LESLEY UNIVERSITY

Graduate School of Education
Division of Field Placement and Professional Partnerships

Partnership Update

2012-2013

Baldwin School
Professional Development School
Cambridge, MA
Liaison: Dr. Barbara Govendo
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We had another interesting, collaborative year at the Maria L. Baldwin School. It's now a school for Pre-Kindergarten through fifth grade, rather than K-8, so there have been changes in grades and lots of classroom changes for staff! The classrooms look wonderful and there is a great spirit in the school!

Lesley students (both graduate and undergraduate) had the opportunity to participate in a variety of field experiences in the school this year, from one-day-a-week to semester-length student-teaching assignments, as well as year-long internships. Lesley students were also able to observe in classrooms at other grade levels to get a feel for curriculum, learning activities and students in various grades.

Students met monthly with the Baldwin-Lesley liaison, Barbara Govendo, and often with Marcia Bromfield and Jean Gumpert from Field Placement, as well. Interns were invited to lead after-school enrichment and tutorial groups, along with Baldwin teachers; this was a great vote of confidence. John Roderick, Assistant Principal, gave a presentation on Responsive Classroom procedures to the group. One of the highlights of the year was the mock interview conducted by Principal Nick Leonardos to ready the interns for upcoming interviews. It was a great success and contributed to very positive results!

Baldwin teachers have been welcoming to Lesley students who had field-based assignments to complete: inviting students to observe, chat with children, and join the classes for active learning experiences. Students enjoyed the opportunities to see in "real life" what they are learning about in their Lesley classes. Interns and student teachers received training in the Baldwin's literacy program, the Literacy Collaborative model, from Sara-Jane Rogers, the Literacy Coach at Baldwin. Ben Geiger, the school Math Coach, also provided training in the Math programs used at the Baldwin School. There were also opportunities at Lesley that enriched the internship experience, including the Career Resource Center events.

The America Reads Program was represented at the Baldwin and will continue next year as well. Everyone is excited about the continuation of this program!

We're looking forward to another year at the Baldwin, an exciting place to learn and grow—for everyone!

Peabody School
Professional Development School
Cambridge, MA
Liaison: Harriet Deane
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The third through fifth graders at the Peabody School enjoyed an interactive presentation by award-winning children's author and illustrator, Bryan Collier. This event was part of the June Fox Lecture Series in which Mr. Collier requested that he have an opportunity to work with a group of elementary students. In a dynamic presentation, Bryan Collier shared his journey as an illustrator and author with students at the Peabody School. He called on the author and illustrator in the students, as they responded to his comments and questions about writing and illustrating books. Most of the students were familiar with his work and responded enthusiastically to his stories about the inspiration behind particular books and about the art techniques that he used in illustration. Students were highly engaged in hearing about Mr. Collier's artistic processes and enjoyed hearing from the author of some of their favorite books such as *Uptown, Martin's Big Words,* and *Rosa.*

Based on a request from the para-professionals at Peabody, Anne Larkin presented a workshop on autism to the Peabody teachers and staff. Anne shared her expertise from the perspectives of a special education faculty member, an advocate and a parent. She gave an overview of the continuum of autism spectrum disorders; presented strategies for the classroom; and shared her knowledge of the support services available to students, teachers and parents. Anne gave many examples from real life situations and interacted with teachers and staff in answering their questions and pointing them to specific resources. Anne's enthusiasm, depth of knowledge and humor made this a lively and informative session for all participants.

Lesley graduate and undergraduate students participated in the full range of field placements at the Peabody School, including early field experiences and student teaching practica. Traci Vecchiarello served as the school Site Coordinator, organizing placements and school-based observations.

Marcia Bromfield, Jean Gumpert, Yvonne Zollman-Mosca, Harriet Deane and Somaliyah Al-Mahdi met with the Peabody teachers and staff to discuss partnership activities. The staff was given a survey for further feedback and input that would help the Steering Committee plan future activities.

Thanks to the Peabody staff for housing the Summer Compass Program, which serves as an inclusive summer school program for Cambridge Public School children and a practicum site for Lesley student teachers.

The Lesley/Cambridge
Summer Compass Program
Program Coordinators: Marcia Bromfield, Harriet Deane
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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.

A group of faculty from schools and Universities in Switzerland made what has become an annual visit to the program and found it an exciting and educational aspect of their US tour.

Participants made many positive comments about the program:

"Although it was a 7 week program, it was very intense and exposed me to a lot of valuable tools I can take and continue in the Fall.**"**

(Student Teacher)

"Great, overall so happy my daughter is enjoying reading. She really seems ready to leap into 1st grade."

(Parent)

"Compass allowed me to take on a role where I felt like the actual "teacher" and not the "student teacher" because we were all involved in the set up week, and the planning of the curriculum."

(Student Teacher)

"Thank you, my child has participated 3 summers and he has always loved it."

(Parent)

"LOVE the professional collaboration…seeing and working with old friends, the energy and creativity of the student teachers"

(Mentor Teacher)

Collaborative Internship Program Coordinator: Dr. Mary Ann Cappiello mccappiel@lesley.edu

Congratulations are in order for the students, administrators, and instructors in the Westwood Public Schools who successfully completed the first year of the Lesley University Collaborative Internship Program. The Westwood collaboration leads to a Master's degree and an Initial Teacher License as Teacher of Students with Moderate Disabilities (PreK-8; 5-12) as well as Severe Disabilities (PreK-12). Westwood joined eight other schools/districts as partners in our effort to prepare highly qualified teachers.

Beginning in Fall 2013, we welcome David Downing as the new Director of the Collaborative Internship Program at the Belmont Day School. David taught fifth grade math and science for over a decade at Belmont Day before taking on his new role.

In late spring, we welcomed new interns at our annual orientation, an exciting evening of introductions and information sharing. All 60+ Collaborative students begin their 12-14 month programs each summer, taking some of their courses on campus at Lesley and others with a cohort of students at the partnership schools. In addition to being full-time students, the interns are fully immersed in the day-to-day experiences of teaching and learning in one of nine public or independent schools. We wish the new students well and look forward to working with them.

Collaborative School	Programs Offered
Belmont Day School (Belmont, MA)	Early Childhood; Elementary
Brookline Public Schools (Brookline, MA)	Special Education Moderate Disabilities Prek-8; 5-12
Brookwood School (Manchester, MA)	Early Childhood; Elementary
Buckingham Browne & Nichols (Cambridge, MA)	Elementary
Carroll School (Lincoln, MA; in collaboration with Buckingham Browne & Nichols)	Special Education Moderate Disabilities Prek-8; 5-12
Hillside Elementary (Needham, MA)	Elementary
The Pike School (Andover, MA)	Elementary
Shady Hill School (Cambridge, MA)	Early Childhood; Elementary; Middle School
Westwood Public Schools (Westwood, MA)	Special Education Moderate Disabilities Prek-8; 5-12; Special Education Severe Disabilities, all levels

To learn more about the Collaborative Internship Program, please contact Dr. Mary Ann Cappiello at 617-349-8603 or mcappiel@lesley.edu or Dr. Marcia Bromfield at 617-349-8396 or mbromfie@lesley.edu.

You can also watch our video at: http://www.lesley.edu/collaborative/internship-program/
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Westwood School Collaborative Program
Westwood, MA
Director: Abigail Hanscom
ahanscom@westwood.k12.ma.us

Westwood Public Schools welcomed the 2012-13 and the 2013-14 cohorts of interns to the moderate and severe special needs certification program. Interns are placed in Elementary and Secondary settings and are working with co-teaching, learning center, resource and specialized program staff to learn all the skills and content they need to enter the workforce next year. Anyone interested in the program should contact Abby Hanscom at ahanscom@westwood.k12.ma.us

WPS Internship Flyer

Belmont Day School Collaborative Program
Belmont, MA
Director: David Downing
ddowning@belmontday.org

Associate teachers at Belmont Day School are thoroughly involved in their classrooms. At the beginning of their placement, they are focused on such nuts-and-bolts activities as running a morning meeting (but first getting all students to that meeting on time). About the second week into their placement, their questions and concerns slowly change focus to individual children: "What do I do when Charlie refuses to work in his journal, and why doesn't he want to write?"; "Amanda was so quiet the first weeks of school, but the other day she jumped up in class and shouted, 'I have two answers to that math problem!'"

Associate teachers have developed new writing assignments, led school orientation activities, as well as created simulations and other activities to help students understand social studies more deeply. Throughout the school they have made crucial observations of students that have led to changes in students' learning and behavior. Associate teachers have opportunities to teach the same lessons to different groups of students, so they can refine and improve those lessons.

Associate teachers get to talk about learning styles and strategies and try out solutions every weekday, in collaboration with their cooperating teachers on staff at school. "One feature that struck me immediately was the support from the permanent staff at Belmont Day towards the associate teachers," one wrote. "The program is embraced by everyone in the school community.... Associate teachers participate in the complete learning experience, from developing lesson plans to being an active participant in parent conferences."

It is not just in the classroom that associate teachers have contact with children. "I am interested in being involved in the lives of my students beyond the classroom, in extracurricular activities like athletics, arts, and community service. Belmont Day School seems to thrive on this sort of heightened involvement," an associate teacher noted.

"Year after year we rely on our associate teachers to fill coaching positions, and year after year they deliver," wrote athletic Director (and Associate Teacher Program graduate) John O'Neill. "They are much more than graduate students in training... they are valued members of our community who care deeply about our programs and our students."

Associate teachers can turn the tables in a positive way for existing staff. A Belmont Day School administrator wrote that associate teachers "provide us in classrooms and in the school at large, with a new lens to view what we do. By asking us questions, by sharing ideas from their coursework and by just being another set of eyes and ears they motivate us to not

only help them to grow, but to grow ourselves."

Associate teachers at Belmont Day School not only teach every day, they think and talk about teaching every day. Regularly, graduate seminars here start with a discussion of the teaching days preceding the associate teacher class: what went well teaching the younger students, what happened in the classroom that was puzzling or frustrating, why a cooperating teacher handled a class situation in a certain way, developmental levels of students, and a variety of other education topics.

Pondering the main points and subtleties of education have served graduates of the Associate Teacher Program at Belmont Day School well. Associate teacher alumna Lisa Cerrone spoke at Lesley University graduation in 2012. Grace Vaughn, a 2013 Associate Teacher Program graduate, won the June Fox Award, named for Lesley Professor Emerita June T. Fox, a distinguished member of the university faculty and dean of the Division of Education and Special Education, the precursor of the Graduate School of Education. The June Fox award is given annually to one student in Lesley's Collaborative Internship Program (the university's official title for the Belmont Day School Associate Teacher Training Program), which Dr. Fox was instrumental in starting.

Brookline-Lesley Internship Collaborative Program
Brookline, MA
Coordinator: Natalie Dean
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"I am mentally and physically exhausted at the end of every school day, but so happy and so excited to go to school again the next day." - Brookline Intern, 2013

Brookline enjoys a unique reputation as an urban/suburban community with a diverse and thriving school system. The Internship program, which started in 1987, is also thriving. As one intern stated, "Brookline is a dynamic, challenging, and fulfilling district to learn and work in."

In 2012-2013, eight interns partnered with eight excellent mentor teachers. Each of these interns, working towards initial licensure in Moderate Disabilities, was trained while working in special education learning centers and inclusive classrooms. As one intern stated upon the completion of the program "I found myself participating in a multitude of activities and roles within a school which have really prepared me for my future career in education."

We were fortunate to have inspiring guests throughout the year: Janet MacNeil, the district-wide Science Coordinator, treated us to an afternoon of science inquiry; Karen Wolfson, the district-wide Math Coordinator, introduced the Common Core State Standards in Mathematics; and Patricia Kinsella, the district-wide Literacy Coordinator, prepared us to think differently about writing interventions. In addition, the interns participated in mock interviews with Cathy Kilcoyne, the district-wide Director of Special Education (preK-8) and had an opportunity for a resume critique with the Assistant Superintendent of Human Resources, Angela Allen.

Each of the eight interns has secured a teaching position and is happily settling into these first few weeks of school in public schools and charter schools in Brookline, Framingham, Devens, Everett, and Milford.

We are pleased to welcome an enthusiastic new group of interns for the 2013-2014 school year. Many of these interns have expressed gratitude to be launching their chosen careers as teachers. As one intern recently reflected, "I am lucky enough to say that my first two weeks have solidified my belief, which I have held for a very long time, that I will absolutely enjoy waking up every day if I am fortunate enough to be heading into a school to work with children." And indeed, what an exciting time to be a teacher!

Brookwood School Collaborative Program
Manchester, MA
Director: Pam Hawes
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For the past twenty-three years, the Brookwood School/Lesley University Collaborative has graduated educators who have gone on to careers as exemplary teachers, school administrators, researchers and authors. The year-long program is intense and demands a great deal from participants. Teaching Apprentices (TA) spend 12 months immersed in both learning and teaching. Coursework through Lesley is challenging, rewarding and, through the partnership with Brookwood, immediately applicable. Theories and pedagogy explored during courses are applied in daily work with children and their families. Mentor Teachers work closely with each TA, guiding and supporting their growth as they practice and apply the theory they are learning.

It is always exciting to hear from alums of the program about how well their time at Brookwood prepared them for teaching in their own classrooms. Each of our eleven graduates from last year is happily teaching in schools. Lauren Obregon, who moved to California, recently wrote: "I have to say, Brookwood and its "people" (especially you!) are a HUGE reason why I can walk into a place as foreign to me as Sequoyah and instead of crumbling from stress, am thriving on the possibilities and the inspiration. Only now can I *truly* and fully comprehend all that this last year has given me, not simply in terms of experience, but in terms of perspective and even a level of instinct."

Buckingham Browne & Nichols and The Carroll School Collaborative Program
Cambridge, MA & Lincoln, MA
Directors: Beverly Malone & Angela Wilkins
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There can be no doubt that teaching is a highly complex profession, one that requires highly-skilled and well-prepared teachers, yet many first-year teachers report that they do not feel adequately prepared for the demands of teaching in today's increasingly diverse classrooms. Lesley University, in collaboration with Carroll School and Buckingham Browne & Nichols (BB&N), offers graduate students an opportunity to complete a 14-month internship while taking graduate education courses at each of the three institutions.

In the belief that a critical component of effective teacher preparation is "learning by doing," course work throughout the program focuses on not only deep knowledge of specific content areas, but equally importantly on how to teach children effectively who learn differently. Concurrently, graduate students apprentice in the classroom under the supervision of a highly-skilled mentor teacher. Comprehensive course work is based on current research in neuroscience, in scientifically-based instructional practices, and in assessment to inform instruction. Thus, graduate students are actively engaged in a collaborative community that seeks to gain a greater understanding of the cognitive underpinnings of dyslexia.

Even in a specialized school, a great challenge for educators still exists. Educators understand that students may struggle for a variety of reasons, including problems with executive functions, working memory, math, and oral language skills. To better understand the broad range of academic needs and to provide targeted interventions. In 2012, Carroll School created a research department headed by a physician- neuroscientist.

Until recently, a learning disability, such as dyslexia, has been viewed as a lifelong and unchangeable cognitive processing difference. However, an emerging body of neuroscience research suggests that remediation of that which underlies dyslexia can be significant and lasting. In collaboration with several academic institutions in the Boston area, Carroll's Cognitive Research team aims to bridge the gap between research and educational practice to more comprehensively meet the academic needs of students who learn differently. For the graduate students this provides a remarkable opportunity to understand how to match learner profiles to diagnostic-prescriptive instruction. Currently, in the second year of the project, encouraging patterns are already emerging. Many teachers have observed remarkable improvements among students who had targeted cognitive development interventions. In fact, one teacher commented that "…the students who had the most significant improvement— in terms of observable and measurable data recorded from assessments tests taken before and after cognitive development training—were the same students who improved the most academically. These students were able to perform consistently better across their entire school day."

Hillside School Collaborative Program
Needham, MA
Principal: Michael Kascak
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Hillside is an inclusive neighborhood public school, kindergarten through grade five, in Needham, Massachusetts. Our neighborhood has expanded to include a successful METCO program, a growing ELL (English Language Learners) population, and the Early Learning Center II program for students with severe special needs in grades three through five.

Our diverse, creative, and energetic group of more than 400 students make the very most of what we have to offer. Our parents have been extremely supportive by funding a steady stream of STEAM (Science, Technology, Engineering, Arts and Mathematics) programs and educational technology into our classrooms. The teachers and staff continue to develop and hone the best possible curriculum for our students while being ever mindful of the importance of creating and maintaining a healthy emotional school environment.

The Lesley at Hillside Collaborative Internship Program offers students a comprehensive teacher training experience, one that will prepare them for the challenges of the classrooms of today and of the future. Leading to a Master's degree in Education as well as elementary

teacher licensure, this program connects theory with actual teaching in a public school classroom. Internships are designed for candidates looking for a program that connects theory with practice in a comprehensive manner. Courses and seminars are held at both the school site, taught by expert Hillside faculty who meet Lesley University's qualifications as adjunct faculty, as well as at the Lesley University campus in Cambridge. Teacher interns actively participate in all aspects of school and classroom life: working with students, developing curriculum, participating in teacher-parent conferences, and joining in many other school activities.

We have eight interns in the collaborative this year who come with a variety of life experiences. We will have room for eight to ten interns in next year"s program, which begins in July 2014. Prospective candidates should contact the school and set up an informational two-hour visit that includes a tour of the school and the opportunity to see the program in action. Interested candidates can call the school directly (781-455-0461) or email Michael Kascak at the address above.

The Pike School Collaborative Program
Andover, MA
Director: Margaret Szegvari
mszegvari@pikeschool.org

The Pike School/Lesley University Collaborative, now in its twenty-second year, continues with its mission to support new, aspiring elementary teachers. As the class of 2012-2013 graduated to pursue teaching careers in the Peace Corps and in Massachusetts public and independent schools, this year's cohort is fully underway. Pike strongly believes that by recognizing, respecting, sharing, and appreciating our similarities and differences, we grow and flourish. To that end, this year's group of interns brings a wealth of cultural and life experiences that speak strongly to this belief. From years of experience teaching high challenge adaptive sports to children and adults with physical and intellectual disabilities, to teaching in a language school in La Plata, Argentina, to studying the educational system of Denmark, to being raised in Indonesia and Japan, we are so fortunate to have in our midst a group of new educators who are passionate about teaching children through such a diverse lens.

The Pike School strongly believes that the quality of our future civic, social, and economic life depends on children being educated in an environment that is inclusive of all individuals. As part of our commitment to diversifying the teaching corps, Pike has established two $10,000 grants to support this initiative. We must more than imagine a world in which all children have access to quality education; we must work to prepare a teaching corps that is equipped to face its challenges.

Please contact Margaret Szegvari, The Program Director, to learn about this unique opportunity.

Shady Hill School Collaborative Program
Cambridge, MA
Director: Desiree Ivey
Desiree_Ivey@shs.org

Shady Hill School's Teacher Training Course (TTC) has collaborated with Lesley University for more than 40 years to offer apprentice-teachers a full year apprenticeship and the opportunity to earn a master's degree in education. We continue to reexamine the needs of schools in Massachusetts and adapt accordingly. To this end, Shady Hill School has accepted a dynamic cohort of 15 apprentice teachers for the TTC Class of 2014; 43% percent of them are African American, Latino, Asian, and African and 57% are European American. In July 2013 the Massachusetts Department of

Elementary and Secondary Education approved Shady Hill's teacher training program to endorse apprentices in two NEW areas of licensure: Middle School Math and Middle School Science. Our goal is to prepare a diverse corps of men and women to teach in high need areas while focusing on inquiry and project-based learning in STEM at Shady Hill School and the public schools with which we partner.

In Fall 2013, the TTC will launch an ambitious recruitment plan to identify promising teachers for Middle School Math and Science. Heather Woodcock, Assistant Director of the TTC, will travel throughout the state of MA, New York, and Georgia to recruit college seniors interested in teaching careers. Two years ago, Heather initiated a partnership with CITY YEAR, to attract young adults to SHS/Lesley's collaborative program. Today, SHS is one of fifteen Leadership After City Year (LACY) partners. City Year is committed to developing teacher-leaders. Derrick Rainey, an alumnus of City Year, was primed well to teach, to serve, and to lead. A graduate of Morehouse College and the Clinton School of Public Service at the University of Arkansas, Derrick joined Shady Hill School's 85th cohort of apprentice teachers. He is also the recipient of Shady Hill's prestigious Katharine Taylor Fellowship named in honor of the school's first director and founder of the TTC. This award is bestowed upon a member of the TTC Class of 2014 who demonstrates high academic achievement, exceptional leadership skills and a commitment to teaching children. As a Katharine Taylor Fellow, Derrick will propose and spearhead a project that will benefit current and future teachers trained at Shady Hill School. City Year and Shady Hill are pleased to have Derrick Rainey as an ambassador of our new partnership, and we look forward to the contributions he will make as a teacher-leader, in and outside of the classroom.

Elementary Education Urban Initiative (EEUI)

Program Coordinator: Rita A. Gordon
Rgordon3@lesley.edu

This is the third year of the Elementary Education Urban Initiative (EEUI) partnership with the Somerville and Malden Public School Districts. The EEUI District-Based Clinical Collaborative Master of Education Degree Program prepares teachers to be effective urban elementary educators. In classrooms with large numbers of culturally and linguistically diverse (CLD) students, there is a need for highly qualified teachers. Lesley students begin their coursework in June and then are immersed throughout an entire school year in a Sheltered English Immersion (SEI) or a Bilingual classroom program. Upon completion of this thirteen month program, students having gained experience and expertise are endorsed for an Initial License in Elementary (1-6) and add the English as a Second Language (K-6) License.

Participating in a year-long EEUI internship presents advantages to the districts as well as the Lesley interns. Three EEUI interns who completed this M.Ed. program this past June and one EEUI intern from the previous year are currently teaching in Somerville's Sheltered English Immersion (SEI) and Bilingual classrooms. One EEUI intern is now teaching in a Sheltered English Immersion (SEI) classroom in Malden. This school year, five talented EEUI interns teach in classrooms with culturally and linguistically diverse students in Somerville. Sarah Davilla, Ph.D., Somerville District Administrator of Programs, English Learner Education/Family and Community Partnerships, placed three interns alongside teachers in the district's Sheltered English Immersion (SEI) program and two interns in the Unidos Two-Way Bilingual Spanish-English program. In Malden, Jennifer McCabe, Malden Public Schools English as Second

Language Director, placed four Interns in the district's Sheltered English Immersion (SEI) program. Whether EEUI Interns are placed in a Bilingual or SEI classroom, they quickly become part of the school community as they learn specialized instructional techniques in English Language and Bilingual Development where they are able to make rigorous content learning accessible to all learners.

Yearlong Internships
Program Coordinators: Jean Gumpert & Marcia Bromfield
jgumpert@lesley.edu, mbromfie@lesley.edu

Our yearlong paid internships continue to attract Lesley students who want to spend the academic year in a collaborative teaching relationship. Students can complete all of their field experience requirements during this enriching experience. In 2012-13, 22 interns were placed in Boston, Cambridge and Newton schools. They were in 12 schools; 1 school in Boston, 4 schools in Cambridge, and 7 schools in Newton. Lesley students continue to enthusiastically report that the full-year internship provides excellent preparation for teaching.

Conference Presentation:
2013 Professional Development Schools National Conference

Marcia Bromfield, Harriet Deane, and Barbara Govendo presented at the 2013 Professional Development Schools National Conference in New Orleans. The presentation "Beyond Student Teaching: Collaboratively Creating Engaging Experiences for Pre-service Candidates" highlighted the variety of opportunities and experiences offered to Lesley students through the range of partnerships with the Cambridge Professional Development Schools, the Collaborative Internship Programs, and Summer Compass. Our programs were conceptualized as providing a continuum of opportunities for immersion in school settings.

These are some of the exciting activities taking place in our Lesley/school partnerships. If you are involved in a partnership and would like to submit information about it for future Partnership Updates, please submit your material by e-mail to:

Dr. Marcia Bromfield
Director, Division of Field Placement & Professional Partnerships
mbromfie@lesley.edu

If you'd like more information about any of these partnerships, please contact Marcia Bromfield or the liaisons listed above.