

Chapter Fourteen

Community-Embedded Practice: Lesley's Approach to Professional Preparation

Marcia Bromfield, PhD

Mariagnese Cattaneo, PhD, LMHC, ATR-BC

Harriet Deane, MBA, MEd

Margery Staman Miller, EdD

Eleanor Roffman, EdD

Introduction

Throughout Lesley's history, the dominant pedagogical approach has been one that weaves together theory and practice. As stated in the Lesley University Mission Statement (2008), "Lesley prepares graduates with the knowledge, skill, understanding, and ethical judgment to be catalysts who shape a more just, humane, and sustainable world." Community involvement is at the core of the Lesley Mission. It states that learning is a collective endeavor and that working collaboratively and with integrity can bring forth constructive change in communities. This chapter provides examples of such community collaborations from two schools—The Graduate School of Arts and Social Sciences (GSASS) and the School of Education (SOE). The initiatives described here emanate from the Field Training/Field Placement Offices of the two schools. The first part of the chapter describes ways in which the Field Training Office of Counseling and Psychology and Expressive Therapies in GSASS works and collaborates with the larger community. The second part of the chapter describes a unique, longstanding partnership between the SOE at Lesley and the Cambridge Public Schools to create the Summer Compass Program, which meets the needs of both constituencies by providing an inclusive summer school for Cambridge children and an urban practicum placement for Lesley students.

The Field Training Office of the Divisions of Counseling Psychology and Expressive Therapies in GSASS

History

Since the inception of the Counseling and Psychology and Expressive Therapies programs in the mid 1970's, the field training experience has been an essential component of the clinical training of the students. In the early years each program had separate field training guidelines and support services for their students. While Counseling Psychology had a specific field training office, the Expressive Therapies Division's core faculty, with the support staff, oversaw the clinical training of their advisees. This included finding and maintaining sites and supervising the students' clinical work and progress. In 1994, the Expressive Therapy and Counseling Psychology programs merged their offices to create one Field Training Office. Within the Field Training Office, Expressive Therapies and Counseling Psychology work collectively and

collaboratively with the larger metropolitan area encompassing Boston, Cambridge, and neighboring communities.

Purpose and Task

Both Counseling Psychology and Expressive Therapy students do internships in clinical and school settings. The populations they serve are culturally and linguistically diverse; this is key to our philosophy of learning by doing. The clients have varied diagnoses and needs. At the internship sites, students are expected to collaborate with a team and work within a larger system. Our sites range from early childhood centers to geriatric facilities. Oftentimes Counseling Psychology and Expressive Therapies students are at the same sites, sharing their different approaches to healing.

The most important task of the directors and the other staff in the Field Training Office is to meet the students' needs as they take on this vital aspect of their clinical education. It is in their clinical work that students are able to integrate the learning from their classes into clinical practice with their own clients. The function of the Field Training Office takes into account the many aspects of this experience. During the students' initial orientation course, they are apprised of the role that the Field Training Office plays, as well as the expectations for them as students and clinicians in training. We address not only the organizational issues, but also the preparatory concerns of students as they enter internship. We hold meetings that embrace the feelings students have on the threshold of this important experience, as well as the materials and processes in which they need to engage.

Organization of the Field Training Office

Not only does one Field Training Office build a bridge between the two divisions, it also encourages collaboration between the Divisions and with the constituencies that they serve. The Field Training Office provides both Divisions with training seminars and conferences that address the needs and interests of graduate students, clinical instructors and site supervisors. Our seminars and trainings originated from multiple motivations. The first and earliest was based on the belief that we needed to give back to the supervisors and organizations that take on the most important task of training our students. Secondly, we are invested in supporting the site supervisors as they work with our students by providing them with supervisory tools and enrichment. Thirdly, we are indebted to our clinical faculty who are committed to providing attentive and highly qualified monitoring of our students' progress as they navigate through their clinical education. Our professional development seminars for clinical faculty serve the purpose of addressing pedagogical needs, as well as providing support for the faculty. We recognize the isolation that adjunct faculty can feel and our seminars address this concern. We have also collaborated within Lesley and outside of Lesley to develop conferences that address the needs of clinical organizations that support our work as well as the pedagogical needs of those who teach and supervise our students. Both Divisions have different gate-keeping functions that monitor the students' progress throughout their clinical training. We believe that our responsibility is to our students and the clients they serve.

The collaborative nature of the Field Training Office provides students with a central place where they can formulate their options for field training, address regulatory issues and receive support in establishing their internship placements. Counseling Psychology and Expressive Therapy have a large number of internship sites, listed on a database that can be easily accessed by the students. This list is maintained and constantly updated by the administrative staff. The contact with students throughout their clinical training is most important. Each semester an extensive evaluation process is carried out to monitor the students' progress in their clinical internships. At the end of the year, students are asked to evaluate their placements so that future interns can access their assessment of the clinical training. Our several assessment processes are further reinforced and strengthened by the attention we direct to both the clinical faculty and site supervisors.

The Field Training Office also provides oversight and supervision of the faculty who teach the required courses that accompany the internship: Clinical Practice and Supervision (Counseling Psychology) and Clinical Skills, Application, and Supervision, (Expressive Therapy). Additionally, the Field Training Office provides training opportunities for site supervisors so they can enhance their supervisory skills, obtain Continuing Education (CE) credits for their professional development and receive support for their clinical supervision and professional growth.

In carrying out its responsibility for the quality control of the clinical training of students, the Field Training Office insures that both site supervisors and clinical instructors have the required qualifications for their assigned roles. This office is responsible for providing internship sites that include clinical experiences and training that aligns with the licensure regulations and the different creative arts therapy associations' guidelines. Our standards for sites, as well as requirements for site supervisors, incorporate what we believe to be the core of a valid clinical experience. Students receive consistent ongoing supervision, engage in inservice education and are members of seminars that meet their clinical educational needs. They have opportunities at their sites and in their classrooms to address their developing identities as mental health professionals. We consistently hear from sites that our students are well prepared for clinical work and that we are responsive to their needs.

Clinical Instructors

Supervision is a constantly evolving and developing process. We recognize the centrality and importance of quality supervision for clinical mental health counselors, school counselors, and expressive therapists. All of our supervisors meet state regulations that require that they have at least five years of post-master's clinical experience and an approved license. Students have an on-site supervisor, as well as a clinical instructor who teaches the course that accompanies the internship. The clinical faculty makes an initial site visit during the fall semester and in the spring the site visit takes place on campus. Students in school placements have three site visits. The fall visit provides an opportunity for faculty to assess the clinical site, meet the site supervisor and hold a three-way meeting with the supervisor and the student. The purpose of this meeting is to evaluate the student's entry into the site, assess their adjustment to the experience, and identify any issues to be addressed. Our clinical faculty, many of whom have been affiliated with us

for many years, provides the students with support, feedback, clinical interventions and techniques. They also understand the nature of the clinical sites. They are practicing clinicians within the students' areas of specialty. Because they are practitioners, they are able to resonate with the students concerns and understand the anxieties of beginning professionals. Our clinical faculty does not teach other courses to students while they are in internships or in their classes. We believe that the special nature of this relationship needs to be preserved. Our clinical faculty includes school counselors, expressive therapists, and mental health clinicians whose major focus is clinical work. The clinical seminars are opportunities for them to integrate theory and application. While many of our core faculty engages in clinical work, this is secondary to teaching. For our clinical faculty it is the opposite. Clinical work is their major focus, therefore their expertise is up to date, their understanding of health care is based on experience, and their awareness of systemic issues comes from their ongoing experience. They are also cognizant of the culture of the clinical world and the developmental processes in which the students engage as they progress through our programs. In the evaluations of the instructors, those who receive the highest and strongest commendations from the students are those who are powerful role models, who share their knowledge in ways that students find accessible, and who are sensitive and supportive to the students' experiences.

Site supervisors come on campus for the spring visit. They have the opportunity to meet with the clinical instructors, the directors and the staff during an all day meeting. Meetings are scheduled to accommodate all three participants. Often at these meetings, supervisors have an opportunity to meet the directors, network with other site supervisors and enjoy either a breakfast or lunchtime meal. If there are any student or supervisory issues that require the involvement of the directors, this meeting addresses them. Typical issues include personality conflicts, conflicts in philosophy and expectations, and students not meeting the needs of the sites in which they are placed. Often students excel academically and appear to be prepared for field training. Unfortunately, this is not always the case and we as a team are called upon to support, nurture, and challenge students in their areas of weaknesses. At this site visit we may develop a plan of action, create goals, and clarify expectations.

The Field Training Office also provides ongoing professional development for clinical instructors who teach and supervise our students in weekly supervision seminars that are part of our curriculum. The directors of the Field Training Office are consistently engaged in addressing the clinical faculty's professional development needs as well as concerns regarding sites and students. Twice a semester, the directors meet with all clinical instructors. Some of the topics the Counseling Psychology Division has addressed include: the use of taping as a pedagogical tool, supervision as a developmental process, an existential approach to supervision, addressing violence in school settings and assessing risk, dealing with students' self disclosures, transforming students into professionals, and specific discipline-based approaches to supervision. This is important because it reflects the realities of clinical work.

Our meetings are forums for clinical faculty to share pedagogical approaches and to receive peer feedback and support. The collegiality of these meetings provides a meaningful vehicle for the clinical faculty to connect with each other and fosters communication so faculty can call upon each other during the semester. While the Field Training Office makes the initial connection and is available for support and

consultations, it is the clinical instructor who has a more direct relationship with the site supervisors. Our clinical faculty know that the directors are there for them, and our educational and professional meetings strengthen the clinical faculty's ability to respond to the students and site supervisors.

Site Supervisors

One of the ways we nurture the relationship with site supervisors is to provide four annual seminars that address relevant issues that arise within their role as supervisors. Some of the seminars have been: multicultural themes in supervision, ethical concerns, addressing students whose work is "on the edge," and a developmental perspective on supervision. Seminars have addressed specific discipline-based techniques in supervision, as well as significant concerns about the supervisory process and relationship. We have guidelines for presenters that ask them to incorporate an experiential component into the workshop. These experiential aspects of the training support supervisors, as evidenced by sharing with others in small groups, doing role-plays, evaluating case studies and being able to share concerns about the highly responsible role they play in our students' education. Our workshops, and the granting of continuing education units for the supervisors' participation in seminars and meetings exemplifies our support and gratitude to the sites for accepting the responsibility for this aspect of our students' education. It is our way of giving back to the community and being part of strengthening the mental health and guidance services offered. Many supervisors call each year to make sure that students are applying to their sites. They share with us their appreciation of our staff and our preparation and organization of the sessions, which issues that are significant during the training experience.

Other Continuing Education Opportunities

In 2006, GSASS funded a semester-long seminar entitled *The Significance of Clinical Supervision in Counselor Education* in which site supervisors met with faculty to explore clinical issues that addressed the nature of supervision, specific approaches, and pedagogical and multicultural concerns. The seminar provided readings that were discussed, as well as experiential exercises that addressed the selected topics. A grant from the Graduate School allowed us to provide a stipend for the supervisors' participation. Some of the topics covered included multicultural issues (Butler, 2003; Estrella, 2001) collaborative supervision (Cantwell & Holmes, 1995) and cultural identity (Ortiz, 2000).

Connection with Larger Community/Conferences

Maintaining a connection between the Division, students, clinical instructors and site supervisors is essential for providing the best clinical training for our students and encouraging them to be participants in the larger community of school-based and mental health counselors and expressive therapists. In addition to ongoing professional development for site and clinical instructors, we regularly organize conferences for the larger mental health community.

In 2005, the Field Training Office sponsored a conference entitled *Just Supervision*. This conference addressed the integration of social justice issues into the supervisory and clinical relationship. The Field Training Office provided workshops, forums and case studies of social justice issues present within clinical settings and schools. Clinicians from community agencies were invited to do workshops on the ways in which their agencies address social issues that are integral to their clients' lives. Social issues included were poverty, racism, homelessness, and violence in the communities. We addressed the role of the clinician as activist. Together, members of the clinical and education communities reflected on how they addressed issues of fairness, social problems, and community responses.

In 2008, a second conference was organized, *Inspiration and Leadership: Conversation with Community Activists, Mental Health Professionals and Clinical Educators*. This conference focused on the experiences of those who work with victims, survivors, and perpetrators of violence. One goal of the conference was to encourage an authentic dialogue among community activists, clinicians and counselor educators. It focused on individuals who were invested in restorative justice and the proactive integration of social activism and mental health practice. The participants explored how they can bridge and transcend the traditional boundaries of their respective positions and came away with a better understanding of how to collaborate on mutual concerns. By engaging in active dialogue, individuals from the diverse perspectives of activists, clinicians and educators shared successes and challenges. Participants came away with an expanded awareness of how all groups could collaborate in the best interest of the health of our communities. It was wonderful to see participants from so many diverse agencies and community-based organizations meeting together. We succeeded in bringing significant clinical, community and educational activists together.

Too often at traditional conferences, participants gather, share their concerns, and leave. No real change occurs. This conference sparked a continuation of its theme of restorative justice and authentic dialogue. In Spring 2009, one year after the conference, several participants convened to continue the dialogue in a "peace-making circle." Students and teachers from two Boston high schools, as well as two of the conference facilitators, gathered to discuss the role of peace-making circles in addressing suspensions, detentions, expulsions and interpersonal conflicts experienced by students in school settings. The high school students discussed their experiences with peace-making circles and led the Lesley students in a circle experience. This presentation focused on high school students and the Lesley University graduate student counselors and teachers. Both the Lesley community and the Boston high school community, had an opportunity to sit as equals and explore the issues that led them to feelings of satisfaction, grief and hope.

Challenges

We have often responded to external challenges. Over the years changes in public policies have affected the clinical experiences of our interns. For example, Proposition 2 1/2, a bill passed by the Massachusetts legislature, restricted funding for schools when a property tax cap of 2 1/2 % was established. This limitation negatively impacted many school programs where expressive therapists and counselors previously had training

opportunities. It meant that the Field Training Office had to try harder to find quality sites for students.

The Field Training Office supported the development and passage of the bill that licensed mental health professionals. Members of the Field Training Office lobbied and encouraged elected officials and educated members of the mental health professional community to support this change. Although this effort professionalized and compensated students with master's degrees in Counseling Psychology and Expressive Therapy, it required many sites to update their training and also required the Field Training Office to revamp the curriculum. This transition to making the programs license-ready required many shifts and changes in the placement process for students, beginning with screening sites to determine their eligibility for placement. Many sites that had been favorites of our students and faculty had to make changes in order to meet the new regulations or be dropped from our lists of approved sites. In particular, the Field Training Office worked closely with sites such as storefront operations, shelters, and drop-in centers that represented our commitment to training for social change, helping them adapt to these newly instituted professional expectations.

We work closely with the Massachusetts Chapter of the American Mental Health Counselors Association, which acts as an advocacy and professional support organization. Additionally, the directors of the Field Training Office are active participants in the Massachusetts and Rhode Island Association of Counselor Educators and Supervisors. In this capacity, participation supports the ability to advocate for policy changes and legislation that affect our programs.

As the Field Training Office looks to the future, the directors are heartened by the contributions to quality clinical education and look forward to continuing their work together to meet the challenges ahead. The Office sees itself not only as a provider of clinical sites and faculty and supervisor development, but also as a community member invested in challenging the traditional boundaries between the academy and the community.

The Lesley/Cambridge Summer Compass Program

History of Compass

Just as the Counseling Psychology and Expressive Therapies Programs have strong connections to the community, collaborative community partnerships are integral to all programs in the School of Education. One unique and longstanding collaboration will be described in this chapter. For more than 30 years, the Lesley University School of Education and the Cambridge Public Schools, an ethnically and socio-economically diverse urban school system, have collaborated to run a summer school program. The Summer Compass program is a partnership that focuses on the goals of enhancing the academic achievement of children, supporting the preparation of new teachers, and providing professional development opportunities for veteran educators. Both the University and the school system have been able adjust to one another's programmatic needs in order to maintain this collaborative program.

Compass provides a six-week academic summer program for Cambridge school children in grades pre-K-6 and satisfies the requirements or partial requirements for a

practicum for Lesley University graduate and Adult Learning Division students. The program provides expanded learning opportunities in a summer enrichment program for 120-200 children, extending and reinforcing the children's learning and helping them to maintain their academic skills during the summer recess. Aligned with Lesley's mission, the program creates an inclusive school environment and trains Lesley student teachers in a setting where specialists and general educators develop and implement programs together for a diverse group of students.

The Compass program was not always what it is today. The program has remained flexible and has changed over the years to reflect current practices in teaching and meet new needs of the partners. The evolution of the program reflects changes in the structural organization of the education programs at Lesley University, as well as the sociopolitical context of education nationally. According to Arlyn Roffman (personal communication, April 7, 2009), a longtime faculty member and Lesley alumna, Compass began when Jill Hamilton, the founder of the special education program at Lesley had a dream. She and other faculty wanted to create a school where faculty and students could practice what they were teaching and learning, and where children who were identified as having special needs could have an exciting program. In 1975, the school was created and located at 14 Wendell Street in the Compass building where the Special Education Department offices were housed. Even the name Compass reflected the vision of the program and the Special Education Department, as "a central point of a wide-swinging arc of services" providing a sense of direction to help families navigate special education mandates (Hamilton, 1975, p. 10). Murals were painted on the walls, classrooms were designed to be appealing to children, and approximately 100 children ages 4-12 from 18 school systems (Hamilton, 1975) were welcomed into the summer program, where they were taught individually and in small groups. This was a critical time in special education. In 1972 Massachusetts had passed Chapter 766, the Massachusetts Special Education Law; in 1975 the federal government had just passed PL 94-142, the Education of All Handicapped Children Act. For the first time in history, all children with special needs were entitled to a free appropriate public education in the least restrictive setting, and Lesley was on the cutting edge!

Over the next couple of years, the program continued to expand to more than 100 children and 30 graduate student teachers, and in 1976 it was held at the Lesley Schools for Children. Field trips, music, art, physical education, swimming, and art therapy were incorporated into the program, and graduate students in counseling provided individual counseling to the children (The Current, 1976). According to Jerry Schultz, (personal communication, May 3, 2009) a former Lesley faculty member who was one of the early Compass directors, the program had an open door policy, accepting children with a wide range of special needs. As was the trend at the time, children with special needs were generally served in separate pullout programs, and Compass followed this model.

By 1978, the program had moved to the Peabody School in Cambridge. A number of the children had been excluded many times from many places, but the philosophy of the Compass program was "if not here, where?" Jerry remembers the incredible dedication of the staff and student teachers where "everybody felt like they were part of a mission." He says, "There was a commitment to making something special happen for each one of the kids in the program." Each child had the equivalent of an Individualized Education Program (IEP) for the summer. A great deal of time was spent getting each

student ready to go back to school in the fall. A packet identifying each child's strengths was created, with the intention that it would be shared with his/her classroom teacher.

In 1982, as the efficacy of segregated programs was being questioned, and mainstreaming or integration was becoming recognized as the more effective, more democratic approach to serving all children, Compass again changed with the times. Massachusetts had developed a teaching certificate in "Teacher of Young Children with Special Needs (TYC)," an integrated license for teaching children with and without special needs. Nancy Carlsson-Paige and Mary Snow, faculty at Lesley and co-directors of the program, along with Lynn Stuart, Director of Primary Education in Cambridge, developed a new model for the Summer Compass Program.

This creative and progressive model was based on mainstreaming and integration, project-based learning, integrating the arts, use of the outdoors, and a whole language approach to literacy. Now the program began to serve children with and without special needs in integrated classrooms, and the program grew again, enrolling approximately 150 children from grades pre-K-8. According to Nancy Carlsson-Paige (personal communication, April 8, 2009), the goal was to provide a "terrific program that had academic value." Don Holdaway, who brought the whole language approach to early literacy from New Zealand to Cambridge, was working with both Cambridge and Lesley, and his ideas permeated the program. The evolution of the Compass program was a true partnership between Cambridge and Lesley, and the focus was an exciting, innovative curriculum model for Cambridge children with and without special needs. The staffing was based on having one mentor teacher overseeing two classrooms with three student teachers in each class.

In spite of the fact that the Compass program had evolved from a segregated special education summer school into a mainstreamed program, it was still seen as an appropriate student teaching setting for special educators only. With the move toward inclusion in schools, however, roles of educators were beginning to change. Those specialists who in the past had removed children from the classroom to provide services began to increasingly enter the regular classroom. This change necessitated that teachers work together in collaborative models: a major departure from the autonomous, isolated, classroom of the past. As children with special needs were being integrated into regular classrooms, their teachers were being integrated as well. We realized the importance of integrating children in the Compass model, but we were slower to integrate our student teachers. It became evident that as models and roles change in the schools, so must the ways in which we train preservice teachers. In fact, perhaps the best way to facilitate the inclusion of children is to train prospective teachers to see an inclusive environment as a natural, positive way to teach. The practicum experience should take place in an environment in which general and special education teachers have the opportunity to collaboratively serve children in classrooms that belong to all.

The two separate divisions of Education and Special Education had been merged into one combined Division of Education and Special Education in 1981. For many years the Special Education Division had collaborated with Cambridge for the special education practicum in Summer Compass, while the Education Division had worked with another local school system for the general education practicum. With the merger of the two Divisions, it seemed appropriate that the summer practica should become an inclusive model where both general and special educators could be trained together. The

merged division espoused a philosophy of integration and mainstreaming, but, as is often the case, the combining of two cultures took more than an articulation of a common philosophy. Offering an inclusive practicum would be another step towards more serious commitment in the Education/Special Education relationship.

The final catalyst for change was the elimination of a summer school by the district where the general education practicum had been held. Since the general and special education faculties were working more collaboratively, we recognized that we already had a setting in place that could meet the needs of our general education student teachers in a way that fit comfortably with our current departmental ideology and the growing national trend toward inclusion. In 1985, Summer Compass became an inclusive school setting, serving children from both general education and special education programs, with student teachers from both general education and special education teaching together.

The most recent phase of the Summer Compass Program has been the inclusion of the interns from the Specialist Teacher of Reading Program. These interns act as literacy consultants for the school as a whole, delivering direct services to the children both in classrooms and in one-to-one tutorials, consulting with the classroom teams around a myriad of general curriculum and literacy topics and leading in-service presentations focused on the language arts.

This phase of the program began in 2000 amidst legislation emanating from the No Child Left Behind Act, which emphasized addressing the needs of failing children and failing schools and identifying research-based practices that would bolster students learning to read. The additional impact of the changing demographics throughout the country, and the particular needs of a culturally and linguistically diverse school-aged population, were equally compelling reasons to consider the literacy needs of the children in Summer Compass. The convergence of these areas of need and the role that literacy plays are seen in the topics chosen for the Compass Chronicle, a newsletter produced by the reading interns the first year. The newsletter covered effective strategies to support students' comprehension and how to identify and use reading materials for a multicultural population.

Compass Now

Since Compass provides a summer school experience for Cambridge Public School children, as well as student teaching placements for Lesley, it fulfills important needs for both institutions. Each contributes resources to the program; the Cambridge school system provides the classroom space, transportation, several personnel including a library aide, integration specialist, custodians, a nurse's aide, and the students. When possible, Cambridge also provides a Reading Recovery teacher. Eight to twelve participants from the Mayor's Kids Program, a summer employment program for high school students, assist in the school and classrooms. Lesley provides the director (who must be a Cambridge Public School employee), curriculum coordinator, administrative assistant, mentor teachers, technology teacher, University supervisors and student teachers. The University also supplies classroom materials and support for field trips. Cambridge students pay a nominal fee to attend the program and scholarships are available.

During the year, a committee, including administrators, faculty and staff from the University and the Cambridge Public Schools, plans and supports the program. The planning committee also works closely with the school system's Executive Director of Student Achievement and Curriculum and with the Family Resource Center.

The student population is determined by the Cambridge school department. Approximately 120-200 children, from the Cambridge school system, grades pre-K-6, attend the program and are selected to insure citywide attendance. Approximately 30% of the children have Individualized Education Programs (IEPs). Primary areas of need include challenging behavior, language and learning disabilities, and physical challenges. The student population reflects the cultural and linguistic diversity of the city of Cambridge with a significant population of children from Haitian, African American, Portuguese, and Asian backgrounds. The average class size is 20-25 students. In each classroom there is a team consisting of a mentor teacher and at least two student teachers whenever possible, one in general education and one in special education. A student teacher from the Consulting Teacher of Reading Program is part of each classroom team as well.

The practicum is designed to train graduate students for initial licensure as teacher of Special Needs pre-K-8 and 5-12, Early Childhood, Elementary or Reading Specialist. Student teachers are closely supervised by Lesley University supervisors who are on-site several days a week. Weekly three-hour on-site seminars are held for student teachers to reflect on their teaching and discuss issues related to licensure areas and the Compass program. Classroom teams meet for an hour after school, four days a week, for curriculum planning and discussion of educational strategies for individual students.

One of the unique aspects of Summer Compass is that a school is newly created each summer. The program rotates to different Cambridge elementary schools. A director, mentor teachers, and other staff are hired, student teachers are placed, children are assigned, and a curriculum developed. Each summer the program begins with empty classrooms that contain nothing but furniture; mentor teachers from the Cambridge and other school systems in the Boston area; student teachers who have varying degrees of experience; and children from all over Cambridge, some of whom are in special classes and some of whom are in general education classes during the year. After an intensive planning and set-up week, Compass turns into a real school with a sense of community, with teams of teachers meeting daily to plan curriculum, children learning and playing together, and classrooms and halls alive with projects, books, and materials.

Since each summer is a new beginning, there is autonomy to build a school culture in which collegiality, teamwork and collaboration are the norms. Teams of student teachers and mentor teachers work together to design their classroom environment, create curricula, and assess student work. Planning time with the team is built into the daily schedule. Support staff that include an integration specialist, curriculum coordinator, technology teacher, and reading interns work with the teams in planning for the classroom and for individual students. Student teachers in the Compass program are able to not only learn current teaching methodologies, but also to learn them in a diverse classroom. They are encouraged to reflect on their own teaching in team meetings, in practicum seminars and in daily collaborative planning. While the student teachers are in seminars with university supervisors, the mentor teachers meet once a

week with the Compass director and curriculum coordinator to discuss programmatic and mentoring issues.

Each summer, the classrooms choose a theme, and an interdisciplinary, developmentally appropriate curriculum is designed for each classroom related to this theme. Some recent themes were Taking Care of the Earth, Each Other and Ourselves; Me on the Map; and Cities and Towns. The curriculum emphasizes hands-on, activity-based learning in the areas of language arts, mathematics, science, social studies and the arts. Other program components include technology lab, theme-related field trips, swimming and library. Student teachers in the reading program serve as language arts consultants to the classrooms and work on whole-school activities, such as a newspaper. Breakfast and lunch are also provided. Parents and families are involved in the program through activities such as potluck dinners and breakfasts.

The Compass Reading Program has evolved since its inception in 2000. Today there are five components of the program, which complement one another: classroom support, assessment, tutoring, in-service presentations and classroom inquiry. These efforts contribute to the growth of the children's literacy competence and enthusiasm for reading, as well as to the student teachers' and mentor teachers' repertoire in literacy strategies and literacy resources to augment the classroom curriculum and interdisciplinary theme development.

At the beginning of Summer Compass, every child is assessed in reading in order to identify students for in-classroom groupings and one-to-one tutoring. In order to support the children and the mentor and student teachers at the different grade levels, reading interns are assigned to specific classrooms for the six weeks. In their roles as reading specialists in the classrooms, they help with theme development and reading incentive programs and model literacy strategies as needs arise.

In addition, in an example of one-to-one tutoring, an English Language Learner who would be entering fifth grade in the fall was found to be performing approximately one year below expectation in oral reading fluency and comprehension in both narrative and expository text. Her written expression was also in need of improvement. Age appropriate and engaging literature and poetry were selected to match this student's instructional reading level, and served as the basis for a series of activities designed to improve reading fluency, comprehension, and written expression. Since improving oral reading fluency was a goal, repeated reading of poetry served as an effective means to improve expressive, fluid reading. Additionally, since comprehending expository text was an essential skill for this rising fifth grader, much emphasis was placed on reading and writing about non-fiction text, note taking and outlining information. Within the six weeks of Summer Compass, this grade five student was more proficient with the use of oral language in talking about and elaborating on the themes and ideas in literature. She had moved from question and short answer format to a more mature conversational format for discussion and her written responses had also.

In their capacity as tutors, the reading interns work with two children, one from their assigned class and one from another grade level. Those children identified as the neediest on the pre-assessment are the tutees. Each of these children receives at least three hours of tutoring a week in sessions that focus on word identification, comprehension, vocabulary skills and strategies development, the application of skill in reading varied texts and the connection of reading and writing. Manipulatives, games and

varied texts are used throughout the sessions. At the culmination of the six weeks, a final tutorial report is written for each child tutored. These reports highlight the instructional areas of focus, the materials used and the gains made in both the academic and affective domains. These reports are sent in the fall to the principals at the schools where the tutored children attend. Recent data comparing a sample of the end-of-year reading scores to their fall reading scores on a reading test given district-wide has shown that 67% of the children in Summer Compass who received services in the classrooms or as tutees either stayed steady or made progress. This is a positive benefit from the program and it contrasts with a recent meta analysis of studies on the achievement gap, which shows that children in the elementary grades often slip as much as three months in a given summer (Allington & McGill-Franzan, 2003).

The reading staff give valuable in-service presentations to student teachers and mentors during Summer Compass. The topics are determined by student needs identified in the classrooms and in the tutorials. By making specific strategies, approaches and types of materials evident, the reading interns are insuring a more pervasive effect across the school to meet the needs of many students. The design of these inservice presentations has varied from year to year. There have been specific grade level sessions designed for Pre K-K (“What is Emergent Literacy?”), 1-3 (“Designing and Using Literacy Centers”), and 4-6 (Comprehension Assessment and Instruction”), as well as a series of developmentally appropriate workshops focused on a single topic such as strategies for effective reading of nonfiction. Most recently the interns and mentor teachers have been able to attend a series of mini-sessions presented in a carousel format on topics such as designing reading and writing lessons to enhance vocabulary development; using readers theater to enhance fluency and comprehension; creating and using author studies with students of different reading level proficiencies; and teaching features of nonfiction text as a means to enhance comprehension.

The reading interns are also engaged in carrying out an inquiry project. Again, their identification of student needs, their attention to matching strategies and approaches to those needs and their reflection on action make strong literacy teaching and addressing student needs visible. For example, in 2007 the reading interns chose one question to look across age and skill levels: “Can motivational book talks for nonfiction selections increase the frequency with which students self select nonfiction for independent or shared reading activities?” Another year, two guiding questions were chosen; one by interns working with tutees in the upper grades, “Are there some best strategies for teaching upper grade ELL students vocabulary?” and one for those in the lower grades, “Will a multi-sensory approach help a child with a short attention span attend to sound symbol relationships when learning to read?”

Benefits of the Compass Program

Summer Compass has sustained itself over the years because all of the constituencies involved benefit from the program. Cambridge public school students and their parents, high school students from the Mayor’s Kids Program, Lesley graduate students, mentor teachers and program administrators all learn and gain from the Compass experience. A true learning community is formed for all participants. The program’s strength rests on the collaboration between Lesley University and the

Cambridge Public Schools and the commitment of both partners to the program's value for its students. Summer Compass also provides an opportunity for Lesley to contribute to the school system in the city in which it is located and "give back" to the community.

Students/children. First and foremost, the program supports the Cambridge public school students by providing an affordable summer experience that offers an enriched academic program through an interdisciplinary, thematic approach. The program reinforces reading, writing and mathematics skills in small group and classroom settings and offers one-to-one reading tutorials for a group of students who would not ordinarily have access to this level of academic support during the summer. Throughout the summer, students work with a technology specialist and library assistant on developing curriculum projects and on enhancing their information-age skills. Students have opportunities to participate in field trips that support the thematic curriculum and that extend their academic experience. These combined experiences work to prevent "summer learning loss," to maintain academic skills throughout the summer, and to produce gains in literacy skills for students in tutorials. The full-day program provides a safe and enriching summer experience for many students who would not have access to educational opportunities during the long summer recess. The students make new friends with students from a variety of Cambridge schools and become part of a new learning community for the summer.

The Summer Compass program provides opportunities for summer to be a "learning season" rather than a time for learning loss (Miller, 2007). For many students the summer break equals as much as a three-month loss each year in the elementary grades. This loss leads to big setbacks in reading and longterm achievement deficits that may never be closed (Allington & McGill-Franzen, 2003; Cooper, 2003). Programs like Summer Compass which are voluntary, with both enrichment and academic components and literacy and math embedded in thematic work, and which emphasize problem solving, collaboration and cooperation seem to be the most effective summer models (Miller, 2007).

Another component of Compass that benefits older children is the Mayor's Kids Program, sponsored by the city of Cambridge to provide summer employment for teenagers. Every summer, Compass hires 8-12 high school students from the Mayor's Program as assistants in the program. The Mayor's Kids help with breakfast and lunch, serve as mentors to the Cambridge students and assist in the classrooms and on the playground. The Mayor's Kids are supervised by a staff person and receive feedback from the mentor teachers. Some of the high school students have a special interest in education and will pursue teaching as a profession. They all learn valuable lessons about the responsibilities of working in a highly interactive environment and they also benefit from paid summer employment.

Parents. Parents of the students in the Compass Program are pleased to have a full-day, affordable summer program for their children that provides academic and enrichment activities in a supportive environment. According to surveys distributed to families at the end of the program each year, parents are delighted to see their children immersed in math, literacy and science activities during the summer months, as well as taking field trips, having access to technology and enjoying themselves in a social environment. They appreciate the hands-on, active learning approach and the recreational swimming program. Comments include, "This was the best for our son! He remained

positive and spoke highly about his experiences daily. It was great fun for us as parents since his first year at kindergarten was difficult.” “Our daughter has loved every day of Compass. Her love of reading grew at Compass, and her confidence in writing also grew.” Parents also appreciated opportunities for involvement in the program and enjoyed attending class breakfasts and the school’s annual potluck dinner. Each summer, an after-school program is housed in the same building as the Compass Program, making it possible for parents who work 9-5 to keep their children in one setting all day.

Graduate students/interns. Lesley graduate students benefit by having the option of a summer placement in an urban environment and an inclusive setting. Many of the graduate students cannot leave paid employment during the school year to fulfill their specific licensure requirements, and the summer practicum makes it possible for them to enroll in the licensure program. The program also provides the graduate students with the opportunity to work with a culturally and linguistically diverse population of children.

Professional development workshops during the set-up week, and the weekly student teaching seminar, are tailored to the needs of the graduate students working in diverse classrooms. Faculty from the University offer their expertise on topics such as strategies for working with English Language Learners, culturally responsive teaching and strategies for building a learning community. The student teachers have the full experience of setting up the classroom environment, creating structures for helping their students build a cohesive classroom community and designing curricula and teaching materials.

An additional benefit to graduate students is the learning community and teaming experience created by the program. Teams of student teachers and mentor teachers work together to design their classroom environment, create curricula, and assess student work. Classroom teams consist of a mentor teacher, two graduate students seeking initial licensure (whenever possible a general education student teacher is paired with a special education student teacher) and a reading intern. Planning time with the team is built into the daily schedule. Support staff---an integration specialist, technology teacher and the reading interns---work with the teams in planning for the classroom and for individual students. For example, the integration specialist helps the student teachers design behavioral and learning interventions for specific students. The reading interns, who are both part of the classroom team and consultants in the area of literacy, model literacy strategies and support theme development with suggestions for literature-based reading and writing activities.

Graduate student teachers in the Compass program not only learn current teaching methodologies, but they are also encouraged to reflect on their own teaching in team meetings, practicum seminars and daily collaborative planning. They see lessons modeled by mentor teachers, reading interns and the technology specialist and experience a variety of different teaching styles. One graduate student commented, “I like the team teaching setting because you get to see your mentor teacher and other teachers in action, which is helpful. I see different teaching styles modeled and get to question and discuss teaching practices that the whole team is observing together.”

The Compass program reflects the current realities of many schools in which teachers no longer work in isolation in their classrooms. The graduate students in Compass experience different teachers working with the same group of students, gain experience conferring with school specialists in a consulting model, and learn valuable

lessons about collaboration and team work. Beginning on day one of the set-up week, teaching teams in Compass design the classroom environment, create curricula around a chosen theme and co-teach in the classroom, working together on these common goals. Teams meet daily, plan together, and at the end of the day evaluate their students' responses to the plans. Team members quickly learn how to listen to one another's ideas, how to present their points of view in order to be heard by their team members, how to collaborate in developing lessons, how to critique an idea in a respectful manner, and how to give and receive feedback. They learn when to compromise, how to view a situation from a different perspective and how to deal with conflicts that might arise. They have practice co-teaching lessons and orchestrating the role of each team member.

Mentor teachers and administrators. The mentor teachers in the program are veteran teachers with five or more years of teaching experience. They have an opportunity to assume new roles as teacher leaders in their work with the student teachers and to develop their mentoring and coaching skills. Mentor teachers meet together weekly with the staff developer to discuss their roles as mentors and strategies for teaming and curriculum planning. They work with the university supervisors to give feedback to the graduate students. When asked to discuss their own professional development over the course of the summer, mentor teachers have commented on the opportunity to work with such a richly diverse ethnic population of students in an inclusion model, the opportunity to explore running a classroom free of district oversight and directives, and the collaborative aspect of the program. Having to articulate their teaching practices for their team of student teachers makes them more reflective practitioners. Several have commented that they learned from their student teachers, many of whom were trying out strategies and curricular ideas that had been recently demonstrated in their Lesley University methods courses.

The program directors are often Cambridge teachers who have an interest in administration. Most of the former directors of the program have moved into administrative positions in Cambridge and other systems. The Compass Program has helped to round out their administrative experience in an urban setting and has given them experience in overseeing a school that is newly created each summer--an experience that new administrators do not usually have. Compass staff developers have grown professionally as well, and many have moved into curriculum support positions in school systems and the state department.

Other benefits of the school/university collaboration. In addition to benefiting the constituencies directly involved in the program, Compass has met other programmatic needs of both the University and the school system. In 2004, at the request of the Cambridge School Department, a language-based classroom was piloted for three students who needed summer services. The students participated in a self-contained language-based program in the morning and were integrated into the full Compass program in the afternoon. From 1992-1995, the University and Cambridge needed a summer program to provide extended learning experiences to 40 students in the Say Yes to Education Program. Say Yes combined resources with Summer Compass and supplemented the program, providing a guidance counselor and counseling interns, an author-in-residence, a storyteller and additional funding for supplies and materials.

Summer Compass gives all participants the opportunity for summer learning. For the children it provides academic enrichment experiences that help them to maintain or

make gains in academic skills, rather than losing ground during the summer. For the pre-service teachers, mentors and administrators it provides an opportunity for growth and development that helps them to move towards the next step along the professional continuum. For Cambridge and Lesley, the collaboration enhances the relationship between the University and the community and benefits all involved.

In Conclusion

This chapter was a collaboration between the Graduate School of Arts and Social Sciences and the School of Education. The training models designed for our students in their respective fields embody our shared vision as educators and leaders who value the importance of process and a commitment to community building. Both narratives demonstrate the ways in which the faculty and staff have responded to needs for change within their fields and communities in responsible and creative ways

The chronicle of the Field Training Office of the Divisions of Counseling and Psychology and Expressive Therapies speaks to both internal collaboration and external collegiality with members of the area's educational and clinical communities. The Field Training Office is dedicated to active development of quality sites and educational and professional development opportunities for both site supervisors and campus faculty. The Field Training Office exemplifies the commitment to community needs, to the professionals who serve the needs of students, and most importantly to the lives of the people with whom our students work.

The Lesley/Cambridge Summer Compass Program is a case example of a particular collaboratively run program which benefits both the local school system and the University. The process has been one in which the Cambridge Public Schools and Lesley University have worked together to develop a program that enriches the lives of the school children in Cambridge. Furthermore, this case example illustrates the teamwork and collaboration needed to successfully address the educational needs of multiple constituencies.

The values inherent in the priorities of both of these professional training models address key elements of Lesley University's mission, namely, the creation of transformative learning opportunities and a belief in the power of collaboration for the well being of our communities.

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