



GLCRTPPP Partnership University at Albany and Amsterdam High School

**Presentation to the S-TEN Convening
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University at Albany Clinically Rich Program

- Adolescent Special Education
- 67 credit master's program (two full years including summers)
- Three certifications
- Evidenced based practices with focus on literacy
- Multiple field experiences culminating in a full year residency
- Embedded university supervisor
- Emphasizes professionalism, problem solving and resiliency

Amsterdam High School

- 1,200 students
- Approximately 60% Free and Reduced Lunch
- 40% Hispanic/Latino
- Accountability Status – Focus High School
- 68% Graduation Rate
 - SWD 45%



Initiation and Growth of Partnership

- **Exploratory discussion about the mutual benefits of collaborating**
 - The grant answered the challenge of funding
- **Strategic definition of roles and roll-out**
- **Validation and recognition of partner teachers**
- **Relevant PD opportunities for teachers**

Different from Traditional Partnerships

- **Embedded Supervisor w/dedicated space**
- **Monthly on-site professional development**
- **Summer training for general education and special education teachers**
- **Full-year residency**
- **Larger commitment from all stakeholders**

Benefits and Challenges

Benefits

- Professional Growth
- Evidenced –based strategies and pedagogy
- Connections with students and community
- Relationship with faculty
- Extended practicum experience
- Intensive mentoring

Challenges

- Funding
- Program Resources
- Building initial relationship with faculty/administration
- Uncertainty

Maintaining Partnerships and Program Changes

- Development of Adolescent Generalist Program
- Exploration of relationships with other departments within the School of Education
- Advocacy
- “New” extended practicum
- Summer Institute
- Continuity of supervisors
- Professional development

GLCRTPPP Partnership

“The Clinically Rich Program was a springboard for excellence in teaching. I was provided an authentic teaching experience that helped me develop my teaching philosophy, receive feedback, share ideas with colleagues and peers, and explore different academic subject areas. Most valuable, however was the opportunity to be part of something bigger: a community. The program showed me the potential for learning when staff, students, and families work together and form positive relationships. I graduated feeling confident that I could exceed the expectations of the community I serve.”

Halley Eacker – Resident Fellow, 2012-13

GLCRTPPP Partnership

“This program has been wildly successful in bringing together veteran teachers, new teachers, and students to create an environment of excitement and learning opportunities in our school.”

Rebecca Rafalik – Mentor Teacher, Amsterdam HS