

Lesley University

DigitalCommons@Lesley

---

Community of Scholars Day—Posters

---

3-31-2009

## Collaborative Partnerships—Improving Teacher Retention

Karen Zimbrich

Susan Kando

Follow this and additional works at: [https://digitalcommons.lesley.edu/community\\_of\\_scholars\\_posters](https://digitalcommons.lesley.edu/community_of_scholars_posters)

---

### Recommended Citation

Zimbrich, Karen and Kando, Susan, "Collaborative Partnerships—Improving Teacher Retention" (2009). *Community of Scholars Day—Posters*. 15.  
[https://digitalcommons.lesley.edu/community\\_of\\_scholars\\_posters/15](https://digitalcommons.lesley.edu/community_of_scholars_posters/15)

This Book is brought to you for free and open access by DigitalCommons@Lesley. It has been accepted for inclusion in Community of Scholars Day—Posters by an authorized administrator of DigitalCommons@Lesley. For more information, please contact [digitalcommons@lesley.edu](mailto:digitalcommons@lesley.edu), [cvrattos@lesley.edu](mailto:cvrattos@lesley.edu).

# Collaborative Partnerships

---

Improving Teacher Retention

One of the big challenges in the field of education today is...teacher turnover

## The Collaborative Internship Program at Lesley

---

Intensive 14-month program provided in collaboration with independent & public schools that leads to a Master's degree in education, an initial teaching license

AND

A full academic year of hands-on experience in two classrooms

Qualities of alternative teacher *education programs*:

*Accelerated AND more intense than traditional MEd programs*

## Program Features

---

### Interns

- Take graduate courses on the Lesley campus & at the affiliated school(s)
- Follow an approved sequence of courses
- Belong to a cohort - start program in June & finish the following summer
- Participate in all aspects of school & classroom life - full time for 1 school year
- Work closely with mentor teachers

*Opportunities to put theory into DAILY practice for an entire school year!*

## Program Participants

---

The program is designed for

- Career changers OR
- Recent college grads

With or without previous teaching experience

Successful applicants

- Must hold a bachelor's degree from an accredited college or university AND
- Must be accepted to Lesley University

# Participating Schools

---

## **6 Independent Schools**

- Belmont Day School
- Brookwood School (Manchester NH)
- Buckingham Browne & Nichols School (Cambridge)
- The Carroll School (Lincoln)
- The Pike School (Andover)
- Shady Hill School (Cambridge)

## **2 Public Schools**

- Brookline Public Schools
- Hillside Elementary School (Needham)

Over 30 years and going strong!!!

1st partnership: Shady Hill in Cambridge (1972), BB&N (1977); Carroll-BB&N recent (2002), Hillside in Needham is the newest (2006)

## Program Contacts

---

- Mary McMackin, Ed.D.  
Program Coordinator
- Christina Chandler, M.Ed  
Academic Advisor
- Marcia Bromfield, Ph.D.  
Field Placement Director &  
Director of Professional Partnerships

Others in Field Placement Office (Kim Childs & Peggy Maki) AND in Admissions (Rosie Davis)

# Carroll - BB&N - Lesley Collaborative Partnership

---

A Three-way Partnership  
M.Ed. Degree & Initial Licensure  
Moderate Disabilities (PreK-8)

2 schools and 1 university; special link with Center for Special Education



## Mission of The Carroll School

---

The Carroll School is dedicated to meeting the educational needs of children diagnosed with *language-based learning disabilities*, such as dyslexia, and to supporting the constituencies that serve them.

Carroll seeks a culturally, ethnically, and economically diverse population and is an active public champion for persons with learning disabilities.

Partner Profile #1 - an independent school, as well as a Mass C766-approved private school, Grades 1 - 8

## Buckingham Browne & Nichols

---

Buckingham Browne & Nichols engages boys and girls from Beginners (pre-K) through Grade 12 in a rich and invigorating educational experience of the highest quality, opening their minds to new possibilities while providing outstanding preparation for the next steps of their lives.

Partner Profile #2 - 3 campuses in Cambridge. Currently, Carroll/BB&N Program takes place at the lower school: Beginners (PreK 1 & 2) through Grade 6 (first year, also at secondary level)

## Lesley University School of Education Center for Special Education

---

**Mission:** Founded in 1998, the Center is dedicated to understanding and promoting the knowledge needed by educators to improve the teaching of learners with disabilities.

**Vision:** With particular regard for the economically stressed, and for multicultural and multilingual populations, the Center seeks *to create collaborations among families, schools, and communities* which make it possible for every child, adolescent, and adult to develop and learn.

**Values:** The Center is guided by a philosophy that presumes the competence of all people in their different ways of knowing, learning, and expressing.

Partner Profile #3 - Vision is to create collaborations among families, schools, & communities

# Course of Study

---

## ■ Course Sequence

- Take 10 courses, plus a practicum and seminar in Moderate Disabilities (PreK-8)
- Attend classes at all 3 locations (6 on Lesley campus)

## ■ Hands-on Experience

- Teach in various subjects
- Help develop interdisciplinary curricula
- Participate in student-parent conferences
- Take part in various schoolwide activities

See updated Course Sequence (spring, 2009)

## Unique Aspects of Carroll - BB&N - Lesley Partnership

---

- Formal written agreement with Lesley - through the Center for Special Education
- Internship in 2 different environments - opportunities to collaborate with a greater variety of experienced mentor teachers at each school
- Field experience in general AND special ed
- MA Chapter 766 approved private school
- Distinct populations - exposure to wide range of learning styles

## Program Directors

---

Angela Wilkins, Director  
Collaborative Graduate Programs at TCS

Beverly Malone, Director  
Teacher Training Institute at BB&N

Angie's particular area of expertise is language development

Bev is a science teacher by training; has been involved with TTI since it was founded in 1977

## Collaborative Interns

---

- Who
  - Range of ages and prior experience
  - Majority are women (3 men 1st year/secondary)
- Why
  - Attracted by convenience of on-site coursework
  - Motivated by accelerated nature of program
  - Supported by cohort & mentoring relationships
- What
  - Opportunity to gain practical experience in general & specialized education settings

Reference: Humphrey, D.C. & Wechsler, M. Insights into Alternative Certification: Initial findings from a national study. *Teachers College Record*, 109(3), 483-530, <http://www.tcrecord.org>, ID Number: 12145, Date Accessed: 3/3/2009 3:46:53 PM

## Sped Center Liaison

---

- Communicate between schools & university (easier access to registrar)
- Help problem-solve (shorter response time to questions & concerns)
- Provide individual attention (welcome & support)
- Visit 2 sites regularly (maintain contact)

This is where the Sped Center can help to smooth the way for busy interns



## Conduct Outcome-Based Evaluation

- Demonstrate overall utility & relevance of Carroll-BB&N-Lesley Partnership
- Provide on-going support to interns
- Provide feedback to program directors
- Help support & maintain this unique collaborative partnership
- Develop an outcome-based evaluation process - a work in progress

Another role for CSped Liaison. Purpose of implementing an outcome-base process...

Reference:McNamara, C. (1997-2008) Basic Guide to Program Evaluation

## Evaluation Measures

---

- Personal interviews with two program directors
- Evaluation of Lesley University Collaborative Programs (summary)
- Online survey (field placement office)
- Telephone Interviews with representatives from each cohort

May develop additional tools, e.g., participant characteristics

# Teacher Turnover

(in Public Schools: 1991-1992 to 2000-2001\*)

- Exit Attrition
  - Comparable in special & general education
  - Rates increased 3 percentage points ("substantial")
- Teaching Area Transfer
  - Consistently higher than attrition rates for both
  - Rates increased about 4 percentage points
- School Migration
  - Stable rates but higher in sped than general ed

\*Boe, E.E., Cook, I.H., & Sunderland, R.J. (2008) Teacher Turnover: Examining exit attrition, teaching area transfer, and school migration. *Exceptional Children*, 75(1), 7-31.

NOTE: 3 kinds of turnover

## Program Outcome: Lower Teacher Turnover

---

- 1 of 23 (4%) Carroll - BB&N Collaborative Program graduates left teaching in a 5-year period (2004-2008)
- 5-year attrition percentage 39.6% (Boe, et al., p.16)
  - Full-time public school teachers (sped & gen ed) in 1999-2000 with 1 to 5 years of total teaching experience (public and/or private, full time and/or part time)

## Placement: Public Schools

---

- Arlington Middle School
- Beverly High School
- Boston Renaissance Charter School
- Boston Middle School
- Chelmsford Charter Middle School
- Hudson Elementary School
- Lexington Elementary School
- Malden Elementary School
- Natick Elementary School
- New Orleans Charter School
- Newton South High School
- Rhode Island Charter School
- SEEM Collaborative

Another program outcome: successful placement, often within a month or two of graduation!

## Placement: Independent Schools

---

- American School in London
- ASSETS School in Honolulu
- The Carroll School
- Nashoba Brooks Country Day School
- The Tower School in Marblehead

## Graduate #1

---

- Employed in one public HS since fall 2003
- 2 years as a sped teacher in learning center & 2 years as a sped teacher in an integrated program
- Currently in 2nd year directing athletics, teaching phys ed to students with behavioral disabilities & (as part of the HS leadership team) advocating for students with a range of disabilities

## Graduate #2

---

- Employed in one public ES (K-8) since fall 2006
- Currently in 3rd year in the same "inclusion classroom" as a general education teacher
- Co-teaches with another dual-certified sped teacher (both are dual-certified)
- States that while the collaborative program was difficult, "It's the best way to do it," and that her colleagues are envious of her experience



## Graduate #3

---

- Employed in one independent ES since fall 2006 (received offer within 1 month of graduation)
- Currently in 3rd year working as a grade 6 language teacher
- Also tutors during the summer
- States that it was challenging to work full time and complete course work in 14 months, but "It was what I wanted to do."

## What Graduates Say About the Program 1

- Overall, graduating interns feel that the collaborative program is time intensive, but invaluable, in preparing them to be effective teachers.
- Most say that being a contributing member of the school community, as well as a member of a cohort group, greatly benefited their professional training and development.
- One person commented on the cutting edge research being done at The Carroll School and added, "These were among the best instructors of my entire life."

Data collected via follow-up phone surveys (2007 and 2008) & "Evaluation of LU Collaborative Programs" forms

## What Graduates Say About the Program 2

---

- One program grad praised Lesley for helping her pass the Massachusetts Tests for Educator Licensure (MTEL)
- Program recommendations include:
  - "I strongly recommend the Carroll-BB&N program."
  - "I loved the program and wouldn't change anything."
  - "Keep it going!"

## Contact Information

---

- Karen Zimbrich, M.Ed  
Associate Director  
Center for Special Education  
Graduate School of Education
- [Zimbrich@lesley.edu](mailto:Zimbrich@lesley.edu)