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## **Cultivating Powerful Mentorship in Educator Credential Programs**

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# Cultivating Powerful Mentorship in Educator Credential Programs

*By Lily Rosenthal, Annie Schaeffing, and Emily Sharrock*

FEBRUARY 2023



## Introduction

Reflective practice is at the core of Bank Street’s approach to educator preparation and ongoing professional learning. It develops an educator’s ability to connect theory to practice and to reflect deeply on their own growth. In Bank Street’s Graduate School programs, this is done by providing extended and well supported opportunities for supervised fieldwork. More recently, Bank Street has hosted several residency programs for new-to-the-field PK-12 educators, which build from this core approach to partner with schools and districts to offer locally embedded programs that also include mentoring.

**Mentorship is a powerful tool to support educators earning degrees and preparing to enter the field. When designed with intention, it is also a compelling professional opportunity for veteran teachers willing to share their expertise with incoming educators. Ultimately, it helps build an important bridge between a resident’s real world experiences in the classroom and the coursework of their degree program. Mentors provide an important perspective of the daily reality of classroom teaching, as well as key social-emotional support for a new teacher trying new approaches and learning through practice.**

## About Bank Street Residency Programs

Residency programs offer a unique opportunity for educators to observe and participate in a full year of teaching, become familiar with a set of students and observe their progress, and receive feedback in real time from an experienced educator. In residency programs, prospective educators (residents, hereafter) spend a full school year in a classroom, teaching alongside an experienced mentor teacher. In addition, residents receive support from a faculty advisor and a conference group made up of a small number of peers. The faculty advisor plays a role similar to that of a coach, observing the resident and facilitating reflective practice. Advisory groups are a small group of residents who meet regularly to share their experiences and reflect together on their needs and growth. Mentors and residents also have “three way meetings” with the Bank Street faculty advisors to make further connections between coursework, learning, and fieldwork. Simultaneously, mentors have the opportunity to become students of their own practice as they support their teacher resident.

# 87%

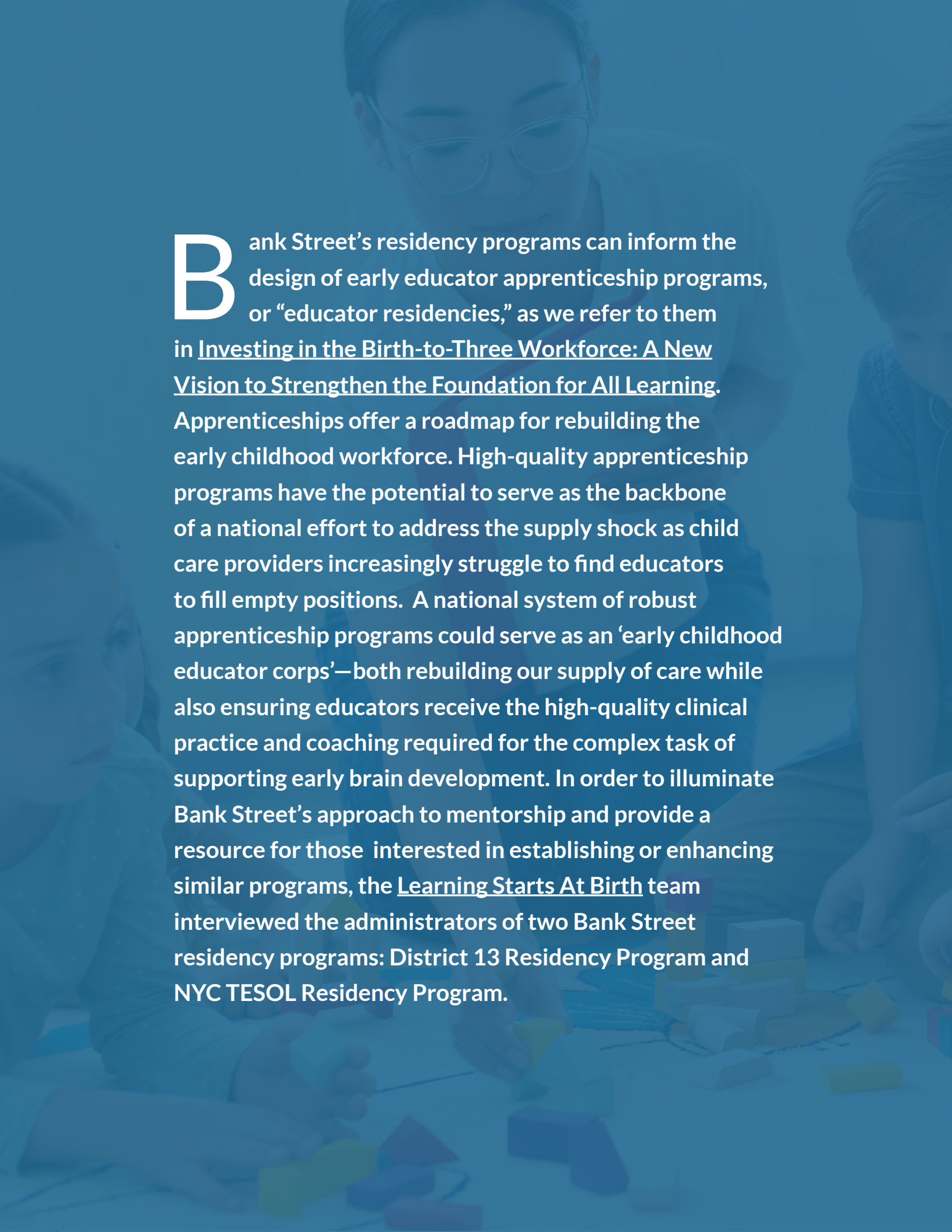
of Bank Street graduates  
remained in education  
over a 12 year period

Through these supports, resident teachers have the opportunity to learn about themselves as educators, and gain skills and knowledge to make their first years as a teacher more impactful. Sustained fieldwork offers an onramp into the field, and results in more prepared teachers upon graduation. This deep introduction to the profession pays off in the long-term as well: Bank Street graduates have a high rate of retention in the field. Eighty-seven percent remained in education over a 12 year period.<sup>1</sup>

Mentors are lead teachers who provide daily support around educator practice. For new-to-the-field educators, this is crucial, as a mentor teacher can demonstrate daily routines, lesson planning, curriculum implementation, and observation & recording. For incumbent educators, mentors may play the role of interpersonal support, encouraging program persistence and completion.



<sup>1</sup> Lit, I. & Darling-Hammond, L. (2015). *The threads they follow: Bank Street teachers in a changing world*. Stanford, CA: Stanford Center for Opportunity Policy in Education.



**B**ank Street’s residency programs can inform the design of early educator apprenticeship programs, or “educator residencies,” as we refer to them in [Investing in the Birth-to-Three Workforce: A New Vision to Strengthen the Foundation for All Learning](#). Apprenticeships offer a roadmap for rebuilding the early childhood workforce. High-quality apprenticeship programs have the potential to serve as the backbone of a national effort to address the supply shock as child care providers increasingly struggle to find educators to fill empty positions. A national system of robust apprenticeship programs could serve as an ‘early childhood educator corps’—both rebuilding our supply of care while also ensuring educators receive the high-quality clinical practice and coaching required for the complex task of supporting early brain development. In order to illuminate Bank Street’s approach to mentorship and provide a resource for those interested in establishing or enhancing similar programs, the [Learning Starts At Birth](#) team interviewed the administrators of two Bank Street residency programs: District 13 Residency Program and NYC TESOL Residency Program.

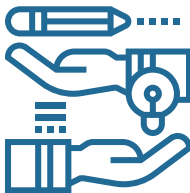
# Bank Street's Program Descriptions and Design

## NYC District 13 Residency Program



### Background

[The NYC District 13 Residency Program for Childhood Special and General Education](#) is a two-year residency cohort program leading to dual certification and a Master of Science in Education. First-year students participate in a full-time residency in a New York City public school with a strong commitment to the integration of anti-racist and culturally responsive practices. In the second year, students are eligible to be hired by the district as full-time teachers. Additionally, all cohort members receive a \$20,000 stipend in the first year of the program when they serve as residents, and a 50 percent tuition reduction for the program.



### Systems for Mentor-Resident Engagement & Collaboration

Over the course of one month, residents and mentors spend at least four formal, planned hours together, in addition to informal planning and collaboration. The intention in these formal meetings is for residents to receive focused support on particular topics. Residents and mentors spend two 30-minute meetings together each month focused on lesson plan feedback. Two hour-long meetings each month are reserved for formal observation feedback. Finally, residents and mentors meet for one hour each month for follow-up support around lesson planning or lesson execution. This is in addition to the informal collaboration and conversations that happen during the day (e.g. checking in after a lesson, talking during lunch, etc).



### Mentor Compensation

Mentors are paid a per session rate of around \$50 for each meeting with the resident teacher and for after-school colloquia attendance. While this does not compensate for all of the daily work of mentorship, it provides an important recognition of the value of this work and encourages mentors to attend colloquia to build their knowledge and skills in the art of mentoring itself.



## **Mentor Training**

Mentors meet monthly for two hours in 'mentoring colloquia,' in which mentors have the opportunity to meet together to learn specific skills and discuss problems of practice in their work as mentors. Bank Street and District 13 co-facilitate the meeting each month, which promotes a strong partnership and joint investment in the success of the program.



## NYC TESOL Residency Program

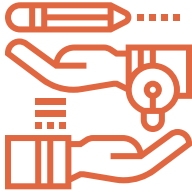


### Background

[The MSEd Program in Teaching English to Speakers of Other Languages \(TESOL\)](#) is designed for prospective teachers who are interested in working with students learning English as a new language (ENL) in grades Pre-K to 12. Translanguaging is a cornerstone of the curriculum. This concept empowers emergent multilingual students to draw upon and nurture their home languages and cultures, while expanding the range of their linguistic repertoire to include English. Translanguaging reflects the complex language practices of bilingual/multilingual speakers. Graduate students earn their master's degree and teaching certification at a discounted tuition rate while studying and working as a paid teacher resident at NYC DOE's International High Schools, public elementary schools, and charter schools. Throughout the first year, residents also conduct intervisitations in other schools and classrooms to gain exposure to other settings and grade levels. In the second year, students are eligible to be hired as full-time teachers.







## Systems for Mentor-Resident Engagement & Collaboration

Each month residents set new goals, developed with their Bank Street advisor, to align with coursework and they share these goals with their mentor teacher. Mentors and residents meet weekly to discuss progress on these goals.



## Mentor Compensation

Mentors are paid \$100 stipend for each colloquium they attend, for a total of \$500 for the year.



## Mentor Training

Mentors in the TESOL program meet together five times in the first half of each year. The colloquium focuses on expectations of the program, and includes time for mentors to share challenges and practices with each other. Front loading this time for mentors works well because the colloquium offers mentors the chance to learn more about the curriculum of the graduate school and key concepts, including translanguaging and discussions of how this concept impacts instruction. Translanguaging is a new approach for many mentors to learn. Mentors in the TESOL program teach across different grade levels from elementary school to high school, so mentors have a unique chance to collaborate with other teachers that work with different age groups.

## Key Terms

- **COLLOQUIUM:** refers to the training that mentors receive from Bank Street and/or school district staff throughout the school year.
- **FIELDWORK SUPERVISION:** refers to the process of a Bank Street faculty member who serves an advisor observing the resident teacher in their placement classroom.
- **MENTOR:** is an experienced teacher who hosts a resident teacher in their classroom.
- **RESIDENT:** refers to the new-to-the-field teacher as they work within a mentor teacher's classroom.



## What We've Learned About Mentoring: Grappling with Key Questions for Design & Implementation

What follows are excerpts from our conversation, along with key resources provided to residents and mentor teachers. We hope these resources can support administrators as they consider program components, and clarify for policymakers why supported mentoring and sustained fieldwork is a worthy investment for any educator preparation program.

This interview wrestles with key questions of practice such as:

- how to connect coursework to practice
- how to ensure job-embedded learning prepares new teachers to enter the classroom
- how to train mentors effectively, and
- how veteran teachers can benefit from serving as mentors.

We interviewed **VALENTINE BURR**, *Chair of the Department of Teaching and Learning*; **JESSICA WONTROPSKI**, *D13 Residency Program Administrator and Director of General and Special Education Programs*; and **CRISTIAN SOLORZA**, *Director of the TESOL and Bilingual/Dual Language Programs, Supervised Fieldwork Advisor & Course Instructor*.

Their biographies can be found at the end of this document.

The residency programs highlighted here have been developed in recent years, and the support and resources provided to mentors continues to evolve and grow. Given this, Bank Street is in a position of growth and learning. These interviews aim to capture this learning and related insights as a way to inform other practitioners and leaders as they begin similar journeys.

## Supporting and Developing Mentors

Mentors are typically teachers who have been in the field for several years, but they may not be familiar with adult development or have experience working with a student teacher in their classroom. In order to make mentorship the powerful experience it can be, programs need to provide sustained training to prepare mentor teachers to effectively support residents. Opportunities to reflect and learn with other mentors help them to continually grow their practice throughout the residency year.

## In your experience, what makes a strong mentor?

**CRISTIAN:** I think flexibility and willingness to give up control of the classroom. In successful relationships, students have created whole units of curricula at the high school level. Mentors can actively work with residents to create units and it becomes a true partnership in terms of content being taught. An untrained mentor can have a resident making photocopies and create no relationship to curriculum - that's not going to prepare the resident. A strong mentor will clue their resident into the curriculum and plans for the upcoming days and weeks, and truly treat the resident as another teacher in the classroom.

Mentors are the people who inspire you to keep going when you are challenged and inspire you to be your best and provide strength. Good mentors are the people that help you grow—which is essential in any type of learning experience.

— CRISTIAN SOLORZA

**JESSICA:** For me, the most important qualities are curiosity and taking a questioning stance, as well as self-reflection: I've been doing something for five years as a teacher, and now my resident is bringing something different. Can I be curious about this and try to learn?

It's like the Lucy Sprague Mitchell [Founder of Bank Street] quote, we have to have *"Flexibility when confronted with change and ability to relinquish patterns that no longer fit the present."*

— CRISTIAN SOLORZA

## What kind of training, preparation, and resources were important for the mentors in your program?

**CRISTIAN:** In our mentoring colloquium for TESOL, mentors meet for five hours during the first half of the year. At the beginning, it was just sharing expectations since we had new mentors and they wanted to know what we wanted from them. We went through an expectations document and left time for questions. We also watched a video of one of the previous bilingual teachers talking about her experience in the classroom, the support she needed, and what she was looking for in her fieldwork experience. We talked about what it means to be a mentor, and their needs and anxieties.

**JESSICA:** We're taking a developmental approach to how mentors grow into mentors. In planning for colloquia, we wanted to dive into adult development but had to listen to mentors, and they wanted to know more about the partnership and what they should be doing to support their teacher residents. We are constantly toggling back and forth between logistics and the content. We see where folks are at and pick up from there.

## Are there specific skills around which mentors need support?

**VALENTINE :** A piece that is hard for mentors is how to give direct feedback when the feedback might be hard. It is a balance of how to be direct, supportive, and have a growth mindset, but also be able to name areas where there are challenges. This enables residents to say "This is something I need to work on and I have a plan for how to work on it." It's a really hard skill to learn and develop. Some residents struggle and their mentors were having a hard time being clear and direct. Mentors need support around how to give feedback in a way that doesn't feel punitive and is actionable. We shouldn't expect this is something that mentor teachers know how to do, and it is something to think about programmatically. How can we model it?



## Bank Street focuses on taking a strengths-based approach when working with adult learners, helping them to cultivate existing skills and build greater capacity for learning and growth by focusing on what they are doing well. This orientation may come more naturally to some than others. How do you support mentors in adopting a strengths-based approach in their work with resident teachers?

**JESSICA:** We spent a number of sessions workshopping things. We looked at lesson plans from resident teachers and asked mentors to take a deep dive into it and look through it. We asked where they saw strengths and what specific feedback they would give in order to strengthen instruction. What was great about that, similar to Bank Street classes, was that all of the mentor teachers had different ideas about what they saw as strengths that were grounded in their own

experiences and perspectives. That was an opportunity to hear from their peer mentor teachers and to think differently about what they thought they were seeing.

**CRISTIAN:** We asked residents to set goals with their mentors. During their meetings, the resident reviews their goals for the month and shares with the mentor teacher what they know how to do from previous experiences and where their strengths are, naming the things they are good at. Then they also discuss the things they would like to work on each month. It's really important that the residents guide those conversations and then ideally the goals will align.

## Mentor's Work In Supporting Resident's Professional Development

For many educators, the first few years of teaching are the most challenging as they learn to manage lesson planning, differentiation, and engaging students. Given these obstacles, earlier career teachers are more likely to leave the field.<sup>2</sup> Mentorship can support residents and prepare them to be lead teachers by providing them with real world experience - such as co-planning with their mentor or leading small group lessons. Mentors can also help residents establish tangible connections between their graduate coursework to experiences in a classroom. At the end of this document, you will find resources each program uses to support mentors in their work and clarify their roles and responsibilities.

### Fieldwork experience, a key component of Bank Street residency programs, enables resident teachers to connect the concepts they learn in their coursework to their teaching practice. As residents move through the school year, they grow from careful observation to increased responsibility in the classroom. How does fieldwork and mentorship support what residents are learning in their coursework? Why is this important?

**VALENTINE:** Research<sup>3</sup> exists on the integration of field experiences and course experiences and outcomes. There are better outcomes for programs with field experiences that are deeply

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<sup>2</sup><https://www.edweek.org/teaching-learning/why-teachers-leave-or-dont-a-look-at-the-numbers/2021/05>

<sup>3</sup> DeMoss, K. (2016). *For the Public Good: Quality Teacher Preparation for Every Teacher*. New York, NY: Bank Street College of Education. Retrieved from: <https://educate.bankstreet.edu/cgi/viewcontent.cgi?article=1001&context=faculty-staff>

Guha, R., Hylar, M.E., & Darling-Hammond, L. (2016). *The teacher residency: An innovative model for preparing teachers*. Palo Alto, CA: Learning Policy Institute. Retrieved from: <https://learningpolicyinstitute.org/product/teacher-residency>

Mentzer, G.A., Czerniak, C.M., & Duckett, T.R. (2019). Comparison of two alternative approaches to quality STEM teacher preparation: Fast-track licensure and embedded residency programs. *School Science and Mathematics*, 119, 35-48. Doi: 10.1111/ssm.12314

embedded into their coursework experiences versus programs for those that are treated separately. The critical role of the faculty advisor is that they provide the physical bridge between the graduate program and the classroom. On the ground, the mentor is critical because that's the day-to-day person that the student is learning from, but that person can't provide the bridge. That's why it is critical to have both voices in the mix.

**JESSICA:** We worked with the district to figure out which courses the district wanted to come first, middle and last. We tailored our program to the district's needs. In an ideal world the faculty advisor, resident and mentor teacher would sit down and co-construct a lesson. The advisor could model some of the things that the residents are learning in their coursework for the mentor.



**The field of education moves quickly, with new concepts or philosophies guiding teacher preparation. Are there any concepts you find that are unfamiliar to mentor teachers, and how do you address this?**

**CRISTIAN:** Mentor teachers were really interested in learning about translanguaging [a key concept taught to students in the TESOL program], and how to use translanguaging in their courses. They were familiar with it, but not necessarily familiar with how to use it with the residents. We talked about taking a translanguaging stance on assessment and how to look at

students and understand how they use both. What does it mean to assess a student in their home language and how does that give us a more accurate view of how a student can read? How practical is it at a high school level? How are they differentiating for them and providing support for them?

**You mentioned willingness to give up control of the classroom, and mentors trying to learn from their residents. Can you talk about how you think about mentors and residents co-planning lessons?**

**JESSICA:** The expectation is that mentor teachers are co-planning right along teacher residents and that doesn't happen every day or for every lesson, but residents so badly need to see different

templates and how teaching looks different in the third year versus the eighteenth year. It's ideal to see the full cycle from planning to teaching to debrief and assessment.

**CRISTIAN:** What does it mean to plan for a whole group and then plan a small group? [Co-planning can help residents] understand assessments and what they mean for instruction, and allows them to receive ongoing feedback. Residents can see where something clicks for students, and they understand what kids need. That only happens once they get comfortable and establish relationships with kids so they can focus and zoom in.

And I think that process helps us develop the coursework and assignments further because we get a more realistic view of the expectations at the schools themselves in terms of how they plan lessons, thinking about the lesson plan format they are being required to use and the priorities they have when it comes to instruction. Every school functions so differently so the co-planning piece would help us tap into how things work out realistically in those contexts and then we can adjust to that.

## How do mentorship and residency programs prepare resident teachers to lead their own classroom one day?

**CRISTIAN:** When the mentor gives their time so that the residents can teach, the residents then have more practical experience so when they do start [teaching], they feel that they can do the job. Teaching is always going to be stressful, but if they can manage the key pieces of instruction and daily issues, they can focus on the harder issues in a more proactive way and manage the stress that comes with it. Without this experience, they can burn out super quickly.

For residents, it's such an incredible opportunity for them to understand the type of work they will get to do. Residencies help teachers learn



how to have hard conversations, build relationships, and deal with complexities of schools and relationships with adults and students. Residents also develop the awareness of who they are within these relationships. [For] conflicts that residents have had with mentors, we have done role playing with them and set the expectation that it is their responsibility to figure it out with the mentor teacher. As an English as a New Language (ENL) teacher, you have to know yourself and how to manage it. [There is an] expectation that residents play a role in [the conflict] and have to resolve it themselves. When they resolve it, it gives them confidence to continue in the field and makes them better prepared for the hard things that come with the job. A big part of fieldwork is learning how to work with adults. As an ENL teacher you are constantly pushing into other classrooms not hiding in your own classroom.

I think part of that is demystifying for them this romantic view that they have of it. It's hard work, especially when we're talking about students learning language or students with special needs. Services are not tailored for them in the ideal way, so they're going to see a lot of things that they won't like, and that's part of what our work is about. I see that as an opportunity for them to strengthen their skills for instruction, for advocacy, for communication, for conflict management, etc. It's helping residents to see all of these complexities as part of the learning process and part of being prepared for when they start next year on their own.

## Focus on Sustainability & Systems

In order to be successful, residency programs must recruit willing, talented mentor teachers and create a strong partnership between placement schools and the higher education partner. Teachers and school administrators are busy professionals, and it can be difficult to recruit and carve out the time necessary to attend training and to support residents. Although recruitment can be challenging, mentorship can be beneficial for mentor teachers and provides an opportunity for professional growth and leadership. Partnership between higher education and placement schools or districts can ensure the residency meets the goals and needs of all parties, and also supports residents in working in the school or district after graduation.

**District 13 received support to build a sustainable funding model from Prepared To Teach (PTT), an initiative of Bank Street committed to building paid, year-long teacher residencies, with focus on sustainability. Recently, PTT developed guidance on structuring the role of resident as a co-teacher.**



## What do you see as the benefits to serving as a mentor? How do you leverage those benefits for recruitment?

**JESSICA:** Some mentors talk about how having a resident teacher helps them reflect on their own practice and think about things that they haven't thought about for years because they feel comfortable with the way they teach a certain concept. Having a resident pushes them to think differently about either how they teach or how they manage classrooms, and mentors have talked about how they have seen kids learning in different ways than they thought were possible because they have just been in a classroom by themselves for a number of years. I think there's incredible power in the reflective aspect of it because this helps them to think about a different aspect of their own growth.

Two benefits are having another adult in the room and having a smaller ratio of children to teachers as well as the professional development piece.

**CRISTIAN:** Hearing from other mentors is a unique experience in the colloquia, and getting to hear what other mentors are doing with their mentees. They have a chance for that open conversation about what it means to be a mentor, which they usually don't get when they are in silos. Word of mouth helps communicate benefits, and like Jessica said, you get another adult in the classroom. Also, some of our residents have been hired as teachers within the school. When you have a resident, you have someone who is going to be there the entire year, which means a lot for differentiation. In the TESOL program, it also provides someone who focuses on language, which the teachers often don't have time for. Residents really get to zoom in on language needs.



**VALENTINE:** In supporting mentor recruitment, I agree, informal word of mouth is so important. You cannot overestimate the power of being in the teacher room and having one person be like “Oh my gosh, I had a resident this year, and it was so great,” and what that can do informally to build a culture around mentoring.

## **A strong partnership between the higher education partner and resident placement schools is crucial to ensuring a positive experience for all parties. How have you developed relationships with school leaders and district administrators to effectively implement your residency program?**

**CRISTIAN:** We had gatherings for principals interested in partnering with us. One principal was very open. He invited me to the school and introduced me to the assistant principal and toured me around the school. He wanted [the residency] program a lot, so that made a big difference. Then, when we started the program, he was really communicative with the resident teachers, gave them a warm introduction and included them into the summer PD before school started. He really made a huge effort to make our students feel included from the beginning.

### **Danielson Framework Crosswalk**

Bank Street partnered closely with District 13 to outline expectations for residents and mentors, creating a teacher preparation program that supports the needs of the district, the mentors, and the residents. In order to ensure mentors support residents in both applying course content to their work and meeting expectations of teachers in the district, Bank Street created a crosswalk aligning the district evaluation tool (the Danielson Framework) with Bank Street expectations for residents. The crosswalk document offers space for mentors and residents to outline learning experiences to work towards each indicator, and track progress toward end of placement goals.

**JESSICA:** It’s important to think about all the different connection points and then think about how you are actively seeking out those partnerships and relationships. What are your touch points throughout the year? How are you seeking feedback from all the different stakeholders? I have had a really strong relationship with the Deputy Superintendent and that has been an incredible gift for me, because it’s given me insight into the district that I wouldn’t otherwise have had. It’s given me access to district resources which can also inform our program. For example,


when we looked at the district's culturally responsive sustaining framework, we saw such a strong focus on families and then looked at our practices. It's in there for sure, but we felt there were places where we could pull it forward in the coursework.

A good example of our partnership is the creation of a crosswalk between Bank Street's evaluation for residents and the district's Danielson Framework. How do we fulfill Bank Street's need for evaluation, using a tool that we're familiar with, and the district's need for evaluation as well? The crosswalk enables teacher residents to get feedback using a tool that they will be using long term (once employed at the district). So instead of having two very different evaluation systems, we found that there are lots of places where they overlap - so we could find those places and create one tool.

We had a small planning committee of Bank Street faculty in the summer before we launched the program. We really took a deep dive into the district's Danielson Framework. Then we looked at our continuum, which was internally developed at Bank Street, and tried to find the similarities. After that, I shared the tool with our District 13 partners. And from there, they said "here's where we agree with you, here's where we don't think what you described is what Danielson is asking for," so there was a revision process that happened collaboratively.

We pitched the document to mentors and we weren't quite sure how we were going to use it. We knew we wanted it to be used during observations, but it's a pretty lengthy document so that felt like a barrier. So we kind of experimented with it, and we also did a lot of work in our colloquium, talking about the tool and how we recommended using it. Once a month, mentors conduct a formal observation of their teacher residents. And they would use the tool to get feedback on areas of strength and areas of growth. By the end of the semester, they had a tool that documented feedback throughout the year. It gives a big overarching summary to the residents by the end of their placement.





**T**he foundation of a strong mentorship program is investment in mentor training and solid partnership between higher education and placement settings. Powerful mentorship can extend a resident's understanding of content by providing them the opportunity to practice the implementation of skills with the support of an experienced teacher. Coordination between higher education programs and school districts contribute to mentor recruitment and can result in a pipeline of well-prepared educators.

## Considerations for Mentors in Early Educator Apprenticeships

Early educator apprenticeships provide a model that is similar to teacher residencies in early care and education settings, however there are unique considerations to take into account. By definition, apprentices are already employed, either as an assistant teacher, lead teacher, or educator in a family child care setting. Lead teachers are well positioned to serve as mentors for an apprentice who is their assistant teacher, which would most closely mirror the residency model described herein.

For apprentices who already serve as lead teachers or are educators in family child care settings, mentors may be experienced educators at the same site or one nearby. They may provide interpersonal support and help with managing teaching responsibilities, coursework, and family life. Since these mentors are not able to work alongside their mentee or visit as consistently as co-teachers, time should be set aside for observation and reflective practice. Providing opportunities for apprentices to shadow mentor teachers in their classroom can expose apprentices to practices of veteran teachers and help spark ideas for their own practice.

Apprenticeship programs should carefully consider the training and preparation of mentors, and should be clear about the expectations and particular role of the mentor. Professional development for mentors should include principles of adult development and how to engage in reflective practice with a new teacher. Mentors should be well-compensated for their work with apprentices in recognition of their time and the additional work required in the role.



## Staff Biographies



### **VALENTINE BURR**

*EdD Chair, Department of Teaching and Learning*

Valentine began her career in education teaching in a residential school for children and adolescents with significant emotional and behavioral needs. Later, in the late 90's, she taught at one of the first full-inclusion public high schools in New York City. These early experiences in her career laid a foundation for her ongoing commitment to issues of equity and access in education; and for the importance of developing emotionally responsive learning environments. Valentine joined the faculty of Bank Street in 2000 and since that time has served as an instructor and advisor in the childhood and middle school special education programs, program director, and department chair. In these roles, she is committed to supporting the growth of educators as reflective, collaborative, and critical practitioners. Valentine has worked internationally, and has consulted with a range of organizations in New York City, with particular focus on the development of critical historical literacy skills and innovative uses of technology for teaching and professional development.



### **CRISTIAN SOLORZA**

*MSEd, MEd Supervised Fieldwork Advisor & Course Instructor  
TESOL Residency Program Administrator*

Cristian has been part of Bank Street College's faculty since 2003. He teaches Curriculum Development and Sheltered Instruction in Dual Language Bilingual Classrooms, Native Language Literacy for Spanish-Speaking Children, and advises students in dual language bilingual and special education settings. Before joining the Bank Street community, Cristian was an early childhood educator and later a dual language bilingual NYC elementary school teacher. His degrees include an MSEd in dual language bilingual childhood special and general education and a MEd in school leadership from Bank Street College. He is currently pursuing his PhD in Urban Education at the City University of New York Graduate Center.



**JESSICA WONTROPSKI**

*MSEd Co-Director, Childhood Programs  
D13 Residency Program Administrator*

Jessica’s teaching career began as a special educator in an Integrated Co-taught (ICT) classroom at the only progressive charter school in District 10 in the Bronx. She spent years working in upper grade classrooms as a 3rd, 4th, and 5th grade teacher. She facilitated experiences for children grounded in hands-on learning, inquiry, and social justice, with the goal being to provide access to progressive pedagogy to all. Jessica began working with Bank Street in 2013 as a cooperating teacher. In 2015 she became an adjunct instructor, and in 2017 she joined the faculty as a program director and full-time course instructor. In these roles, her hope is to support graduate students as they carve their way in the field, asking them to reflect, critique, and look for (or perhaps create) new possibilities. Jessica continues to work with children in New York City as an inclusion consultant, supporting general and special educators as they work to reimagine their practice in support of all students.

**Acknowledgments**

Bank Street would like to thank New York City Public Schools District 13 and the Internationals Network for Public Schools for their partnership in this work.

## Resources

### Resource #1: D13 Teaching Opportunities

In the District 13 residency program, residents and mentors are provided with a document outlining weekly guidance and expectations for how much planning and teaching a resident should take on. Resident responsibility gradually increases throughout the course of the program. At monthly check-ins, residents and mentors review “Instructional Look Fors” and ensure program expectations are being met. This establishes consistency across resident/mentor pairs and serves as a supportive resource to guide both residents and mentors.

#### Examples of Instructional Look Fors

- Teaching at least 2 lessons per day.
  - Teaching looks like: facilitating the whole group on your own or with mentor using a co-teaching model, facilitating a small group, or facilitating planned 1:1: work (i.e. not circulating to check-in). Teaching requires planning.
  - At least one of the lessons is co-planned with a mentor teacher.
- Consistently teaching the same small group across the course of the week.
  - For example, a guided reading or math strategy small group.
- Conferring with students (and taking notes and memorializing) on a daily basis.





## Resource #2: TESOL Monthly Goals

In the TESOL program, monthly goals are provided to the mentor and resident to guide their work together each month. Resident teacher responsibilities are expected to gradually increase over the course of the school year. To illustrate this progression, below is an example of goals given in Month 1 versus goals provided in Months 7-8. The monthly goals were primarily developed by Carla España, a previous TESOL faculty member.

MONTH 1 GOALS (SEPTEMBER)	MONTHS 7-8 GOALS (MARCH - APRIL)
<b>LEARNING ENVIRONMENT</b>	
<ul style="list-style-type: none"> <li>• Go over student information (names, backgrounds, language practices) and interactions with students.</li> <li>• Discuss learning space and routines.</li> <li>• Review school policies, procedures, schedules, vision, culture, history.</li> </ul>	<ul style="list-style-type: none"> <li>• Bank Street TESOL resident facilitates community circles/advisory/homeroom community-building activities regularly (at least twice a week)</li> <li>• Tech tools and platforms are compared and discussed.</li> <li>• Remote vs. In-person teaching example shared (can be from prior year).</li> <li>• Time for interaction/checking in with a student for Bank Street TESOL coursework.</li> </ul>
<b>PLANNING AND INSTRUCTION</b>	
<ul style="list-style-type: none"> <li>• What are the best co-teaching models that work for different types of lessons and students?</li> <li>• Review one sample unit plan for a current unit.</li> <li>• Review lesson plans and format.</li> <li>• Discuss lessons. What are the content objectives?</li> <li>• What are the language objectives?</li> </ul>	<ul style="list-style-type: none"> <li>• Co-planning is happening regularly (at least once a week).</li> <li>• Bank Street TESOL Resident is teaching a lesson at least three times a week with a small group and/or whole class.</li> <li>• Bank Street TESOL Resident is sharing language objectives or content-language integration for all lessons they plan and teach.</li> <li>• Mentor teacher and Bank Street TESOL resident meet at least once a week to debrief lessons.</li> </ul>
<b>ACADEMIC SUBJECT PREPARATION</b>	
<ul style="list-style-type: none"> <li>• Discussion on subject-area curricula, standards, goals, and mentor texts.               <ul style="list-style-type: none"> <li>◦ Are there digital versions of curricula used?</li> <li>◦ Does the mentor teacher have any go-to resources to help with planning and content knowledge?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Bank Street TESOL Resident student has access to all teaching materials (units of study, teacher manuals, etc.).</li> <li>• Mentor teacher previews content that is coming up and provides recommendations on how to access content as well as learn the necessary content in a timely manner.</li> <li>• Bank Street TESOL Resident teaches lessons across contents (at least two different subjects).</li> </ul>

	<ul style="list-style-type: none"> <li>◦ For example, in elementary grades, TESOL Residents will have experience in both literacy and math lessons. In high school Humanities this would be across units (considering experience in planning and teaching specific literacy lessons and history/social studies/current events).</li> </ul>
<b>ASSESSMENT</b>	
<ul style="list-style-type: none"> <li>• Review student data together (How are students grouped? Why? How is data used?)</li> <li>• Get to know language assessments.</li> <li>• Resident student watches cooperating teacher conduct assessments.</li> <li>• After watching at least 6 examples with each type of assessment, resident student begins to assess students using the same protocols.</li> </ul>	<ul style="list-style-type: none"> <li>• Class data is reviewed at least once every two weeks (data from assessments, informal check-ins with lessons, pear deck or nearpod data, etc).</li> <li>• Bank Street TESOL resident is familiar with at least two types of assessment and can support in implementing a second one or a second round of the first assessment for the next grading/feedback cycle.</li> <li>• Bank Street TESOL resident now participates (listens, observes, contributes comments) in conversations about assessments in staff meetings and family meetings.</li> </ul>
<b>LEADERSHIP AND COLLABORATION</b>	
<ul style="list-style-type: none"> <li>• Establish weekly meeting time.</li> <li>• Discuss Bank Street Goals for residency.</li> <li>• Set up moments for resident student teaching, starting week three (small group lesson or whole class lesson at least once in weeks three and four)</li> </ul>	<ul style="list-style-type: none"> <li>• Bank Street TESOL Resident supports planning with ideas, mentor texts, etc.</li> <li>• Different co-planning and co-teaching methods are tried out and discussed in 3 way meeting with Bank Street faculty.</li> <li>• Bank Street TESOL resident has opportunities to contribute questions and ideas in planning meetings (grade team, faculty meeting).</li> </ul>
<b>PROFESSIONAL LEARNING &amp; ETHICS</b>	
<ul style="list-style-type: none"> <li>• Discuss preferred methods for feedback on teaching.</li> <li>• Discuss preferred methods for communication (email, phone, time/day).</li> <li>• Share professional</li> </ul>	<ul style="list-style-type: none"> <li>• Bank Street TESOL residents' intervisitations that began at the start of the spring semester continue (High School and Elementary residents are paired).</li> <li>• Share professional learning opportunities that are happening within and outside of the school. Debrief PD from the school together.</li> </ul>

## About Bank Street

For over a hundred years, [Bank Street College](#) has been at the forefront of understanding how children learn and best practices for supporting adults' capacity to foster child development in the cultural context of family and community. Much of our work focuses on equity and access in early childhood programs, including those that serve infants, toddlers and their families. As a pioneer in improving the quality of educational practice in a range of settings that include schools, childcare centers, museums, and hospitals, [Bank Street Education Center](#) has acted as a national advocate for ensuring that all children, and especially the nation's youngest and most vulnerable, have access to the developmentally meaningful interactions and experiences that build the foundation for all future learning and relationships.



## About Learning Starts At Birth

The [Learning Starts at Birth Initiative \(LSAB\)](#) was established in 2019, with the release of a white paper calling for stronger investment in the birth to three workforce, [Investing In the Birth To Three Workforce: A New Vision to Strengthen The Foundation For All Learning](#). The white paper calls for simultaneously addressing four key recommendations to support, train, attract, and retain a diverse workforce so that all children have access to developmentally meaningful learning experiences. The recommendations include: deepening the expertise of infant/toddler educators through access to high quality professional learning, increase their compensation, ultimately achieving pay parity with similarly credentialled elementary school educators, aligning the policy and systems that define quality care, and generating the necessary public and political will to make this all possible. Since 2019, LSAB has released numerous publications, tools, and resources to make implementation of this vision a reality. In addition to releasing publications, LSAB also works with state, local, and regional partners, to advance policies and programs that demonstrate what is possible for young children and their families when we invest in educators through high-quality professional learning tied to increases in compensation.



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Education Center