Syracuse Urban Inclusive Teacher Residency

NAPDS
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Agenda

- Welcome and introductions
- Overview of SUITR program
  - Partner Schools
  - Goals
  - Theoretical Grounding
  - Key components
- Initial Outcomes and Findings
- Program Development
- Closing
Welcome and Introductions
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Institution</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne Daviau</td>
<td>Lead Mentor, English Teacher</td>
<td>SUNY Cortland</td>
<td>2012-2015</td>
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<tr>
<td>Jodi Burnash</td>
<td>Lead Mentor, Special Ed Teacher, English Education</td>
<td>SUNY Cortland</td>
<td>2012-2015</td>
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<td>Carrie Rood</td>
<td>School Site Liaison</td>
<td>SUNY Cortland</td>
<td>2016-2017</td>
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<td>Yosung Song</td>
<td>SU/ Moravian College</td>
<td>SUNY Cortland</td>
<td>2012-2015</td>
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<tr>
<td>Christine Ashby</td>
<td>SUITR PI/ Faculty Liaison Program Coordinator</td>
<td>Syracuse University</td>
<td>2016-2017</td>
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What is SUITR?

The Syracuse Urban Inclusive Teacher Residency (SUITR), is a collaboration between,

- The School of Education at Syracuse University (SU-SOE)
- Partnering schools in the Syracuse City School District (SCSD): William Nottingham High School (9-12) and a middle school (changed throughout the program)

In the SUITR program,

- Rigorous Master’s-level academic coursework: mentor- & faculty-led context-specific coursework
- **full-time mentored teaching practice** in the high needs partner schools.

The residency placement periods:

- 2 full semesters, following the public school calendar
What are the Goals of SUITR

1. To effectively prepare highly qualified and motivated teachers in the critical teacher shortage area of secondary (7-12) special education, with a specific focus on urban inclusive schooling, for successful careers as effective special educators in high needs schools.

2. To improve the quality of teaching and increase the retention of teachers in high needs urban schools, particularly of SUITR Program graduates and other teachers employed in the SUITR Partnership schools.

3. To develop a replicable model for how to effectively achieve objectives 1 and 2 that can be adapted by other, external, institutions as well as internally by other SU-SOE teacher preparation programs.
Our Partner Schools:

Syracuse Urban Inclusive Teacher Residents
<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Funding</th>
<th># of students</th>
<th>Relationships &amp; placements with partner district</th>
</tr>
</thead>
</table>
| Year 1 (2012-2013) | NYS Grant through RTTT                                                  | 18            | • Nottingham HS  
                         |                                                          |               | • Hughes K-8                      |
| Year 2 (2013-2014) | NYS Grant through RTTT                                                  | 18            | • Nottingham HS  
                         |                                                          |               | • Danforth MS                      |
| Year 3 (2014-2015) | NYS Grant through RTTT                                                  | 18            | • Nottingham HS  
                         |                                                          |               | • Danforth MS                      |
| Year 4 (2015-2016) | Funding from partner school district                                   | 3             | • Nottingham HS                                    |
| Year 5 (2016-2017) | Funding from partner school district                                   | 8             | • Nottingham HS  
                         |                                                          |               | • Lincoln MS                       |
| Year 6 (2017-2018) | No funding or SUITR program, partner district partnered with another higher education institution |               |                                                   |
| Years 7-9 (2018-2021) | Funding from partner school district*                                  | ~8            | • Nottingham HS  
                         |                                                          |               | & ?                                |

Funding only provided with commitment to teach in partner school district for two years.
Theoretical Grounding
Theoretical Grounding: Exemplary Teacher Prep Programs

- Careful oversight of quality
- Context-specific preparation
- Significant coursework in reading, math and methods of teaching
- Focus on helping students apply strategies and tools in context
- Opportunities to study local district curriculum
- Percentage of tenure line faculty

(Darling-Hammond, 2010; Masko & Hammerness, 2014)

Syracuse Urban Inclusive Teacher Residents
Key Elements of Clinically Rich

- Integration of pedagogy with on the job training
- Guided classroom practice through an internship (1 year) with an effective educator
- Intensely supervised teaching and on-going, clinically-based instruction
- Mentoring by a trained mentor
- Rigorous graduate level coursework leading to a Master’s degree that includes learning theory, research and content
- The placement of candidates into cohorts.
Key Components
SUITR Program Progression

Summer I
- On Campus Coursework
  - STAGE I
    - Knowledge
    - Skills
    - Experience

Fall
- Residency Placement, On-Site & On Campus Coursework
  - STAGE II
    - Knowledge
    - Skills
    - Experience

Spring
- Residency Placement, On-Site & On Campus Coursework
  - STAGE III
    - Knowledge
    - Skills
    - Experience

Summer II
- On Campus Coursework
  - STAGE IV
    - Knowledge
    - Skills
    - Experience

DEMANDS ON A 1ST YEAR TEACHER
- Knowledge
- Skills
- Experience
Institutional Partnership

- “responsibility, authority, and accountability covering all aspects of program development and implementation” (NCATE, 2010, p. 6).

- Development and implementation of the program has been a collaboration between SU and SCSD

- Includes recruitment, selection and evaluation of candidates; identification and support of mentors; program development; ongoing problem solving

- Development of MOU to support partnership
Cohorts

- Each individual teacher resident was placed with between four to eight other teacher residents, developing a **cohort** at the two school sites.

- Contextualize and problematize their teaching experiences with other student teachers and university faculty (Beck & Kosnick, 2001; Darling-Hammond, 1999)

- Provided resident teachers “a richer, more coherent learning experience when they are organized in teams to study and practice with these faculty and with one another” (Darling-Hammond, 1999, p.232).
Mixed Mentor Teams

- **Mixed Mentor Teams** consist of two to three content area teachers and two to three special education teachers from each of the partner schools (one of whom is designated as Lead Mentor).

- Each student is hand scheduled to ensure a variety of experiences, models and content areas.

- Traditional student teaching experiences often inhibit these opportunities, as individual teachers become acclimated and assimilate to the school in which they are placed, often taking on the practices and teaching identity of their sole mentor teacher (Rozelle & Wilson, 2012).
Placement First

- Close attention is paid to ensuring that teacher residents are putting their placement as their first priority.
- This is in stark contrast to the “traditional” way of conceptualizing placements as supporting coursework.
- Every attempt is made to bridge coursework and practice.
OnSite University Support

- Mentorship Institute during August
- Weekly, faculty and graduate assistant visit and observe at the school sites
- Meet with both SUITR students and mentoring team to facilitate program, collaborate and problem solve
- Regular presence at the schools, part of the fabric of the school community
Outcomes and Findings
Goal 1. Highly qualified and motivated teachers in **urban inclusive schooling**

<table>
<thead>
<tr>
<th>Number of total SUITR graduates</th>
<th>Currently Certified &amp; Teaching</th>
<th>High Needs School</th>
<th>Urban</th>
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<tbody>
<tr>
<td>60</td>
<td>58</td>
<td>44</td>
<td>37</td>
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Goal 1. Highly qualified and motivated teachers in urban inclusive schooling

- SUITRs have experienced a relatively easy time finding employment and there has been an increased interest on the part of SCSD to hire SUITRs, compared to traditional SU-SOE graduates.

- The residency experience is highly valued by the SUITRs and makes them feel better prepared than other first-year teachers. These sentiments are mirrored by district administration.

- The cohort structure provides SUITRs with a strong sense of safety, belonging, and support. These relationships continue to sustain the SUITR’s post SUITR experience.

- Mixed mentor model has worked wonderfully!
Goal 2: To improve the **quality of teaching** and increase the retention

- We recently got observed by an outside party to see how the school was rolling out co-taught rooms and we got the highest remarks of any co-taught room in the building! (Jenna)

- I definitely would not be ready to work if it wasn’t for SUITR. Having the full days of classes and a caseload of kids really benefitted, and it was hard work but it was totally worth it. (Ryan)

- SUITR allowed us to have true hands-on experiences on what it is like to be a special education teacher in a variety of settings. Getting to work in consultant teacher and special class settings allowed me to feel prepared to work in any kind of special ed setting. (Emily)
Goal 2: To improve the quality of teaching and increase the retention

- Overall, schools were very impressed with my Residency.
- The SUITR program was very marketable in terms of employment because I had an authentic almost full year of experience, but was still inexpensive to the District in regards to hiring me as a first year teacher.
- They were impressed with the variety of special education settings I had experienced during the SUITR program.
Goal 3: To develop a **replicable model** to implement Goals 1 & 2

- Providing context specific and integrated course work took some finesse. Getting SU-SOE faculty buy-in and dedication is a delicate process.
- Each year has gotten easier: **The 1st year** was a “learning by doing” and “trial and error” process. **The 2nd year** mentors and SOE faculty/staff had a more refined understanding of the program expectations and individual roles.
- Good communication b/w program stakeholders is crucial to program success.
- SUITR leadership team faculty experience different and improved connections with the Syracuse City School District (SCSD) as coming out of the SUITR program.
How things have developed...

- Funding: Race to the Top Funded Grant with significant fiscal resources to school district funded initiative
- Cohort Size: from 18 to 6 - 10 students
- Institutional Partnership: University and School district taken ownership & responsibility beyond the grant; Added Office of Human Resources (SCSD) & Department Chair (SU)
- Connection to other Initiatives (Collaborative Research Projects, Urban Fellowship, NYS Clinical Practices Working Group, Bank Street Sustainable Funding Project)
Final Thoughts

I wouldn’t have wanted to do student teaching any other way.

Being in schools for a year was a brilliant idea!
For More Information:
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