose:

1. It provides a child-centered, inclusive, academic six-week summer program for Cambridge School children in grades preK-6, extending and reinforcing the children's learning during the school year.

2. It satisfies the practicum requirement for Lesley students in the Specialist Teacher of Reading (K-12) program, and half of the field practicum requirement for Lesley students in the early childhood, elementary, moderate disabilities, and instructional technology programs.

Students who teach in Summer Compass complete the second half of their practicum elsewhere during the first half of the fall semester. In most cases, they have the same supervisor and seminar instructor.

Each Compass classroom features a mentor teacher and two or three student teachers, including both general and special education teachers in a co-teaching model. A reading specialist also serves each classroom. The classroom teams meet daily to plan curriculum and discuss educational strategies for individual students. The child population reflects the cultural and linguistic diversity of the city of Cambridge. The average class size is about 25 students, and most classes are organized in multi-age, multi-level groupings.

This year, there were 141 Cambridge students, five Lesley student teachers in Early Childhood and Elementary Education, seven in Special Education, and four Lesley Specialist Teacher of Reading (STR) interns working in six classrooms.

The 2013 Compass program was again held at the Peabody School. Regina Osborne served as director, and staff members from the Cambridge Public Schools and Lesley were involved in planning and supporting the program. Other Compass staff included mentor teachers, a curriculum coordinator, staff assistant, technology specialist, library aide, inclusion specialist and health aide, along with teens from the Cambridge Mayor's Kids program.

All Compass staff and student teachers took part in a week of orientation and set-up. During this time, teams designed the classrooms, developed curricula, and planned for inclusion. They also attended workshops on English language learning and on co-teaching.

Each Compass classroom chose a theme for which a related interdisciplinary, developmentally appropriate curriculum was developed, emphasizing hands-on, activity-based learning in language arts, mathematics, science, social studies, and the arts. Other program components included computer lab, theme-related field trips, swimming and library.

STR interns at Summer Compass served as language arts consultants to the classrooms and spent a portion of each day planning with other teachers and working with small groups of students in the classroom during language arts instruction. They also tutored struggling readers and/or writers each day and prepared professional diagnostic reports. A few weeks into the program, STR interns led a professional development session for the Compass teaching staff on integrating reading and writing in the classroom.

Transition Specialist Endorsement

Arlyn Roffman, Professor of Special Education, worked with Mass Advocates for Children, Federation for Children with Special Needs, the ARC, MA Rehab and U MA Boston to develop regulations and guidelines for the Transition Specialist (TS) Endorsement. The TS was developed partially in response to the weak response of many districts across the Commonwealth to Indicator 13 requirements for transition planning under IDEA. Lesley is informally approved by MA DESE to offer this program leading to a TS Endorsement.

Center for Special Education: The Impact of Trauma on Learning

The Center for Special Education at Lesley University has developed a training program that supports school educators and staff to become knowledgeable about childhood trauma and its impact on learning.

In partnership with Massachusetts Advocates for Children and Harvard Law School, as well as the Oak Foundation, Lesley has created a sequence of courses explicitly designed for school-based educators, administrators, and other staff, that focuses on trauma.

To date, three MA communities, Boston, Brockton & Plymouth, have offered this training. -Detailed summaries highlight some of their takeaways—the impact of trauma on brain development, understanding and examining child behavior through the lens of trauma, need to expand the

understanding of the impact of trauma on learning beyond course participants, and secondary trauma and the essential need for self-care. Participants appreciate face-to-face discussion about the many issues addressed in *Helping Traumatized Children Learn.* Massachusetts Advocates for Children, 2005, Boston, MA, and *Helping Traumatized Children Learn: Creating and Advocating for Trauma-Sensitive Schools, v2*, Massachusetts Advocates for Children, 2014, Boston, MA.

The Impact of Trauma on Learning: An Overview

This course will examine the impact of traumatic experience on student learning (both academic and social/emotional) and provide a structured approach to individual and school wide interventions. The biological, environmental, and socio-cultural aspects of traumatic experience will be presented, and participants will analyze the effects of their work with students impacted by traumatic experience on their own well-being (secondary trauma). Download a course evaluation report [pdf].

The Impact of Trauma on Learning: Classroom and Student Supports

Trauma affects self-regulation, social skills and a child's sense of health and well-being, along with interfering with more traditional academic skills that require language, memory and executive function. This course will address ways to promote these non-academic and academic competencies for students impacted by trauma, including which competencies can be incorporated into the learning flow of the classroom (as they benefit all children) and which are best taught with an individual support plan.

The Impact of Trauma on Learning: Creating Trauma-Sensitive Schools

This course is designed to expand knowledge of trauma, its impacts, and the process for building trauma sensitive environments through examination of the underlying change theory, processes, and tools needed to establish trauma sensitivity. Participants demonstrate their understandings by either (a) developing a plan for guiding the creation of a trauma-sensitive school or (b) conducting research grounded in trauma-informed inquiry.

Center for Reading Recovery and Literacy Collaborative

The university's premier K-8 literacy professional development research, training and development center serves teachers and schools throughout the Commonwealth, as well as many other states and countries. Teachers earn graduate credit for many offerings, which can be applied to MA degree programs leading to the Initial Teacher License in Specialist Teacher in Reading (All Levels) and the Professional License in Early Childhood: Teacher of Students with and without Disabilities (PreK-2) or Elementary Education (1-6).

As recognized by our status as an approved Race to the Top Priority Partner in Effective Use of Data, all our work integrates analysis and understanding of student achievement data. The training of trainers also helps specialists and administrators collect and analyze data, with tools such as observation rubrics of teachers' teaching behaviors and understandings, in order to more accurately focus professional development on topics that will most effectively promote student learning.

The Center is also a literacy partner to two districts—Billerica and Cambridge--through the MA 738 Literacy Partnership Grant. We provide professional development in accordance with the districts' literacy improvement plans, and stay informed about their teachers' and students' literacy learning needs.

Providing Effective Early Intervention: Reading Recovery and LLI

The Center is an official university training center, certified by the Reading Recovery Council of North America. It directly trains and supports Reading Recovery Teacher Leaders at six training sites that in turn train literacy specialists and Title 1 teachers to deliver a well-researched, highly effective one-to-one early intervention. Reading Recovery Teachers spend half their day with the lowest-achieving first graders in their school, bringing the majority to grade level in 20 weeks or less, and the other half serving their school's literacy needs through providing professional development and support at various grades, and often teaching small groups of struggling students in the early grades. Many Reading Recovery Teachers, other specialists, and classroom teachers have also been trained by the Center and Reading Recovery Teacher Leaders using the Lesley- and OSU-developed Leveled Literacy Intervention (LLI), shown by outside evaluators to be effective with struggling students in grades K-6.

The training sites, housed at districts and consortia, are located in:

- Boston
- Cambridge
- Cape Cod (Dennis-Yarmouth)
- Haverhill
- Springfield
- Western MA (Collaborative for Educational Services)

As a sub-awardee for one of the largest federal education grants ever awarded **(Investing in Innovations (i3) 5-Year Scale Up of Reading Recovery)**, Lesley has provided the financial resources to provide 62 MA schools in 27 districts with fully subsidized trainings for one Teacher Leader (Springfield) and 80 Reading Recovery Teachers in the first four years of this project. The research from the project will be shared nationally to help schools, particularly those serving significant numbers of low-income, ELL and SPED students, to understand how this high-quality literacy teaching, learning and professional development model works to increase literacy achievement.

Preliminary results from the i3 study conducted by outside evaluator Consortium for Policy Research in Education (CPRE) found that Reading Recovery produces "large positive effects on student literacy performance overall, and these positive effects were also large for ELL students and students in rural schools." Highlights from these findings:

- Reading Recovery students scored twice as high on the Iowa Test of Basic Skills compared to their similar peers who did not receive Reading Recovery lessons.
- The gains in achievement made by Reading Recovery students translate to an additional 1 to 2 months of learning during a 3 to 5 month intervention, or an increase of 120-166% over the typical rate of learning for first graders.
- Reading Recovery training is transformative for teachers in terms of their own instruction and understanding about literacy.

Executive Summary and the full report on preliminary results of the i3 Reading Recovery Scale-Up project found at http://www.cpre.org/rr

In 2012-13, 180 MA newly trained and experienced Reading Recovery Teachers and 8 Reading Recovery Teacher Leaders, including grant-funded teachers, served 6,292 students: 1,396 Reading Recovery students and 4,896 other students in 123 schools across 42 school districts.

Literacy Collaborative

Literacy Collaborative K-8 is a whole school redesign model focused on language and literacy improvement, high quality teacher professional development based in sound research, and training expert literacy coaches who conduct in-school training and in-classroom coaching.

In FY13, 50 literacy coaches, 1 district trainer, 1 district liaison and 3 district coaches from MA were being trained or supported in Literacy Collaborative by the Center. They came from 33 MA schools within 9 districts, LEAs and the Archdiocese of Boston. These school and district professional developers were located in:

- The Archdiocese of Boston
- Benjamin Banneker Charter School
- Boston Public Schools
- Brookline
- Cambridge
- Haverhill
- Sandwich
- South Hadley
- Westfield

Other Professional Development

The Center for Reading Recovery and Literacy Collaborative also offers intensive trainings for literacy coaches, courses in phonics and guided reading, small group interventions that can be used in Response to Intervention designs, and institutes on special topics.

For example, 52 MA teachers, specialists and administrators from public, private and religiously-related schools attended our 2013 Summer Institute on Genre Study: Teaching with Fiction and Nonfiction Books in a Readers Workshop, Grades K-8, along with 49 colleagues from elsewhere in the US and five other countries. They attended sessions with nationally respected author and scholar-practitioner Irene Fountas, Director of the Center, as well as Lesley faculty, explicitly addressing how the research-supported practices meet Common Core State Standards and the MA Curriculum Frameworks.

Five specialists from the district of East Longmeadow, the Prospect Hill Academy Charter School and the Greater Lowell Technical High School, along with 40 educators from other states attended our intensive hybrid online/face-to-face Effective Literacy Coach training in the spring of 2013. Using the Center's expertise from 20 years of coach training through the Literacy Collaborative model, faculty gave these participants tools to provide professional development and leadership to foster excellent teaching and learning practices in their schools.

Center for Mathematics Achievement: Math/Science Professional Development

The mission of the Center for Mathematics Achievement (CMA) is to provide mathematics content courses and professional development to districts, schools, and teachers in order to improve the teaching and learning of mathematics. The CMA has on-going partnerships with urban, underperforming districts across the state of Massachusetts. The focus of the partnerships varies depending on the needs assessments in each district but the underlying commonality is the CMA's offering of nine mathematics content courses to teachers seeking professional license.

The Center for Mathematics Achievement is funded through various grants including Massachusetts Mathematics and Science Partnership grants, the US Department of Education Teachers for a Competitive Tomorrow, and a Massachusetts Higher Education Department Title IIA grant. Each grant requires specific interactions with the partnering districts. Of utmost importance is that each grant must be grounded in a "high-needs" district as identified by the Massachusetts Department of Elementary and Secondary Education (DESE). This means that 50% of participants must be from the high-need district but remaining seats may be filled by teachers from surrounding communities. The inclusion of secondary districts has allowed CMA to influence the teaching and learning of mathematics on a larger scale than if only the host district teachers were involved. The teachers who are invited to participate with Lesley University teach in grades 1 – 8, are special educators, or are English Language Learner teachers. Occasionally, high school teachers will enroll if they are teaching low-level courses or sections. Often these high school teachers are seeking strategies they can employ to actively engage their students in doing mathematics.

District partners include or have included: Brockton, Fall River, Haverhill, Holyoke, Medford, Malden, New Bedford, Quincy, Revere, Saugus, Springfield, and Westfield. Current professional academic partner includes the Boston Museum of Science.

Together the latest grants are concentrating on courses that are Science, Technology, Engineering, and Mathematics oriented. In Brockton and Quincy the Center is teaching the *Mathematics of Science* courses which include the Mathematics of Force and Motion, the Mathematics of Inquiry, the Mathematics of Forensics, the Mathematics of Chemistry, the Mathematics of Ecology and Urban Development, the Mathematics of the Engineering & Design, the Mathematics of Natural Disasters, the Mathematics of Kitchen Science, the Mathematics of College and Career Readiness, the Mathematics of Technology, the Mathematics of Energy and Electricity, the Mathematics of Healthy Living. These courses complement our core offerings of Number and Operations, Number Theory, Functions and Algebra I, Geometry I, Functions and Algebra II, Geometry II, Statistics, Probability, Calculus, Fraction as Number, and Ratio and Proportional Reasoning.

CMA has partnered with mathematicians in area colleges to identify undergraduate mathematics and science majors to serve as student facilitators in the courses offered to district teachers. The student facilitators assist teacher-participants with the course content and avail themselves of the opportunity to network with district teachers and administrators. As a result at least four of these student facilitators have decided to seek their teaching credentials, a career choice they had not been considering until their experience as a student facilitator.

The core content courses are being taught in Springfield at the request of the district. Springfield has such a high turn-over rate of mathematics teachers that the district must continuously offer the content courses

designed to help their teachers become highly-qualified by passing the Massachusetts Test for Educational Licensure (MTEL). Data is indicating that teacher participants in our Springfield cohorts pass the MTEL after the completion of our fifth course, Functions and Algebra II. The pass rate after these five courses is 95%. In addition to the high pass rate for teachers, the CMA external evaluators have documented a positive correlation between the teachers enrolled in our program and the success of their students on the state-mandated Massachusetts Comprehensive Assessment System (MCAS). Dr. Herman (Bud) Myers, the external evaluator, has conducted a five-year longitudinal study of students whose teachers participated in our program compared with those students whose teachers did not participate. Dr. Myers has statistical data indicating there is a statistically significant gain in student achievement on MCAS for those students whose teachers enrolled in the program. The higher scores on MCAS are sustained through high school.

The CMA has been able to offer participating teachers in Springfield the opportunity to earn a Master's Degree in Education with a specialty in Mathematics Education. This was a stipulation of the Teachers for a Competitive Tomorrow grant. As a result of this grant, 44 teachers graduated with their master's degree and 12 teachers completed their initial license requirements. In other partnering districts, CMA has provided opportunities for teachers to take two additional education courses to complete their master's degree. To date over 70 students have completed their degree. For participants who had already earned their master's degree, CMA has collaborated with the Division of Curriculum and Learning to offer a Certificate of Advanced Graduate Studies program. There have been 35 teachers who availed themselves of this program.

In addition to the grant-funded programs, the CMA offers one-day Saturday workshops which focus on the Domains of Mathematics that are articulated in the Common Core State Standards (CCSS). The CMA has also partnered with the Association of Teachers of Mathematics in Massachusetts (ATMIM) to offer "Dine and Discuss" sessions designed to inform teachers about the CCSS-M and offer strategies, tasks, and problems designed to help teachers implement the Common Core in their classrooms. These late-afternoon, early-evening sessions have been extremely popular and well-attended. Summer workshops are also offered to support the implementation of the Common Core.

The CMA is responsive to various district requests for professional development. In Easthampton and West Newbury the districts requested a coaching model which included modeling effective teaching strategies, observing teachers and serving the capacity of a "critical friend." In Easthampton, in addition to coaching the teachers, the CMA conducted administrative seminars designed to update principals and curriculum coordinators about the requirements for mathematical practices contained within the CCSS as well as modeling how effective mathematics classrooms operate. Most of the districts have also requested formative assessment workshops that the CMA provides as part of its professional development repertoire.

The CMA has begun an annual mathematics institute for middle and high school teachers. This intensive three-day institute focuses on how teachers might incorporate the eight mathematical practices into their teaching. In its initial year, 2013, over eighty teachers from the six New England states attended. Texas Instruments partnered with the CMA to provide workshops on effective strategies for incorporating technology into their mathematics lessons.

In-depth/year-long field based experiences; Opportunities for exemplary educators to teach in preparation programs and Collaboration in identifying and selecting candidates for programs who meet local needs:

For decades Lesley University's Graduate School of Education has had year-long field-based internships in both public and private schools across the Commonwealth, a full report is found at http://www.lesley.edu/field-placement/ The advantages of this collaborative arrangement include deeper experience for teacher candidates, in-service candidates for school staffing, shared responsibility for teaching courses, reduced tuition costs for the candidate, a situated field placement site typically in the spring semester and ongoing professional development and training with field placement. Current public schools with Lesley partnerships are located in Boston, Brookline, Cambridge, Malden, Needham, Newton, Somerville and Westwood. Each year approximately one third of Lesley's post baccalaureate initial license candidates complete a year-long in school experience.

Cambridge/Lesley Professional Development Schools (PDSs)

The Cambridge/Lesley Professional Development Schools, a 21-year partnership involving Lesley University and the Peabody and Baldwin elementary schools, public schools in Cambridge, focuses on creating opportunities for pre-service candidates to be engaged in all aspects of the school community. Vehicles for providing these experiences have evolved over the years, are collaboratively developed, and take different forms in the two schools. One school has focused on providing year-long paid internships, while the other has strengthened experiences in pre-practicum placements.

Learning experiences for our pre-service teachers include monthly intern meetings focusing on reflective practice; site-based seminars led by university liaisons and school professional staff; book discussion groups; rounds, classroom, and peer observations; and participation in Cambridge Public School professional development. Candidates have been involved in Lesley Literacy Collaborative training and implementation at the schools, as well as other school and district-based initiatives. Lesley University students also engage in activities beyond their classrooms: after school homework centers, tutoring programs and clubs, school-sponsored family events, parent conferences, and staff and cluster meetings.

Roles and structures, such as school site coordinators and University liaisons, a director who oversee both field placement and PDSs, monthly liaison/coordinator meetings, and steering committee meetings at the schools facilitate ongoing communication, encouraging crucial conversations about pre-service experiences and mutual benefits.

Structures for communication, openness to implementing new ideas, key roles which span both the university and the schools, and long-term commitment have served to promote opportunities to fully engage teacher candidates in the school communities and to provide experiences which enhance and enrich their professional preparation.

For more information on our Professional Development Schools, see the following link:

http://www.lesley.edu/field-placement/professional-development-schools/

Year-long Internships in Schools/Districts

Since 2008, the Division of Counseling & Psychology (CP) has placed 14 students for school guidance and school adjustment internships with Concord-Carlisle High School. Some of these students have had the opportunity to work in the Lighthouse Student Support Program, an in-school post-hospitalization program under the director of **Dan Simone**, LMHC, School Adjustment and School Guidance Counselor. Dan Simone, a graduate from the Division of Counseling & Psychology, also serves as adjunct faculty for CP, teaching issues in school counseling and ethics courses.

Qualified teacher candidates can spend a full academic year as interns in Cambridge, Boston, and Newton North and Newton South public schools. Year-long interns are able to complete all of their required field experiences for the initial license while earning a stipend and gaining valuable classroom experience.

District/School leaders serve on advisory boards/committees in the design of preparation programs.

Lesley University Graduate School of Education (GSOE) Partnership with Lawrence Public Schools

In 2013 GSOE and Lawrence Public Schools entered into a partnership agreement to structure ongoing support for the achievement of students in that district. The partnership is anchored by the appointment of the Deputy District Redesign Officer to GSOE with a direct report to the Dean. The purpose of this structure is to:

- Facilitate support for redesign decisions as the districts seeks to move into an "Open Architecture" system of schools
- Provide connections between the professional development priorities of schools and the expertise of GSOE faculty

The partnership, in its early phases, is both structured and opportunistic. Events this past year have been:

- Regular consultative meetings between GSOE and Lawrence Redesign staff
- Preparation of a menu of professional development services for schools
- Presentation and initial contacts with schools at a Lawrence Academic Fair attended by principals and school based leaders

GSOE academic service offerings run the gamut from intensive workshops, single courses, course clusters to master's degrees. Delivery is offered in both hybrid-local and online formats.

Opportunities for preparation program faculty to work in schools/districts.

Anne Collins, Professor and Director of Mathematics Programs and Director of the Center for Mathematics Achievement, worked with teachers in the Kennedy-Longfellow Elementary School in the capacity of "critical friend." Anne observes teachers and provides friendly, non-evaluative feedback to the teachers as they strive to improve their teaching and their students' learning.

Sue Cusack, Assistant Professor of Educational Technology in partnership with The Education Cooperative (TEC) helped organize and provide a 45-hour summer content institute on the best practices

related to the identification, evaluation, use, and integration of assistive technology, the provision of accessible instructional materials, and the principles of Universal Design for Learning (UDL). This institute supported the participation of educators from ten different school districts, providing them with the opportunity to engage in the hands-on exploration of technologies and resources that enable all students, especially those with disabilities, to access the curriculum and to enhance their learning. These districts included: Boxborough, Dover, Framingham, Neighborhood Charter School (Boston), Natick, Needham, Norwood, Randolph, Sharon, and Walpole.

Linda Dacey, Professor Education/Mathematics, works closely with the Cambridge Public School Math Coaches Jayne Bamford-Lynch and Eileen Gagnon. This work has, in turn, involved other Cambridge educators. Both Jayne and Eileen now teach for GSOE. In the past two years this collaborative work has included publication of *50 Leveled Math Problems* and video-taped lessons to demonstrate differentiated math work.

Frank Daniello, Assistant Professor of Elementary Education, working with a K-8 school in Dorchester, is doing research on writing strategies for English Language Learners. He is both training teachers in Systemic Functional Linguistics and then researching the results of the effectiveness of the training with teachers on the writing of English Language Learners.

Lorraine Greenfield, Director of Special Projects and Interim STEM Division Director developed a relationship with The Education Cooperative (TEC) in Dedham, MA. This cooperative provides professional development for the 15 towns west of Boston and clustered around Route 128. Teachers voiced interest in Advanced Professional Certificates (APC) in Online Teaching and Autism. In fall, 2013 cohorts began in both areas.

Tracy Hodgson Drysdale, Assistant Professor of Elementary and Bilingual Education, is working with teachers from several Boston Public Schools, including two from the Russell School, to create writing units in both informational and argument genres to help teachers meet Common Core Standards. The units focus on helping teachers understand the structure and language requirements of each genre by providing a progression of lessons with several expanded lessons designed to assist teachers in implementing the units.

Dalia Llera, Professor and Coordinator of School Counseling and Community Specialization, partners with guidance personnel at Boston Latin Academy and adjustment counselors at Boston Teacher's Union School. In the past Llera and her counseling students have worked in the John F. Kennedy Elementary School, the Rafael Hernandez School, Boston International High School and The Curley School. The conversations with K-12 students has included issues such as transitions (kindergarten, 5th grade, 9th grade and 12th grade), peer relationships/friendship skills, bullying/cyber bullying, body image, decision making/goal setting, conflict resolution, strengthening the classroom community, and issues around sexuality and violence.

Ben Mardell, Professor of Early Childhood Education, worked with the Boston Public School (BPS) Early Childhood Department to write the curriculum guide for the storytelling/story acting component of the new Focus on K2 curriculum. He co-lead professional development for 50 teachers in storytelling and story acting and helped create web resources for teachers on the topic. He also organized a celebration of storytelling/story acting for BPS children and their families at the Boston Children's Museum. Expanded

professional development offerings are being planned for this year. http://bpsearlychildhood.weebly.com/storytelling.html).

Janet Story Sauer, Associate Professor of Special Education, collaborating with the Federation for Children with Special Needs, developed a service called *Families as Faculty*. The Federation links Lesley faculty with families who can serve as guest speakers in classrooms and can be interviewed by students.

Joanne Szamreta, Professor of Education, organizes and leads a study group of approximately 90 teachers and directors using the Reggio Emilia approach to Early Childhood Education. The study group meets several times over the academic year and includes teachers and directors from private schools (Advent School, Boston and The Learning Center for the Deaf, Framingham) as well as preschool programs in Cambridge, Action, Brookline and Newton. The study group discusses curriculum, inquiry projects, assessment, materials and environments.

Stephanie Spadorcia, Associate Professor, from 2013-present has worked in several MA State Educational Institutional Settings (SEIS). She was contracted by the Bill Benjamin of Collaborative for Educational Services to develop an tiered instructional framework for literacy instruction in SEIS (DMH and DYS programs). This framework creation produced a resource guide to support implementation. This tiered instructional model outlines how SEIS programs will identify students' literacy needs upon entrance into the program, plan for differentiation of instruction across literacy and content area literacy, and provide supplemental and targeted intervention for those students that struggle with literacy acquisition. This work also included technical assistance in program settings and professional development for all educators in the programs.

From 2011 to the present, Spadorcia, working with Louise D'Amato- Director of Pupil Services in Burlington Public Schools, Department of Special Education has focused on literacy instruction for children with significant special needs – design of a literacy program for students in grades K-2 and middle school literacy instruction for students with identified Language Based Learning Disabilities. Spadorcia and special educators across the district have set up consistent processes for Literacy Assessment and Intervention Design for Children with Identified Special Needs.

Opportunities for exemplary educators to teach in preparation programs. Lesley has engaged educators in research and professional development.

Grace Enriquez, Assistant Professor, second year with a project focused on social justice and children's literature with two Cambridge public school Kindergarten teachers (former Lesley students) in the Baldwin and the Cambridgeport Schools. The project is funded by two National Council of Teachers of English grants--an NCTE Research Foundation Grant and the Children's Literature Assembly Research Award awarded in summer 2013. Dr. Enriquez with the two teachers bridges coursework and practice, and studying how the teachers take what they learned in Literature for Children and Young Adults, and incorporate concepts of social justice and critical literacy into their classroom teaching with very young children.

Vivian Poey, Associate Professor Graduate School of Education, collaborated with teacher Cynthia Burgos in a first grade Sheltered English Immersion classroom at Graham and Parks Elementary in Cambridge. They developed projects that integrated the arts into the general curriculum. Students within an arts-based science project, invented clay animals with a range of characteristics and designed a pop-up book representing the animal's habitat.

Andy Rosing, School Adjustment Counselor at Full Circle High School in Somerville, has taken Lesley interns since 2009 and also teaches the clinical supervision course.

Valerie Shinas, Assistant Professor, and Associate Professor **Barbara Steckel's**, research entitled, *It's not about the tools, it's about the teaching: Planning for Artful Technology-Integrated Instruction in the Literacy Classroom* examines the ways K -12 teachers and instructional specialists utilize technology as part of standards-based, technology-integrated literacy and disciplinary instruction. These Lesley professors observed the teaching of 14 teachers and instructional specialists in three schools across the state: Blanchard Memorial School in Boxborough, Lincoln Elementary School, and Assabet Regional HS. They also conducted post-observation interviews to contextualize observation data and learn how these educators planned for technology integration. Currently, Drs. Shinas and Steckel are working with their Graduate Research Assistant, Leah Van Vaerenewyck, who is also a Lesley University Doctoral Student, to analyze the data. Preliminary results were presented at Lesley's Community of Scholars Day on March 28, 2014 and in two sessions presented at the Massachusetts Reading Association Conference on April 10th and 11th, 2014. Teachers who participated in the study have been co-presenters in each of these scholarly presentations.

Angela Wilcox, Director of Guidance at Hudson High School, has developed a placement site for Lesley students and is adjunct faculty teaching the clinical supervision course for school counseling students.

Lesley University has direct partnerships with 46 Massachusetts school districts: Acton, Arlington, Assabet Valley Regional High School, Belmont, Billerica, Boston, Boxborough, Brockton, Brookline, Burlington, Cambridge, Concord-Carlisle Regional High School, Dennis-Yarmouth, Dover, Easthampton, Fall River, Framingham, Haverhill, Holyoke, Hopkinton, Hudson, Lawrence, Lincoln, Malden, Marlborough, Medford, Natick, Needham, New Bedford, Newton, Norwell, Plymouth, Quincy, Randolph, Revere, Sandwich, Saugus, Sharon, Somerville, South Hadley, Springfield, Walpole, Westfield, Westwood, and Winchester

Our early field experience, field based work within courses, practicums and internship placements extend far beyond these cities and towns.