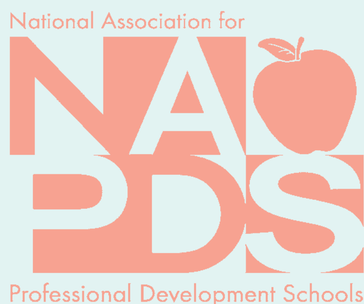
SCHOOL–UNIVERSITY PARTNERSHIPS

The Journal of the National Association for Professional Development Schools



Volume 11, Number 3
ISSN 1935-7125

2018

WHAT IT MEANS TO BE A PROFESSIONAL DEVELOPMENT SCHOOL

A statement by the Executive Council and Board of Directors of the National Association for Professional Development Schools, www.napds.org, April 2008

The Nine Required Essentials of a PDS© are:

1. a comprehensive mission that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community;

2. a school–university culture committed to the preparation of future educators that embraces their active engagement in the school community;

3. ongoing and reciprocal professional development for all participants guided by need;

4. a shared commitment to innovative and reflective practice by all participants;

5. engagement in and public sharing of the results of deliberate investigations of practice by respective participants;

6. an articulation agreement developed by the respective participants delineating the roles and responsibilities of all involved;

7. a structure that allows all participants a forum for ongoing governance, reflection, and collaboration;

8. work by college/university faculty and P–12 faculty in formal roles across institutional settings; and

9. dedicated and shared resources and formal rewards and recognition structures.

School–University Partnerships

The Journal of the
National Association for
Professional Development Schools

Volume 11, Number 3
Summer 2018

Table of Contents

Presenting a Social Justice and Equity-Oriented PDS Research Model: Example of a Sensory Ethnography of the Experiences of English Learners and the Role of Raciolinguistics …………………………………………………….1
Madjiguene Salma Bah Fall

Mutually Beneficial Professional Development Partnerships: One Model ………………………
Christina Janise McIntyre, Daphney Leann Curry, & Bonne King

A Sustainable Teacher Residency: Designing Paid Internships for Teacher Education ……………………………………………..
John E. Henning

A Co-Constructed School-University Partnership Model of Professional Development for Teachers……………………………………………………………
David Littlefair

The Potential for Dispositions Assessments to Evaluate PDS Relationships …………………….
Austin Kureethara Manuel, Dittika Gupta, Timothy Hinchman

Structuring Field-Based University Methods Courses in a PDS: A Win-Win for Teacher Candidates and Elementary Students ……………………………………
Patricia J. Norman & Melissa Siller

Music Education and Mutually Beneficial Partnerships: Building a Model for Long-term Professional Development ………………………………………
Matthew D. Luttrell & Adam P. Lynskey

Breaking with Tradition: A New Approach to Professional Development Schools ……………………………………………….
Pamela H. Segal

Fostering Teacher Leadership for Mutually Beneficial Programs: An Early Childhood PDS Partnership Case Study …………………………………………………..
M. Barbara Trube, Nancy Cryder Jones, Kit E. Kinnamon, Leslie Smith, Susan Congrove, & Karen Corcoran

Presenting a Social Justice and Equity-Oriented PDS Research Model: Example of a Sensory Ethnography of the Experiences of English Learners and the Role of Raciolinguistics

Madjiguene Salma Bah Fall
Professor-In-Residence
Rowan University

Abstract: Linguistically diverse students have been historically marginalized in U.S. schools through biased language policies. The contentious focus on immigration in recent U.S. political history has raised concerns about the marginalization of immigrant families in and outside of schools. This article reports on one of a series of ethnographic case studies focused on issues of social justice and equity, born in the context of a school-university partnership (SUP) between a professional development school (PDS) and a research institution. This ongoing sensory ethnography centers around vexing issues concerning an English language learner population mainly comprised of Mexican immigrant families. The author uses sensory methods to amplify participants' voices and raciolinguistics as a theoretical framework. Interviews, photography, observations, and a documentary analysis inform this work, while thematic analysis is used to treat data. Preliminary findings, anticipated implications, and possible future research goals of this continuing PDS research are presented.

KEYWORDS: professional development school, sensory ethnography, raciolinguistics

NAPDS NINE ESSENTIALS ADDRESSED:

1. A comprehensive mission that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community
3. Ongoing and reciprocal professional development for all participants guided by need
4. A shared commitment to innovative and reflective practice by all participants
5. Engagement in and public sharing of the results of deliberate investigations of practice by respective participants
7. A structure that allows all participants a forum for ongoing governance, reflection, and collaboration
8. Work by college/university faculty and P–12 faculty in formal roles across institutional settings

Introduction

Political and social tensions following the 2016 U.S. presidential election emerged along with the appearance of nationalistic immigration policies, which undeniably impact the lives of linguistically and culturally diverse populations. At Winston School (pseudonym), my professional development school (PDS), these students come from immigrant families. Nearly 45% of the student population at Winston School speaks Spanish at home (State of New Jersey School Report Card, 2017). Many of them are classified as English language learners (ELLs) and thus are enrolled in the school's English as a second language (ESL) or bilingual education (BE) programs. As a new professor-in-residence (PIR), I engaged the school administration, teachers, and staff in discussions about the concerns they would be most interested in tackling during my first year. Through a survey and formal and informal meetings, a majority communicated that their most pressing issue was teaching ELLs because of a recent change in ESL and BE programs. Several new bilingual classrooms were opened and hosted eligible students; others were enrolled in general education classrooms. The general education teachers, especially those in grades K-3, grew concerned about efficiently teaching ELLs. After discussions and reflections, our PDS steering committee decided to prioritize the academic and social condition of ELLs in our PDS plan.

PIRs from Roland University (pseudonym) focus on four PDS areas: increase student achievement, professional development (PD) for the school community, provide clinical candidates with supervision and PD opportunities, and research. In research, the examination of the academic and social experiences of ELLs at Winston School quickly became a priority in our school-university partnership (SUP) research. In this mutually beneficial endeavor, we hope to address social and academic concerns related to diverse students, support teachers in their pedagogical practices, and help create a more inclusive learning community. In turn, we envision this work will contribute to our current social justice and equity-focused work at Roland University (RU) and inform our teacher education programs.

I would like to acknowledge my positionality. I am both a ¾ faculty PIR and Ph.D. student in Education at RU. I have previously worked with immigrant students and families as an elementary ESL, world cultures, Spanish teacher, and bilingual teacher mentor. I identify as an immigrant, and I strive to address my own biases in my research. I purposefully practice extensive reflexivity and regularly conduct member and peer check-ins. Although I am writing this present paper individually, the nature of my PDS research is participatory and inclusive of the Winston School community members; particularly teachers and ELL families.

The purpose of this article is twofold. First, it reports on how our SUP examines and addresses issues concerning diverse students, mainly minoritized language groups at our PDS. The second goal is to share a model of mutually-beneficial research focused on social justice and equity topics.

The RU-Winston School SUP

RU has been partnering with Winston School since 2010 and had two more PDS schools in its district. Winston School is in rural southern New Jersey, where in 2015, 38.4% of the population was a native Spanish speaker. That year, it was also home to 1.46 times more Hispanic residents than any other race or ethnicity (Data USA, 2018). Most migrated from Mexico.

My first year at Winston School was challenging. RU's renewed dedication and focus on social justice and equity inspired those involved in our PDS work to have tough conversations about the condition of the *other*, typically non-mainstream students who have often been traumatized by nativist policies in American schools (Malsbary, 2014). The current political environment in the U.S. characterized by controversial immigration policies, the routine deportation of immigrants from Hispanic descent, and their negative characterization, added urgency and relevance to our work. Our research has the potential to give a voice to the *others* and create counter narratives. We resisted common systemic and marginalizing language policies by integrating activities that disrupt an English-only paradigm. For example, our PDS activities include the creation of a free-library that contains bilingual and culturally-sensitive books; an African-American Read-In, which featured bilingual materials and readers; PIR-ran PD about integrating, teaching, and assessing students in diverse classrooms; and research that amplifies the voices of linguistically and culturally diverse students and their families.

A Student-Centered Conceptual Framework

To materialize this work, I created a conceptual framework that encompasses our four PDS focus areas while allowing to keep students at the center of our mission. This framework places students and their success at the center of our work and conceptualizes the support system of diverse students, based on current language and literacy literature. Our research plan uses this framework to look deeper into the factors that can support or hinder the academic and social school experiences of linguistically and culturally students. These include pedagogy, instruction and assessment, programs and policy, the nature of school-home connection and relationship, and perceptions about students' backgrounds and school culture. Figure 1 below illustrates our conceptual framework.

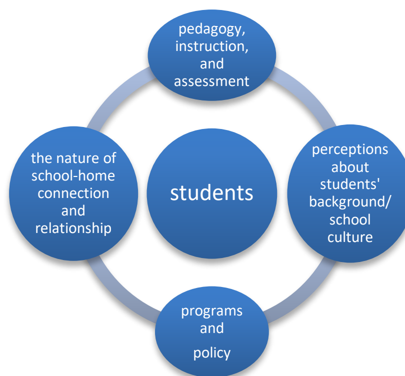


Figure 1 – Conceptual Framework

The goal of the study presented here is to examine the extent to which the convergence of the race, language, and ethnicity of ELLs shape their experiences in their school community. This is a sensory ethnographic case study, analyzed through the conceptual framework presented above and the lens of raciolinguistics.

Theoretical Framework

Historically in the U.S., the Spanish of Latinos and their Englishes have been a source of linguistic oppression (Zentella, 2014). Despite the value found in bilingualism worldwide, immigrant populations have been subject to discrimination because of their semantic baggage, while bilingual children have been subject to deficit-oriented practices in U.S. classrooms (García, 2014). Raciolinguistics goes beyond racism based solely on language; it adds a layer interested in racism based on race and ethnicity (Alim, 2016). In schools, it can be manifested in how linguistically-diverse students are perceived, socially treated, taught, and assessed. It highlights the marginalization of speakers of languages other than English and the use of harmful labels to portray their language proficiency and learning abilities when compared to native speakers of English (Rosa & Flores, 2017).

Raciolinguistics examines how race, ethnicity, and language, when combined, can be another source of racism. It is an appropriate framework through which the experiences of children of Mexican immigrants in U.S. schools can be critically examined.

Sensory Ethnographic Design and Methodology

Our PDS research plan is organized into a series of case studies that each focuses on a single facet of a broader inquiry which examines the factors that benefit and hinder the social and educational experiences of minoritized language individuals in this school community. This current study is ongoing and is at the data collection stage at the time this paper is written. It is a sensory ethnographic case study that poses the following question: How does raciolinguistics shape the social and educational experiences of English language learners in the Winston School community?

Sensory ethnography is a critical approach to ethnography; it insists on reflexivity on the part of the researcher (Pink, 2013) and the immersion of the participants in the research work. Sensory methods were chosen to achieve a participatory project and an emphasis on reflexivity on the part of the author and other individuals involved in this PDS work. The ethnographic case study approach allows for the use of both ethnographic and case study methods. The ethnographic methods encourage my integration and participation in the participants' daily lives in their school community, while enabling their authentic voices and emic perspectives to feed the research (Creswell & Poth, 2017). The nature of PIR work in a PDS environment eases the researcher's access and contribution to the lives of research participants, and it facilitates collaboration and exchange. The case study methods allow the use of holistic analysis of the themes that emerge from the study findings while prioritizing contextual information. They also alleviate the limitations of purely ethnographic work for a PIR, including limited time spent at the study site.

Participants

A group of six students from grades 1, 3, and 4 (see table 1), and some members of their school support system constitute the participants in this study. To conceptualize each student's circumstances in this school community, their homeroom teachers, one parent or guardian per student, and one school staff who works closely with each student (administrator, speech therapist, nurse, counselor, cafeteria attendant, or librarian) was invited to take part in this investigation.

Data Collection and Analysis

Data collection for this project includes photo-elicitation interviews, observations, and a documentary analysis. During photo-elicitation interviews, the researcher introduces photographs into the interview process (Epstein et al., 2006). Adult participants were asked to take pictures of things, places, people, or activities that represent their social and academic experiences as they relate to their involvement with English language learners. Participants are thus given agency in choosing what they believe constitutes their personal experiences. Following the footsteps of scholars such as Aschermann, Dannenber, & Schulz (1998) and Salmon (2001), I took photographs for the interviews with the children participants. These include the school's physical environment, such as classrooms, the building and the school bus parking area; common school grounds, such as the school playground, the gym, and the cafeteria; and the areas of the city of Winston that surround the school, such as the zoo and park adjacent to the school. Participants were invited to lead me on walking tours of the school community. As Pink (2014) asserts, "working with participants to photograph and video elements of these sensory, affective and embodied experiences of locality and activity, enables researchers to develop empathetic subjectivities through which to remember and imagine other people's worlds" (p. 419).
Other personal collections of photographs and images the participants decide to share were also considered relevant to the interview process; such items of personal relevance ease the description of experiences that may be difficult to discuss verbally (Pink, 2013). Along with classroom observations, the interviews helped capture the authentic voices of the participants about the nature of the school-home connection and relationship; the perceptions about students' backgrounds and school culture; and pedagogy, instruction, and assessment. The documentary analysis of the ESL program documents such as admission, exit, and retention information, and standardized test reports addressed the examination of programs and policy.

Sensory data analysis and data collection are not separable (Pink, 2013). Therefore, I strive to make sense of and note the emotions, the words, the gestures, and all other sensory elements produced by participants during my interactions with them. Processing continues through a systematic treatment of research materials during which emerging patterns are deduced and further analyzed. Final primary themes that reflect patterns found throughout the entire data corpus are then extracted.

Preliminary Findings and Implications for Future Research

As the following narratives about students and their support systems suggest, raciolinguistics shapes problematic educational experiences for ELLs at Winston School. The analysis reveals that various raciolinguistic ideologies influence the lives of ELLs in their school community. These include deficit-based decision-making processes, language profiling, perceptions of ELLs through Whiteness, and standard language ideology. To underline the multisensory characteristics of my interactions with the participants, these accounts couple interview and observation materials with images, walking tours, drawings, and photographs.

Deficit-Based Decision-Making Processes

Programmatic decisions regarding literacy education in general and English language learning at Winston shows to try and "fixing up" those who are deemed non-proficient in English. For example, new literacy curriculum has been introduced to increase the literacy proficiency levels of students, to match state and district standards. However, these programs are highly prescriptive and use practices based on non-standard English criteria. Lilly, a teacher, finds that the reading program she is mandated to use is "not working and do not mesh with other components of the literacy curriculum." Even children voiced concern for the way their teachers and programs are chosen for them. Both Marta and Evelin find it "unfair" that they suddenly found themselves in classrooms where English is the primary language of instruction. Marta shared a concern about the bilingual program. She said:

> I am happy I am in my teacher's class, and I like her, but I do not know…(hesitating) I was in Mr. X's class last year (bilingual teacher), and since preschool, all my classes were Spanish (referring to bilingual education classrooms) and then this year, it's all in English…it's kinda hard, es un poco duro for me sometimes. That's why I asked you how to write family, 'cause yo no sé de la Y, I didn't know about the Y at the end.

Rosa and Flores (2017) argue that Whiteness and hegemonic practices can be imposed through non-human entities, for example, "voice-recognition technologies that privilege languages, varieties, and pronunciation patterns associated with normative whiteness" (p. 10). These ineffective and highly marginalizing pedagogical methods can be seen in routine vocabulary tests and technology centers in which students rotate during reading workshops. These practices are based on deficit views that "focus on fixing marginalized students rather than fixing the conditions that marginalize students, and understand the structural barriers that cheat some people out of the opportunities enjoyed by other people" (Gorski, 2016, p. 5).

Discriminatory and Preferential Language Profiling

"Whereas racial profiling is based on visual cues that result in the confirmation or speculation of the racial background of an individual, linguistic profiling is based upon auditory cues that may include racial identification" (Baugh, 2003, p. 158). Several incidences of language profiling came up in my conversations with teachers and school staff. For example, Holly warned me that although a parent "sounded American," she spoke Spanish. Others pointed

out that she "didn't understand a thing they (a parent) was saying because they sounded very Mexican." Baugh (2003) argues that racial profiling which is based on verbal cues can include racial identification and used to identify linguistic subgroup in a speech community. In identifying a parent as a member of a certain racial or ethnical group, teachers automatically utilize prescribed or pre-planned ways to interact with them, thus rejecting the need to view each family as an individual entity with specific needs. ELL family members' accent and linguistic profiles may limit their access to equitable services, access to information, or equitable opportunity to succeed with the curriculum. Lilly speaks on this issue:

> It seems like certain information is only available to English-speaking guardians, it's almost like if you don't speak English you have to request the information, but then how would they know it's available?! Or I mean even the difference between curricula…if you speak something other than English, we're not very accommodating as a district…it's like more like assimilate or get left behind.

Conversely, some children from the ELL group may benefit from preferential linguistic profiling thanks to the way they engage with the English language and their assigned level of proficiency in it. Karmen, for example, has determined that English is her favorite language because it is easier for her. She speaks it mostly at home and at school, and she is encouraged by her parents to value it. In observations, she stands out in the group of ELLs; she is more comfortable interacting with school staff and faculty, voices her opinion quite frequently and is treated differently by children and adults, compared to other ELLs.

Whiteness and Hegemonic perceptions

Racialized English learners are positioned as anomalous and inferior in contexts where raciolinguistics ideologies dominate, even "when engaging in language practices that would otherwise be legitimized or even prized" (Rosa & Flores, 2017, p. 8). So, even when ELLs exhibit mature, legitimate, and valuable literacy practices, they are still subject to remedial programs. During observations, walking tours, and photo-elicited interviews, ELL study participants demonstrated remarkable literacy skills. Eva leads the group in a step-by-step summary of what they were going to do with me as a group after I shared how I envisioned my visit with the kids and asked for their feedback. The children performed highly-skilled literary practices such as having discussions and asking questions to understand a concept, making inferences and using translanguaging practices such as translating for each other, switching between languages to make meaning, and interpreting complex discourse in two languages. For example, Gilda explained to me and the group the concept of *chaparrita* (little female person) and how her grandmother became one. She made references to a Mexican legend and then connections to how being a small person could be challenged in our society.

Another important point is that hegemonic perceptions are enacted not only by the institution as demonstrated thus far in the paper but also by individuals. These individuals do not have to be part of the dominant group necessarily; they can be anyone who embodies whiteness (Rosa & Flores, 2017). During walking tours and observations, it was evident that adults in the

school, regardless of race and ethnicity, participate in marginalizing practices in an effort to uphold school rules, whether these acts are intentional or not.

Standard language Ideology

Interactions at Winston, whether they are in or out of the classroom walls, during instruction or assessment, informal or formal exchanges, and even amongst people who speak languages other than English, manifest the belief that literacy practices must be channeled through the English language to be validated. This is true for parents as they encourage their children to learn English in order to become successful in the U.S. This comes in contrast to some schoolwide practices, such as translating documents sent home in Spanish and other more individualized choices by some teachers, such as using Google Translate and classroom communication apps with multi-language features when interacting with parents. Maddison, a teacher, agrees:

> I have had people translate things for me to send home although I know sometimes the parents can't even read it in Spanish. I don't think the translation works and if I have to have someone translate, there is no set person to do that, I just have to ask someone who speaks Spanish for a favor although it is not their job.

According to Lippi-Green (2006), although the idea of a national standard language is impossible because everyone speaks a dialect or variation of it, this idea has been used to limit access to discourse for some and fuel the marginalization of those who cannot conform to its biased criteria. Unfortunately, even those who seem accepting of linguistic and cultural differences and who claim that they are free of prejudice do not recognize the negative consequences of the idea of standard language (Rosa & Flores, 2017).

Raciolinguistics ideologies at Winston School are met with sporadic but well-meaning efforts by pockets of the school staff and faculty through formal means such as taking on professional development related to teaching ELLs and informal ways such as breaking daily school routines and rules to accommodate ELLs. Despite these well-meant intentions, views about ELLs and their families are often expressed with a tone of pity and condescension. ELLs are perceived from a hegemonic position; they are assumed to be poor, foreign, their family members overworked and undocumented, and incapable of supporting the students academically. Furthermore, students are aware that they are perceived differently because of the language they speak; however, they have not connected these perceptions to their race or ethnicity. Collectively, students seem to yearn for integration into their school community and strive to speak "good English" the best they can.

Parents, on the other hand, struggle with the gap that exists between their children's connections to the English language and American culture and their struggle to feel at home, integrated, and accepted in the U.S. as valuable members of society. In a previous study conducted at Winston School, most of them suffer routine blunt racism in their community, at work, in stores, in their neighborhood, and some have voiced that this is due to the language they

speak but also to the fact that they are immigrants and Mexicans. Some have even denounced the current anti-immigrant political climate as a cause for these distressful circumstances.

As demonstrated in our discussion above, raciolinguistics is enacted at Winston through deficit-based decision-making processes, language profiling, perceptions of ELLs through Whiteness, and standard language ideology. However, this deeply-engrained school culture vis-à-vis ELLs is being challenged by a group of faculty and staff who seem to start gently advocating for a different, more equitable paradigm.

Future research in the Winston School community will develop potential interventions, grounded in social justice and equity-focused stance, such as more intensive university professional development for school faculty, staff, and in-class support for teachers. These initiatives could highlight the following: The abilities and worth of multicultural and multilingual students; pedagogical practices that use students' home languages as an asset to students' language learning; and honest conversations about the teaching, assessing, and integrating of ELLs in the school community.

Conclusion: A Model for SUPs Committed to Social Justice and Equity

The example of research and partnership presented above constitute a viable and compelling model for SUPs around the country and could be adapted to the specific needs of different schools and universities. While one or more of the nine essentials of PDS are continuously addressed, we have created structures that help sustain and support each PDS stakeholder so they can play their role successfully. However, this model is not perfect; limited time and availability have caused interruptions in activities or have caused delays in achieving goals. Stable structures, reflective practice, organization, clarity of shared goals, cooperation, buy-in from all actors involved, and consistency are primordial for successful and sustainable collaboration. Even more crucial is a common understanding about positionalities when it comes to research, social justice, and equity. Both the school community and university must be cognizant and in accord about the level of commitment and dedication necessary to tackle issues born from long-standing hegemonic practices supported by biased systemic processes and policies. Universities must also utilize PDS work as an opportunity to re-assess their teacher education praxis and examine if they are preparing teachers for the diverse classrooms in which they will undoubtedly teach. In fact, many of the issues of inequity discussed in this research can be traced back to inadequate and deficient training received in teacher education programs. In the end, reciprocally successful SUPs can be vehicles of empowerment and critical societal change.

References

Alim, H. S. (2016). Introducing Raciolinguistics: Racing language and languaging race in hyperracial times. In Alim, Rickford, & Ball (Eds.), *Raciolinguistics: How language shapes our ideas about race* (pp. 1-30). New York, NY: Oxford University Press.

Aschermann, E., Dannenber, U., & Schulz, A. (1998). Photographs as retrieval cues for children. *Applied Cognitive Psychology*, 12, 55-66.

Baugh, J. (2003). Linguistic profiling. In Makoni, S., Smitherman, G., Ball, A. F., & Spears, A. K. (Eds.), *Black linguistics: Language, society, and politics in Africa and the Americas* (pp. 155-168). London: Routledge.

Creswell, J. W. & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: Sage publications.

Data USA. (2018). Retrieved from https://datausa.io/profile/geo/bridgeton-nj/

Epstein, I., Stevens, B., McKeever, P., & Baruchel, S. (2006). Photo elicitation interview (PEI): Using photos to elicit children's perspectives. *International Journal of Qualitative Methods*, *5*(3), 1-10.

García, O. (2014). Multilingualism and language education. In Leung, C. & Street, B. (Eds.), *The Routledge Companion to English Studies Routledge* (pp.84-99). New York, NY: Routledge.

Gorski, P. (2016). *Equity literacy principles for educators of students in poverty*. Retrieved from https://www.tolerance.org/sites/default/files/QPayne%20Handout%202.pdf

Lippi-Green, R. (2006). Language Ideology and Language Prejudice. In E. Finegan & J.R. Rickford (Eds.), *Language in the USA*, pp. 289-304. Cambridge: Cambridge University Press.

Malsbary, C. (2014). "Will this hell never end?": Substantiating and resisting race-language policies in a multilingual high school. *Anthropology and Education Quarterly*, *45*(4), 373-390.

Pink, S. (2013). *Doing visual ethnography*. London, England: Sage.

Pink, S. (2014). Digital–visual–sensory design anthropology: Ethnography, imagination and intervention. *Arts & Humanities in Higher Education*, *13*(4), 412-427.

Rosa, J. & Flores, N. (2017). Undoing appropriateness: Raciolinguistic ideologies and language

diversity in education. *Harvard Educational Review, 85*(2), 149-301.

Salmon, K. (2001). Remembering and reporting by children: The influence of cues and props. *Clinical Psychology Review*, *21*, 267-300.

U.S. Department of Education, State of New Jersey. (2017). NJ School Performance Report. Retrieved from https://rc.doe.state.nj.us/report.aspx?type=school&lang=english&county=11&district=0540&school=130&SY=1617&schoolyear=2016-2017

Zentella, C. A. (2014). TWB (Talking while Bilingual): Linguistic profiling of Latina/os, and other linguistic torquemadas. *Latino Studies*, 12, 620-635.

Madjiguene Fall is a Professor-In-Residence and Ph.D. Student in Rowan University's Language, Literacy, and Sociocultural Education Department. She overlooks the partnership between Rowan University and its professional development school West Avenue School in Bridgeton, New Jersey. Her work includes developing and providing professional development to school administrators, faculty, and staff; leading the clinical internship supervisory team; and conducting critical research focused on supporting school stakeholders in their efforts to improve their strategic planning around issues of social justice and equity. Her research interests center around the intersection of race, language, and power; the educational experiences of culturally and linguistically diverse students & minoritized language communities; and the use of translocal and digital literacies in diaspora politics.

Mutually Beneficial Professional Development Partnerships: One Model

Christina Janise McIntyre
Midwestern State University

Daphney Leann Curry
Midwestern State University

Bonne King
Midwestern State University

Abstract: In recent years, EPPs and the schools in which pre-service teachers observe and practice teaching have more intensely focused on the myriad benefits resultant of their partnerships. Consequently, many EPPs have models that foster mutually beneficial relationships to support both the pre-service teachers they are training and to contribute meaningfully to the profession in various ways. One model of this mutually beneficial partnership has been created at our university as a result of our continuous improvement efforts through rigorous data analysis to provide our preservice teachers with the best possible preparation for entering the teaching field and a desire to be an asset to our PDS and the children they serve.

KEYWORDS: pre-service teacher impact on P12 student learning, expert/novice collaboration, mutually beneficial partnership

NAPDS NINE ESSENTIALS ADDRESSED:

2. a school–university culture committed to the preparation of future educators that embraces their active engagement in the school community;

4. a shared commitment to innovative and reflective practice by all participants;

7. a structure that allows all participants a forum for ongoing governance, reflection, and collaboration;

Clinical teaching experiences have long been accepted as best practice in the field of education. Participation in field-based interactions were borne out of a need for pre-service teachers to gain valuable skills before embarking on their first years of teaching and have been shaped through the years by many factors such as advancements in our knowledge of best practice as a result of a plethora of educational research supporting clinical experiences (Darling-Hammond, 2007; Murray, 1996; Pigge & Marso, 1997). Additionally, legislative initiatives on the state and federal levels, in response to increased public interest in creating quality educators to prepare our nation's children for the 21st century global workplace, have had a powerful influence on Education Preparation Provider's (EPP) program requirements (e.g. Council for Accreditation and Educator Preparation, Texas Education Agency). As pre-service educator experiences have evolved under these influences, many EPPs also provide their pre-service teachers with numerous opportunities to work with students and schools long before the traditional clinical teaching experience (Anderson & Herr, 1999; Darling-Hammond, 1994; Dixon & Ishler, 1992).

More recently, both the EPPs and the schools in which pre-service teachers observe and practice teaching, Professional Development Schools (PDS), have realized the myriad benefits resultant of their partnerships (Beal et. al., 2011; Breault & Breault, 2012; Cozza, 2010; Pellett & Pellet, 2009). Consequently, many EPPs have models that foster mutually beneficial relationships to support both the pre-service teachers they are training and to contribute meaningfully to the profession in various ways. However, no one model has yet to be found exemplary, as the notion of mutually beneficial partnerships, although not new, has just recently gained a heightened level of attention.

One such model of this mutually beneficial partnership has been created at our university as a result of our continuous improvement efforts to provide our preservice teachers with the best possible preparation for entering the teaching field and a desire to be an asset to our PDS and the children they serve.

One Model

With each of our PDS partnerships, much time and effort has gone into creating experiences that are meaningful. Not only do our students participate in clinical teaching, but they also work in the field and engage with students long before their final semester. These experiences give our students numerous opportunities to grow as pre-service teachers but also provide our PDS with valuable resources. As a priority, our university uses its best efforts to ensure that the clinical and field experience programs at the PDS are conducted in such a manner as to enhance the education of the PDS' students and support their faculty. Only those pre-service teachers who have satisfactorily completed the prerequisite portion of their content curriculum are selected for participation in the program, as our commitment to giving P12 students a quality education is of the utmost importance.

Through a collaboration of committees, stakeholders, and faculty whose focus is to foster the communication and cooperation among the various PDS and the university, the university and PDS actively work to maintain an environment of quality learning experiences for both university and PDS students. Below is an overview of the components put in place to facilitate these efforts.

Advisory Committee of Program Quality

The purpose of the Advisory Committee of Program Quality (ACPQ) is to advise, review, evaluate, recommend and co-construct policies and procedures related to the evaluation and continuous improvement of graduate and undergraduate programs including program evaluation, key assessments, student recruitment, student quality, and program impact on P12 student learning leading to initial or advanced certification. Additionally, the committee advise, review, evaluate, recommend, co-construct, and implement policies and procedures related to the placement and evaluation of graduate and undergraduate students in field and clinical teaching experiences including graduate practicum and internships related to the orientation, training, and evaluation of clinical educators.

Other responsibilities ACPQ members have are to identify and address issues and concerns related to graduate and undergraduate program quality and capacity, continuous improvement, and field-based/clinical experiences. These include the review of qualifications for university supervisors, cooperating teachers, clinical supervisors, practicum supervisors or any other certification personnel who either host or supervise candidates seeking initial or advanced certification. In this capacity, the ACPQ committee may make recommendations in its purview for approval by the College Council and the college's other oversight committee, described below, the Teacher Education Committee.

To ensure that the committee provides useful, timely, relevant, and informed guidance, members of the ACPQ meet at least once each semester and consist of at least one stakeholder from each of the following areas: public school administration, public school human resources personnel, public school faculty (P-12), the college dean, university faculty from each content area college, PDS education faculty, college graduate faculty from advanced certification, and each of the national accreditation standard committee chairs. This collaboration and communication among stakeholders allows for timely input affecting programmatic changes that are responsive to both the university and the PDS's needs, making this the initial step in a truly mutually beneficial partnership (West College of Education, 2016).

Teacher Education Committee

The Teacher Education Committee, chaired by the dean, which convenes at least twice a year, oversees final admission to the teacher education program, clinical teaching placements, field experience requirements and placements, and considers recommendations for curricular changes within the program. Membership is comprised of all college deans across the university, college department chairs directly associated with teacher preparation, the certification officer, three public school representatives, and an education service center representative. By including public school representatives and staff from the education resource center as well as college

faculty and administration, we are further strengthening our commitment to the professional development of both the candidates and the PDS in which they are placed.

Both of these aforementioned advisory committees give our college faculty and stakeholders numerous opportunities to collaborate and communicate how we can best be of service to both our teacher candidates and the PDS (West College of Education, 2016).

Clinical Experiences

Clinical experiences including both initial clinical experiences (e.g. classroom observations and initial teaching experiences during methods courses) as well as clinical teaching are an essential part of the professional preparation program (Bral, Curry, & Capps, 2017; West College of Education, 2016). Clinical experiences vary across many undergraduate programs and are designed and implemented through collaboration with school districts and community partners. Teacher candidates gain essential knowledge, skills, and dispositions through observations and teaching opportunities in a wide variety of diverse settings (e.g. urban/rural, SES, special needs, race/ethnicity) and are expected to contribute meaningfully to the schools in which they conduct any of their clinical experiences (West College of Education, 2016).

The Office of Certification serves as a liaison between the college and school districts and other community partners as well as meetings through both of the committees mentioned above (West College of Education, 2010). Mentor teachers guiding teacher candidates during the methods courses as well as clinical teaching mentors assess candidate impact during the various experiences in which candidates are expected to engage. Pre-service teacher candidates must also assess their own contribution to the profession as well as their impact on student learning in the reflections required for the experiences. These experiences include the following (West College of Education, 2016):

- Classroom Observations- initial field experiences involving reflective observations of P-12 students, teachers, and faculty/staff members engaging in educational activities in a school setting.
- Individual Student Observations- initial field experiences involving reflective observations of individual P-12 students
- Teacher Assistant- assisting the teacher of record in educational activities in a school setting
- Lab Assistant- assisting the teacher of record in educational scientific activities in a school lab setting
- Tutoring- additional, special, remedial, or accelerated instruction involving a single student or very small group
- Whole Group Instruction- instruction and support that involves the whole-class
- Small Group Instruction- instruction and support that involves students working together in small groups
- Field-Based Projects- field experiences working with P-12 students outside a typical classroom setting
- Planning Instruction- Unit and Lesson Planning, Assessment, Delivery, and Reflection. Teacher candidates must demonstrate the ability to plan, assess, and implement

instruction. During the professional methods courses and clinical teaching, candidates are required to determine a set of multiple learning objectives aligned to state content standards appropriate to the lesson(s) the candidate is preparing.

- Clinical Teaching or Internship- minimum of 12-week full day classroom teaching experience school under the supervision of a cooperating teaching and university supervisor. Internship- A supervised full-time educator assignment for one full school year under the supervision of a university supervisor and teacher mentor.

As would be expected, the candidate expectations and responsibilities during the clinical experiences are created to provide support for the candidates' development as a professional educator; however, our program design and mission reflects a strong commitment to benefit the P12 students and the PDS involved. While planning for instruction, candidates collaborate with college faculty and their mentor teachers to plan lessons and schedule learning activities for the successful achievement of the P12 students' expected outcomes. As candidates progress through the program and gain more experience, they are expected to demonstrate effective best practices in teaching that facilitate higher order thinking, creativity, and collaboration. Under the guidance of experienced university and teacher mentors, candidates learn a variety of instructional strategies designed to encourage P12 learners to develop a deeper understanding and connection of content, global, and cultural issues (West College of Education, 2014).

Interstate Teacher Assessment and Support Consortium (INTASC) standards provide a framework for outlining expectations for teacher candidates. Using the INTASC model standards, candidates work with college faculty and school-based educators to create environments that support individual and collaborative learning and are expected to engage in opportunities of working with individual students, small groups, and the whole class in their placements. Candidates are tasked with demonstrating, through their planning and teaching, an "understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences" (Council of Chief State Officers, 2013, p. 8). Candidates' planning and teaching must reflect the ability to identify, reflect upon, and adjust to student learning differences and diverse cultures within the PDS communities to ensure inclusive learning environments that meet individual student needs (Council of Chief State Officers, 2013). Candidates must demonstrate an "understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content" (Council of Chief State Officers, 2013, p. 8). They are also required to demonstrate implementation of purposeful, varied assessments designed to encourage learner reflection, monitor student progress, and to facilitate instructor and student decision-making (Council of Chief State Officers, 2013). As part of their evaluations conducted by both college faculty and PDS partners, teacher candidates work with college faculty and their mentor teacher to reflect on their practice and explain their teaching decisions to provide insight into the metacognitive aspects of their teaching.

During their methods courses preservice teachers demonstrate and validate numerous hours of positive student interactions and opportunities to engage in learning and self-reflection. The methods course also provide an opportunity for teacher candidates to explore teacher roles

and responsibilities, including collaborating with families, colleagues, other school professionals. In addition, they collaborate with various professionals to provide technology-enhanced learning opportunities for the P12 students.

Regular conferences with the faculty and school-based educators to reflect on feedback on performance, strengths, and areas for improvement are a requirement at every level of all clinical experiences. These frequent collaborations among school-based educators, candidates, and college faculty ensures that valuable feedback is implemented in a timely and efficacious manner into the planning, teaching, and assessment practices of the teacher candidates. It is evident in each of the components of the clinical experiences that a major focus is not only on the professional development of the pre-service teacher candidates but also the academic achievement and quality of the educational experience of the P12 students they interact with. This cyclical process of ongoing communication, reflection, and implementation of feedback allows for the candidate, mentor teacher, and college faculty to reflect on personal teaching practices in a professional conversation that can benefit all parties involved.

Midwestern Impact on Student Learning Portfolio (MISL)

Successful completion and submission of a Midwestern Impact on Student Learning (MISL) portfolio is required during the first six weeks of clinical teaching. Teachers candidates are required to plan, implement, and assess student learning within a unit of study.

The Midwestern Impact on Student Learning (MISL) measures content knowledge, pedagogical knowledge, and effect on student learning in the following domains: Learning Environments; Individual Development and Diversity; Collaboration; Planning Process and Content; Assessment; Strategies and Methods; Reflection; Professional Development; and Communication.

Each of the ten areas is scored with one of four ratings: Exemplary 4, Competent 3, Needs Improvement 2, and Unsatisfactory 1. An overall score of 20 (meets expectations) is required for successful completion of clinical teaching for all teacher candidates, ensuring that only those who are prepared to successfully impact the learning of P12 students are certified.

The MISL is a record of the candidates' ability to carefully consider all contextual factors that influence instruction and to then use those factors to plan and design a unit of instruction, including an assessment plan that can demonstrate changes in student knowledge, skills, or dispositions resulting from instruction (West College of Education, 2016). The MISL includes both reflexive (description of instructional decision making during the unit) and reflective components that encourage candidates to plan instruction strategically and to approach teaching in a purposeful, thoughtful, and methodical manner.

This component of the clinical experience is mainly focused on the impact our teacher candidates have on their P12 students and strengthening their understanding of the connection between instructional decision-making and student outcomes which inherently bolsters the mutually beneficial component both the university and PDS strive for.

Supporting Data

In addition to the candidates' own analysis and reflection of their impact on student learning, as mentioned above in the current model, a vast array of program data is mined from the various surveys, assignments, and key assessments that ensure program quality. One such instrument (see Appendix A), newly implemented in Fall of 2017 to further assess our contribution to the PDS, has yielded critical information regarding mentor teacher perceptions of pre-service teacher candidates' impact on the students they have worked with during and prior to clinical teaching. At the conclusion of the semester, mentor teachers indicate if pre-service candidates have had significant *benefit*, *some benefit*, *little benefit*, or *no benefit* to the class. The categories are assigned a numerical value for analysis with *significant benefit* being a three to *no benefit* being a zero value. Mentor teachers can also assign an N/A if students did not have an opportunity to make an impact in that particular area which is assigned no value in the analysis. This data is used by the ACPQ, TEC, and education faculty in order to be to responsive to the needs of the candidates, the mentor teachers, and the P12 students.

The table below depicts data collected on the impact of candidates on P12 students during all clinical teaching experiences and lists the categories assessed by the mentor teachers with the corresponding mean scores. The data displayed in Table 1 reflects aggregate data from impact surveys collected from Fall 2017 through the Spring 2018 semesters.

Table 1.

Mean Scores for the *Impact of WCOE Candidates on PDS* survey instrument

Domains	Mean Scores	Illustrative Quotes
Classroom Observation	2.52	Knew the students before I came into the classroom.
Individual Student Observation	2.64	Helping redirect disruptive behavior during teaching. Helping individual students with work to ensure they did not fall behind or become frustrated.
Teacher Assistant	2.84	When I unexpectedly lost my voice, she took over without me having to ask.

Lab Assistant	2.62	Ms. D brings new innovative ideas to the class. She created some models students could use in class when learning human body systems. She has patience and great listening skills with students!
Tutoring	2.82	Tenacious, great communicator, detailed, excellent at engaging students!
Whole group instruction	2.80	She offered lesson plan differentiations that the class had never experienced which was beneficial to their experience.
Small group instruction	2.81	She was a huge help, especially helping with small groups of struggling students. This was extremely beneficial to our class.
Field based projects	2.77	Very helpful with students; great with classroom management.

In response to the analysis of this data, areas of improvement have been highlighted in which we are addressing to further our candidates' positive impacts on students in the classroom as well as furthering our benefit to the PDS in which we have partnerships. Below are some of the initiatives that have been implemented in direct response to the data provided.

Implementation of the Co-Teaching Model (Adapted from Cook & Friend, 1995)

In an effort to further facilitate a truly professional collaboration for the benefit of both the teacher candidate and the mentor teacher, a co-teaching model was adopted for the clinical experiences. With this implementation, students will experience a gradual release of responsibility leading a more prepared, confident, and successful teacher candidate. Additionally, by encouraging continued, sustained collaboration throughout the whole of the clinical experiences, this model emphasizes the mutual benefits of a working partnership between professionals both novice and expert.

- One Teach, One Observe — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.
- One Teach, One Assist — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.
- Station Teaching — the co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used.
- Parallel Teaching — each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.
- Supplemental Teaching — This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.
- Alternative/Differentiated Teaching — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.
- Team Teaching — well-planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. (Adapted from Cook & Friend, 1995)

Additional Steps

Even though the highest assigned score for a domain is 3 and the lowest mean score is 2.52, there are still numerous opportunities for improvement. As a result, a mid-semester formative impact survey will be utilized in the methods courses in the Fall to more quickly respond to needs that may arise. Each semester, candidates have various volunteer opportunities helping with parent nights, professional development conferences offered through the university to the PDS faculty, and after school programs at the PDS. Currently the impact of our candidates on the P12 students and their benefit to the PDS in these capacities is not formally assessed with the existing measures as these are not required activities for candidates. Therefore, we are

working to formalize professional and community involvement components, such as tutoring, attending meetings and workshops with mentor teachers, assisting with extracurricular P12 activities like camps, and assisting with parent/teacher conferences to the methods courses prior to clinical teaching so that candidates have more opportunities for one-on-one interaction with P12 students. This will allow candidates additional experiences to draw from when planning instruction based on individual student needs using informed selection of differentiation techniques and appropriate accommodations for special populations.

Through our commitment to offer the best training for our future teachers and to be of service to the in service teachers we partner with, our college provides various professional development opportunities. In conjunction with the regional education service center, our college hosts the Texas Association for the Improvement of Reading, a one-day conference offering workshops focusing on multidisciplinary literacy improvement. Additionally, in order to provide teachers with skills related to addressing mental health and substance abuse related crises, our college is providing Mental Health First Aid (MHFA) training to all pre-service teachers as well as our PDS partners. Training teachers how to effectively recognize, understand, and address mental health concerns of their students in the classroom will further the EPP's partnership with the community. Students, community partners, and faculty members that participate will undergo an eight-hour training that teaches participants how to recognize signs and symptoms of mental illness and substance abuse, how to assess for suicidal ideation and self-harm, listen non-judgmentally, encourage, and provide referrals and resources to students who may need professional help (West College of Education, 2014).

These steps added to the current model underscore not only the program's emphasis on pre-service candidate impact on P12 student learning but they also strive to facilitate the growth of a truly mutually beneficial environment for the PDS, the candidates and the P12 students involved.

References

Anderson, G. L., & Herr, K (1999). The new paradigm wars: Is there room for rigorous practitioner knowledge in schools and universities? *Educational Researcher*, *28*(5), 12-21.

Beal, H.K.O., Niño, M.C., Alford, B., Armstrong, N., Gresham, J., Griffin, P., & Welsh, K. (2011). A layered approach to coaching in a school university partnership: The professional development school as a vehicle for instructional improvement for English language learners. *The Texas Forum of Teacher Education*, *1,* 52–62.

Bral, C., Curry, D.L, & Capps, M.A. (2017) Council for the Accreditation of Educator Preparation Self Study Report.

Breault, R.A. & Breault, D.A. (2012). *Professional development schools: Researching lessons from the field*. Lanham, MD: Rowman & Littlefield.

Cook, L. & Friend, M. (1995). Co-Teaching: Guidelines for creating effective practices. *Focus on Exceptional Children*, *28*(3).

Council of Chief State School Officers. (2013, April). *Interstate Teacher Assessment and Support Consortium InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development*. Washington, DC: Author.

Cozza, B. (2010). Transforming teaching into a collaborative culture: An attempt to create a professional development school-university partnership. *The Educational Forum, 74*(3), 227–241

Darling-Hammond, L. (Ed.). (1994). *Professional development schools: Schools for developing a profession*. NY: Teachers College Press.

Darling-Hammond, L. (2007). A Marshall Plan for teaching. *Social Policy, 37*(3), 41-44.

Davenport, J. & Smetana, L. (2004). Helping new teachers achieve excellence. *Delta Kappa Gamma Bulletin, 70*(2), 18-22.

Dixon, P.N. & Ishler, R.E. (1992). Professional development schools: Stages in collaboration. *Journal of Teacher Education, 43*(l), 28-34

Murray, F. (1996). In Murray F. (Ed.), *The teachers educator's handbook: Building a knowledge base for the preparation of teachers*. San Francisco: Jossey-Bass Publishers.

Pellett, H.H. & Pellett, T. (2009). Professional development schools: A model for effective physical education partnerships. *The Journal of Physical Education, Recreation, & Dance, 80*(1), 31–38.

Pigge, F. L. & Marso, R. N. (1997). A seven-year longitudinal multi-factor assessment of teaching concerns development through preparation and early years of teaching. *Teaching and Teacher Education*, 13(2), 225-235.

West College of Education. (2016) West College of Education Handbook of Policies and Procedures.

West College of Education. (2014) West College of Education Clinical Teaching Handbook. Retrieved https://mwsu.edu/academics/education/clinical-teacher.php

West College of Education (2010). National Council for Accreditation of Teacher Education Institutional Report.

Appendix A

Impact of WCOE Candidates on PDS

As part of our continuous improvement process, we would also like to gather information regarding the impact of our interns on your classroom and school. As you know we have several clinical experiences that are required of our candidates. Below, please indicate in which of the experiences your intern/observer participated AND the extent to which it was beneficial to you and your students.

Campus____________________ Cooperating Teacher/Mentor__________________________

Grade_______ Subject____________________

	Participated Y/N	Significant Benefit to Class	Some Benefit to Class	Little Benefit to the Class	No Benefit to the Class
Classroom Observation					
Individual Student Observation					
Teacher Assistant					
Lab Assistant					

Tutoring					
Whole group instruction					
Small group instruction					
Field based projects					

Other Benefits to the Class:

Other Comments (please use the back if needed):

Christina Janise McIntyre is an Associate Professor in the Curriculum and Learning Department of the West College of Education and is the program coordinator for Curriculum and Instruction. She has a BA in English, a MEd in Counseling, and a PhD in Instructional Leadership and Academic Curriculum from the University of Oklahoma. She is National Board for Professional Teaching Standards Certified. Her research interests include preservice teacher education and professional development.

Daphney L. Curry is an assistant professor and chair of the Curriculum and Learning Department in the West College of Education at Midwestern State University. She received a

B.S.I.S. and M.Ed. in Reading from Midwestern State University and a Ph.D. in Language and Literacy Studies with a minor in Early Childhood Studies from the University of North Texas. Her research interests focus on new literacies, professional learning communities, and professional development schools.

Bonnie King is an assistant professor of the counseling, special education and kinesiology department in the West College of Education at Midwestern State University. She is a Licensed Professional Counselor, and a certified school counselor in the state of Texas. She earned a Ph.D. in Counselor Education from the University of New Orleans. Her research interests include counseling in nature and best practices for counseling LGBTQ+ clients.

**A Sustainable Teacher Residency:
Designing Paid Internships for Teacher Education**

John E. Henning
Professor and Dean
School of Education
Monmouth University

Abstract: The purpose of this case study research is to describe how one teacher preparation program constructed a pilot program to compensate teacher candidates for their work in school classrooms. The program provides teacher candidates with opportunities to work in schools year round, including semester breaks, the months of May and June, and in extended year programs during the summer. The program is intended to replace part time work outside of education with work in P-12 school classrooms that better prepares teacher candidates for their teaching careers. Forty-one participants volunteered for the program during spring semester 2017. This study reports on initial data collected five months after the pilot began in the fall semester, 2017. Data were collected through interviews and surveys of teacher candidates and interviews with supervisors. The findings indicate that participants spent more time in schools, felt more confident about teaching and better prepared to teach, and would recommend the program to others.

KEYWORDS: professional development schools; school-university partnerships

NAPDS NINE ESSENTIALS ADDRESSED:

1. a school–university culture committed to the preparation of future educators that embraces their active engagement in the school community;

2. ongoing and reciprocal professional development for all participants guided by need;

3. a shared commitment to innovative and reflective practice by all participants;

Introduction

Declaring a common goal of increasing P-12 student learning has brought the Monmouth University Partnership together in common cause. Each new and current initiative is evaluated based on its capacity for increasing P-12 student learning. The result has been greater buy-in for the partnership, increased collaboration, and a shared responsibility among partners for P-12 student learning and teacher preparation. New partnership initiatives that have facilitated student learning are longer clinical experiences, the implementation of co-teaching, and the assessment of teacher candidate impact on student learning (For a fuller description, see Henning et al., in press).

During the past three years and prior to the development of the Teacher Residency pilot program, the Monmouth University Partnership has been piloting and implementing a yearlong

clinical internship experience. During the yearlong experience teacher candidates remain in one placement during an entire year. In the first semester, they complete a minimum of a hundred hours of clinical experience, and in the second semester, they engage in a full time clinical internship, formerly known as student teaching. The added value of the longer clinical experience has quickly been recognized by teacher candidates, teachers, and administrators. Teacher candidates build stronger relationships, become more involved with school events, and have a greater impact on student learning. In short, they become members of the school community (Foster et al, 2018).

However, expanding the number of clinical hours has put added pressure on teacher candidates in regards to balancing their time. Many teacher candidates have to work to subsidize the cost of college. Between their coursework, their clinical experiences, and their jobs, students are hard pressed to meet all their obligations. Between jobs and coursework, we found that conflicts with work were more common than schedule conflicts. It became clear from our work with the yearlong experience that further expansion of our clinical experiences could be limited by teacher candidates need to meet their financial obligations.

In response to the concerns of teacher candidates and as part of our larger effort to further expand our clinical experience, the Teacher Residency program was created to engage sophomores, juniors, seniors, and initial licensure graduate students in an extended apprenticeship in P-12 school settings over a two- to three-year period. As part of the program, teacher candidates perform functions traditionally given to substitute teachers, paraprofessionals, and tutors. In turn, monies from school budgets to compensate these positions are invested into the teacher residency program. Other sources of funds include professional development monies, summer enrichment programs, university scholarships, and graduate assistantships.

The purpose of this case study is to further explore an enhanced level of mutual benefits through a teacher residency program. The study shows how the design of the Teacher Residency program addresses the financial burdens of students, meets local school district needs for substitute teachers, paraprofessionals, and tutors while further expanding clinical experiences. Through interview and survey data, teacher candidates, school principals, district superintendents, and university leadership will tell the story of how they started the program, what has guided their design of the program, what results have been obtained to date, and what they see for the future.

Literature Review

The design for the teacher residency pilot program was influenced by four areas of the research literature. Each of these is explained below, the first of which is the design thinking, an approach to innovation that governed the design, implementation, and evolution of the pilot project. Driving the change was our teacher candidates' desire to gain as much experience in schools as possible and the Monmouth University Partnership's move to clinically-based teacher education. Our purpose is to expand Monmouth's clinical experiences by providing a financial incentive for teacher candidates to spend additional time in the field.

Design Thinking

The change process for this innovation in teacher education was guided by the design thinking process (Brown, 2009). Design thinking is characterized by three stages: Inspiration, Ideation, and Implementation. The Inspiration phase is characterized by a fresh idea, one that prompts a new design followed by an action such as a pilot project. During Ideation, which is the second phase, the pilot project evolves through a succession of pilot tests. The pilot tests provide an opportunity to adapt and refine the design as problems are encountered. The use of a pilot enables problems to be solved while they are at a small scale. The third stage is Implementation, which is characterized by the full implementation of the new innovation.

The new design typically becomes more complex as it evolves and new criteria are added in response to problems encountered. The original design is refined through cycles of enactment and reflection. Gradually the pilot grows larger and the design becomes increasingly refined on a large scale. Over time, patterns of behavior within the new system become increasingly predictable and stable, thus leading to full implementation. Initiating and expanding pilot projects provides a great opportunity to learn how to manage a new system while simultaneously developing the design and minimizing the chances of failure (Brown, 2009).

Clinically-Based Teacher Education

A design thinking approach was used at Monmouth University to implement yearlong clinical experiences, which were piloted for two years before full implementation in the third year. The pilot taught us what we needed to know in order to develop the expectations, communications, and professional development needed to support teacher candidates, mentor teachers, and supervisors. The gradual expansion of our clinical experiences is also reflective of a worldwide trend towards more time spent in the field during preservice teaching (Gut, Beam, Henning, Cochran, & Knight, 2014).

This trend is also congruent with the recent release of the Clinical Practice Commission's (CPC) recommendations, which have provided an important affirmation of the Blue Ribbon Panel's call to turn "teacher education upside" (Clinical Practice Commission, 2018; NCATE, 2010). In their report, the CPC delineates 10 proclamations and their associated tenants for strengthening clinical experiences. In a clinically-based program, practice is situated at the core of the preparation program, and coursework is organized to support those experiences (Henning et al., 2016; Henning, Gut, & Beam, 2015). Preservice teachers are introduced to the practical work of teaching through the sustained, critical feedback of their mentor teachers during early clinical experiences (Feiman-Nemser & Buchmann, 1987; Zeichner, 1996).

Teacher Development

Our understanding of teacher candidate development in a clinical setting is based upon the following three premises: 1) Teachers and teacher candidates always learn to teach in a specific context, 2) they gradually acquire more complex skills within that context, and 3) over time, their actions are internalized as thinking processes. These premises are consistent with sociocultural and experiential theories of learning that assert that social interactions gradually become internalized as thought processes (Vygotsky, 1986).

The context for learning to teach plays a critical role in teacher development. It includes the time, place, students, activities, and dialogue that occur within the school setting (Borko and Putnam, 1996). The types of interactions that teacher candidates have within this environment will enhance or limit the potential for learning. For example, a richer, more open, student-centered environment with a high level of student dialogue and participation will offer more learning opportunities than a teacher centered, directive approach to instruction.

As they gain familiarity with the context for their teaching, candidates gradually acquire an increasingly complex set of skills as they become more and more autonomous in the classroom. These skills are acquired through recursive cycles of learning that involve both action and thought. Numerous theorists have described models of this cyclic learning, including Kolb (1984): Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation; Lewin (1946,1948): Plan, Do, Observe, and Reflect, and the new field of Improvement Science (Langley et al., 2009): Plan, Do, Study, Act (PDSA). In each of these models, learning occurs through action followed by the internalization of the action as thought.

Initially, teacher candidate thinking is fuzzy and based on impressions, what Korthagen refers to as "gestalts." As teacher candidates develop an increasingly extensive network of schemas, they are better able to generalize from individual episodes of teaching; they are better able to predict student behaviors; and they are better able to connect their practice to either research or theories (Korthagen, 2001, 2010). With increasing practice, they develop a more conscious awareness of their strategies, which gives them greater control of their practice.

Sustainability

As the field moves towards clinically-based practice, there has been an expansion of clinical experiences. The additional hours spent on school sites has put an increasing financial pressure on teacher candidates, who often must work during college to pay their tuition and residential bills. These additional financial challenges can serve as a significant barrier to teaching for first generation students and students from lower socio economic backgrounds. Recently there has been a call for a more sustainable model of teacher residency program that would include paid residencies (DeMoss et al, 2017; The Sustainable Funding Project, 2016).

Methods

This study used a qualitative case study approach to data collection (Yin, 2018). Interviews were used to determine the perceptions of the program by teacher candidates, teachers, school administrators, and university supervisors. In addition, a survey was administered to teacher candidates.

Participants

Six New Jersey school districts supported the program by utilizing funds from substitute teaching, paraprofessional work, tutoring, summer enrichment programs, and professional development monies to pay teacher candidates. A total of 41 teacher candidates participated in

the pilot program, including 8 Master of Arts in Teaching students, 19 seniors, 8 juniors, 4 sophomores, and 2 freshmen. Nine candidates were interviewed for the study including one man and eight women. Of those interviewed, there were two graduate students, six seniors, and one junior. Ten of the forty-one teacher candidates who received an email invitation completed a brief survey on the pilot project. In addition, six pilot project supervisors were interviewed, including, one superintendent, one principal, one teacher, one Director of Curriculum Supervisor, and two university supervisors.

Instruments

The interview consisted of seven groups of questions: demographic, substitute teaching, yearlong experience, other experiences, a comparison among experiences, financial questions and program evaluation questions. The questions were intended to elicit rich description of the teacher candidates' experiences and then to compare their relative value. In addition, we wanted to discover how the financial aspects of the program had worked for the teacher candidates.

The survey consisted of ten questions related to the experience and compensation for the teacher candidates. Participants were asked to respond on a four point Likert scale for which 4=Strongly Agree, 3=Agree, 2=Disagree, and 1=Strongly Disagree. The responses were averaged for each question and are presented in the Results.

Data Collection and Analysis

The interviews were collected after five months of conducting the pilot program. Each interview took about one hour. They were transcribed and analyzed by grouping the findings into five categories: design, clinical experience, teacher development, sustainability, and program evaluation. The design category uses a narrative to describe how the project unfolded. The sections that follow provide descriptive responses to the key features of the program.

Results

In the following sections, case study data is used to describe the development of a pilot teacher residency program through the voices of principals, superintendents, and university leaders. The development of the Teacher Residency pilot program will be illustrated through a narrative that describes its conception, the creation of a budget, the recruitment of students and the addition of new features to the already existing yearlong experience. In the sections that follow, interview and survey data will be presented on the expansion of clinical experiences, the development of teacher candidates, the sustainability of the program, and the evaluation of the program by teacher candidates, school leaders, and university supervisors.

Design

The initial inspiration for the Teacher Residency program came through conversations with Karen DeMoss, the leader of the Sustainable Funding Project at Banks Street (DeMoss et al,

2017; The Sustainable Funding Project, 2016). The project began without grant funding or specified budget so our approach depends on using existing budgets more efficiently. As part of the residency, teacher candidates perform functions traditionally given to substitute teachers, paraprofessionals, and tutors. Monies from school budgets to compensate these positions were invested into the teacher residency program. These budgets are available because teacher candidates in New Jersey can obtain a substitute teaching license or a paraprofessional substitute license after the completion of sixty credit hours. That makes it possible for undergraduate juniors and seniors to work as substitute teachers while in their preparation program.

Other sources of funds might include professional development monies and summer enrichment programs. In addition, Monmouth University provides funds through scholarships and graduate assistantships. As dean of the School of Education, the first author approached two superintendents (the second and fourth authors) with the idea, and both agreed it was feasible and within their existing budgets. The idea was appealing because it did not require an additional expenditure, and it addressed a shortage of substitute teachers. As two school administrator participants commented, "We had to provide a substitute teacher in that classroom anyway at that same rate of pay, so it was neutral. There was a neutral effect," and "…it supplements our supply of substitute teachers, as well as provides remuneration to student teacher candidates."

Originally, our intent was to pool the money from substitute teaching and the other paid positions, then pay it out in a stipend intended to cover all the work done in a school. However, we had not reached a place in our pilot where it was feasible to pay a stipend. We decided in the first year to simply compensate teacher candidates the way other substitute teachers are compensated, which is to pay them at the time they perform the service. Inevitably, this meant that teacher candidates would earn different amounts of compensation based on their time available and their interest in working in a school setting.

The substitute teaching budget was the initial source of funds for the project, and the shortage of substitute teachers was one of the primary draws for school participation. However, as our thinking evolved, we began considering other sources of revenue available to compensate teacher candidates. One of the schools developed a new program that offered teacher candidates a half day of paraprofessional work on the days that substitute teaching was not needed. One of the superintendents connected the partnership to the YMCA, which offered paid positions to our teacher candidates for their work in after school programs for elementary children. Another superintendent invited teacher candidates to apply for his after-school tutoring program, and we began to look more deeply into how we could use the university's work study and graduate assistantship programs as new sources for our Teacher Residency.

The purpose of compensation was to increase teacher candidates' engagement in school settings by providing an incentive to spend time in the field during Christmas break, after the spring break and before the end of the school year, during the summer and during the school year. The intent was to make teaching in school a part time job that frees students from having to do part time jobs outside the field. The goal of the program is to enhance the teacher candidates' practice knowledge, to make them fluent in their practice, and to socialize them to the work of teaching in a school setting. The Teacher Residency program provides teacher candidates the opportunities to work in schools year round, including semester breaks, the months of May and June, and in specialized programs in the summer. This is intended to help them replace their part

time work outside of education with work in school classrooms that better prepares them for their teaching careers.

To actually start the project required attracting students to the program. The first author began by inviting Honors School students in education to participate. The response was generally positive although not everyone chose to become part of the pilot. Gradually, however, word of the program spread over several months in the winter and spring of 2017. Most of the students were recruited through various forms of email communication in February to April, but it was not unusual for an individual student to express an interest after talking to a friend. The numbers eventually climbed to 41 participants by the fall 2017-18 academic year, including 8 graduate students, 19 seniors, 8 juniors, 4 sophomores, and 2 freshmen. The interest on the part of teacher candidates has been the driving force for moving the program forward. Without committed teacher candidates, the pilot program would not be possible.

The design process utilized an initial design to begin the pilot, then added new features as needed. For example, as teacher candidates increased their number of days as substitute teachers, we began treating substitute teaching as a significant opportunity for learning and recognized the need to provide more support for them. As a result, we implemented a Substitute Teaching Academy. The focus of the academy was on building relationships with students, developing classroom management strategies, and learning flexible instructional strategies for times when the teacher's lesson plans were completed earlier than expected or were missing altogether. We also added supervision so that our teacher candidates could be observed while substitute teaching. The focus of these observations was to provide feedback on how well they delivered the teacher's lesson plans and managed the class.

The Teacher Residency program was developed as an added layer to an already existing yearlong experience program. The yearlong experience requires a first semester of at least 100 clinical experience hours (although many students complete more than 100 hours) and a semester of full time clinical internship. Design features of the yearlong clinical experience also served the teacher residency program. These would include partnership projects designed to foster P-12 learning, the seminar for yearlong teacher candidates, supervision for the first semester of the yearlong experience, and a mentoring academy designed to support mentor teachers. Also in place is a clearly articulated plan for the development of teacher candidates in clinical settings. This plan is based on the New Jersey (InTASC) standards and high leverage teaching practices. Two tools have been developed that help make explicit the expectations for teacher candidate development, the *Developmental Curriculum* and *High Leverage Teaching Tasks* (Henning et al.,2016; Henning, Gut, & Beam, 2015). The purpose of these tools is to specify the specific skills to be learned so they are explicit and clear to teachers, schools, university faculty, and the department of education (See Henning et al, in press, for a further description.).

Clinical Experiences

Participants in the Teacher Residency program spent more time in their clinical experiences than their peers. During the first semester of the year long experience, the seniors and graduate students in the program averaged 129 hours in their clinical experience and an additional 8.5 days of substitute teaching. At an estimated 7 hours per day for substitute teaching,

that adds an additional 60 hours of experience to their original 129 hours for a total of 189 hours. At the high end of the range, one teacher candidate reported 179 hours of clinical experience and 30 days of subbing (or an additional 210 hours) for 379 hours of total experience. Another reported 100 hours of clinical experience plus 25 days of substitute teaching (175 additional hours) for a total of 275 hours. The junior in the program had a 40-hour placement plus 12 days of substitute teaching for a total of 124 hours of clinical experience. At the low range, one teacher candidate had 200 hours of clinical experience, but due to a misunderstanding concerning the nature of the program, never had an opportunity to substitute. Another candidate on the low range had 150 hours of clinical experience, but did not sub.

Teacher Development

Teacher candidates in the study were surveyed about the level and quality of experience in the program. On a four point Likert scale most candidates agreed (3.0) or strongly agreed (4.0) the Teacher Residency pilot increased both the quantity and quality of their experience. See Figure 1 for their responses to specific items.

The Teacher Residency Program …

Increased my time in the classroom setting	3.8
Better prepared me to lead my own classroom	3.5
Engaged me in professional development activities with full time employees.	3.5
Provided me with sufficient supports and feedback to help improve my teaching.	3.5
Increased my confidence level in assuming control of classroom environment	3.5
Improved my classroom management techniques	3.7
Provided me with the opportunity to collaborate with other school professionals	3.6
Increased my knowledge of the teacher's role within the school community.	3.8

***Figure 1.* Survey Results for Items Related to Experience**

All the participants in the study were interviewed about the yearlong experience, substitute teaching, and paraprofessional work. These findings are organized in the sections below.

Yearlong Experience

When talking about their yearlong experiences, teacher candidates consistently talk about being a part of the school community. The longer time in the school allows to build stronger relationships with their students, their mentor teachers, and their other colleagues in the school. As one administrator said, "They [Students] really just see them [teacher candidates] as just teachers in the school, no different."

The result is a sense of a belonging. As one teacher candidate stated, "I really feel like part of the school, which I didn't expect. To feel like, they make me feel like, not like I'm an intern there. They make me feel like part of their staff, even though technically I'm not. "

With this belonging comes a sense of commitment to follow the lead of their peers to do the work of the school. They find themselves involved with all aspects of their school's process and often beyond school hours. As one of the school administrator commented, "I think that they know that they have to be involved, not just during the school day, but beyond the school day."

Substitute Teaching Experience

Participants in the Teacher Residency program spoke very positively about their substitute teaching experience. Their comments have been organized into three main categories below, including comments related to autonomy, breadth of experience, decision-making, and classroom management. Combined, these four categories suggest that the autonomy provided by substitute teaching led to more practice with decision making, especially concerning decisions about classroom management. As a result, they became more flexible, were more confident in their decision making, and felt more prepared to handle classroom management.

Autonomy. In recent years, there has been a shift towards co-teaching during the clinical internship. This change has had many beneficial effects, especially for P-12 children, who now have two teachers rather than one. But the practice time for teaching alone has been greatly reduced. Substitute teaching can provide a means for teacher candidates to experience the classroom without the support of a co-teacher. Their increased independence is reflected in the comments from school administrators below.

> I think that they're able to fly on their own. In other words, they're in charge of the classroom and they're seeing different children. They're looking at different behaviors. They're managing those behaviors, they're working with children well, and they just have to hone those skills.

Many of the candidates expressed the benefits of having to solve problems by themselves. It increased their awareness, their responsiveness, and their flexibility.

> Subbing, you're by yourself in the room, so like I said, responsibility is on you. If something happens in that room, you have to report it. Why did it happen? It's all on you. Whereas when you're in the yearlong program and you're with your cooperating teacher, it's a team effort. You know what I'm saying? If you have a question, there's someone right there for you to ask.

Yet when first encountered, they also found it somewhat daunting. Lacking in experience, they found themselves to be an unknown, and they were not certain how they would react to difficult situations.

> I thought, at first, they were looking around for who would help them, so that was one challenge, and they had to be coached through that. Another challenge would be how each different teacher runs their room and they were expecting, I think, more uniformity, and among 24 teachers, there's 24 personalities, and there's 24 different ways to provide the craft of teaching structure. And I think that they were surprised that everybody wasn't the same. And the last the thing would be the difference between first grader, third grader, and a fifth grader.

Breadth of Experience. They also received a great variety of experiences, thus enabling them to engage with a wider variety of students at different grade levels and of different classroom arrangements and processes. The variety of experiences added breadth to their clinical experience by showing them a number of alternatives. As one school administrator said: "Absolutely, because you're getting a better breadth of experience in terms of grade level, especially in the structure that we set up, so it's one through five, you're seeing everybody."

This exposure was very beneficial for teacher candidates who were exposed very quickly to a wide variety of classroom processes and procedures. Potentially, each could help plant a seed for teacher candidates' future classroom.

> I'd have to say, just like how the different classrooms kind of run, and like the different techniques teachers do.

Decision making. Through substitute teaching, teacher candidates become more confident, more flexible, and better able to handle the unexpected, as stated by one teacher candidate, "The most important lesson I've learned is that things don't always go as planned. It's a lot of on-the-spot decision-making." Through experience they learn processes for dealing with situations that are never discussed in methods classes, such as the following:

> You learn that teachers really do collaborate. It's all collaboration. You are not on your own. I had a second grade classroom last week, actually, where the teacher had an emergency with her son. So obviously, no plans were left for three days. So I didn't panic. I was like, okay, what did I learn in the substitute teaching workshop that we held at the university? I went next door. They were super helpful. Just show you're capable. Just show you're confident. They don't have time to calm you down and say "Don't be nervous," because they have their own classes to worry about, too.

Classroom Management. One of the biggest benefits of substitute teaching was classroom management. This benefit was mentioned by almost every teacher candidate, as described by one student, "I guess subbing, in general, has taught me classroom management. I don't think without it I would have any classroom management, honestly. It's really hard to learn about in class, and I feel like it's just something you have to experience. And being a sub, is like you're thrown in there." Substitute teaching gave teacher candidates an opportunity to use or invent management strategies that addressed specific problems that arise in a classroom setting.

Performance. The teacher candidates performed their role as substitute teaching roles effectively. Part of the reason was because the teacher candidates were familiar with the school and its culture through the 100-hour experience. Thus, teachers would specifically request them to ensure greater continuity of instruction. One administrator commented on the substitute teaching evaluations of teacher candidates at his school.

> What I do have is substitute teaching reports, though, on all the classrooms that this candidate was in. They all came back excellent. We do get reports on every sub every day that someone's out and a comparative analysis of that shows that they're the only person that got excellent remarks from everybody they substitute taught for.

Paraprofessional Work

One of the schools in the pilot program provided teacher candidates an opportunity to work as a teacher's assistant on the days they were not subbing. This experience was helpful to the school for providing additional one-on-one support for students. It was helpful to the teacher candidates because it provided a compensated position that could be used to back up substitute teaching, as described below by the school administrator who ran the program.

> They gave us the days that they were available. If they were not called for a sub they were able to come in. We limit it to six hours a week just because budgeting wise we had to do that. So, they were able to come in, they were assigned a teacher, whether it be a basic skills teacher or a classroom teacher they were assigned to go to that teacher and then, from there, that teacher used them as support inside the classroom.

In most cases, it consisted of working with individuals or small groups of students, one-on-one, in small groups, or in reading groups. Teacher candidates could also work with the teacher during small group instruction, worked with the teacher, reading groups, one-on-one remediation. One teacher candidate commented that "the teachers were able to accomplish things that maybe they weren't able to accomplish every day."

During this experience, the teacher and teacher candidate formed a strong bond, united by their concern for the children, sometimes causing teacher candidates to act against their own financial interests.

> And sometimes, even the – I know the teacher residency, they would actually say sometimes, they would turn down some subbing experience because they knew the teachers needed them

In response to a question about the benefits of the teacher candidate's paraprofessional work. one school administrator attested to the potential impact on student learning, "We do our benchmark and we definitely saw an increase in our reading levels from the year before."

Comparison

When comparing differences among earlier clinical experiences, the yearlong experience, the teacher residency program, one candidate said, "Experience. It's so simple. It really is." As candidates increase their hours in school classrooms, they become more confident and feel more prepared. According to the participants in the study the result is better job interviews, "I just think on the interview that makes them a superior candidate." Often during job interviews, teacher education graduates are asked for specific examples of their teaching, about situations they might have to handle or questions about school programs.

> Where you really see the difference is on the demo lesson and the interview, both components of hiring, if you do demo lessons and you also do in a district, a comprehensive interview. You see the difference in their answers because they have examples to back up their statements.

The additional experiences in the Teacher Residency program provide a greater breadth of experience, which translates into better interviews:

> ….that's (subbing in TRP) giving them experience to see what they would like, where if you're just doing your clinical hours, you're stuck into that one environment that you're placed in. So, this gives them, just an opportunity to be able to see everything.

Sustainability

There was wide variability in compensation for the teacher candidates. In most cases it varied due to their schedule. For example, graduate students in the Master of Arts in Teaching program had more time during the day because their classes were at night. Therefore, teacher candidates at the graduate level could substitute multiple times per week. For undergraduates with a heavier schedule demand during the day, this was much more difficult. The variability in opportunity caused some variability in response.

While not uniform in effect, there were clearly students who were well served by the opportunity for compensation, as reflected in the statement of this teacher candidate:

> It absolutely did. I think I'm somebody who always – who has worked all throughout college, like I said because college doesn't pay for itself. And I did struggle with my state exam, so financially, the money from subbing did help. And I think, no matter what, no matter how much money you make in whatever district, not only are you making money, you're gaining more experience. So I think the two together make it completely worth it.

Others did not view the compensation as making a significant difference for them. At this point, it can be safely said that the program is not at a place where it can replace other part time jobs. The opportunities and compensation are not consistent enough and must be improved as we move forward.

Our intent was to put teacher candidates at the top of the substitute list. The results from that strategy were mixed. Schools varied in their approach to selecting subs, some relying on a professional service and other utilizing a sub caller. Regardless, the process in place had an inertia that often made it difficult to get teacher candidates called first. Due to the limited opportunities and some schedule constraints, some teacher candidates received minimal compensation. Since the program was limited to existing budget monies, there were only a limited number of ways to compensate teacher candidates for their clinical hours. The superintendents were able to improve the process through communication and reinforcement with their staff. In addition, demands for substitutes varies by month. For example, there is greater need for subs closer to the winter holidays than there is in September. Conducting the pilot project has helped us expose this problem and work towards solutions.

Program Evaluation

Overall, the evaluation of the program by both teacher candidates and school personnel was very positive. All of the participants commented on teacher candidates' increased confidence, and said they would recommend the program to their peers. Every candidate said they chose the program to acquire more classroom experience, and all said they felt better prepared.

The administrator participants agreed with the teacher candidates' self-assessment of their abilities as one states below.

> I think it gives that student a heightened sense of achievement, and therefore more confidence because they've already established themselves in classrooms as a teacher and they feel comfortable and confident and it's not like that growing into the role after nine weeks of student teaching, kind of thing.

One school administrator commented on the difference between the effectiveness of the Teacher Residency program and his own preparation:

> The traditionally prepared student teachers, which I was one of, 23 years ago, were ill prepared for the classroom setting for which they had wait until they actually got their first position to really learn the craft, and that is no longer the case. They're coming in two to three years ahead of where anybody else that I would hire comes in. So, the year-long with the two day a week, the first semester is better than the old one semester, 14 weeks, and here you go, good luck to you. And this now with the teacher residency coupling to the year-long, I think that's really much better. I don't think you can compare the candidates.

All were agreed on the power of the experience for learning how to teach. The results were more mixed for the compensation. Due to variability in scheduling, opportunities, and interest, some teacher candidates were not able to fully realize the potential benefits of the program. However, the potential of the program was demonstrated by the teacher candidates who were satisfied with the compensation. For example, one teacher candidate said the following when asked what the Teacher Residency program added for her:

> A lot. Um, definitely a great experience, I was able to save money and make money. And I was able to get into different schools in the district that I would love to be a teacher in. So, that was like the best thing. I got to meet different staff, and like, they were very friendly, usually. Especially, once I said I was in this program, they would try to request me to be a sub. Because [the superintendent] says, "We want them in here."

Discussion

This study is intended to extend the current conversation about developing sustainable funding for clinical practice. Compensating teacher candidates for working in schools could greatly expand the scope of clinical experience and offer many new opportunities for strengthening clinical practice. The purpose of this paper was to share the Monmouth University partnership's initial steps towards creating paid internships for teacher candidates.

The data from this study demonstrates the benefits of a paid residency and key points for implementing such a program. While the number of hours varied among teacher candidates, the data clearly indicated the potential for such experiences to significantly increase teacher candidate participation in schools. Further, it showed that historically compensated activities, such as substitute teaching and paraprofessional work, can be performed well by teacher candidates and simultaneously play an important role in their development as teachers. However, more pilot work needs to be done to eliminate the distinction between uncompensated and compensated activities within the residency.

While the potential for the pilot program is promising, it is also clear that improvements need to be made, especially in regards to compensation. For next year, we plan to ask for a greater commitment from both partner schools and teacher candidates. For teacher candidates who can find time in their schedules, we will create a Memorandum of Agreement that will specify the exact days they will be working in the school, including winter break and the months of May and June, when the university semester ends, but P-12 schools are still in session. In return, schools will guarantee that students will have paid work on those days, whether or not there is a substitute teaching opening. They will also provide a stipend that addresses the total experience of the teacher candidate in the schools. Monmouth University will provide additional funding through scholarships and graduate assistantships so that the compensation is more than what the teacher candidate would earn by substitute teaching alone. For teacher candidates and schools who are unable to make that level of commitment, they can continue with the program as we have structured it this year.

The purpose of this effort is much more than simply trying to employ teacher candidates. Our goal is not to get substitute teaching jobs for teacher candidates. Rather, it is to create a paid internship in which teacher candidates do some substitute teaching, paraprofessional work, and tutoring. Neither should these activities be done for the sole purpose of earning remuneration. Rather, they should be brought under the umbrella of our teacher preparation program, examined for what skills they provide teacher candidates, and incorporated into the curriculum. There should be a well-grounded understanding of how each of those roles contribute to teacher candidate learning and in what proportion they are the most effective. In addition, professional development should be offered to mentor teachers and schools to provide instruction on how teacher candidates can become more effective in those roles.

An understanding of how and why such programs are implemented is important when advocating for policy changes in teacher education. Currently, there are many local and state policies that are based on the understanding that internships in teacher preparation are unpaid. In many cases, those policies are not favorable for implementing and supporting a paid internship. Although it will always be important to protect teacher candidates from exploitation, we need to rethink our current assumptions so that we can provide new guidelines that meet this goal while still allowing paid internships. The field of teacher preparation should study, then advocate for the types of legislative changes needed to better support the implementation of paid internships.

A cornerstone of sustainable funding for teacher residencies is the value that teacher candidates add to schools. They bring their passion, a career commitment, and a daily determination to invest in learning about their profession. It is what prompts them to spend hours and hours of unpaid, volunteer time in schools. Each day they spend in a P-12 school increases their value to that school. Our vision is to engage teacher candidates in a multiple year apprenticeship, during which time they are compensated for their efforts to become as profession ready as possible. Teacher candidates who acquire this level of clinical experience while still in their preparation program will become established in the classroom at a much higher level and much more quickly than their predecessors. Further, we believe this is a powerful vision for teacher preparation that will inevitably become the standard in the profession.

References

Borko, H., & Putnam, R. T. (1996). Learning to teach. In D. C. Berliner, & R. C. Calfee (Eds.), *Handbook of educational psychology* (p. 673-708). New York: Macmillan.

Brown, T. (2009). *Change by design: How design thinking transforms organizations and inspires innovation.* New York: HarperCollins.

Clinical Practice Commission. (2018). *A pivot toward clinical practice, its lexicon, and the renewal of educator preparation*. Washington, D.C.: American Association of Colleges for Teacher Education.

DeMoss, K., Easton-Brooks, D., Hofman, A., Henning, J.E., & LeCelle-Perterson, M. (March, 2017). *Sustainable funding for residency programs: Moving beyond grants for financial support*. Panel Presentation at the American Association of Colleges for Teacher Education. Tampa, FL.

Feiman-Nemser, S., & Buchmann, M. (1987). When is student teaching teacher education? *Teaching and Teacher Education, 3*, 255-273.

Foster, L., Aldarelli, E., Bragen, B.F., Jr., Duffy, G., George, W. O., III, Mulvaney, T., Henning, J.E., & Harriott, W. (2018). *The Yearlong Clinical Experience: Design and Implementation*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education. Baltimore, MD.

Gut, D., Beam, P., Henning, J. E., Cochran, D., & Knight, R. (2014). Teachers' perceptions of their mentoring role in three different clinical settings: Student teaching, early clinical experiences, and entry year teaching. *Mentoring & Tutoring: A Partnership in Learning, 22*(3), 240-263. doi:10.1080/13611267.2014.926664.

Henning, J.E., Bragen, B.F., Jr., Mulvaney, T., George, W.O., III., Duffy, G., Aldarelli, E., Grabowski, W., Riddle, M., Falco, J., Heaney, P. Earle, C., Foster, L., and Borlan, C. (in press). The Monmouth University Partnership: Redesigning practice. *School-University Partnerships.*

Henning, J.E., Erb, D., Randles, H.S., Shoener, H. Fults, N., & Webb, K. (2016). Designing a curriculum for clinical experiences. *Issues in Teacher Education 25* (1), 23-38.

Henning, J.E., Gut, D., & Beam, P. (2015). Designing and implementing a mentoring program to serve a clinically based model of teacher preparation. *The Teacher Educator 150,* 145-162. doi.org/10.1080/08878730.2015.1011046

Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.

Korthagen, F. A. J. (2010). Situated learning theory and the pedagogy of teacher education: Towards an integrated view of teacher behavior and teacher learning. *Teaching and Teacher Education, 26*, 98-106.

Korthagen, F. A. J., Kessels, J., Koster, B., Lagerwerf, B., & Wubbels, T. (2001). *Linking practice and theory: The pedagogy of realistic teacher education*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Langley, G. J., Moen, R. D., Nolan, K. M., Nolan, T. W. Norman C. L., & Provost, L. P. (2006). *The improvement guide: A practical approach to enhancing organizational performance* (2nd ed.). San Francisco: Jossey-Bass.

Lewin, K. (1946). Action research and minority problems. *Journal of Social Issues 2*(4), 34-46.

Lewin, K. (1948) *Resolving social conflicts: Selected papers on group dynamics.* G. W. Lewin (Ed.). New York: Harper & Brothers.

National Council for Accreditation of Teacher Education. (2010). *Transforming teacher education through clinical practice: A national strategy to prepare effective teachers*. Report of Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning. Washington, D.C.: NCATE.

The Sustainable Funding Project. (2016). *For the public good: Quality preparation for every teacher*. New York, NY: Bank Street College of Education.

Vygotsky, L. S. (1986). *Thought and language*. Cambridge, MA: The Massachusetts Institute of Technology.

Yin, R.K. (2018). *Case study research: Design and methods* (6th ed.) . Thousand Oaks, CA: Sage.

Zeichner, K. (1996). Designing educative practicum experiences for prospective teachers. In K. Zeichner, S. Melnick, & M. L. Gomez (Eds.), *Currents of reform in preservice teacher education* (pp. 215-234). New York: Teachers College Press.

Dr. John Henning, dean of the School of Education, is an experienced educational practitioner, researcher, and leader. His primary research interests include practice-based teacher education, teacher development, instructional decision-making, and classroom discourse. These interests developed from more than twenty years of experience as a high school teacher. Dr. Henning is an active scholar and researcher, with more than 50 publications.

A Co-Constructed School-University Partnership Model of Professional Development for Teachers

David Littlefair
Northumbria University Newcastle, United Kingdom

Abstract: This article analyses an innovative model of school-university partnership to deliver effective professional development for teachers. The university engages in partnership with a school (either primary, secondary or a group of schools) and then they co-construct and co-deliver a programme based upon what improvement the school requires for its teachers. The teachers get access to the university's resources and gain a postgraduate qualification, usually a master's degree or a postgraduate certificate. This model has produced mutual benefits for all the parties concerned. The university has boosted reputation in the field and such partnerships with schools in professional development have led to other collaborations. Schools have benefitted from creating learning communities in their organisations and they have an upskilled workforce which impacts on pupil outcomes. Ultimately, the collaboration of partners has led to best practice professional development, which in turn has benefitted teachers and the pupils in their care.

KEYWORDS: continuing professional development model, school-university partnership, mutual benefits, teacher education

NAPDS NINE ESSENTIALS ADDRESSED:

1. A comprehensive mission that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community;

2. A school–university culture committed to the preparation of future educators that embraces their active engagement in the school community;

3. Ongoing and reciprocal professional development for all participants guided by need;

4. A shared commitment to innovative and reflective practice by all participants;

5. Engagement in and public sharing of the results of deliberate investigations of practice by respective participants;

6. An articulation agreement developed by the respective participants delineating the roles and responsibilities of all involved;

7. A structure that allows all participants a forum for ongoing governance, reflection, and collaboration;

9. Dedicated and shared resources and formal rewards and recognition structures.

Introduction

Professional development of teachers is a crucial component of progression in schools not only for teachers but also for the pupils that they serve. It is an important and growing aspect on the international stage (Kennedy, 2005; Kennedy, 2014; King, 2014). The raising of teacher standards is paramount for pupil achievement and there is an understanding about the impact of professional development and the fact it is not a one –off activity but a constant regenerative activity throughout the career of a teacher. Teacher quality can be enhanced by professional development (Kennedy, 2014; OECD, 2005) and effective professional development can lead to permanent changes in teaching practices (Whitehouse, 2011). Professional development of teachers impacts upon teachers, school improvement and pupil standards (Soulsby & Swain, 2003). At the heart of such professional development lies school-university partnerships. Although such partnerships are well established for initial teacher education (ITE) to train newly qualified teachers into the profession, this has not been as profound for the needs of qualified teachers undertaking further study.

Professional development for teachers can be structured in many ways (Kennedy, 2005) and in the United Kingdom this has taken many forms over the past two decades. Local Government provision provided by Local Authorities (LAs) for their schools, which tend to be one day courses and non-accredited, was once the mainstay of such an activity. It was supplemented by universities offering accredited longitudinal programmes usually in the form of postgraduate degrees i.e. master's degrees, postgraduate certificates etc. Master's level professional development can be liberating, enhance criticality and empower (Kennedy, 2014). For a number of years at the end of the 20th century and the beginning of the 21st century, such postgraduate professional development was subsidised for teachers in England by the Government, although in many cases that did not lead to partnerships with schools but more one of individual teachers embarking upon a postgraduate certificate or an MA, sometimes without much support from the school at all. However, due to cuts in government spending this funding ceased in 2011. In recent times due to the decline of local authorities and government policy, schools have been charged with providing professional development for their own staff, as well as teachers in other schools in a region.

This paper will examine the development of one such model of school –university partnership for accredited professional development, that originated in the early days of government subsidy for Postgraduate Professional Development (PPD) and then evolved as partnerships with schools and local authorities became stronger. The model continued to flourish despite the termination of the government subsidy and the increase in university tuition fees. The model analysed here started in one particular university in the United Kingdom and then moved to another university, however, due to the impact and success it was a model that some other institutions have embraced either in full or part and replicated to suit their needs and those of their partner schools.

This paper will present the model of professional development partnership delivered, the origins of the model and the research findings from analysis of this model. This analysis will be undertaken in the context of mutual benefits to both schools and the university and will be conceptualised and analysed using the impact themes for professional development from Cordingley, Bell, Thomason & Firth (2005), as the theoretical framework.
There are many terms used to describe professional development for serving teachers. This paper will refer to it as Continuing Professional Development (CPD).

The Model

The current model is the result of 17 years of evolution form its earliest incarnation in 2001 to the present day. In essence, it is a true and equitable partnership between a university and school with trust at the heart of the whole operation. As a mechanism for CPD it is effective and impacts not only upon teachers and the school, but also the learning of pupils.

The university works in partnership with a school or a local authority to ascertain the CPD needs of the school, what they want to achieve, the staff they want to target and the rationale behind why they want to target them. Using the knowledge of the practitioner (the school) and that of theory (the university), they put together a bespoke programme to meet the needs of the school and the group of teachers. The university has a range of validated programmes from leadership, to teaching and learning, to special educational needs such as autism and dyslexia, that have very broad based modules allowing the school partner not only to shape the programme they want, but also the type of content they want in the modules of delivery. The accredited programmes used are master's degrees or postgraduate certificates as they are an effective form of professional development for teachers (Seabourne, 2009; Soulsby & Swain, 2003). Following the creation of this individualised pathway for the school, the university team and school team plan the delivery to meet the needs of the school. It is crucial that professional development should meet an identified need (Whitehouse, 2011). The partnership can be shaped in a different way depending on the partner as high quality practice is not necessarily the same in every context (Parker, Parsons, Groth, & Brown, 2016).

The programme is delivered at the school's premises, which makes it much easier for the teachers to access, especially after a long day in the classroom. The model of delivery can also be negotiated and in most cases this tends to be in the form of twilight sessions after school for each module but it can be delivered in blocks if the school requires and has timetable space for such provision. Thus, in all aspects of the course, the community has control over the programme (Kennedy, 2005; Wenger, 1998). Schools tend to gain more from a practice-based master's degree and collective CPD is stronger for the school than staff undertaking such provision on an isolated basis (Burstow & Winch, 2013).

Following design of the programmes and agreeing delivery logistics, the university and school teams look at which organisation is best placed to undertake the delivery of the programme. This is a true partnership with no hierarchy between the two organisations. In

general, the more practitioner-based aspects of the programme are delivered by the school and the more theoretical concepts and the marking of scripts are delivered by the university. This means that both organisations are working to their strengths on the programme and the teachers receive high quality provision, which has a greater impact upon their practice or leadership skills.

With no government subsidy the funding for such provision could be prohibitive given that master's programmes stand at approximately £5,995 per student ($8,333). However, due to the collaborative nature of the provision and the fact it is delivered on the partner organisation's premises, the university enters into an enterprise partnership agreement with the school, which then takes into account the input of the school to the teaching, the hosting of the programme and the recruitment of the participants. This then can reduce the cost significantly to approximately £2,400 ($3,336) for a full master's degree and £800 ($1,112) for a postgraduate certificate. In most cases the school pays for its staff, or in some cases, the individual teacher pays the school and the university invoices the school. This is not only good professional development at a vastly reduced cost that is directly targeted at the school's needs or their development plan; it is also excellent CPD for the members of the school team who co-deliver on the programme. It has multiple impacts upon the participants, school, teacher deliverers and ultimately pupils. It fosters a learning community culture within the school and a self-support peer network due to the number of staff all undertaking a master's degree. Learning in communities can produce a powerful creation of new knowledge (Boreham, 2000). The university staff also gain from close working with the school, seeing up-to-date practice in action and any potential future research links. Such communities of practice can be quite transformative, collective knowledge and experience enhances the learning (Kennedy, 2005). Thus, it is a very strong and mutually beneficial model of school- university partnership and professional development.

The Origins of the Model

The origins of this CPD model can be traced back to 2001. In this period, Universities, also known as Higher Education Institutions (HEIs) had their grip on Initial teacher training systematically loosened by the Government with schools playing a greater role for the previous 10 years (Childs, 2013). The last two decades have seen continual government changes to education policy (Burstow & Winch, 2013). However, in contrast postgraduate level CPD for teachers had received a boost by government funding which had appeared in the late 1990s. The new Labour government had brought in 'In-service training funding' to help subsidise teachers undertaking master's level programmes. Institutions bid for this money using their programmes on offer and were allocated a certain amount of funding which was based upon recruitment.

The evolution of this CPD model lay in two critical factors. The first being that the institution was given the funding in year 1 but if they did not recruit this was clawed back in year 2 leaving institutions that had not ring fenced the money making losses from year 2 onwards, if they had not recruited to target number. This particular HEI institution, where the model began, had such funding targets but could not recruit to them and thus faced this deficit problem. The

second factor was that either the programmes were not appealing to prospective students or they were not aware of them. Programmes on offer tended to fit the training model of CPD where the participant was in a passive role (Kelly & McDiarmid, 2002; Kennedy, 2005; Little, 1993). At this particular HEI, the programmes were offered by academic staff in a busy city centre on weekday evenings and had no input from key stakeholders in the sector such as schools and local authorities (LAs). This created a decontextualised setting (Kennedy, 2005) although they did supply new knowledge (Hoban, 2002; Kennedy, 2005). A solution was required to improve the recruitment to these programmes. Analysing the provision of the HEI, it appeared that the fact the programmes were delivered on campus in isolation of schools was a significant problem affecting the provision. Thus, the best solution was to build relationships with key partners and locate delivery in the locality in schools or local authority (LA) premises. This would enhance accessibility, recruitment and status. Thus in 2001, this outreach/partnership model of CPD was born and would continue to evolve over the coming years.

The effect of working in partnership and having outreach delivery was instant, recruitment increased dramatically and as a result the HEI solved the clawback problem and could draw down the finance to fund the provision. Evaluations of programmes also improved through the manifestation of taking the needs of the participants into account with times and delivery sites to suit the participants. Although Gardener (1996) argues that schools were not historically supportive of HEIs, in this situation they seemed very ready to accept involvement on such programmes for the development of their staff. It was probably a rare event for them to be involved in shaping a programme to meet their needs and it was readily and warmly received. However, partnership does need to be driven as school-university partnerships are complex and need to be worked at in order to sustain (Burns, Jacobs, Baker & Donahue, 2016). This development coincided with a period of time when Initial Teacher Education (ITE) was becoming far more school-centred (Furlong, Barton, Miles, Whiting & Whitty, 2000) and there was a growth in school based forms of CPD such as coaching and mentoring (Furlong, 2005).

This model of CPD was then taken to a larger HEI, which on the surface had greater provision, but in reality it had significant clawback deficits. The model was applied to this HEI in 2003 and CPD partnerships were built with local schools and LAs which resulted in the beginning of delivering programmes in the community.

Despite improvements due to the implementation of this model, it was felt that if only the HEI could operate on a bigger scale in the region then it could meet the needs of the teachers, raise the status and awareness of the activities and protect the programmes. As a region, the HEI was competing with other providers such as other universities and LAs. The HEI approached these other bodies with regard to working together and a Regional Consortium, which featured 12 local authorities (LAs) and 4 universities (HEIs), was created. The consortium bid for the next two rounds of In-service training funding, now called Postgraduate Professional Development (PPD), in 2005 and 2008. The CPD school partnership model was freely shared as part of the consortium arrangements and although one university started a small -scale approach in this area

it was the HEI institution which had continued the development of the model that delivered the vast majority of this type of activity.

The Masters of Teaching and Learning (MTL) was the Labour government's plan in 2008 for a master's level teaching profession (DCSF, 2008). It was the last attempt by that government to stimulate a funded CPD structure for teachers. In keeping with the move to school led CPD (Childs, 2013), schools were to play a significant role in the delivery of this award with school coaches being trained to support teachers undertaking this degree. Schools and HEIs were to be equal partners (TDA, 2009; Burstow & Winch, 2013). For the first time, the consortium had an opportunity to deliver a single joint programme across the region led by the HEIs and schools.

Following the election in 2010 of a Conservative-Liberal coalition government, they introduced a white paper in November 2010, 'The Importance of Teaching' (DfE, 2010) which terminated both the PPD and MTL funding programmes. The white paper proposed the setting up of teaching schools with part of their remit being CPD and signalled another shift from HEI to school in terms of both ITE and CPD (Child's 2013; DfE, 2010; Gove, 2009; Gove, 2010). This removal of funding and subsidy for teachers undertaking master's CPD, in a sector that had received it for over a decade, was potentially catastrophic. However, it was actually a catalyst for further evolution to the outreach model of school-university CPD partnership. The academic impact of the school delivery in conjunction with university delivery was appearing to be key in terms of the teachers undertaking the programme and the subsequent evaluations of the impact. It was also good professional development for the teachers delivering on the programmes. Therefore, all future partnership deliveries were looked at using this joint delivery model. Not only did the partner shape a bespoke programme, they then negotiated the aspects they would deliver and those which the university would undertake. As learning is related to practice in this model it would help change and sustain practices (King, 2014). A by- product of this approach was that it reduced the cost of the delivery and as a result a partnership contract was drawn up which agreed a certain fee with the partner which was less than the standard university fee. This, once again made the cost of postgraduate CPD more attainable and in the main the school partner paid this fee for their staff. The model spread by word of mouth and has resulted in a number of partner schools offering master's degrees to their teachers in the locality.

Once again, this CPD model thrived resulting in a peak of 11 partner MA programmes being delivered simultaneously across the region. The Chief Executive of the National College of Teaching and Learning (NCTL) stated that he wanted a school led system to transform CPD (Taylor, 2013). This CPD model had been fulfilling that role since 2001 and had evolved over the years to become more and more school led. Certainly, from the beginning, the schools had felt like full and equal partners and this relationship has led to a strong, durable and flexible model to meet the needs of their workforce.

Although the consortium officially ended after the demise of PPD and MTL, individual links continued. Following the adaptation of the CPD model to work with schools to accredit the middle leadership development programme (MLDP) provision, which schools were delivering, it

appeared that this field of programme could not continue when it became a licensing system. However, in 2014 the original local authority and two of the original universities, re-ignited the consortium on a lesser scale to write leadership programmes for various stages of leadership. The demand came from schools in the region and the principles were based firmly upon the CPD model.

Methodology

Throughout the period of the operation of this professional development model evaluations from the partners, both schools and local authorities, have been collected in order to improve and shape future deliveries. This study has extrapolated data from this longitudinal feedback and has drawn on contemporary reflective accounts of some of the key stakeholder partners from schools and the LAs as well as the university. These accounts were in the form of semi structured–interviews that facilitated a reflection of the experience they had undergone being part of the model. Although over 50 schools have been part of the CPD model at some point in the last 17 years and a number of local authorities the data gathered was from a sample across the programme of 10 school evaluations and 2 local authority representatives. The interviews were conducted with three school and two LA personnel and the university staff member whom had created and led the CPD model.

In order to analyse the data gathered the study utilised a theoretical framework drawn from research into effective CPD. Cordingley et al (2005) identified through research into the impact of professional development, the following themes of location, experimentation versus reflection/programme design, groupings, voluntarism and pupil orientation. Thus, the analysis of mutual benefits will use this as a framework with an additional category of other benefits in order not to constrain the findings.

Findings

School Benefits

Location

Delivery of the programme in the partner school was a key recurring benefit of the model highlighted by the school partners. All the partners both schools and LAs mentioned a key benefit was a flexible delivery model, one school describing it as '*fantastic*'. Another school remarked that a key part of their need was that they '*wanted CPD delivered locally*'. An LA stated that '*they didn't want teachers to have to travel*'. Another school noted that '*it was important teachers can do academic study in their own place in their own context*'. This supported the findings of Cordingley et al (2005) which stated that CPD is significant when it is in-school. It is important to have such flexibility to meet the needs of partners (Lewis & Walser, 2016).

Experimentation versus Reflection/Programme design

This theme looked at the benefits from this type of programme design. The key benefit for partners to this model was that the programmes were '*tailor made to teachers need*'. A recurring theme in the data is that the partners felt an ownership of the programme and that they helped to co-construct a bespoke programme to meet their needs. Thus, they could undertake academic study in a way, which suited them. A school in the south of the region stated that '*it was utopia designing courses together*'. Accreditation for CPD was seen as *'important to teachers*' by the main LA involved in the model. One Headteacher felt that involvement in this CPD model created teachers '*who believed in academic study and reading as part of the job*'. Having accreditation as part of CPD was significant as schools felt that it raised its standing amongst the teachers in the school. The academic side was very important to the school partners as it gave professional development rigor in developing teaching and learning in the school. One LA director noted that '*partners recognise the currency of the relationship with the HEI*'. Theory aligned to practice was also a key recurring theme that was seen as a benefit to partners giving a broader knowledge base for the teachers involved. The structure and design of the programmes were significant factors as was the support of school leadership, which corresponded to findings by King (2014). This model helps practitioners to gain self-knowledge which is an important aspect regarding their own professional ability (Burstow & Winch, 2013). It also placed teachers at the centre of their own learning (Daly & Burstow, 2009). Having CPD planned and organised at school level, which this model represents, is crucial to its effectiveness (Whitehouse, 2011) and enabled teachers to change or develop aspects of their teaching (Cordingley et al, 2005).

Groupings

Throughout the data, the theme of collaborative learning emerges repeatedly. Creating a learning community in the schools by having the CPD based there in the location and by having a number of staff members, attending and sharing ideas, according to one school created *'a real learning buzz around the school'*. One Headteacher stated that '*teachers work together for a year which is more in-depth and intense, far better than one day courses and thus has an impact on the teacher the school and their pupils*'. Another remarked that *'teachers were open to new ideas and they now use research to inform practice*'. Teachers felt they learned from each other, which supported the finding of King (2014). Some of the schools joined with other schools to undertake the programme. This produced cross-fertilisation and brought schools and participant teachers together to as they described, '*share ideas and practice*'. Success lies in the fact that the collaboration is teacher driven (Kennedy, 2014). The attitude of teachers is important to ensure engagement and is central to the process of change (Bubb & Earley, 2010; Evans, 2011; Opfer, Pedder & Lavicza, 2011). Teachers' beliefs are instrumental and can lead to change if they are engaged or act as gatekeepers if they are not (King, 2014). Teachers do seem to prefer to work and reflect collaboratively and collaboration brings commitment and ownership and is linked with positive outcomes (Cordingley et al, 2005).

Voluntarism

All the schools that participated in the model and the LAs were volunteers. They chose to be part of the model as they felt it would meet their needs. The fact that they had an input to course design and the teaching on the programme gave them a strong sense of ownership. One senior leader in a secondary school remarked that the university '*did what the school wanted*'. This is also demonstrated by the sense of '*real partnership*' felt by all of the partner schools and LA and the fact they felt the endeavour was '*a joint success*'. They also felt that it was an example of good practice and recommended it to other schools in the region. One LA remarked that '*the university was more creative, innovative and open than other HEIs'*. He felt that the co-created course would gather momentum and be good for both institutions. Change can be influenced by many factors, which results in different ways of impact, but the attitude and beliefs of teachers is significant (King, 2014). As all teachers and schools were volunteers, this created a positive attitude and 'buy in' to the model.

Pupil Orientation

Although it is harder to ascertain the impact upon pupils without complicated processes, there is growing evidence of a link between CPD and pupil outcomes (Barber & Mourshed, 2007; King, 2014; Soulsby & Swain, 2003; Yoon, Duncan, Lee, Shapley & Scarloss, 2007). It is possible to gain an indication from the teacher or partner's perspective about the effect the programme has upon the pupils of the participant schools. One school stated that by looking at theory to inform practice it '*had a direct impact upon their pupils*'. A leadership programme developed with an LA had the intention that future leaders would fully understand themselves and their responsibilities to the pupils in their care. Another Headteacher talked about the programme as one in which it was learning for teaching and thus would directly impact upon pupils in his school. He added that '*the programme does actually change practice*'.

Other benefits

Partner schools and LAs did suggest a range of other benefits that they saw as a direct result of the CPD model. They felt working with a university gave them a partner that could help them achieve other aspects of their development. One stated that the work they did with the university and the support they were given enabled them to successfully bid for Teaching School status which '*wouldn't have happened if they had not been involved with the university through the CPD partnership'*. A number of schools remarked about how participants on the programme grew in confidence. One LA talked about how '*this confidence enabled them to have the ability to challenge in the workplace*'. Another senior leader at a school mentioned that they had held a whole school assembly on metacognition and how that would not have happened prior to the programme. A number of participants had gained promotion during or following the course and they put it down to a causal link with being on the programme. This included knowledge acquisition, being able to use evidence to support their plans/arguments and the confidence they

had gained from the programme. Effective CPD provision can empower teachers to influence and drive change (TDA, 2007).

Another key benefit for school was the access that their teachers had to resources. Being a participant on the programme gave the teachers access to the university library and the vast range of resources that it held. This enabled them to share such resources with colleagues in the school and support or generate up-to-date and innovative ideas.

One school saw the CPD model as progressive, allowing them to structure the professional development of their teachers from initial teacher training through various stages of a teacher's career to headship. Involving a university was seen by the Headteacher as enabling teachers '*to access a resource*' (both staff and literary) '*to enable them to learn things they do not know*'. He felt universities were '*uniquely placed to provide CPD for schools*' and he pondered where else could school get this type of support from. A local authority felt that using this CPD model helped them with recruitment and retention of teachers and leaders within their schools.

One of the key factors was the link person at the university. They all mentioned that this role was crucial and they had always found the person to be open and helpful. Such successful partnerships do require individuals whom can work across the school-university boundary (Burns et al, 2016).

University Benefits

Analysis using this framework covers mainly the benefits of the model for the schools and LAs. The schools tended to talk about the benefits they received from the partnership. However, there were a number of benefits from the model for the university which would be expected given the origin of the model came from the university. The data gathered regarding these mutual benefits comes from a reflective interview with the founder and instigator of the model whom created the partnerships.

Location

A university that prides itself in teacher development needs to be able to access teachers in order to work with them to support teacher and school improvement. This model enabled the university to have a closer relationship with schools and be of greater relevance in the CPD sector. Following a decline in campus based numbers a new model of CPD for teachers was needed in order to make this form of CPD attractive to teachers and to stay as a provider of such programmes. The model created a win-win situation as it met the needs of the schoolteachers and the university recruited student numbers. This allowed the university to expand its portfolio of provision so that it met the needs of a wider group of teachers and schools. The hub of learning created in schools turned into learning communities, which created a brilliant resource for schools with many, and in some cases, all staff engaged in looking at different aspects of school life.

Experimentation versus Reflection/Programme design

An important and clear driving benefit from the university was that fact this was a true partnership with all partners involved in planning and needs analysis. The courses were designed and shaped to meet the needs of what the partner wanted. The university felt that they were not the experts on what a particular school needed and thus asked what the schools wanted and then co-created the programme. The school felt ownership and the participant teachers got the best of both worlds when it came to input, from a theoretical and practitioner perspective. The university felt this made the impact greater and was good practice, which in turn enhanced the reputation of the university programmes. The model then spread by word of mouth (not advertised) to other schools and this became a virtuous circle for the university.

Groupings

A professional development cycle was created in the schools, which was supported by the university but the relationship became wider than this. Another benefit for the university was that the school came to see you as the university of choice. Thus, they came to you first if they wanted to embark upon/ bid for initial teacher education training routes or teaching school status offered by the Department for Education. The also involved the university in their wider partnerships such as learning trusts and teaching school alliances. This has helped to create a loyalty and trust between the partners.

Other benefits

The university gains in reputation, esteem, status within the region and it helps sustain student numbers. Partner schools can also help the university when it is subject to a quality review. The partnership of schools with a university for professional development has a greater effect and impact on professional development for teachers than if the respective organisations had decided to go it alone. It enables the partnership to draw on the knowledge of university lecturers, school leaders, teachers, researchers and pupils.

Conclusion

The findings demonstrate the success of this scheme from both the school, local authority and university perspective. There have been mutual benefits for all the parties concerned. The university has boosted numbers and reputation in the field and partnerships with schools in CPD have led to other partnership in teaching school alliances, learning trusts and ITE. Schools have benefitted from creating learning communities in their organisations and they have an upskilled workforce that impacts on pupil outcomes. Local authorities have also been reinvigorated in their offering of CPD to their schools with it now leading to accreditation through their links with HEIs. Ultimately, the collaboration of partners has led to best practice CPD that in turn has benefitted the teachers and pupils in their care. A cycle of professional development has been created to which all organisations contribute as equal partners in an environment of mutual

respect. It is mutually beneficial for schools and the university but ultimately it gives teachers an enhanced professional development experience, which has a greater impact upon practice.

References

Barber, M. & Mourshed, M. (2007). *How the world's best performing school systems come out on top.* New York, NY: McKinsey and Company.

Boreham, N. (2000). Collective Professional Knowledge. *Medical Education*, 34, 505-506.

Bubb, S. & Earley, P. (2010). *Helping Staff Develop in Schools*. London: Sage

Burns, R.W., Jacobs, J., Baker, W., & Donahue, D. (2016). Making Muffins: Identifying Core Ingredients of School-University Partnerships. *School-University Partnerships* 9 (3), 81-95. Retrieved from http://napds.org/wp-content/uploads/2016/10/93-burns.pdf

Burstow, B. & Winch, C. (2014). Providing for the professional development of teachers in England: A contemporary account of a government-led intervention. *Professional Development in Education*, 40 (2), 190-206. doi:10.1080/19415257.2013.810662

Childs, A. (2013). The work of teacher educators: an English policy perspective. *Journal of Education for Teaching*, 39 (3), 314-328. doi:10.1080/02607476.2013.799848

Cordingley, P., Bell, M., Thomason, S., & Firth, A. (2005). The impact of collaborative continuing professional development (CPD) on classroom teaching and learning. Review: How do collaborative and sustained CPD and sustained but not collaborative CPD affect teaching and learning? In: *Research Evidence in Education Library*. London: EPPI-Centre, Social ScienceResearch Unit, Institute of Education, University of London.

Daly, C., & Burstow, B. (2009). *MTL – some starter thoughts on principles for programme design (process and content)*. London.

DCSF, (2008). *Being the best for our children: releasing talent for teaching and learning*. Nottingham: Department for Children, Schools and Families.

DFE, (2010). *The importance of teaching: the schools white paper 2010*. London: Department for Education.

Evans, L. (2011). The 'shape' of teacher professionalism in England: Professional standards,performance management, professional development and the changes proposed in the 2010 White Paper. *British Educational Research Journal*, 37 (5), 851–870. doi:10.1080/01411926.2011.607231

Furlong, J. (2005). New Labour and Teacher Education: The End of an Era. *Oxford Review of Education,* 31 (1), 119-134. doi:10.1080/0305498042000337228

Furlong, J., Barton, L., Miles, S., Whiting, C., & Whitty, G. (2000). *Teacher Education in transition: Re-forming Teaching Professionalism*. Buckingham: Open University Press.

Gardener, P. (1996). Higher Education and Teachers Training: A century of progress and promise. In John Furlong and Richard Smith (Eds), *The Role of Higher Education in Initial Teacher Training.* London: Kogan Page.

Gove, M. (2009). A comprehensive programme for state education. Retrieved from http://wwww.conservatives.com/news/speeches/2009/11/Micahel_Gove_A_comprehensive_programme_for_state_education.aspx.

Gove. M. (2010). National College Annual Conference 16th June 2010. Retrieved from http://www.education.gov.uk/inthenews/speeches/a0061371/michael-gove-to-the-education-world-forum.

Hoban, G.F. (2002). *Teacher Learning for Educational Change*. Buckingham: Open University Press.

Kelly, P. & McDiarmid, G.W. (2002). Decentralisation of professional Development: teachers' decisions and dilemmas. *Journal of In-service training*, 28, 409-425.

Kennedy, A. (2005). Models of continuing professional development: *Journal of in-service training,* 31(2), 235-250.

Kennedy, A. (2014). Understanding continuing professional development: the need for theory to impact on policy and practice. *Journal of Professional Development in Education*, 40(5), 688-697. doi: 10.1080/19415257.2014.955122

King, F. (2014). Evaluating the impact of teacher professional development: an evidence-based framework. *Professional development in Education*, 40(1), 89-111, doi:10.1080/19415257.2013.823099.

Lewis, S. & Walser, T.M. (2016). Advancing a Professional Development System: Evolution and Evaluation. *School-University Partnerships* 9 (3), 130-152. Retrieved from http://napds.org/wp-content/uploads/2016/10/93-lewis.pdf

Little, J.W. (1993). Teachers' Professional Development in a climate of educational reform. *Educational Evaluation and Policy Analysis* Sage, 15 (2), 129-151. doi:10.3102/01623737015002129

National Association of Professional Development Schools (NAPDS). (2008). *What it means to be a professional development school*. Retrieved from http://napds.org/wpcontent/ uploads/2014/10/Nine-Essentials.pdf

OCED (Organisation for Economic Co-operation and Development), (2005). *Teachers Matter*. Paris: OCED.

Opfer, V.D., Pedder, D., & Lavicza, Z. (2011). The role of teachers' orientation to learning in professional development and change: a national study of teachers in England. *Teaching and teacher education,* 27 (2), 443-453. doi.10.1080/09243453.2011.572078

Parker, A.K., Parsons, S.A., Groth, L.A., & Brown, E.L. (2016). Pathways to Partnership: A Developmental Framework for Building PDS Relationships. *School- University Partnerships* 9 (3). 34-48. Retrieved from http://napds.org/wp-content/uploads/2016/10/93-parker.pdf

Seabourne, P. (2009). *A longitudinal review of postgraduate professional development of teachers.*London: Training and Development Agency.

Soulsby, D. & Swain, D (2003). *A report on the award-bearing INSET scheme*. London: Training and Development Agency.

Taylor, C. (2013). *Towards a School-led Education system*. Retrieved from http//www.education.gov.uk/inthenews/speeches/a00220299/Charlie-taylor-keynote-speech

TDA, (2007). *PPD Impact Evaluation Report 2007*. London: Training and Development Agency.

TDA, (2009). *The national framework for the masters in teaching and learning*. Nottingham. Training and Development Agency.

Wenger, E. (1998). *Communities of Practice: Learning, meaning and identity*. Cambridge: Cambridge University Press.

Whitehouse, C. (2014). *Effective continuing professional development for teachers*. Manchester: AQA Centre for Education Research and Policy.

Yoon, K.S., Duncan, T., Lee, S., Shapley, K., & Scarloss, B. (2007). Reviewing the evidence of how the effects of teacher professional development affects student achievement. *Issues and answers* 2007 no. 33. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest.

David Littlefair is the Associate Head of Department for the Department of Social Work, Education and Community Wellbeing at Northumbria University in Newcastle, England, UK. He specialises in continuing professional development (CPD) programmes for teachers and headteachers in schools. David created a CPD model that is designed to meet the specific needs of partner organisations, such as schools and local authorities. His programmes feature international and UK students and are delivered in the UK and overseas. He was previously the Programme Director for Master's programmes in the Education department at the University and prior to that

undertook a similar role at York St John University.

The Potential for Dispositions Assessments to Evaluate PDS Relationships

Austin Kureethara Manuel
Midwestern State University

Dittika Gupta
Midwestern State University

Timothy Hinchman
Midwestern State University

Abstract: The dispositions assessment has been adapted from the InTASC standards (Council of Chief State School Officers, 2013) and increases the level of expectations for the teacher-candidates as they progress through the EPP's teacher preparation program. The EPP collects dispositions data at three intervals in the EPP's program, aimed at providing support and ensuring the growth of our teacher-candidates. However, an argument can be made that the dispositions data could also be used to evaluate the PDS relationship.

KEYWORDS: professional development school, dispositions

NAPDS NINE ESSENTIALS ADDRESSED:

1. Ongoing and reciprocal professional development for all participants guided by need;
2. A shared commitment to innovative and reflective practice by all participants;

Introduction

Impressed by the story of an organization that advocates and promotes "continuous development of collaborative" (National Association for Professional Development Schools, 2018b, p.1) partnerships among the higher education teacher training programs and the cooperating schools, we explore the mutual impact rendered by our Education Preparation Program (EPP) and the various Professional Development Schools (PDS) in which our teacher-candidates are placed. We provide an analysis of a disposition assessment that can be used to provide support and guidance, as well as ensure the growth of teacher-candidates as they go through teaching training.

The PDS Model

The development of a PDS is based on the Holmes Group (1995) report that recommended the establishment of PDS "to enhance the quality of schooling through research and development and the preparation of career professionals in teaching" (p. 1). Campoy (2000) further suggests that the mutually beneficial collaboration should eventually lead the participating K-12 schools, as well as the university's EPP, towards educational reforms. According to Levine (2002), a PDS shares with the EPP the "responsibility [of] the preparation of new teachers, the development of experienced faculty members, and the improvement of practice—all with the goal of enhancing student achievement" (p. 65).

The EPP's teacher-candidates get hands-on training in putting their theoretical knowledge of differentiation and accommodation into practice in the PDS under the able guidance of their mentor teachers. The mentor teachers in the PDS have always shown enthusiasm in providing opportunities for our teacher-candidates to benefit from their experience in the application of their knowledge. Through the scheduled observations by EPP faculty, the teacher-candidates demonstrate the use of research-based instructional and differentiation strategies. The opportunities to implement various educational practices, including co-teaching, individual instruction, one-to-one tutoring, mentoring opportunities, and small group instruction, help the teacher-candidate to develop strategies to respect their students' strengths and needs to develop the learner as a whole.

The strategies teacher-candidates acquire from their research-based EPP courses provide professional development for the mentor teachers, as well. The mentor teachers, with an additional person in the class who is eager to learn from the example of the mentor teacher, have the rare opportunity to apply innovative teaching techniques with the assistance of the teacher-candidate. The process, which includes co-teaching, has proven to be the best model of mutual benefits for both teacher-candidate and the mentor teacher. The scores obtained by teacher-candidates in this criterion of the dispositions assessment indicate the benefits provided by the PDS program to both the teacher-candidates and the PDS.

In a series of key assessments throughout the EPP's program, teacher-candidates are required to collect information about their students from the perspective of their mentor teachers. The process includes (1) accommodations for students based on their special needs, (2) a variety of activities to meet different learning styles of students in the class using various differentiation

strategies, and (3) other factors that might influence learning in the classroom including demographics of the class, guardian involvement, and student-administrator relationships.

Training teacher-candidates to plan for these factors provides them with the skills to act on the belief that all students can enjoy academic success. The knowledge of these factors inspires the teacher-candidate to demonstrate optimism for their students, which positively impacts the learning environment in the classroom. These same contextual factors encourage teacher-candidates to prioritize and cultivate collaboration with colleagues, families, and communities, in addition to their students, to establish a supportive learning environment. Thus, through the mutually beneficial PDS relationship, teacher-candidates have the opportunity to develop their skills in responding to the needs of learners and the learning environment under the guidance of mentor teachers. The mentor teachers also benefit from the classroom partnership. In addition to the practical benefit of extra hands in the classroom, which any teacher can appreciate, mentoring provides opportunities for professional development (Campoy, 2000). Many mentor teachers are removed from the immersion in research-based best-practice that EPP's provide to teacher-candidates. Participating in the PDS relationship can reinvigorate mentor teachers, keeping them current on innovative teaching strategies and resources, particularly educational technology.

Teacher-Candidate Dispositions

EPPs have used dispositions as a requirement for teacher certification for nearly three decades (Wise, 2005). The Interstate Teacher Assessment and Support Consortium (InTASC) establishes dispositions as a vital component in the teaching practice (Council of Chief State School Officers, 2013). InTASC defines dispositions as "habits of professional action and moral commitments that underlie the performances" (Council of Chief State School Officers, 2013, p. 6), including an individual's fitness to interact with education stakeholders, diversity sensitivity, and the ability to create a positive classroom environment (Shoffner, Sedberry, Alsup, & Johnson, 2014). Dispositions are assessed in the four broad categories: (a) Learner and Learning; (b) Content; (c) Instructional Practice; and (d) Professional Responsibility, as established by InTASC (Council of Chief State School Officers, 2013). An educator's dispositions are important for both professional development and student success (Hindin & Mueller, 2016) and benefit from consistent assessment and feedback (Brewer, Lindquist, & Altemueller, 2011). In addition, the Council for the Accreditation of Educator Preparation (CAEP) (2015a, 2015b) affirms the importance of a dispositions assessment as a key assessment tool through Standards 1 and 2 in the accreditation process of EPPs. As such, teacher-candidates' growth, as measured by the EPP, at three levels; (1) beginning level, completed during the Educational Psychology, (2) developing, completed during methods courses, and (3) mastery, completed during clinical teaching.

Using Dispositions Data to Evaluate the PDS Relationship

Teacher-candidates' dispositions demonstrate how they synthesize the knowledge gained in the program and how it is replicated in their classroom (Serdyukov & Ferguson, 2011). The

EPPs benefit from examining teacher-candidates' dispositions at fixed intervals in the program to provide guidance, support, and success strategies (DiGiacinto, Bulger, & Wayda, 2017; Serdyukov & Ferguson, 2011). Assessing teacher-candidates' dispositions throughout the program to ensure the growth and development of those skills necessary to be an effective teacher (Brewer, Lindquist, & Altemueller, 2011) can provide the EPP with valuable program information on how to better serve both their teacher-candidates and their PDS partners. Analyzing teacher-candidate data can provide the EPP not only with continuous improvement data, but also information on where to direct faculty and resources for professional development in the PDS. Teacher-candidates' growth in each of the dispositions components is heavily influenced by their time in the PDS classroom, as is evidenced below.

One area in which dispositions data could be useful in evaluating the PDS relationship is content application. In order to motivate students to learn, teacher-candidates must first address the classroom environment, as the content knowledge they acquired in their college courses is not sufficient for effective teaching. Their time in the PDS provides them with the classroom experience they need to recognize their role in the ever-evolving nature of teaching content knowledge. The partnership between the EPP and PDS is essential for teacher-candidates' content application growth. InTASC characterizes this category as encouraging flexible learning environments that facilitate student exploration, discovery, and the connecting of ideas across the curriculum (Council of Chief State School Officers, 2013). The PDS relationship provides teacher-candidates with opportunities to observe and engage in flexible learning environments and student-centered pedagogical practices with a mentor teacher.

Teacher-candidates' understanding of the role of educational assessment is also developed in the PDS classroom. Teacher-candidates are obligated to use multiple forms of assessment to support instruction and comprehension based on the standards they teach at the PDS classroom (Council of Chief State School Officers, 2013). Assessment, like planning, is an abstract construct for teacher-candidates until their placement in a PDS. The PDS classroom environment supplies the real circumstances where teacher-candidates experience authentic assessment implementation. Mentor teachers model different assessment strategies during the semester, providing context to assessment-usage and instructional modifications that follows the assessments, which ultimately facilitates effective student learning. Teacher-candidates can observe how multiple forms of assessments drive instructional strategies that enhance student comprehension and application.

In addition to a firm grasp of assessment, successful teaching requires developing a solid foundation in instructional delivery. The instructional planning dispositions component requires that teacher-candidates understand and respect their students' strengths and needs when developing lessons (Council of Chief State School Officers, 2013). Teacher-candidates' experiences in the PDS make the planning process less abstract, as they are planning for real students. The teacher-candidates must synthesize the educational methodology learned in their coursework and apply it with a diverse population. Teacher-candidates have opportunities to observe lessons by their experienced mentor teachers, as well as discuss best planning practices with their mentors during and after instruction. Collaborative networks are established in this process as teacher-candidates work with both their mentor teachers and university supervisors, as well as their peers, to create engaging, standards-based, data-driven lessons. The feedback

obtained from the PDS has strongly confirmed the importance of the collaboration between the teacher-candidates and the mentor teachers in planning and implementing instructional strategies together. Engaging colleagues in instructional strategies is an important starting point that leads to professional development through professional learning communities (DuFour, 2004). These connections build confidence and establish collaborative relationships that exist well beyond the PDS placement.

The collaboration of the teacher-candidates with their mentor-teachers and the mentor-teachers' professional learning communities introduces the teacher-candidates to the professional practices of educators. The teacher-candidates are expected to recognize the impacts of their behaviors on their students. Continuous and ongoing analyses, coupled with reflection of teaching practices, help the teacher-candidates to observe, learn, practice, and implement professional ethics involved in the teaching profession. Thus, when the teacher-candidates have gone through the disposition assessment used by the EPP throughout their program, they will be equipped with the tools necessary to assume responsibility for effective teaching. Conversely, the steps involved in the assessment of the professional and ethical practice component of disposition assessment will engage the mentor-teachers in the process of evaluating and supporting their teacher-candidates in this criterion and thus improve the morale of the participating mentor-teacher.

The EPP continuously encourages teacher-candidates to get acquainted with school administration. The program also requires the teacher-candidates to observe, critique, and reflect on administrative activities in addition to the classroom activities at the beginning of a school year. It is only natural that the teacher-candidates get involved in the school-wide activities that happen during the time they are in the field. The teacher-candidates provide immense help during special days, such as testing days and community conference days. Getting involved in these school-wide activities provide the teacher-candidates opportunities to collaborate with the school community.

Conclusion

The PDS model discussed above is an ongoing effort and is effectively maintained by both the EPP and the PDS. The mutually supporting system is continuously evaluated using the disposition assessment tools, in addition to other measures. Well supported by the concept of "shared commitment to innovative and reflective practice by all participants" (National Association for Professional Development Schools, 2018a), the mutually beneficial system has proven to be highly effective in building a strong relationship between the EPP and the PDS. The mutually beneficial collaboration has continuously provided academic and strategic benefits to the teacher-candidates and the mentor-teachers alike and has been instrumental in bringing the educational community focused towards the educational achievement of the students in the community.

References

Brewer, R. D., Lindquist, C., & Altemueller, L. (2011). The dispositions improvement process. *Online Submission*, *4*(2), 51–68.

Campoy, R. W. (2000). *A professional development school partnership: Conflict and collaboration*. Wesport, Connecticut: Bergin & Garvey.

Council for the Accreditation of Educator Preparation. (2015a). *Standard 1: Content and pedagogical knowledge*. Retrieved March 9, 2018, from http://www.ncate.org/standards/standard-1

Council for the Accreditation of Educator Preparation. (2015b). *Standard 2: Clinical partnerships and practice*. Retrieved March 9, 2018, from http://www.ncate.org/standards/standard-2

Council of Chief State School Officers. (2013). *Interstate teacher assessment and support consortium InTASC model core teaching standards and learning progressions for teachers 1.0: A resource for ongoing teacher development*.

DiGiacinto, K. L., Bulger, S. M., & Wayda, V. (2017). Rethinking PETE program admissions to include teacher candidate dispositions. *Physical Educator, 74*(1), 63-84.

DuFour, R. (2004). What is a professional learning community? *Educational Leadership*, *61*(8), 6–11.

Hindin, A. & Mueller, M. (2016). Assessing and understanding teacher-candidates' dispositions toward and knowledge of parent involvement. *Teacher Educator, 51*(1), 9-32.

Holmes Group. (1995). *Tomorrow's schools: Principles for the design of professional development schools.* East Lansing, MI: Author.

Levine, M. (2002). Why invest in professional development school: More than a good idea. *Educational Leadership, 59*(6), 65-68.

National Association for Professional Development Schools. (2018a). *9 essentials: The National Association for Professional Development Schools*. Retrieved March 9, 2018, from https://napds.org/nine-essentials/

National Association for Professional Development Schools. (2018b). *Vision/Purpose/History*. Retrieved March 9, 2018, from https://napds.org/visionpurposehistory/

Serdyukov, P. P. & Ferguson, B. M. (2011). Teacher dispositions: What kind of candidates do we have in a teacher preparation program, and how can we make them better? *Journal of Research in Innovative Teaching, 4*(1), 106-119.

Shoffner, M., Sedberry, T., Alsup, J., & Johnson, T. S. (2014). The difficulty of teacher dispositions: Considering professional dispositions for preservice English teachers. *Teacher Educator, 49*(3), 175-192. doi:10.1080/08878730.2014.917528

Wise, A. E. (2005). *Disposed to teach? What teachers must know and be*. Retrieved from https://education.wsu.edu/documents/2015/08/disposed-to-teach-letter.pdf/

Austin Kureethara Manuel, Ph. D., is an assistant professor at Midwestern State University, teaching graduate students the intricacies of conducting educational research. With his experiences from being a mathematics teacher in high school for around two decades before joining the university, he also teaches mathematics methodology to aspiring teachers at Midwestern State University. A master's degree in mathematics and statistics supports him in doing so. His research interests include how providing immediate feedback to students using various technology tools influences formative assessment and the content knowledge of the students at all levels.

Dittika Gupta is Assistant Professor at Midwestern State University. In her current position, she works with elementary, middle, and high school undergraduate students to prepare as future educators. Her research focus and interest lies in teacher preparation, lesson study, noticing framework, and interdisciplinary teaching.

Timothy Hinchman is a doctoral candidate at the University of West Florida. His work as a researcher and teacher education explores several themes related to improving teacher education at the university level. Prior to working at Midwestern State University, he was a middle and high school teacher that focused on thematic approaches to math and science education. His most recent work examines the relationship between constraints and creativity on millennial teacher-candidates.

Structuring Field-Based University Methods Courses in a PDS:
A Win-Win for Teacher Candidates and Elementary Students

Patricia J. Norman, Ph.D.
Trinity University

Melissa Siller,
Trinity University

Abstract: University teacher preparation programs have grappled with how to creative educative field-based learning opportunities for teacher candidates. While most programs now include field experiences within methods courses, a disconnect can often exist between what candidates learn at the university and their experience in field settings (Zeichner, 2010). This is often true even in field placements that occur in professional development schools (Zeichner, 2007). At Trinity University we have designed field experiences for elementary undergraduate candidates completing methods-based education courses using an after-school tutoring model. In this manuscript, we first describe the general context in which these courses occur -- including both the university and local Professional Development School -- then identify core components of the field experience structure through the lens of an elementary math methods course. Finally, we explore the benefits of this structure not only for teacher candidates but also students and teachers at the Professional Development School.

KEYWORDS: Professional development schools, methods courses

NAPDS NINE ESSENTIALS ADDRESSED:

1. a comprehensive mission that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community;

2. a school–university culture committed to the preparation of future educators that embraces their active engagement in the school community;

3. ongoing and reciprocal professional development for all participants guided by need;

4. a shared commitment to innovative and reflective practice by all participants;

Introduction

In its 2010 Blue Ribbon Panel report, the National Council for the Accreditation of Teacher Education called for placing clinical practice at the center of all teacher preparation endeavors (NCATE, 2010). Clinical practice is defined as "teacher candidates' work in authentic educational settings and engagement in the pedagogical work of the profession of teaching, closely integrated with educator preparation course work and supported by a formal school-university partnership. Clinical practice is a specific form of what is traditionally known as field work" (American Association of Colleges for Teacher Education, 2018, p. 11).

The question of how to create educative field-based experiences that support teacher candidates' learning to teach has remained a contentious issue in pre-service teacher education. As a recent AACTE report acknowledged, "programs and universities have struggled with how to immerse educator preparation in clinical practice" (2018, p. 6). While some university teacher educators argue that prospective teachers need more practical experience, others warn that extending the amount of time in classrooms only increases the chances that novices will adopt the conservative practices to which they are exposed. Seen as "both the salvation of teacher education and its greatest enemy," (Cohen, 1998, p. 167) teacher educators must not only design high quality field experiences but also ensure that teacher candidates learn desirable lessons from them (Feiman-Nemser, 2001). Simply sending candidates into classrooms does not ensure that they will have educative learning experiences (Huling, 1998).

University teacher preparation programs have grappled with the long-standing challenge of bridging the theory/practice divide. While most programs now include field experiences within methods courses, a disconnect can often exist between what candidates learn at the university and their experience in field settings (Zeichner, 2010). This is often true even in field placements that occur in professional development schools (Zeichner, 2007). Even if teacher educators find ways to connect university-based content to candidates' clinical experiences, ensuring that such fieldwork mutually benefits the learning needs of prospective teachers *and* the needs of schoolchildren is rarely straightforward.

Over the past five years we have developed a unique clinical practice structure for elementary undergraduate candidates completing methods-based courses at Trinity University. After describing the general context in which these courses occur -- including both the university and local Professional Development School (PDS) -- we outline core components of the field experience through the lens of an elementary math methods course. We then explore the benefits of this structure not only for teacher candidates but also students and teachers at the Professional Development School.

Context

Trinity University's Department of Education transitioned from a traditional four-year education major to an intensive, five-year, field-based model of teacher preparation leading to a Master of Arts in Teaching (M.A.T.) degree in 1990. In addition, Trinity has created long-term PDS partnerships with a small number of urban public schools for more than 25 years.

Prospective elementary teacher candidates complete any major offered at Trinity while taking 20 hours of undergraduate education courses that combine theoretical learning with fieldwork in our PDSs. Their undergraduate coursework equips them with foundational knowledge and skills to build on during an eight-month, unpaid graduate internship with a mentor teacher at a PDS during their graduate program.

Upon entry to the M.A.T. program, candidates complete a five-week intensive summer program within an elementary or secondary cohort before beginning an internship with a mentor teacher at one of our Professional Development Schools. We have sustained this M.A.T. model for more than 25 years, creating long-term partnerships with a small number of urban schools that serve as the primary sites for teacher candidates' clinical experiences. Interns follow the public school calendar, completing all campus and district-level professional development alongside their mentor teacher and assist their mentor in setting up the classroom before students arrive. In the fall semester, elementary candidates are in their mentor's classroom four days a week, focusing on the planning, teaching and assessment of reading and mathematics. They observe their mentors teach, co-plan and co-teach alongside their mentor, then complete two weeks of Guided Lead Teaching where they plan, teach and assess students' learning in math and reading with their mentor's support.

In the spring semester, interns remain in their clinical placement five days a week, entering into a period of Lead Teaching where they take primary responsibility for children's learning in all content areas for five consecutive weeks. In addition to their internship experience, candidates take graduate courses designed to help them prepare for and make sense of their clinical experiences. Moreover, they complete key assessments such as the Praxis Performance Assessment for Teachers and projects including an action research investigation.

Five years ago, Trinity entered into a formal PDS partnership with Lamar Elementary, a school serving 370 mostly low-income, Hispanic students in pre-k through 6th grade. One third of Lamar students are Spanish-dominant while the other two-thirds are English-dominant. Seventy percent qualify for free and reduced lunch. Lamar serves as the site for three undergraduate field-based methods courses in literacy, science and mathematics. In addition, 3-5 elementary M.A.T. candidates are placed at the school with mentor teachers for their eight-month internship.

Trinity's Field Experience Structure

Many universities pair teacher candidates with individual PDS classroom teachers who serve as mentors for field-based experiences. In contrast, we structure undergraduates' clinical experiences around after-school tutoring programs. For example, in the undergraduate clinically-intensive course called *Math in Elementary School*, the university methods instructor, Melissa, initially meets with Lamar's 3rd and 4th grade teachers to determine which elementary students will benefit from after-school tutoring based on current assessment data. Her teacher candidates then meet directly with the teachers before they begin tutoring students in order to interview their teachers. Melissa offers the candidates the following set of questions in advance to guide the conversation:

- Are there any benchmark exams that I could look at for areas to focus on?

- What concerns/observations have you made with the students I will be working with?
- Are there any behavioral areas I should be aware of?
- Which TEKS [state standards] would you recommend I focus on during our nine sessions?
- Can I have your contact information to touch base with your after tutoring?
- Are there any other concerns I should be aware of to make our tutoring experience more positive and productive?

After securing permission from the parents of the 20-25 elementary students who participate in the nine hour-long after-school sessions, Melissa explains the structure of the tutoring sessions to her teacher candidates. Pairs of teacher candidates first facilitate a whole-group mini-lesson to all of the elementary students participating in the tutoring program. Each candidate then facilitates a small group activity that grows out of the whole-group lesson. Finally, each candidate designs an individualized take-home activity that they have specifically designed for the elementary third or fourth grader Melissa assigns to them.

The structure of the tutoring sessions follows the Optimal Learning Model (Routman, 2008) to support children's learning. The Optimal Learning Model includes four phases:

- demonstration: in this *I do it* phase, the teacher initiates, models, explains, thinks aloud and shows how to do it while students mostly listen and observe;
- shared demonstration: in this *we do it* phase, the teacher demonstrates, negotiates, suggests and support as students respond, raise questions, and approximate;
- guided practice: in this continued *we do it* phase, students now apply learning, take charge and practice while the teacher scaffolds, validates, clarifies and encourages;
- independent practice: in this *you do it* phase, students self-monitor as they apply learning and problem solve while the teacher assists as needed, coaches and evaluates.

During whole-group mini-lessons, the paired candidates explain key math concepts (demonstration) and engage students in helping them solve problems and answering questions (shared demonstration). In the second phase of the tutoring session, each candidate supports a specific small group of learners with the extension activity (guided practice). The candidates often wrap up their session by asking their student to complete a brief informal assessment (independent practice). They then use that assessment data along with earlier assessment data collected from the child's classroom teacher to determine next steps for subsequent tutoring sessions.

Melissa also uses the Optimal Learning Model as she prepares her teacher candidates to successfully support children's math learning. Melissa takes responsibility for planning and teaching the first tutoring session herself (demonstration). She first "thinks aloud" in front of her teacher candidates at the university, including explaining her learning goal, identifying a formative assessment measure that aligns with that goal, and working through the nitty gritty details of her upcoming whole-group mini-lesson. She explicitly points out which instructional strategies she will draw on during the lesson, thus helping candidates connect their earlier theoretical learning in the university-based portion of the course to practical aspects of teaching (Capraro, Capraro & Helfeldt, 2010).

She shows the teacher candidates how she develops an assessment rubric given the formative assessment she selects. Doing so allows the teacher educator to make the intellectual

work of planning visible to pre-service teachers by talking aloud about initial planning decisions. She encourages candidates to observe specific aspects of her instruction during the tutoring session. Melissa then walks her students through the small group activity that follows so that they are positioned to facilitate the same activity with Lamar students (shared demonstration). As candidates then facilitate the activity in the actual tutoring session two days later, Melissa provides on-the-spot support and guidance (guided practice). After the first tutoring session, Melissa reflects with the teacher candidates about challenges and surprises she encountered while teaching the whole-group mini-lesson. She also invites them to share their observations. Finally, she reflects on whether student learning goals were met and the evidence she draws on to make claims (demonstration).

Before subsequent whole-group mini-lessons are taught by pairs of teacher candidates (independent practice), they first present their lesson plan ideas at the university two days prior to the tutoring session (guided practice). The instructor provides on-the-spot feedback, identifying strengths and areas for improvement along with specific suggestions to each pair while their peers listen in. They also work through the role that all candidates will play to support children's learning during the small group activity. Doing so helps everyone learn about key aspects of planning, including clarity of learning goals, alignment of goals to assessment and activities, real-world connections to the content, key explanations and directions, and differentiation. These feedback sessions also ensure that all candidates know their role and expectations before entering the tutoring session.

During the tutoring sessions where candidate pairs teach the mini-lesson (independent practice), the university instructor is there to "step in and out" of the lesson to provide real-time support (Feiman-Nemser, 2012). She also provides written feedback on the pair's instruction *after* the tutoring session. Having observed the lesson herself, she is also well positioned to engage candidates in reflecting on their own instruction. The culminating reflective paper for *Math in Elementary School* invites teacher candidates to do the following:

- identify overarching goals for students' math learning;
- describe the math instructional strategies used during tutoring sessions;
- reflect on their lesson planning; and
- analyze the student work generated during the lesson(s) they taught, including identifying who approached, met and exceeded learning goals, and how assessment results inform next instructional steps.

Inquiry-based practice in which teacher candidates actively reflect about their teaching and learning fosters transferable practices for future teaching (Capraro, Capraro & Helfeldt, 2010).

Benefits

Structuring field experiences so that the university instructor serves largely as both mentor and supervisor to teacher candidates provides significant benefits to teacher candidates, the children they support, and the teachers at the Professional Development School. Each is discussed in turn.

For pre-service teachers to move from content knowledge to practice, teacher education programs need to allow spaces for them to do the work of teaching while supporting their

learning of it (Loewenberg & Forzani, 2009). Trinity's teacher candidates completing the math methods course experience continuity between theory and practice by implementing the best practices they learn about at the university in the after-school tutoring program. Their planning experiences introduce them to data-based decision making, the alignment of goals, activities and assessment, and strategies for differentiation. Their teaching experiences enable them to begin to establish their teacher presence, to think on their feet and make real-time adjustments to their written plans, and to determine the success of their lessons. Candidates experience the opportunity to assist individual students and small groups as well as to co-teach whole group mini-lessons. Moreover, they receive substantive, ongoing feedback on their planning and teaching from their university instructor.

Quantitative feedback from Trinity's student course and instructor evaluations (n=10) from *Math for Elementary School* indicates that the students themselves feel strong connections between university- and field-based course components. The university end-of-course evaluation includes eight prompts. Students are asked to consider the degree to which they disagree or agree with each prompt using a six-point scale: 1= strongly disagree, 6 = strongly agree. For example, the median and mean scores for the prompt "In this course, I am asked to *apply* knowledge and skills" were 6 and 5.6 respectively. When asked if "the instructor models teaching strategies and dispositions put forth in the course," the median score was 6 with the mean being 5.6. Narrative feedback on the course and instructor evaluations further explained students' quantitative ratings:

- Professor Siller gave the first lesson at Lamar, which was helpful because she demonstrated what she expected from us in our own lessons.
- [The instructor] modeled for us how to tutor for the class as a whole, it was a really great example to have.
- Because this class requires us to teach a lesson based on the concepts we've been learning, we're able to better understand the practical application or classroom material.
- All work submitted was given constructive and helpful feedback, even with feedback within tutoring sessions was appreciated greatly.
- I appreciated being able to observe my peers and Professor Siller give lessons during the portion of class at Lamar. Through this observation, I learned some creative approaches to teaching and classroom management that I would not have thought of on my own!

Moreover, when asked in the university course evaluation to "please comment on the assignment from which they learned the most and why," seven of the ten respondents named planning and teaching lessons at the Professional Development School. Their reasoning included learning "how to make my lesson plans more detailed for different kinds of skills levels," having "first-hand experience teaching" which "gave me insight into what teachers have to do daily," "better understand[ing] how to assess students' learning," "show[ing] me some of the unexpected difficulties involved with teaching such as classroom management," and "help[ing] me evaluate my teaching skills." Their narrative feedback highlighted many self-identified skills that they gained through their clinical practice, including skills in planning, instruction, differentiation, assessment, and self-reflection. As one respondent noted:

> *The end of the year reflection paper created a really good chance to look back on each session with your students and think about what went well and what didn't. It's also*

amazing to see how what we learned in class could actually be applied in a very real way and how we could use our knowledge to make an impact.

Like the teacher candidates, Lamar's participating third and fourth grade students also benefit from the after-school tutoring programs. Lamar students receive targeted instruction based on their specific learning needs. They engage in novel activities to learn content that they have struggled to master in their own classroom. They also improve academically.

Specifically, spring 2017 teacher candidates tutored Lamar students for nine weeks before the national MAP end-of-year math assessment was administered. Developed by the Northwest Evaluation Association (NWEA), the MAP assessment reveals how much growth has occurred between testing events. At Lamar, the MAP is administered at the beginning and end of the school year. Of the 11 targeted third graders who participated in after-school math tutoring, 9 of the 11 (82%) met or exceeded their expected growth from fall to spring on the MAP math assessment. Of the 9 targeted fourth graders, 5 of the 9 (56%) met or exceeded their expected growth from fall to spring on the MAP math assessment. As NWEA notes on its website, "if a school only has 50% of students meeting or exceeding their growth projections, this shouldn't be viewed as poor performance – instead, this should be viewed as the students in a school showing growth consistent with what we would likely expect to observe." In other words, nationally, on average about 50 percent of students taking the assessment meet or exceed expected growth while 50 percent do not. The MAP results for the students who participated in the after-school tutoring program exceeded that average in both grade levels.

Finally, Lamar's teachers benefit from the structure of undergraduates' clinical experience at their school. Teachers whose students participated in the math after-school tutoring program completed an open-ended written survey. Their responses reveal their appreciation for the assistance that the Trinity teacher candidates provide to their students who are struggling. As one teacher explained, "The benefit to me is enormous because math tutoring provides an additional opportunity [for students] to learn a concept in a new environment and in a different way than I had provided. Student were often excited to share with me what they had learned." Another appreciate that because others were providing the after school support, this freed up some of her time to ensure that she had well planned lessons for the next day. Another wrote, "The students really enjoy having the Trinity student teach them math concepts we work on in class. When working with students in class on a concept, they often say, 'Oooooooh, we did this in Trinity tutoring!' The students gained confidence from having extra practice and another teacher besides me explaining content with a fresh perspective." The teachers also receive additional data from the tutoring sessions to inform their next steps in the classroom.

Conclusion

Teacher education programs that value practice-focused curriculum provide the context for pre-service teachers to unpack the tasks of teaching in powerful ways (Ball & Forzani, 2009). As we outlined above, Trinity's teacher candidates experience important opportunities to explore the core tasks of planning, teaching and assessing students' learning through after-school tutoring programs. This process of *being* in field experiences supports candidates' evolution in their self-perceptions from college student to professional educator (Allsopp, DeMarie, Alvarez-

McHatton & Doone, 2006). Conducting their clinical practice in a PDS also supports their learning. Professional development schools offer a collaborative environment for teacher candidates to engage in inquiry, reflection and problem solving while making more tangible linkages between course content and field experiences (Allsopp et al, 2010).

Structuring elementary candidates' field experience around after-school tutoring places the university teacher educator in an important position. She both collaborates with classroom teachers to identify students who will benefit from additional support and structures/supervises the candidates themselves as they enact the tutoring program. This structure reflects what researchers have already observed, namely that theory and practice connections are enhanced and supported by *more* teacher educator involvement in field placements (Capraro, Capraro & Helfeldt, 2010). Because the university instructor oversees the tutoring program, she is in a strong position to adjust tutoring sessions based on children's as well as candidates' learning needs.

Sadly, more and more teacher preparation programs are decoupling university methods instructors from the field-experiences attached to their courses. Field placement supervisors are now being hired to secure field placements and supervise teacher candidates. This means that the person teaching university methods content never observes their candidates in clinical practice nor is positioned to adjust their instruction based on candidates' emerging learning needs. Similarly, the field supervisor rarely knows what content is being taught at the university or whether/how well candidates are applying that knowledge.

We recognize that one potential drawback of this model lies in teacher candidates lacking access to classroom-based field experiences in the three elementary methods courses. However, they complete additional education coursework that does give them classroom-based clinical experiences. In addition, our five-year preparation model ensures that once candidates enter the Master of Arts in Teaching program during their fifth year, they have ample opportunity to learn in and from their classroom-based field work as they complete an eight-month internship with a single mentor teacher at our PDS school. In this way Trinity University embodies the call for strong clinically-based preparation (National Council for the Accreditation of Teacher Education, 2010; American Association of Colleges for Teacher Education, 2018).

References

Allsopp, D.H., DeMarie, D., Alvarez-McHatton, P. & Doone, E. (2006). Bridging the gap between theory and practice: Connecting courses with field experiences. *Teacher Education Quarterly*, *33*(1), 19-35.

American Association of Colleges for Teacher Education (2018). A pivot toward clinical practice, its lexicon and the renewal of educator preparation: A report of the AACTE Clinical Practice Commission. New York: American Association of Colleges for Teacher Education.

Ball, D.L. & Forzani, F.M. (2009). The work of teaching and the challenge for teacher education. *Journal of Teacher Education, 60*(5), 497-511.

Capraro, M. M., Capraro, R.M. & Helfeldt, J. (2010). Do differing field experiences make a difference in teacher candidates' perceived level of competence? *Teacher Education Quarterly*, *37*(1), 131-154.

Cohen, D.K. (1998). Experience and education: Learning to teach. In M. Lampert and D. Ball (Eds.), *Teaching, multimedia and mathematics: Investigations of real practice*. New York: Teachers College Press.

Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record, 103*(6), 1013-1055.

Feiman-Nemser S. (2012). Helping novices learn to teach: Lessons from an exemplary support teacher. In Feiman-Nemser, (ed.). *Teachers as learners.* 253-276. Cambridge, MA: Harvard Education Press.

Huling, A. (1998). Early field experiences in teacher education. ERIC Digest ED429054. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education.

National Council for the Accreditation of Teacher Education Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning. (2010). *Transforming teacher education through clinical practice: A national strategy to prepare effective teachers*. Washington, DC: National Council for the Accreditation of Teacher Education.

Northwest Evaluation Association (n.d.). "Interpreting the percentage of students meeting or exceeding their growth projection." www.nwea.org.

Routman, R. (2008). *Teaching essentials: Expecting the most and getting the best from every learning, K-8.* Portsmouth, NH: Heinemann.

Zeichner, K. (2007). Professional development schools in a culture of evidence and accountability. *School-University Partnerships*, *1*(1), 9-17.

Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college and university-based teacher education. *Journal of Teacher Education, 61*,(1-2), 89-99.

Patricia Norman is an associate professor in the Department of Education at Trinity University. She coordinates the elementary Master of Arts in Teaching program. In addition, she serves as the university liaison at Lamar Elementary in San Antonio ISD, one of Trinity''s Professional

Development School partners. Her research interests focus on field-based teacher education across an educator's learning to teach developmental continuum.

Melissa Siller is a PhD candidate at the University of Texas at San Antonio and adjunct faculty member in Trinity University's Department of Education. Her research focuses on teacher education, curriculum and inquiry as well as beginning in-service teacher induction support.

Music Education and Mutually Beneficial Partnerships: Building a Model for Long-term Professional Development

Matthew D. Luttrell
Midwestern State University

Adam P. Lynskey
Wichita Christian School

Abstract: Although music programs are not considered to be mainstream subjects in schools, most collegiate music programs serve to assist p-12 programs and professional development schools, which in turn provide mutually beneficial results for instructors, teacher educators, and aspiring educators. This article discusses how music programs prepare university music students while highlighting the commonalities between collegiate music programs, their mission, and their relationships with p-12 programs.

KEYWORDS: professional development school; music education

NAPDS NINE ESSENTIALS ADDRESSED:

1. A comprehensive mission that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community;
2. A school–university culture committed to the preparation of future educators that embraces their active engagement in the school community;
9. Dedicated and shared resources and formal rewards and recognition structures.

Music programs across the United States serve various purposes. Traditionally, top-tier conservatories push to develop the "crème de la crème" of professional musicians for placement in orchestral and self-created performing opportunities, while many prestigious four-year universities and colleges work within the same model, developing professionally-capable musicians and teachers. Smaller schools help developed musicians in circumstances that, while not at the level of a tier one institution, provide other opportunities for students to excel and develop their skills as educators.

As a subject matter, music is subjectively treated depending on several factors, including cultural, socio-economic, population density, and administrative support. In a program such as ours at Midwestern State University, it is understood amongst faculty and students alike that there is essentially no delineation between "educator" and "performer." Very few musicians have the luxury of simply performing, essentially acting as teacher educators. Music education is, by its own definition and by necessity, mutually beneficial. For most collegiate programs, there are early- and late-level partnerships. Early level partnerships primarily include performing ensembles and outreach programs including arts camps, while late-level partnerships include clinical teaching, assistance in summer and fall programs, and mentorships.

Many university students will work as interns during the beginning of the fall semester in marching bands, as the requirements of educators at Professional Development Schools (PDSs) can be overwhelming. K-12 music instructors are expected to possess working knowledge of every instrument on the field, how each instrument relates in a musical composition, and how they coordinate on a football field, sometimes numbering more than four hundred members. In these instances, it is imperative for those schoolteachers to receive help in the way of university students. This is the most common of all mutually beneficial relationships built between music programs and PDSs, but by no means the only relationship. The intent of this article is to better articulate how collegiate music programs can become more mutually beneficial for PDSs, as well as provide individuals in other subject matters a differing point of view to the development of relationships for aspiring educators and teachers already in the trenches.

Developing Professionals

Traditionally, most organizations external to the university music program have been better able to respond to immediate needs of the profession. This included university continuing education units, school administrations, arts organizations, and local/state/national professional organizations (Hussey, Estrada, Decker, & Crawford, 1999; Newman, 1998). University music programs have operated under two assumptions that include:

1. Provide the best product in performance in the hall, and the program will reap the benefits of new and talented students flowing into the program and
2. Recruitment and retention will be most successful based on consistent financial support.

While this is true for a handful of schools, it is not the case for the majority of university programs, which need continuous relationships, built on professional development and shared instruction, to help solidify their programs. Specific processes within a mutually beneficial

partnership include instruction in real-world examples through conducting, performing, and design. The results include multiples experiences in learning to instruct in a variety of manners, including jazz, string, wind, percussion, and voice. At present, while professional development is dictated by state and/or local education agencies and recognized as a necessity by educators themselves, it is not generally supported with financing or with release from teaching responsibilities. Thus, the importance of mutually beneficial partnerships with university and PDS programs becomes paramount.

It is typical for a student who studies music as a subject (or major) to spend time in a PDS above and beyond the required hours necessary for program accreditation. To maximize student learning within the context of PDSs, students should be provided opportunities to instruct and create in varied situations. Without these opportunities, musicians cannot grow their intellectual understanding of art, nor can they adapt to situations they will encounter post-graduation. Unlike most subject matters, music is more fluid and not nearly as restrictive as other STEM subjects. Literature choice is somewhat defined by state lists, Arts Education Alliances, and by what may be called "accepted concepts of musicality." In essence, as we develop musicians at the collegiate level, we provide a foundation for what makes music "great." This is done through music history, theory, aural skills, and ensemble performance.

Administration: Need vs. Desire

Administration has two basic dynamics to assess and adjust to the PDS model. First, inclusion is a major factor in the success and/or failure of a music program. In fact, it is one of the few subjects in contrast to the preferred student-teacher ratio. Simply, the more musicians you have, the greater the opportunity for success as a program. Second, state competitions, exhibition, and adjudication help to provide assessment for programs throughout the year. These adjudicators are usually retired directors, current music educators, and university/college conductors and composers. Current professional educators are particularly concerned about their changing roles from deliverers to facilitators of learning, and somehow balancing the need to effectively utilize constantly developing technology and research with the need to develop more effective teaching skills in a changing society.

Unfortunately, this is not always the case, as "the lack of communication between teachers and administrators regarding professional development, concerns regarding a one-size-fits-all approach to professional development, research on delivery formats for professional development, professional development leading to heightened collegiality and collaboration between teachers, and best practice professional development research" (Hammel, 2007, p.22). This is where the university program and the PDS can come together to better facilitate mutually beneficial practice by building strong models of preparation using multi-year engagement to enhance long-term student relationships, while reinforcing the moral/technical expectations of new teachers.

How does Music as a Subject Differ from Other Subjects?

Music programs are, by their design, professional development schools. They include conservatories, lab schools, performance, education, therapy, recording, and theatrical programs, to name a few. In all types of programs, musical performance is the primary assessment used for all students. Every rehearsal is an example of a daily assessment of knowledge and application. Unlike typical "lecture-style" classes, the instructor is also performer, as in the case of a conductor. This means that the instructor consistently models the basics of teaching music in the classroom. In most public schools, the music instructor is the singular instructor for their subject matter. As the typical development of a public-school trained musician begins at the 5th or 6th grade level, this relationship between student and mentor is uncommon with other subject matters.

The music classroom setting is unlike any in a public school. The classroom is filled with students learning different instruments with differing roles, all culminating into a single, cohesive entity. As every student has a different learning level and focus/desire for furthering their musical abilities, the music instructor must possess the skills capable of teaching on different cognitive levels based on the instrument of each student. While many are successful in their ability to do this, assistance is commonly needed for student learning by like instruments (single reeds, percussion, etc. In addition, the literature (classroom materials) selected by the instructor (partially based on state guidelines) should facilitate an array of learning competencies while providing all students with challenging benchmarks.

Unlike other subject matters, each student has a defined role in the completion of the subject, rather than as part of a singular informational track. Music compositions help to diagnose the gaps and build core knowledge over the course of a four-year track, but the materials are rarely the same. Unlike textbook instruction and teacher education tracks, music instructors help define their own curriculum and enhancing their responsibility in developing their students. As Linda Darling-Hammond (2006) of Stanford University eloquently explained, "Deep understanding of learning and learning differences as the basis of constructing curriculum has not historically been a central part of teacher education. These domains were typically reserved to psychologists and curriculum developers who were expected to use this knowledge to develop tests and texts, whereas teachers learned teaching strategies to implement curriculum that was presumably designed by others. In some ways, this approach to training teachers was rather like training doctors in the techniques of surgery without giving them a thorough knowledge of anatomy and physiology" (p. 303). This analogy succinctly describes the challenges music educators face in dealing with material instruction.

What Can Music Bring to Other Subjects to Help Emphasize Mutually Beneficial Partnerships?

Recruitment, retention, and professional mentorship are a constantly revolving relationship between college, high school, and junior high directors. Universities send students to interested schools for various work, including teaching, assessment, and development of performance standards and productions. The mentor teachers in turn assist the college director by sending interested and/or talented students to the university, thereby creating a relationship between the schools. As Darling-Hammond suggests, "if prospective teachers are to succeed at

this task, schools of education must design programs that transform the kinds of settings in which novices learn to teach and later become teachers. This means that the enterprise of teacher education must venture out further and further from the university and engage ever more closely with schools in a mutual transformation agenda, with all of the struggle and messiness that implies" (Darling-Hammond, 2006, p.302). The novice, our youngest student, can be a lifeline to creating more lasting partnerships with programs and PDSs across the United States.

In many instances, college directors will visit schools to assist with final preparations for performance, assessment of quality instruction, recruitment of highly talented/eligible students for the university, long-term assessment for student teaching placement, and professional development from aspiring masters and doctoral-level prospects. Unfortunately, in most cases, first- and second year-year students are not included in the process of beneficial partnerships, when an opportunity is clearly available. This is particularly important, as there are usually one to three music teachers in each school (choral/band/orchestra) and the opportunity is readily available; again, there is little collaboration or "idea sharing" done outside of the classroom, so an opportunity to assist in collaboration would be significant.

In What Way Does This Help Professional Development Among PDS Instructors?

Continuing education and professional development is recognized as one of the most important aspects of professional employment. A study by Bowles (2000) suggested that "although university music teacher education programs are equally concerned with providing programs of study for those preparing to enter the field, there is no way for programs to meet the needs of teachers over a lifetime of teaching in countless situations" (p.11). For music educators, this is multiplied by the amount of information needed across instrumentation and voice. In fact, many music education programs inform their students that the rigors and information needed to be successful can require five years of university instruction. And in most cases, music educators believe they really know nothing about the subject until they are in front of their own students. Day (1998) suggests that teacher preparation programs are only the initial step in the course of a career requiring continuous development; teacher education programs best serve professionals by producing teachers who view themselves as lifelong learners (p. 420).

At Wichita Christian in Wichita Falls, TX, Mr. Adam Lynskey's involvement with the local university program serves as an example for how the mutually-beneficial partnership can work. He states:

> As a practicing music educator, teaching in a K-12 environment, I have benefitted from collaboration with the local university. I have had educational support in areas of my own teaching where I was not confident. And, in probably the most impactful benefit, I have had students from the university available to offer my own students various educational supports.
>
> The local university impacted my own teaching with faculty involvement. In my current position, I am teaching k-12 music. While I went through a great teacher preparation

> program during my undergraduate classes, I had taught exclusively middle and high school for over a decade.
>
> Fortunately, a professor with a wealth of knowledge on elementary music assisted me in creating a blueprint for how to utilize my strengths to successfully teach elementary school music. We included Orff and Kodály (drawing on my graduate work in special education and literacy) methods, and she provided me with a wealth of ideas and resources. I credit my success with elementary music to that assistance, and the ongoing support provided.

A key benefit of the university/K-12 partnership is the interaction between my students and the aspiring music educators from the university. The modeling provided by the university students has been invaluable in preparing for performances and competitions, and I have had university students come regularly to work with beginners, as well as provide master classes for specific instruments. While long-term effects cannot be quantified immediately, the immediate feedback has been very positive. For my students, I have seen lasting results, from improvement to long-term gains resulting from mentoring opportunities.

Unlike other subjects, music is a year-round commitment for students and educators alike. This allows for summer instruction to play a vital role in professional development, although one may not consider "on-the-job" training as professional development. In several cases, discipline-based institutes seek to integrate the music educator, the administrator, and the classroom teacher, in collaborative initiatives to develop effective long-term summer training programs. (Anderson & Wilson, 1996, p. 38). And while summer training can be a valuable tool for educators, the proverbial "curriculum holes" are what most music educators seek out in their development. Bowles' study regarding professional development accentuates this point. She states:

> Respondents were asked to indicate which of the 18 topics listed they felt a workshop would benefit; the number of choices was not limited. They were also given an "other" option to write in topics in which they were interested that were not on the list…..The most frequently chosen topics by descending rank order were Technology (66%), Assessment (57%), Instrument/Choral Literature (53%), Standards (45%), Creativity (43%), and Grant Writing (38%) (Bowles, 2000, p.13).

Furthermore, Conway (2007) suggests, "we as a profession may need to re-think our idea of what professional development really is. Is it about a one-day "let's get pumped" experience led by "experts" in the field, or can we expand our experiences to be more meaningful? What about developing sharing communities of arts teachers who, as the real experts in many cases, get together to problem solve and exchange ideas?" (p.9). What is explicit is that the nature of the one-day professional development is regarded as a waste of developmental time for educators, while acting as padding for administrators and hourly stats, as suggested by McCotter (2001) that "professional development also is often hierarchical in nature: it is done to or for educators, rather than by or with them" (p. 701).

In the case of our own music education students, the time wasted on this endeavor is multiplied due to their relative lack of reference to the issues at hand. For this reason, we must continue to develop relationships between pre-service students, music educators, and university instructors in PDS entities.

How Can We Best Relate "Real-World" Experiences for Music Education Students in PDS Programs?

In order to develop mutually beneficial partnerships, we must focus on what are the most pressing elements for perspective music educators. Most university programs begin music students in a typical/accepted fashion. Year one includes introduction to music theory, aural skills (i.e. training the ear), piano proficiency, and mentored lessons on their primary instrument. Each of these four areas provides beginning education students (and their instructors) with opportunity to build a relationship.

For example, most programs emphasize beginning aural skills as understanding rhythms, pitches, melodies, and harmonies. However, most music educators utilize these concepts for error detection, a concept focused on in later semesters. Error detection is a vital part of music education, and through earlier introduction to listening skills in an ensemble situation, both directors and students can learn in controlled situations to help better understand how to effectively work with immersed sound. Furthermore, the work done in a PDS school for early educators may help develop "informed intuition," a concept that conductors work with regularly.

Year two builds on those concepts, with the addition of music history, additional ensembles (such as small chamber ensembles), improvisation, and composition. Years three and four are more individual-based, including conducting, foundation classes, methods courses, and recitals.

Many call this experience, and while it is the same in music education, the ability to look at a score and anticipate what issues may arise in a classroom setting can be the difference between success and failure to properly execute lesson plans and develop long-term performance expectations for programs. The nature of performance for music educators is constantly changing. The subject of music possesses a foundation just as any part of STEM programs do. Unlike those areas, one may argue that standardized curriculum across music programs is unnecessary to provide consistent and developmentally appropriate education.

This is also true for professional educators. As Shuler aptly states, "a teacher who first enters the classroom at the age of twenty-one might spend over forty years in the education profession. Certainly, over the span of a career of this length, there will be many changes in the nature of music, the nature of students, and the nature of schools. Even well-prepared teachers must therefore learn to adapt to change. Old dogs must learn new tricks" (Shuler, 1995, p. 10). Hammel (2007) goes one step further, stating, "what teachers do must be continually evaluated and reshaped based on whether it advances learning, rather than carried out largely by curriculum packages, scripts, and pacing schedules as many districts currently require. This means that teachers need highly refined knowledge and skills for assessing pupil learning, and they need a wide repertoire of practice—along with the knowledge to know when to use different strategies for different purposes" (p. 304).

Conclusion

It is imperative that music programs in universities and PDSs continue to innovate in individually- and mutually beneficial teacher education programs. Their relationship needs strong commitment and positive leadership from both sides, which should include clinic practice, inclusion on techniques and concepts from p-12 programs, and an active engagement of young and more experienced student educators with mentors, professional educators, and administrators. No matter what hat a person wears, it is always important to understand that we are all educators. Our strength is dependent on our commitment to each other.

As we move towards redesigning teacher education, collaboration between music schools and universities can no longer be a matter of eclectic desires or individual wants. Instead, school/university partnerships focused on significant individual and group collaboration must become a significant part for all teacher education programs. We cannot afford to compartmentalize our programs to serve only ourselves. Instead, we must move beyond surface relationships and develop more meaningful university-school collaboration.

References

Anderson, J. & Wilson, B. (1996). Professional development and change communities. *Music Educators Journal*, *83*, 38-42 & 50.

Day, C. (1998). The role of higher education in fostering lifelong learning partnerships with teachers. *European Journal of Education*, *33*(4), 419-433.

Conway, C. (2007). Introduction to special focus on professional development. *Journal of Music Teacher Education*, *17*(1), 8-11.

Bowles, C. (2000). The self-expressed professional development needs of music educators. *Texas Music Education Research*, 2000, 11-16.

Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education, 57*(3), 300-314.

Hammel, A. (2007). Professional development research in general education. *Journal of Music Teacher Education, 17*(1), 22-32.

Hussey, K., Estrada, N., Decker, D., & Crawford, S. (1999). How much time should teachers devote to professional development? *Journal of Physical Education, Recreation & Dance, 70*, 12-13.

McCotter, S. (2001). Collaborative groups as professional development. *Teaching and Teacher Education, 17*(6), 685–704.

Newman, J. (1998). We can't get there from here. *Phi Delta Kappan, 80*(4), 288-296.

Shuler, S. C. (1995). The impact of the national standards on the preparation, in-service professional development, and assessment of music teachers. *Arts Education Policy Review, 96*(3), 2–14.

Dr. Matthew D. Luttrell is an Associate Professor of Music in the Lamar D. Fain College of Fine Arts at Midwestern State University in Wichita Falls, TX. Dr. Luttrell currently serves as Director of Bands and Orchestral Activities and is an active clinician for bands and orchestras throughout the United States. He performs professionally in both classical and mainstream outlets, and his ensembles have been featured at national, regional, and state contests. Published works include research on the music of Cole Porter, as well as various pedagogical work for state conferences.

Adam P Lynskey is a P-12 music educator at Wichita Christian School. He collaborates with Dr. Luttrell on numerous mutually beneficial professional development activities.

Breaking with Tradition:
A New Approach to Professional Development Schools

Pamela H. Segal
Towson University

Abstract: A middle school program at a midsize Mid-Atlantic university has been teaching the first of two required reading courses in the middle school classroom. This field-based course is innovative, in that it was created by a literacy professor and a reading teacher to involve pre-service teachers and middle school students in the middle school reading classroom. It requires pre-service teachers to actively take part in the classroom, supporting, teaching, and applying theory, literacy strategies, and content knowledge two semesters before their full-time student teaching begins. This approach, not often seen in Professional Development Schools (PDS), purposefully allows pre-service teachers to gain critical experience by teaching lessons created by themselves and the reading teacher, and by working one-on-one with middle school students earlier than their educational curriculum requires.

The reading classroom is often shunned by many middle school students, as it denotes being behind in school and not being able to be in a specials (e.g., Spanish, music, art) classroom. But with the help and support of pre-service middle school teachers, it has become a, lab-like environment where one-on-one instruction and new literacy strategies are taught and supported. This early classroom PDS experience is not based on tutoring. Instead, it is rooted in the practical application of literacy theory and strategies that pre-service middle school teachers learn in and outside of the classroom and have the opportunity to adapt to real-world middle school content area classrooms. By starting their teaching earlier, in this particular environment, these students are better equipped to support their future middle school students. This model adds to the conversation of what it means to be mutually beneficial in a PDS, expanding the concept, and providing a new model for other programs to consider implementing in the future.

KEYWORDS: Intern: in the PDS classroom teaching, Pre-service teachers: before interning, Field-based: in the schools**,** PDS: Professional Development Schools

NAPDS NINE ESSENTIALS ADDRESSED:
2. A school–university culture committed to the preparation of future educators that embraces their active engagement in the school community;
4. A shared commitment to innovative and reflective practice by all participants;
8. Work by college/university faculty and P–12 faculty in formal roles across institutional settings;

Introduction

Walking into Ms. G's reading classroom, one notices some extra students who appear to be college-aged. The classroom is filled with loud chatter, questions, and smiles as people work. The conversation is centered on an article that they have read. They are annotating it and developing higher-level questions. The middle school students seem enthusiastic while working with the college students, and the college students are focused on the small groups around them. The middle school students are going up to the board and back; some are writing down questions, and others are writing down answers. This is what the classroom looks like when Ms. G opens it up to pre-service middle school teachers.

Research shows that student teachers who teach in a Professional Development School (PDS) become better teachers (Cozza, 2010), and students who are educated in a PDS achieve higher grades than those that are not (Hammerness & Darling-Hammond, 2005). Often, the PDS model is considered mutually beneficial because all parties (i.e., teachers, interns) benefit from the experience. Keeping a PDS partnership going and improving entails time and continuous re-envisioning of what will work best for all individuals involved (Rice, 2002; Smith-D'Arezzo, 2011).

The PDS setting in Ms. G's classroom differs from the traditional one that involves only the teacher and intern, and presents a case for a new PDS partnership. Here, the middle school, university, reading teacher, middle school students, and faculty member worked together, expanding the partnership beyond school, university, teacher, and intern to include students and pre-service teachers.

This paper opens up a dialogue to broaden and enhance the currently accepted expectations of mutually beneficial partnerships between teacher preparation programs and PDS sites. It examines the outcomes of a different, innovative PDS partnership: beginning the PDS model with pre-service teachers in field-based reading course two semesters before student teaching begins. It presents the perspectives of the pre-service teachers, middle school reading students, a middle school reading teacher, and the university instructor, and offers recommendations for expanding the scope of a PDS and re-envisioning how to include pre-service teachers earlier in the PDS setting to further the mutually beneficial aspects of the PDS model.

Review of the Literature

Field-based Teacher Preparation Courses

Field-based teacher preparation courses are founded on research indicating that learning in a closed university classroom setting is no substitute for real-classroom application with mentor guidance and teaching experience. American Association of Colleges for Teacher Education (AACTE) (2013) states that pre-service teachers should be in the schools, doing clinical work throughout their entire program, not just during their last semester. Research and professional associations support earlier and more frequent experiences in the schools with the guidance of school-university partnerships (Council for the Accreditation of Educator

Preparation, 2015; National Association of Professional Development Schools, 2008). It has also shown that field-based experiences are vital for student teachers to learn and not just show what they learn (Hammerness & Darling-Hammond, 2005). Nothing impacts and improves teacher education more than field-based teacher preparation, and nothing replaces the opportunity to teach (Ball, Sleep, Boerst, & Bass, 2009; Grossman & McDonald, 2008). Schön (1987) asserts that pre-service teachers (i.e., those who are one semester before interning) need opportunities to make decisions, implement content and strategies, and put theory into practice to take them to the professional level of teaching. Moreover, putting these interns into the classroom with strong mentor teachers and professional development experiences creates an opportunity for them to learn and grow while receiving feedback and professional guidance (Hoffman-Kipp, Artiles, & López-Torres, 2003). This field-based opportunity provides interns with the best circumstances to train in a setting where they can develop their teacher persona and essential practices, consequently moving beyond being novices to more accomplished pre-professionals (Troyan, Davin, & Donato, 2013). Some research has begun focusing more on the importance of "learning on the job" while using theory and practice without serious failure (Grossman & Loeb, 2008) and learning from practice, not just preparing for practice (Ball & Cohen, 1999; Hammerness & Darling-Hammond, 2005).

PDS Partnerships

The standards for a PDS, outlined by the National Council for Accreditation of Teacher Education (NCATE) (2001a; 2001b), are in place to create a learning community that develops and reflects the results of improvements of teaching and learning. They also support a learning community that fosters collaboration, promotes diversity, equity, and the development and demonstration of knowledge, skills, and theory, and endorses the mission of the university and the school.

Research supports that PDS partnerships are beneficial but difficult to maintain and implement (Rice, 2002; Smith-D'Arezzo, 2011). While a partnership is one of the best ways to teach new teachers, it is also difficult to achieve the right balance of support and value for all (Hammerness & Darling-Hammond, 2005). Some studies have found that both maintaining the PDS and ensuring that the partnerships are equal and all involved individuals benefit is often difficult and time consuming (Gallego, Hollingsworth, & Whitenack, 2001; Leonard, Lovelace-Taylor, Sanford-DeShields, & Spearman, 2004).

Benefits of a PDS for Universities, Schools, Student Teachers, and Mentors

Much research indicates that teacher education that is coupled with a PDS model is beneficial for change in the teacher, mentor, and both school environments (Darling-Hammond, 2005; Goodlad, 1990; Levine, 2002). Darling-Hammond (2006) asserts that the best programs integrate pedagogy and clinical work to achieve the balance needed for student teachers to succeed. It is not enough just to be in the schools; the experience must be followed with reflection, feedback, and connection to teaching and theory, making for a greater impact on the student teacher's education (Ball & Bass, 2000; Grossman & Stodolsky, 1995; Shulman, 1987).

Student teachers learn the practice of connecting pedagogy to the real classroom through innovative and informed experience. A strong PDS offers students the chance to advance the knowledge of its teacher and student teachers while working collaboratively with teachers, teacher educators, and researchers (Darling-Hammond, 2006).

Rice (2002) found that the success of a PDS is often based on collaboration and goals agreed upon by teachers and faculty. Sparks (2006) noted that a successful PDS requires multiple goals that are important to all involved to be in place. Students who were in a PDS for their student teaching were three times as likely to stay in teaching (Henke, Chen, & Geis, 2000) after their first year. Also, veteran teachers feel as though their practices change for the better when they are involved in a PDS experience (Darling-Hammond, 2006). Creating a culture of working together to achieve multiple goals (e.g., student scores, better teachers, collaboration, innovation) is essential to the success of a PDS partnership (Sparks, 2006).

Statement of the Problem

The PDS model is limited and needs to be expanded. Preliminary research shows there are benefits of beginning the PDS relationship earlier with pre-service teachers. The current PDS model focuses solely on the mentors and interns, who, most studies show, reap advantages from the partnership. These experiences, however, usually only apply to the last two semesters of the teacher education program, where the interns are in the classroom part-time at first and then full-time. Such a constraint limits the scope of individuals that could benefit from the interns being in the schools.

The concept of mutually beneficial does not consider or account for any prior experiences, in this case, a field-based reading education course for pre-service teachers. Teacher education programs are fierce supporters of the PDS, and research has shown the benefits of this partnership, but there is the question of what mutually beneficial means and looks like in various PDS models. Preliminary research shows that mutually beneficial can apply more broadly, to include more than the interns and mentors involved, and thus expand the conversation. This paper explores the outcomes of beginning the PDS model with future interns (pre-service teachers) at the start of the middle school program (i.e., two semesters before student teaching begins) to explore the perspectives of pre-service teachers, middle school reading students, reading teachers, and professors.

Moving Beyond the Norm: A New Approach to a PDS

The middle school major was launched during the 2011–2012 academic year, establishing its first cohort. The program is based on two of the nine essentials outlined by the National Association of Professional Development Schools policy titled, *What it Means to be a Professional Development School,* which outlined the nine essentials for a PDS (National Association of Professional Development Schools, 2008). The middle school major focuses on Essential Two, “A school-university culture committed to the preparation of future educators that embraces their active engagement in the school community,” Essential Four, A shared commitment to innovative and reflective practice by all participants,” and Essential Eight, “Work

by college/university faculty and P–12 faculty in formal roles across institutional settings" (National Association of Professional Development Schools, 2008). It also focuses on three elements that "are essential to the success of the program: (a) a dual content major; (b) a three-semester field experience; and (c) co-taught, field-based methods courses" (Mee & Haverback, 2016, p. 80). Students receive their degree in middle-level education and are certified to teach two content areas (e.g., math/science, English/math). These factors have made the program desirable to students and produced successful middle school teachers with 100% placement rate (Mee & Haverback, 2016).

The Middle School Reading Course: A Field-Based Experience

Overview of the middle school program model. For the past three years, a middle school program at a midsize Mid-Atlantic University has been teaching the middle school program's first of two required reading courses in the classroom. This course takes place in the first semester of the program, and does so concurrently with a middle-school-specific foundation course also taught in the classroom at another school. That course, titled *Using Reading and Writing in the Middle School*, is a state-required reading course for certification. It focuses on the foundation of reading and connects the pre-service teachers' content knowledge to literacy and what it means for their future classrooms. The pre-service teachers are able to translate their knowledge of theory, practice, and content into the classroom. The course also focuses on topics such as principles of content and disciplinary literacy, Common Core Standards, real classroom application, and addressing various levels of reading ability in one middle school classroom. Originally taught on campus, the course was moved to the university's middle school site, once it became apparent that the partnership could include pre-service teachers. This move and the overall approach were intentional, to expand the PDS. The course is a co-teaching experience, with the faculty member and reading teacher supporting both the pre-service teachers and the middle school students, thereby creating an interdisciplinary immersion.

The reading course model is built on pre-service teachers having more practice with middle school students in one-on-one and small group experiences as well as the opportunity to teach two lessons during the semester. The students in the middle school reading class are aware that they are low-readers, and Ms. G shared that many struggle with self-confidence in reading and often shut down in class when things get too difficult. With the help and support of the pre-service middle school teachers, however, the classroom became a lab-like environment in which instruction and innovative ideas and literacy strategies were used to help the middle school students become stronger readers.

This approach is not often seen in a PDS. The course is unique, for several reasons. First, it is co-designed by a literacy professor and the reading teacher with an underlying assumption that the experience in the classroom can be mutually beneficial to all individuals (i.e., middle school students, pre-service teachers, the reading teacher, the professor). Second, most of the course takes place in the middle school classroom, giving pre-service teachers the opportunity to work and interact with middle school students, teach, and apply real literacy strategies to all content areas. Third, it allows pre-service teachers two chances to implement specific strategies

and teach content area literacy based lessons: one that is designed by the reading teacher and another that is created by the pre-service teachers themselves.

This new PDS practice also allows the pre-service teachers to immerse themselves in the classroom and school cultures. The class goes beyond the basic tutor model or support system by giving pre-service teachers teaching and lesson-planning experience at the start of their program—experiences that are invaluable in developing one's teaching persona, content knowledge, and comfort level (Darling-Hammond, 2006). What makes this reading class even more appealing for the partnership is that, since many of the pre-service teachers will encounter struggling readers in their future classrooms, they will have already garnered first-hand experience working with and supporting such students. Facing middle school students' concerns and understanding the strategies and literacy support needed for them to succeed and grow is a perfect setting for pre-service teachers. The course is designed to have an impact not only on the pre-service teachers, but also the middle school students, with direct instruction, hitting on the NAPDS guidelines, and creating a mutually beneficial experience for the PDS setting.

The middle school's demographics. The university's middle school site, River Oaks Middle School (ROMS), is in an urban area in the mid-Atlantic where the household median is $20,000 less than state average and approximately 62% of the population is on free and reduced meals. The middle school is culturally and socioeconomically diverse, with approximately 837 students in grades 6,7, and 8, of which 39% are White, 46% are African American, 7% are Hispanic/Latino, 5% are two or more races, and 3% are Asian or other. In 2016, seven students were deemed striving, 132 were on track, and 703 were in danger, based on state- and school-wide testing. The students were below the state and county in all seven testing areas in Level 4, met expectations.

As part of the PDS collaboration, the school has not only the site-based reading course, but also several interns working there every year. In addition, it receives professional development for the teachers and has hired several former graduates who were there previously as interns. The collaboration has taken time to cultivate and is ever evolving.

The middle school's reading classroom. The middle school reading classroom at ROMS had twenty-two students, with twelve boys (seven eighth graders and five seventh graders) and ten girls (three eighth graders and seven seventh graders). Most of the students tested at least one grade level below in reading. Seventy-five percent of the eighth graders had been in seventh-grade reading, and 60% of the seventh graders had been in sixth-grade reading. The cohort was racially mixed (White, African American, Latino). At least 50% of the students in the class had labeled behavior issues, and ten students had IEPs.

Method and Data Sources

This case study asked the questions: "What are the outcomes of beginning the PDS model with pre-service teachers at the start of a middle school program?" and "What does mutually beneficial mean and look like in different PDS models?" Research in a bounded case can improve the understanding of a specific phenomenon; furthermore, a defined and bounded case

can yield clear and rich data (Merriam & Tisdell, 2016; Stake, 2000). This case was bounded by the experience of the pre-service teachers (22), the middle school students (22), the reading teacher, and the faculty member. Data collection occurred throughout the spring 2016 semester and included meetings between the reading teacher and faculty member, informal discussions throughout the semester with the pre-service teachers and middle school students, lesson feedback forms (see Appendix A), a lesson plan rubric (see Appendix B), and lesson reflection papers (see Appendix C). The meetings and informal discussions were transcribed and analyzed. The lesson feedback forms were completed by the middle school students and given to the pre-service teachers upon completing their lessons. The lesson plan rubric was filled out by peers and the faculty member for those teaching a lesson. The reflection paper was based on the rubric feedback. Content and inductive analyses were used to discover categories that lead to the emergence of themes. Data was coded and recoded to ensure a constant comparison method. Once themes were established through inductive analysis, the researcher confirmed the qualitative analysis by "testing and affirming the authenticity and appropriateness of the inductive content analysis" (Patton, 2002, p. 454), and a second party checked the applicability of the codes to the data. Content analysis was used as "the process of identifying, coding, and categorizing the primary patterns for the data" (Patton, 2002, p. 381). A member check was done to ensure that the words of the participants were correct.

The data indicates that having a reading course for pre-service middle school teachers in the middle school classroom benefitted them, the middle school students, the reading teacher, and the faculty member, expanding the scope of and creating a mutually beneficial PDS.

Participant Perspectives

Pre-service Teachers. The twenty-two pre-service teachers who took this course had an overall positive view of their time in the middle school PDS setting. For many, this was their first time in that setting (since they were middle schoolers) and their first time teaching in front of children.

When asked about the course, the pre-service teachers asserted that the theory, practice, and working with middle school students were all extremely helpful and eye opening. Many of the pre-service teachers indicated that having this experience was helpful not only for teaching but also for better understanding of the middle school setting. Dennis [1] stated, "I enjoyed working with the students and being in the middle school. I feel better prepared for my student teaching." Emily agreed: "I liked being able to teach and work with students one-on-one. I learned so much."

Moreover, some pre-service teachers asserted that they enjoyed being able to teach a lesson and getting to know the students. They commented that they enjoyed learning the literacy strategies that would be applied to a multiple-content-area classroom, but especially appreciated seeing how those strategies would actually work in a real classroom. Many also stated that they benefitted from the experience and were glad they had the chance to work with students, learn strategies, and teach those strategies in a real-world setting. Tara shared, "I liked getting to know

[1] All name are pseudonyms.

the students," and "it was cool that we could use some of [the strategies] when we taught." Matt enjoyed "teaching his own lesson," and said, "Seeing the middle school students change over the semester was awesome." Ashley said, "I found getting to know the students and what worked for them in the classroom really valuable. Seeing them get excited about leaning and giving me feedback on my lesson was helpful." Jessica was excited to teach her own lesson and "put into practice what we learned, in and out of the classroom." As a whole, the pre-service teachers had a positive view of their first foray into the middle school classroom, despite some trepidation that it was a reading class.

Part of the course work included reflections on the lessons each wrote and taught. Reflections (see Appendix C) were based on a feedback form completed by the middle school students (see Appendix A) and a rubric (see Appendix B) filled out by the faculty member, the reading teacher, and the student's peers. Based on constructive criticism and personal experience, the reflections proved to be important to the pre-service teachers' growth and their ability to change aspects of their teaching and lessons. For example, Craig wrote:

> Although I believe that I made some big steps forward, I have noticed that there are some fundamentals of teaching I need to polish during my senior year. I felt that the most successful part of our lesson was our circle and squares activity, which required the students to work together in order to produce products. . . . As I read my feedback, I noticed comments about my pacing in group discussions. As I ran the warm up activity, I could tell that I was going too fast. In the future, I will work on pausing after responses and working on the pacing of a discussion. . . . Reading some of the student comments, I noticed that some students felt like the lesson was too many activities thrown at them at one time.

Craig's reflections show that he took into account his own experience as well as the students, something that is fundamental to becoming a successful teacher. He benefitted not only from the opportunity to teach his own lesson, but also by receiving feedback from multiple directions.

Like Craig, Alice discussed the feedback she received and how it will bring to bear on her teaching in the future:

> In my evaluations, most people commended me for the presence I brought into the classroom. The directions were also very clear, and people appreciated the examples/models that I used throughout the lesson. . . . Some things that my peers believed I could improve on were repeating student responses, our movement around the room, and shortening the content of the lesson. I could not agree more with this constructive feedback. While presenting, I realized that it looked like I was glued to the floor, so I made a conscious effort to try and move around while I spoke. . . . If I could go back and fix this, I would solely use pictures as examples and explain the meanings behind the pictures in my own words. I would shorten the teacher discussion, and allow students to play a game, take a quiz, do group work or some kind of activity that discouraged Google slides. In order to be a successful teacher, I think it is important to go back and figure out methods of iteration. Successful teachers should always reflect on ways to improve a lesson, and reading this feedback was beyond helpful.

Alice pointed out that there are things that she needs to work on in the future, noting the importance of reflection and feedback in becoming a successful teacher. Jack indicated the

positives in his lesson as well as what he learned, what he needs to knows about his future students, and what students need from him as a teacher. He wrote:

> I found this teaching experience to be very enjoyable, and was pleased with the success of the lesson. I was able to see the application of concepts we have learned, in the classroom, and could see the effective nature of these practices. . . . The lesson also went well, better than we had thought, and I feel it was a meaningful experience for the students. I now understand the importance of a well-structured activity, as well as carefully choosing the content of each lesson. When teaching a class, a teacher will learn about the limits of their students, and can tailor these lessons to their classroom. This was a meaningful learning experience, and I very much enjoyed the opportunity to teach in a real classroom.

Based on the pre-service teachers' feedback, it is apparent that teaching a lesson in the middle school classroom was educational and positive. The pre-service teachers enjoyed being able to use what they learned (i.e., strategies, theory) in the real-world classroom and indicated that working with middle school students allowed them a better grasp of the middle school reader. Their reflections show the impact that early feedback from multiple perspectives will have on how they see their future teaching. Their field-based experience seemed to be very important to these future teachers, and will no doubt enhance their teaching of reading and literacy in their future content area classrooms.

Middle School Reading Students. The middle school students were not shy when asked their perspectives on having the pre-service teachers in the classroom. A majority of them were excited to work with the pre-service teachers, appreciated the one-on-one attention, enjoyed the lessons that were planned, and were eager to give their feedback on the pre-service teachers' lessons. Several students stated that they liked having the teachers in the classroom and that the lessons they had planned were enjoyable. For example, Sean said, "We got to work with them by ourselves and with others in the classroom." Aaron stated, "Having the [pre-service] teachers in the room was cool. They were fun to talk to, and they were helpful." David agreed that "the teachers were cool." While Eric enjoyed "doing group work and having help," he "didn't like having to do work." Loretta stated, "It was cool to have them here." Overall, they supported having the pre-service teachers in the classroom.

The middle school students were also asked their perspectives on the lessons that the pre-service teachers designed and taught. This was done through a short, anonymous feedback form (see Appendix B) that the reading teacher and the professor designed to further involve the middle school students. The survey not only provided feedback, but also served to reflect back to the students their own knowledge of what constitutes good teaching in the classroom and showed that their expertise is valued.

Overall, responses to the survey were positive and constructive. One student asserted, "I love how the lesson seemed to be creative, but it would have been better if the teacher asked more questions." Another student stated, "The lesson was fun," but that the teachers could have "talked about things we liked." Critiquing a math lesson, one student wrote that the only negative thing about the lesson was that "we did math," and suggested that the teachers to "do something with a basketball and share ideas about [mathematical] functions and how it all relates." Another

student was enthusiastic about an English lesson, saying, “The lesson was a really good lesson,” yet, “At times, I got confused.” Another student said, “It was fun to have the [middle school] students say things,” and “it was cool to have the [pre-service] teachers teach a lesson.” One student’s advice to the pre-service teachers was, “Have fun being a teacher.”

The advice and constructive criticism was given to the pre-service teachers, who used it to write their reflections on their lessons and took it to heart as they moved through the program. For the middle school students, the classroom experience allowed them not only to receive extra support but also lend a hand in molding future teachers.

Reading Teacher and Literacy Professor. The professor and the reading teacher worked together to design the course syllabus and assess how both the pre-service teachers and the students would benefit from the experience. When Ms. G (the reading teacher) and Professor S (the literacy professor) were asked to discuss the partnership that they created, they emphasized the benefits for their respective students as well as for themselves.

Reading teacher. Ms. G stated that, with the help of the pre-service teachers, her students were given the extra support they need and deserve. Having the pre-service teachers teach lessons allowed her students the opportunity to use various strategies and get new perspectives on reading, which her students enjoyed and she valued. Her students had one-on-one time with the teachers and many of them seemed to relish that they had something no other class had. Ms. G explained:

> My students enjoyed having the pre-service teachers there, not only because they helped them throughout the class, but [also] because they got positive feedback, which boosted their self-confidence. . . .They also liked when the pre-service teachers taught the class because they got another perspective on the topic and also had to think outside the box. Overall, this made class more enjoyable for the students.

Moreover, Ms. G was excited to share her views about working collaboratively with the literacy professor:

> Working with Professor S was very collaborative. I felt like my opinion was heard, respected, and viewed as valid at the collegiate level. I also felt that she was open to new ideas and wanted to make this course and experience a team effort-more than anything. Not often do college professors view and listen to the classroom teachers’ point of view and ideas. She was open to what would be best for all the students [college students and the middle school students], and there was no doubt that their needs came before anything else. Overall, it was a really great experience.

Overall, Ms. G had a positive experience with the co-teaching model reading course, and she made it clear that she thought her students benefitted from the experience. She also felt that the lab-like experience was essential to her students’ success in and enjoyment of reading.

Professor of literacy. Professor S was positive about the partnership between the two teachers and the benefits for her pre-service teachers. She expressed that her students’ experience in the classroom was invaluable:

> My students got to work with middle school students and be in the middle school environment early on in their course work, giving them the chance to figure out if this was for them. Also, [it] was helpful to see and work with struggling readers, who they will have in their future content area classrooms. For many of them, this is an eye-opening experience and beneficial to their growth in becoming effective teachers.

Professor S further indicated that the opportunity for her students to teach a lesson this early in their program was important:

> [It] was invaluable and not something that many future educators get the chance to do. . . . I find that these middle school interns are more confident in their teaching, and receive constructive feedback better because they have these earlier experiences. The opportunity to see literacy strategies that we learn in class actually be used in the reading classroom is instrumental in the pre-service teachers actually seeing the importance of reading in each of their content areas.

Professor S also felt that her own teaching improved as a result of working with Ms. G, and the collaboration was also very helpful to her students. Professor S explained:

> You never know what it will be like when you walk into someone else's classroom, but Ms. G welcomed us with open arms and could not have been more enthusiastic about our students working with hers. . . . She wanted to make sure all the students benefitted, and I could not have asked for a better partner to work with. . . . I believe that my teaching was better for this course, because I was able to reference experiences from the class, and Ms. G was able to put forth real-world application, either by letting the students teach or by working with students.

This anecdote shows the value of having the reading course in the middle school reading classroom. The professor saw how the pre-service teachers benefitted from the multiple opportunities to teach and work with the middle students. Moreover, her own teaching was better because of her collaboration with the reading teacher.

These observations showcase the positive perspectives and outcomes of an extended mutually beneficial PDS when a required reading course for pre-service teachers is taught in the middle school setting.

Discussion and Next Steps

Expansion of Mutually Beneficial

Often, when a PDS is discussed, one states the benefits for the interns, mentors, and the university. As intentionally designed, this middle school classroom reading course allowed more individuals to be included in the mutual benefit. Because the program includes the middle school reading students, pre-service teachers, a faculty member, and a reading teacher, it expands what mutually beneficial looks like in the PDS setting. Including pre-service teachers allows them the opportunity to write and execute a lesson early in their program. It helps them figure out who they are as teachers, and allows them to see the impact they can have on students, even over a short period of time. These pre-service teachers are more prepared by the time they get to their intern site, and have more confidence in their teaching ability. As many of the pre-service

teachers stated, the course was helpful in becoming a better teacher, and having more time with students allowed them to get to know the reading struggles that many of their future students might have. The middle school students benefitted by having the pre-service teachers in the classroom, giving then more confidence, the needed extra support and attention they needed, and a unique class setting. Expanding the benefits beyond interns and mentors, as this course has done, opens up the idea that PDSs can go beyond their traditional applications and apply also to pre-service teachers, middle school students, classroom teachers, and faculty members.

Constraints and Importance

There are several constraints to this study. It only assessed one class of pre-service middle school teachers. In addition, the study was conducted over the course of one semester, for one reading class, and in one school. To further explore these results, more middle school pre-service teachers, middle school students, teachers, and faculty need to be employed and studied. Including quantitative data (i.e., test scores) might provide more data to further the discussion of the benefits of having pre-service teachers in the middle school reading classroom earlier in their college course sequence. This study should be expanded to include more teaching courses in the middle school setting, and more data should be collected to assess the benefits for more individuals (e.g., pre-service teachers, middle school students, multiple teachers) involved in this PDS partnership.

Despite these constraints, this study shows the value and importance of expanding the conversation of what, who, and how more individuals can benefit from the PDS experience. By having pre-service teachers in the reading classroom, the conversation shifts from solely interns and mentors to include pre-service teachers, faculty, teachers, and middle school students who need and want support in their educational pursuits. The expansion provided in the study shows the benefits and positive perspectives of the various individuals involved, and pushes the boundaries of who can be included in and benefit from the PDS site and experience. While more exploration is needed, this study provides a strong starting point.

Recommendations and Conclusion

The discussion surrounding what makes a PDS mutually beneficial needs shift to the importance of having more field-based courses earlier in the curriculum for teacher education students. The conversation needs to move from having pre-service teachers simply observe in the PDS setting to more hands-on practices. Pre-service teachers should have opportunities to work with students as well as teach lessons. By expanding the PDS framework to include pre-service teachers and taking into account students and teachers that are affected by their involvement, the PDS broadens its impact. The anecdotal data from this study, along with the positive feedback, are strong and make us rethink what a PDS looks like and how many individuals can benefit from this practice.

Mutually beneficial looks different in various PDS settings, but this model, created for the pre-service middle school students and middle school students, shows the importance of working together to achieve support and growth for all individuals involved. It underscores that,

to be mutually beneficial, all parties must find value in the experience, and that the value looks different for each group involved. This beneficial relationship can be replicated in many ways, but especially with the help of a PDS that is willing to support pre-service teachers early, work to create an environment that supports their students and teachers, and recognize that the value in this model takes time and work (Rice, 2002). Working together in various capacities is important for the future of teaching. This new partnership was received positively by all parties involved in the field-based reading course. It appeared to yield positive outcomes, and supports the perspective that a mutually beneficial PDS can begin earlier and include pre-service teachers and a reading classroom.

References

American Association of Colleges for Teacher Education. (2013). The changing teacher preparation profession: A report from AACTE's professional education data system (PEDS). Retrieved from https://aacte.org

Ball, D. L. & Bass, H. (2000). Interweaving content and pedagogy in teaching and learning to teach: Knowing and using mathematics. In J. Boaler (Ed.), *Multiple perspectives on the teaching and learning of mathematics* (pp. 83-104). Westport, CT: Ablex.

Ball, D. L. & Cohen, D. C. (1999). Developing practice, developing practitioners: Toward a practice-based theory of professional education. In L. Darling-Hammond & G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (pp. 3-32). San Francisco: Jossey-Bass.

Ball, D.L., Sleep, L., Boerst, T., & Bass, H. (2009). Combining the development of practice and the practice of development in teacher education. *Elementary School Journal, 109*(5), 458–474. http://dx.doi.org/10.1086/596996

Council for the Accreditation of Educator Preparation. (2015). *The CAEP Standards.* Retrieved from http://caepnet.org/standards/introduction

Cozza, B. (2010). Transforming teaching into collaborative culture: An attempt to create a professional development school-university partnership. *The Educational Forum, 74* (3), 227-41. https://doi.org/10.1080/00131725.2010.483906

Darling-Hammond, L. (2005). *Professional development schools: Schools for developing a profession* (2nd ed.). New York: Teachers College Press.

Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education, 57*(3), 300- 314. https://doi.org/10.1177/0022487105285962

Gallego, M. A., Hollingwsorth, S., & Whitenack, D. A. (2001). *Relational knowing in the reform of educational cultures.* Teachers College Record, 103, 240-266.

Goodlad, J. 1990. *Teachers for our nation's schools.* San Francisco: Jossey-Bass.

Grossman, P. & Loeb, S. (2008). *Alternative routes to teaching: Mapping the new landscape of teacher education.* Cambridge, MA: Harvard Education Press.

Grossman, P. & McDonald, M. (2008). Back to the future: Directions for research in teaching and teacher education. *American Educational Research Journal, 45*(1), 184 – 205. https://doi.org/10.3102/0002831207312906

Grossman, P.L. & Stodolsky, S.S. (1995). Content as context: The role of school subjects in secondary school teaching. *Educational Researcher*, 24(8), 5-11, 23. https://doi.org/10.3102/0013189X024008005

Hammerness, K. & Darling-Hammond, L. (2005). The design of teacher education programs. In L. Darling-Hammond and J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do.* San Francisco: Jossey-Bass.

Henke, R., Chen, X., & Geis, S. (2000). *Progress through the teacher pipeline: 1992-93 college graduates and elementary/secondary school teaching as of 1997.* Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Hoffman-Kipp, P., Artiles, A.J., & López-Torres, L. (2003). Beyond reflection: Teacher learning as a praxis. *Theory into Practice, 42*(3), 248-254. https://doi.org/10.1207/s15430421tip4203_12

Leonard, J., Lovelace-Taylor, K., Sanford-DeShields, J., & Spearman, P. (2004). Professional development schools revisited: Reform, authentic partnerships, and new visions. *Urban Education*, 39 (5), 561-583. https://doi.org/10.1177/0042085904266968

Levine, M. (2002). *Why invest in professional development schools? Educational Leadership,59* (6), 65-70. Maryland Partnership.

Mee, M. & Haverback, H. (2016). Building the plane as we fly it: Essential elements for a successful middle school program and partnership. *Clinical preparation at the middle level: Practices and Possibilities,*77-93. Information Age Publishing.

Merriam, S.B. & Tisdell, E.J. (2016). *Qualitative research: A guide to design and implementation*. (4th ed.). San Francisco, CA: Jossey-Bass.

National Association of Professional Development Schools. (2008). *What it means to be a professional development school.* Retrieved from https://napds.org/nine-essentials/

National Council for Accreditation of Teacher Education. (2001a). *Handbook for the assessment of professional development schools.* Washington, DC.

National Council for Accreditation of Teacher Education. (2001b). *Standards for professional development schools.* Washington, DC.

Patton, M.Q. (2002). *Qualitative evaluation and research methods.* Newbury Park, CA: Sage Publications.

Rice, E. H. (2002). The collaboration process in professional development schools: Results of a meta-ethnography, 1990-1998. *Journal of Teacher Education, 53*(1), 55-67. https://doi.org/10.1177/0022487102053001006

Schön, D. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions.* San Francisco: Jossey-Bass.

Shulman, L.S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Education Review, 57*(1), 1-22. https://doi.org/10.17763/haer.57.1.j463w79r56455411

Smith-D'Arezzo, W. M. (2011). Professional development schools: How collaborative are mandated PDSs in the state of Maryland? *National Teacher Education Journal.*

Sparks, D. (2006). *Leading for results, transforming teaching, learning, and relationships in schools.* Thousand Oaks, CA: Corwin.

Stake, R.E. (2000). *The art of case study research.* Thousand Oaks, CA: Sage Publications.

Troyan, F.J., Davin, K.J., & Donato, R. (2013). Exploring a practice-based approach to foreign language teacher preparation: A work in progress. *The Canadian Modern Language Review/La Revue canadienne des langues vivantes, 69* (2), (May / mai), 154–180. doi:10.3138/cmlr.1523

Appendix A MRMS Student Feedback Form

	Some of the time	Yes	No
The teacher is prepared for class			
The teacher knows their subject			
The teachers like and respect the students			
I could understand everything that the teachers said			
I enjoyed the lesson			

One positive thing about the lesson:

____

____

One negative thing about the lesson:

____

____

One thing you would change about the lesson:

____

____

Any advice for the teachers:

____

____

Appendix B Teaching Lesson Rubric

Highly Effective: Fulfills skillset completely
Effective: Adequate enough to fulfill skill
Developing Effective: Growing and evolving in the skillset
Ineffective: Lacking confidence and skills

Skill/Score	Highly Effective: 10	Effective: 7	Developing Effective: 4	Ineffective: 1
Presence • Teacher Voice: Tone and Volume • Movement around the room • Calls on Students by Name • Calls on Different Students • Praises students • Questioning- (ex. Can you please explain your answer?)				
Transitions • Fluidity from one activity to another • Passing out materials • Collecting work • Explaining directions clearly				
Modeling • Explaining procedure(s) • Directions are clear				

• Explanation of content • Examples and representation				

Additional Feedback: (One Praise/One Suggestion)

Appendix C Micro-teaching Reflection

Directions:
Please write a reflection of your experience micro-teaching. Make sure to take into account, student, peer, and professor feedback as well as the questions below. Feel free to add anything else you see as pertinent to your reflection.

- What part(s) of your lesson were successful in terms of student learning? On what evidence are you basing this opinion? Why do you think your students met with success?
- What parts of your lesson did not quite go as you expected? (This can be positive or negative. For example, you may not have expected the high quality of the response you received from lower-ability students.) What is your evidence? Why do you think your students responded the way they did?
- What feedback did you receive from your peers, students, and professors or any other observer of this lesson?
- What, if anything, would you change if teaching this lesson again? What results would you anticipate from this change?
- How did you integrate technology into the lesson? Did it enhance the instruction? Why or why not?

Pamela H. Segal is an Assistant Professor of Literacy at Towson University. She holds a PhD in Reading and focuses on middle school teacher preparation and the connection between academic and athletic literacy in the classroom. Prior to being a professor, she was a middle school Language Arts and high school English teacher.

Fostering Teacher Leadership for Mutually Beneficial Programs: An Early Childhood PDS Partnership Case Study

M. Barbara Trube, Ed.D.
Ohio University

Nancy Cryder Jones, M.A.
Ohio University

Kit E. Kinnamon, M.Ed.
Ohio University

Leslie Smith, M.Ed.
Ross-Pike Educational Service District

Susan Congrove, M.A.T., M.S.
Ohio University

Karen Corcoran, M.Ed.
Ohio University

Abstract: The professional development school (PDS) partnership described in this case study functions within systems that prepare teachers and paraprofessionals to serve children of diverse abilities in inclusive prekindergarten through third grade settings. The findings of this case study (1) identify specific teacher leadership practices that characterize the behavior of all participating educators and contribute mutual benefits to all three participating entities—the elementary school, the local school district, and the university early childhood education teacher preparation program, and (2) offer evidence of adherence to the two NAPDS Essentials regarded by this EC PDS partnership as most essential to the of development of teachers and paraprofessionals for programs that present complex challenges to recruitment and retention of qualified educators.

KEYWORDS: professional development school, transformational leadership, teacher leadership, early childhood education, mutually beneficial

NAPDS NINE ESSENTIALS ADDRESSED:

2 a school–university culture committed to the preparation of future educators that embraces their active engagement in the school community;

3 ongoing and reciprocal professional development for all participants guided by need;

4 a shared commitment to innovative and reflective practice by all participants;

Professional development schools (PDS) have been an important part of the teacher preparation landscape for more than a quarter of a century. Support for partnerships between university and school systems grew out of the need for a bridge between higher education and prekindergarten through grade twelve (P-12) schools that would, among other benefits, provide more intensive clinical experiences for teacher candidates (Latham, Mertens, & Hamann, 2015). One of many partnerships resulting from the PDS movement across the United States is the early childhood (EC) PDS partnership described in this report. It manifests all nine National Association of Professional Development School essentials for successful partnerships, and it emphasizes two essentials that seem especially pertinent to complex and challenging fields, such as inclusive early childhood education programs. These two NAPDS essentials are "A school-university culture committed to the preparation of future educators that embraces their active engagement in the school community;" and "A shared commitment to innovative and reflective practice by all participants" (NAPDS, 2008, para. 4).

Context

The partners in this PDS are located within the same county in an Appalachian region of the Midwestern U. S. The partnership comprises a regional state agency program's education service district (ESD), a rural elementary school, and an ECE educator-preparation program at a regional campus. The early childhood intervention preschool program is sponsored by an ESD that places teachers, paraprofessionals, and/or early childhood intervention service providers in prekindergarten and primary classrooms in the elementary school. The university regional-campus educator-preparation program is affiliated with the main campus and is part of a research-intensive university.

University pre-service teachers enroll in a year-long preparation program at two levels of ECE preparation (prekindergarten and primary), where they develop ECE best practices and teacher leadership skills under the guidance of mentor teachers within the early childhood classrooms and with the supervision of university-based clinical educators. University pre-service paraprofessionals enroll in a semester-long practicum. Each clinical educator acts as a liaison with the ESD and schools and is involved in the early childhood programs and school settings as an instructor and university mentor for both in-service and pre-service educators. Likewise, the school principal is an EC university faculty member. Both the ESD early childhood program coordinator and the principal serve on the university's Education Advisory Board.

This EC PDS partnership was established to provide mutually beneficial opportunities for all partners. Educator characteristics identified in the participating university's college of education's (COE) conceptual core are reinforced by the PDS partnership in order that these values may develop and flourish in pre-service teachers and paraprofessionals and be validated and strengthened in professional and para-professional in-service educators who serve as mentors within the partnership. The conceptual core advocates for all educators to be teacher

leaders, conceiving leadership as integral to the educator's role. Administrators and lead teachers in the EC PDS partnership scaffold the emergence of dispositions and skills associated with teacher leadership through practices that provide mutually beneficial opportunities for engagement and learning in the PDS community. Prominent among these practices is that the in-service teacher and paraprofessional in the elementary classrooms serve as mentors to the pre-service teachers and paraprofessionals who are experiencing their practicum or internship within those classrooms. Moreover, during their internships and practica, the pre-service teachers and paraprofessionals also engage in peer mentoring.

Anecdotal evidence over a five-year period in the PDS, prior to the case study research reported below, suggested that the partnership provides benefits for all. It further indicated that EC PDS partnership leaders demonstrate transformational leadership characteristics and that educators within this early childhood school-agency-university PDS partnership demonstrate attributes of teacher leadership. Within the PDS partnership, teacher leadership was observed at each level of engagement: pre-service teachers and paraprofessionals, in-service teachers and paraprofessionals, and university supervisors and program coordinators. Members of the partnership conducting this case study sought to go beyond anecdotal evidence to discover educators' perceptions by collecting systematic data following case study protocol. The study spanned two and one-half semesters in order to take a close look at the development of teacher leadership in this partnership and to discover implications for mutual benefits to PDS partners.

Literature Review

The literature review considers the PDS model in general and in relation to early childhood education teacher preparation emphasizing teacher leadership by employing transformational leadership. The review also discusses briefly the use of the term "mutually beneficial" in the PDS literature.

Professional Development Schools

Professional development schools represent a means of educational reform and renewal used by universities to place pre-service educators in early field placements, clinical field placements, practica, and internships (Kolpin et al., 2015). By focusing on reflection in-action and on-action, PDS models improve practices of pre-service and in-service educators, and university instructors (Couchenour & Chrisman, 2016).

PDS partnerships offer an avenue for early childhood teacher candidates to develop as teachers (Gutierrez, 2017), at the same time, providing children with better early childhood classroom experiences (Clark & Huber, 2005). However, even though benefits of PDSs have been documented, a search for studies specifically citing mutually beneficial partnerships in pre-kindergarten intervention PDS programs yielded few results. According to Taylor and Clark (2015), when researchers refer to early childhood PDSs, they are referring to kindergarten and primary grade schools, not early childhood programs offering prekindergarten, preschool, and/or child care experiences. Examples of PDS PK-12 and university models exist (e. g., at Minnesota State University, North Texas State University, Buffalo State University, and George Mason

University); however, research has not focused on the prekindergarten intervention partnerships specifically (Taylor & Clark, 2015). A need for research on pre-kindergarten PDS models is evident.

Teacher Leadership

Teacher leadership is defined as "the process by which teachers influence their colleagues, principals, and other members of the school community to improve teaching and learning practices with the aim of increased student learning and achievement" (Teacher Leadership Exploratory Consortium [TLEC], 2008, p. 10). It encompasses such activities as coaching, mentoring, and modeling. These practices were once considered the domain of principals. However, the complexity of today's schools, demands a collaborative effort (Seltz, 2015). Teacher leadership is key to schools' success in meeting the wide range of contemporary challenges (Association of Supervision and Curriculum Development [ASCD], 2015).

A teacher leader takes on an array of formal and informal leadership roles to support teacher and student success in schools. Harrison and Killion (2007) identify roles such as learning facilitator, mentor, and committed learner. Crawford, Roberts, and Hickmann (2010) offer specific examples, including "leading professional book clubs" and "serving as instructional coaches" (p. 31). Krovetz and Arriaza (2006), and Boylan (2016) identified a variety of professional development strategies that foster teacher leadership skills, e.g., collaborating with partners. Such ongoing professional development is essential for educators in early childhood intervention classrooms, and depend on up-to-date interventions and specialized strategies. According to Lieberman and Miller (2004), teacher leaders model good practice and provide peer support. Merideth (2007) found goal setting, strategic planning, reflective practice, and team building to be essential activities and important components of teacher leadership.

When teacher leader development is an integral part of professional development activities, teacher leaders contribute positively to the overall school climate (Sebastian, Allensworth & Huang, 2016). Conversely, teacher leaders emerge as they contribute to the work within the school community (Sweeney, 2003). Moreover, Boylan (2016) suggests teacher leaders can also develop an activist identity leading to advocacy efforts that are informed by ethical and moral purposes to initiate change.

Transformational Leadership

Hoy and Miskel (2008) describe transformational leadership as a proactive form of leadership that raises the awareness levels of followers about collective interests and helps followers achieve unusually high outcomes. Transformational leaders change people, inspiring them to develop their skills and use them for beneficial purposes. Transformational leaders succeed in part because they seek to identify followers' motives and satisfy their "higher needs" (Burns, 1978, p. 4). Fundamental to transformational leadership are building relational ties and providing "mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents" (Burns, 1978, p. 4). Clearly, transformational leadership should be

regarded as important in the development of effective new teacher leaders for the school community.

Transformational leaders build rapport and mutuality through respect and trust so that organizational missions and necessary changes can proceed collaboratively (Avolio, 1994). Four primary characteristics of transformational leaders are idealized influence, inspirational motivation, intellectual simulation, and individualized consideration (Bass & Avolio, 1994; Lunenburg & Ornstein, 2012). Idealized influence emerges from the leader's caring, compassionate, confident, empathetic, genuine, and calming or passionate nature. As behavior, idealized influence is manifest in the leader's work-related capacities, such as being an effective communicator (Antonakis, Avolio, & Sivasubramaniam, 2003). As agents of inspirational motivation and intellectual stimulation, transformational leaders provide opportunities for members of the group to learn collaboratively within a supportive environment. They see the potential in others and delegate responsibilities as a way of developing that potential so that people's talents are in use and add meaning to individual and collective efforts. Transformational leaders display individualized consideration by listening actively; by identifying individual concerns, needs, talents, and abilities; by providing constructive developmental feedback; and by mentoring, coaching, and educating (Bass & Riggio, 2006).

Mutually Beneficial

The term "mutually beneficial" denotes reciprocal activities that result in "win-win" situations for all major stakeholders. As early as 1997, Lewison and Holliday wrote that mutually beneficial university-school partnerships exist when members establish trust and use flexibility in approaching traditional roles of individuals within organizations that make up the partnership. Further, they argue that for PDSs to be perceived as mutually beneficial, K-8 school educators must recognize the relevance of university projects and involvement to their own needs (Lewison & Holliday, 1997). A study of successful collaboration among a public school, a community agency, and university partnership around a health-education service-learning project found communication, shared decision making, shared resources, expertise and credibility, flexibility, and recognition of the priorities of all partners to be necessary ingredients for a mutually beneficial partnership (Bosma et al, 2010).

The American Association of Colleges of Teacher Education (AACTE) produced a video, "PDS Partnership Benefits PK-12 Students from Many Angles," offering examples of mutual benefits, e.g., that mentor teachers learn from ideas interns bring into their classrooms and that the mentor teachers validate interns' ideas by using them in their classrooms (Gutierrez, 2017). A further example offered by the video is that schools' professional communities are enhanced by the participation of pre-service educators in workshops and meetings whereas the pre-service educators learn important concepts and skills from the workshops and meetings (Gutierrez, 2017).

EC PDS Case Study

This EC PDS partnership follows a clinically rich model of school placements resulting in opportunities for pre-service educators to develop deep understanding of the complex roles of teachers in real schools, as found in research such as that of Allen, Perl, Goodson, and Sprouse (2014), and to engage in peer mentoring and other teacher leader practices. In this model, early childhood teacher educators intentionally plan for and employ strategies and practices to promote pre-service educators' leadership skills. Pre-service teachers and paraprofessionals are prepared for their future roles as teacher leaders by developing skills of communication, collaboration, reflective practice, and peer mentoring. As pre-service teachers develop the skills and dispositions to intentionally engage in the work of teachers/paraprofessional and take on leadership roles, they are positioned to become the agents of rich experiences such as those identified by Bandura (2000) and Edwards (2007).

Based on the literature and provided with informal evidence that the PDS offers mutual benefits to all entities in the partnership, leaders from all three entities were interested in inquiring more systematically into participating educators' perceptions of the program. The case study approach made it possible to study teacher leadership and the benefits to all partners in the PDS within the context of an EC PDS partnership in the "vividness and detail" (Marshall & Rossman, 2011, p. 267) of the participants' environments (Yin, 2013).

Research Questions

Three overarching questions guided investigation of aspects of the EC PDS; specifically, the questions sought educators' perspectives about their engagement in and development of teacher leadership skills and their perspectives on whether the PSD partnership offers mutual benefits to stakeholders:

1. What are educators' perceptions of their levels of engagement in teacher-leader practices?
2. How do educators develop teacher-leadership characteristics and competencies in order to benefit the EC PDS?
3. Is the EC PDS partnership mutually beneficial to stakeholders who make up the PDS community?

Methodology

This section describes the case study participants and setting, data collection and analysis, and findings. The research design made use of established techniques such as multiple lenses (Marshall & Rossman, 2011) and member-checking (Maxwell, 2012) to ensure credibility of findings.

Participants and Setting

Following Institutional Review Board (IRB) approval, participants contributed to surveys, interviews, or samples of materials in the forms of journals or anecdotal records. A total of 22 educators participated in different aspects of the study over two and one-half semesters. In

the context of this study, “educator” refers to administrators (i.e., ES principal, ESD program coordinator, and to university supervisors, mentors, and program coordinators); to in-service teachers and paraprofessionals, and to pre-service teachers and paraprofessionals.

The setting consisted of three inclusive EC classrooms in one elementary school that hosted a total of fourteen pre-service educators over two and one-half semesters during the 2016-2017 and 2017-2018 academic years. Each classroom was staffed with an intervention specialist lead teacher, a paraprofessional, and two educator candidates enrolled in a 300-hour/fifteen-week practicum (associate degree) or internship (baccalaureate degree). The practicum candidates were studying to become paraprofessional educators, and the interns were studying to become teachers.

Data Collection and Analysis

Data collected consisted of surveys, anecdotal records, journals, and interviews. All educators participated in the surveys. Anecdotal records were part of feedback forms kept for all educator candidates. Journals were completed by educator candidates. Individual interviews were conducted with a small subgroup of the 22 participants.

Surveys. Survey items related to teacher leadership were distilled from studies by Boylan (2016), Krovetz and Arriaza (2006), Lieberman and Miller (2004), Merideth (2007), Sebastian, Allensworth, and Huang (2016), and Sweeney (2003) and used by the primary researcher to develop the survey instrument (see Appendix for survey). Using a 5-point scale, participants rated their perceived level of engagement in teacher leadership practices by indicating: “5” (always), “4” (frequently), “3” (sometimes), “2” (rarely), or “1” (never). Each participant was invited to elaborate on his/her perceptions of teacher-leader practices and transformational characteristics of leaders in narrative form. Moreover, participants indicated on the survey their willingness to participate in member checking through a follow-up interview.

Fourteen out of 22 volunteers participated in the survey, for a response rate of 64%. These included four administrators, three lead teachers, and seven pre-service educators. Pre-service educators volunteered to respond to surveys once during their respective PDS placements. Administrators and lead teachers volunteered to respond once over two and one-half semesters if they hosted intern or practicum students.

Anecdotal records. Data in the form of anecdotal records were collected in the classrooms by the ECE university clinical supervisor-mentors during classroom observations of teaching practices described on feedback forms over two semesters. A total of 21 anecdotal records were collected and included in evaluations during two semesters. A total of ten representative examples were chosen by the supervisor-mentors for review by the primary researcher.

Journals. Pre-service educators wrote reflective journals over the course of their respective semesters. They were asked to record the following types of entries in their journals: observation of children’s interests; planning followed by reflection; instructing followed by

reflection; and assessing/evaluating learning environments, resources, materials, and lesson plans for teaching/learning effectiveness. Pre-service educators were asked to comment on mentoring strategies used by administrators and lead teachers; teacher leadership practices engaged in by all in the classroom, including peer-mentoring activities they engaged in; professional development activities attended; extra-curricular activities attended; parent and child involvement/advocacy activities including individual education plan (IEP) meeting participation; and their perceptions of their developing teacher-leadership competencies.

Nine pre-service educators completed journals during 15 weeks over two semesters, and four pre-service educators completed journals for six weeks over one-half semester. A total of one-hundred twenty journal entries were reviewed. Nine journal entries beginning in week 4 through 12 during two semesters for a total of one-hundred and eight, plus four journal entries for weeks 4 through 6 for a total of twelve during one-half semester were reviewed and coded by the primary researcher in order to discover dominant themes pertaining to teacher leadership (Creswell & Poth, 2017). All journals are stored online in the electronic portfolio system used by the university and are part of the university database.

Interviews. Six educators (three administrators, two lead mentor teachers, and one pre-service educator) volunteered to participate in follow-up interviews conducted via e-mail or in-person meetings with the primary researcher. Interviews were scheduled at the convenience of the participants. Data were collected as notes taken during the interviews by the primary researcher. Participants were invited to participate in member-checking to ensure that the primary researcher's notes accurately reported their perceptions.

Findings

Findings for each research question are presented based on analysis of surveys, anecdotal records, journals, and interviews. As indicated below, certain teacher leadership practices were perceived by participants as engaged in with a higher frequency than others mentioned in the review of literature.

Question one. What are educators' perceptions of their levels of engagement in teacher-leader practices?

Survey. Data analysis of survey results revealed that the highest percentages for all educators were engagement in "reflective practice," "based teaching practices on use of data," and "mentoring activities." Accordingly, they were identified as themes. All 14 survey respondents offered the highest possible rating ("5" on the scale of "1" to "5") for these practices. Also identified as themes, but as less dominant, were those practices which were rated "4" or "5" by at least 90% of the respondents (13 of the 14 participants). This group of themes comprised the following practices: "contributed to the school climate," "collaborated with partners," "engaged in goal setting," "engaged in team-building strategies," and "focused on equity."

Not surprisingly, there were some differences in the subgroup responses. Administrators and in-service educators gave higher ratings for how frequently they “collaborate with partners,” “engage in goal setting,” engage in team building” “engage in conflict resolution,” “focus on equity,” “engage in professional networking,” “engage in parent advocacy,” and “participate in school reform.” In-service and pre-service educators gave higher ratings to the frequency with which they “engage in job-embedded professional development” and “engage in co-teaching strategies.”

Journals. Themes identified through analysis of journals revealed that at least 75% of entries mentioned the following specific teacher leadership practices by mentor lead teachers or paraprofessional mentors as recurring: “planning and goal setting,” “mentoring activities and modeling strategies,” and “feedback.” The following representative comment refers to all three practices:

> [Teacher-Leader Mentor] has been such a great help with my lessons and bulletin board. I ask her opinions about how she thinks the kids will like things or if the kids can handle activities I am planning and she always lets me know what she thinks and I appreciate that. After doing everything I could on my bulletin board I started working on cutting up some pieces of paper for an activity [Mentor] will be doing this week. We also worked on getting my table top activity ready for next week as well. . . . I am feeling more confident in my lessons and I feel that with more practice I can be the best teacher I can be.

Anecdotal Records. Teacher-leadership concepts from anecdotal records of observations of pre-service educators by administrators and lead (in-service) teachers were identified as themes if they occurred in at least 75% of the records. The themes so identified were as follows: “co-teaching activities,” “planning and goal setting,” “and “mentoring.” A representative example contributing to the mentoring theme follows:

> Her mentor is very enthusiastic and very hands on, transforming her classroom environment almost weekly with the most amazing themes. She keeps the kids very interesting and engaged. [This is] a great experience in a difficult class that has many different disabilities, everything from autism to cochlear implants, and other students not identified with unknown suspected disabilities.

Interviews. Concepts that arose in at least 75% of the interviews were as follows: “collaborating with partners,” “goal setting and planning based on reflection,” “co-teaching,” and “modeling, mentoring, and coaching activities.”

Question two. How do educators develop teacher-leadership characteristics and competencies in order to benefit the EC PDS?

The open-ended prompt from the survey, anecdotal records compiled by administrators and lead teachers, and follow-up interviews were used to address research question two.

Survey. The following section highlights seven participants' perceptions about ways they developed and demonstrated competencies in teacher leadership. These participants' responses included the following themes: "planning," "reflecting," and "mentoring."

Planning was recognized by such statements as, "planning together to come up with centers, lessons, activities, trainings, book club ideas, and structure for the students," and "working with other staff to set short term and long term goals with timelines for monitoring progress." *Reflecting* was exemplified by such statements as, "We [the intervention team] take time at the end of the day to reflect on how it went—what worked well, what didn't work so well, what we'll do again and what we'll never do again." *Mentoring* was recognized in statements such as: "Peer mentoring was helpful in deciding which resources we would get and take to the classroom;" "By peer mentoring we shared tasks so we save each other time and money;" and "Reflecting together with my mentors really helped me to see my strengths and where I need to improve."

In their comments on the survey, each administrator and in-service educator included the themes of "team building" and "networking." The following statements highlighted the importance of team building and networking: "going to PTO meetings and fundraisers;" "encouraging pre-service educators to attend school meetings and functions;" and "attending regional and state conferences – even presenting at state and national conferences."

Each administrator and in-service and pre-service teacher referred to the themes of "decision-making based on data." For example, a pre-service educator commented, "I was also able to help differentiate centers and lesson plans by helping students one on one. This did not come easily as I needed to assess each child individually to learn about them but as a leader in the classroom of children, it was a necessity and with the help of my mentor teacher I was able to accomplish this and gain a new leadership skill."

Administrators spoke of "advocacy" and "activism." Representative examples included encouraging educators to actively engage in such activities as "writing blogs," "calling and writing politicians," "fundraising for birth defects and walking in marches," and "being an officer in organizations that support early childhood education issues."

All in-service educators except administrators referred to "co-teaching" and "organizing strategies." A representative statement for co-teaching was "I do co-teaching and dual lessons with interns who come into my classroom. My aide and I also co-teach each day when we work together to plan and carry out activities and model this for students." Representative statements for "organizing" strategies are "helping with family literacy night," "writing IEPs and organizing IEP meetings," and "organizing field-trips and finding volunteers."

Half of the survey participants identified their perceptions of teacher leadership characteristics in EC PDS administrators, using descriptors that aligned with idealized influence, such as: "caring," "understanding," "seeing the big picture," and "fair." Descriptors aligning with individualized consideration were "listening," "respecting," "identifying concerns, needs, talents, and abilities," "conflict resolution," and "mentoring and teaching." All pre-service educators identified the lead teacher as having individualized consideration, saying they were given "frequent feedback." All identified their own comfort in "taking initiative" and "leadership" in aspects of planning and curriculum choices. Participants also identified the lead teacher as offering intellectual stimulation, saying, for example, that the lead teacher "saw potential in

them" and "gave them tasks and responsibilities" to help them develop as a teacher. Two referred to their lead teacher's "creativity" and, as a result, to being encouraged to do creative constructions themselves. They indicated that their "talents were being utilized" and that they were "part of the decision-making team." Some identified the lead teacher as offering inspirational motivation, using descriptors such as "inspirational" and "problem solver." They indicated that the lead teacher "believed in me."

Journals. Journal entries of pre-service educators included key words referring to teacher leadership they were engaged in, such as "communicating," "collaborating," "mentoring," "inspiring," "researching," and "reflecting." Effective verbal and written communication were identified in "documenting assessments," "communicating with therapists, parents, and team members," and "team building" to plan. Frequent comments involved "collaborating" to share resources, "co-teaching," during centers or station teaching, during daily routine, or morning meeting; and "reflective practice" with a mentor about pre-service educators' professional growth, using assessment results to plan for individualized/differentiated instruction, using children's interests to plan activities, and/or reflecting about research and theory to support children's learning.

Anecdotal records. Four administrators recorded anecdotes for nine pre-service educators during classroom visits. Several themes pertaining to teacher-leadership were identified based on these data: "taking initiative," "contributing ideas," "identifying with the profession," and "taking a moral/ethical stance."

Interviews. Participants emphasized some of the same themes during interviews.
An administrator noted a pre-service teacher's initiative-taking:

> This intern leads students through various classroom activities and works on student learning outcomes. She led the students with a couple of caterpillar activities she created herself and took the initiative to learn about the SLO [student learning outcomes] process.

Another administrator wrote about contributing ideas and identifying with the profession:

> In an ECIS classroom, everyone is involved in decision making and becomes accountable for the children's progress. One pre-service teacher said, "Inquiring with my teacher-mentor and professors has helped me gain a growth mindset as I know I will reach each level of performance necessary to help children of all ages learn to the best of their abilities."

An administrator also noted this example of leadership:

> This student exhibited leadership by taking over the classroom when the mentor was absent; of course, a sub was there with the aide, and the therapists were also coming in. The situation is challenging, but she is gaining confidence and is taking a moral stance by doing what she thinks is right. She is gaining her teacher voice.

Question Three: Is the EC PDS partnership mutually beneficial to stakeholders who make up the community?

Data were collected for question three from the interviews. The following statements by two participants are representative of the language contributing to the identification of mutual benefits:

> The elementary school is fortunate to be a partner in the EC PDS. This program has been a win-win for our school. Candidates are learning valuable best practices and seeing the diversity of our children's needs. The preschool teachers benefit from extra eyes, extra pair of hands, and fresh perspectives in their classrooms; the teacher candidates benefit by getting real world, hands on experience with the growing needs of our preschool students who come from all walks of life. The needs of our children are quite diverse as we are seeing more students with behaviors, autism, and/or neglect. Our valuable partnership is an essential teaching tool that helps us to intervene with our littlest learners as we give them the best necessary ingredients for a start in life. This EC PDS partnership has made our preschool one of the best in our region!

Another administrator commented as follows:

> I feel that the partnership is a benefit to our preschool program through the new opportunities, ideas and assistance that the students bring into the classroom. Veteran teachers are given the opportunity to mentor new teachers that often come to work in our program. New teachers often bring new technological experiences into the classroom as well as fresh ideas. New teachers are also learning the day to day running of a classroom from a veteran teacher, which leads to invaluable classroom management skills throughout their career. By working together to develop lesson plans, the veteran teacher and new teacher are able to brainstorm ideas and incorporate more knowledge into activities. This provides interns with even more authentic experiences. Having the extra set of hands in the classroom also provides more instructional time for students.

Discussion

Findings from this study indicate that the EC PDS partnership presented in this report demonstrates qualities that characterize mutually beneficial partnerships through an emphasis on the teacher leadership practices of mentoring, collaboration, reflection, and engagement in team planning and goal-setting. These practices, which draw on and support communication, shared expertise, and recognition of the priorities of all partners, enhance the concept of the PDS as a community of practice (Gutierriz, 2017).

The findings clearly reflected this EC PDS's emphasis on NAPDS essentials two and four (2008, para. 4). In regard to NAPDS essential 2, "A school–university culture committed to the preparation of future educators that embraces their active engagement in the school community," this research found a teacher and paraprofessional educator program that makes consistent use of mentoring and collaboration as primary modes of engagement of pre-service teachers and paraprofessionals in inclusive early childhood classrooms. In regard to NAPDS essential 4, "A shared commitment to innovative and reflective practice by all participants," this case study identified reflective practice as among the three activities rated by survey respondents as being most frequently engaged in. Reflective practice was referenced frequently in pre-service

educators' journal entries as well. However, one element of essential 4 was not supported as clearly. While the study offered some evidence of a commitment to innovative practice, as the model itself may be considered an innovation, such commitment is suggested rather than clearly demonstrated. A focus on innovation may be called for, both in future research on this EC PDS and in its program planning.

Limitations

Because case studies do not seek generalization of findings, the relatively small number of participants is not considered a limitation. The major limitation of the study, as with any solicited-response research, is that participants' responses may be less than candid. The triangulation of data using surveys, interviews, and data analysis from different sources sought to counter this possible effect.

Conclusion and Recommendations

At each level of professional practice, data revealed this EC PDS partnership to be mutually beneficial in that pre-service and in-service educators focused on teacher leadership by engaging in collaboration, reflective practice, and mentoring. Data also indicate that the PDS partnership coordinators, university supervisors, and lead teachers demonstrate transformational leadership by recognizing pre-service educators' talents, involving them in planning and decision making, and encouraging them to use their talents and skills in the interest of children's success in the classroom.

Recommendations for Further Research

The promising outcomes of this study and the paucity of literature on pre-kindergarten educator preparation PDS partnerships indicate the need for further research on similar programs. This study found stronger evidence for mentoring, reflection, and other teacher leadership skills than for the innovative practices identified as part of NAPDS essential 4. Future research on innovation in planning and pedagogy as well as in collaboration might be helpful to this EC PDS as well as others. Moreover, while some of the data collected in this research indicated benefits to children in the EC PDS partnership classrooms, the research design did not attempt to measure such benefits. Because of the importance of early intervention for children with possible sensory or learning impairments, future research on early childhood education PDSs should undertake the influence on other stakeholders than educators, including children with disabilities in EC PDS partnerships and the parents of those children.

Recommendations for Replication of the EC PDS Partnership

This EC PDS partnership offers a model for teacher and paraprofessional preparation to serve a population that schools often have difficulty serving because of a lack of qualified

educators, i.e., preschool and primary children with disabilities. Members of the partnership are connected in a network that has resulted in a "grow your own" solution to a common problem: recruiting and maintaining qualified educators at each level in all three entities of the partnership. The case study reported here and the experiences of the leaders of the elementary school, regional education service center, and university teacher-education program suggest that the model, with its mutual benefits, can be replicated through facilitation of teacher leadership practices in each of the three entities.

This EC PDS partnership formed as a result of members contributing to the Advisory Committees of each entity, a circumstance which fostered recognition by members that formalizing a PDS partnership would more readily result in sustainability. Since its formation, leaders of each entity meet each semester for the explicit purposes of reflecting on activities during the term, planning for mutually beneficial activities among the partnership during the next term, identifying participation during the term, reviewing and updating documentation that is collected by all partners, and benchmarking for the future. Other basic ingredients are trust in the partners; flexibility in sharing roles of expertise; shared decision-making; shared resources; and recognition of the needs of each partner, as pointed out years ago by Lewison and Holliday (1997) and by Bosma et al. (2010) more recently.

References

Allen, D. S., Perl, M., Goodson, L., & Sprouse, T. (2014). Changing traditions: Supervision, co-teaching, and lessons learned in a professional development school partnership. *Educational Considerations, 42*(1), 19-29.

Antonakis, J., Avolio, B. J., & Sivasubramaniam, N. (2003). Context and leadership: An examination of the nine-factor full-range leadership theory using the multifactor leadership questionnaire. *Leadership Quarterly, 14*(3), 261-295.

Association of Supervision and Curriculum Development [ASCD}. (2015). A report on the fall 2014 ASCD Whole Child Symposium. Retrieved from http://www.ascd.org/ASCD/pdf/siteASCD/wholechild/fall2014wcsreport.pdf

Avolio, B. J. (1994). The "natural": Some antecedents to transformational leadership. *International Journal of Public Administration, 17*, 1559-1581.

Bass, B. M., & Avolio, B. J. (1994). *Improving organizational effectiveness through transformational leadership.* Thousand Oaks, CA: Sage.

Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership (*2nd ed.). New York, NY: Routledge.

Bosma, L. M., Sieving, R. E., Ericson, A., Russ, P., Cavender, L., & Bonine, M. (2010). Elements for successful collaboration between K-8 school, community agency, and university partners: The Lead Peace Partnership. Journal of School Health. Retrieved from: http://onlinelibrary.wiley.com/doi/10.1111/j.1746-1561.2010.00534.x/full

Boylan, M. (2016). Deepening system leadership: Teachers leading from below. *Education Management Administration & Leadership, 44*(1), 57-72.

Burns, J. (1978). *Leadership.* New York, NY: Harper and Row.

Clark, P., & Huber, L. (2005). Enhancing early childhood teacher growth and development through Professional Development School partnerships. *Journal of Early Childhood Teacher Education, 26*(2), 179-186.

Couchenour, D., & Chrisman, J. K. (2016). *The SAGE Encyclopedia of contemporary early childhood education.* Thousand Oaks, CA: Sage.

Crawford, P. A., Roberts, S. K., & Hickmann, R. (2010). Nurturing early childhood teachers as leaders: Long-term professional development. *Dimensions of Early Childhood*, *38*(3), 31-38.

Creswell, J. D., & Poth, C. N. (2017). Qualitative inquiry and research design: Choosing among five approaches, 4th ed. Los Angeles, CA: Sage.

Edwards, A. (2007). Relational agency in professional practice: A CHAT analysis. *An International Journal of Human Activity Theory*, *1*, 1-17.

Gutierrez, R. (2017). PDS partnership benefits PK-12 students from many angles. American Association of Colleges of Teacher Education (AACTE) [Video file]. Retrieved from http://edprepmatters.net/2017/02/pds-partnership-benefits-pk-12-students-from-many-angles/

Harrison, C., & Killion, J. (2007). Ten roles for teacher leaders. *Educational Leadership, 65*(1), 74-77.

Hoy, W. K., & Miskel, C. G. (2008). *Educational administration: Theory, research, and practice* (8th ed.). New York, NY: McGraw-Hill.

Kolpin, T., Shoemaker, E., Allen, J., Cary, C., Cosenza, M., Ensey, P., & Trotter, J. (2015). Concept of readiness: Assessing Factors in the development, implementation, and sustainability of a PDS partnership. *School-University Partnerships 8*(1), 1-13.

Krovetz, M. L., & Arriaza, G. (2006). *Collaborative teacher leadership: How teachers can foster equitable schools*. Thousand Oaks, CA: Corwin.

Latham, N., Mertens, S., & Hamann, K. (2015). A comparison of teacher preparation models and implications for teacher attrition: Evidence from a 14-year longitudinal study. *Research Gate.* Retrieved from https://www.researchgate.net/publication/297194334

Lewison, M., & Holliday, S. (1997). *Professionalism and Partnerships, 1*(24), 105-126.

Lieberman, A., & Miller, L. (2004). *Teacher leadership*. San Francisco, CA: Jossey-Bass.

Lunenburg, F. C., & Ornstein, A. (2012). *Educational administration: Concepts and Practices,* 6th ed. Belmont, CA: Wadsworth.

Marshall, C., & Rossman, C. B. (2011). *Designing qualitative research* (5th ed.). Thousand Oaks, CA: Sage.

Maxwell, J. A. (2012). *Qualitative research design: An interactive approach* (3rd ed.). Thousand Oaks, CA: Sage.

Merideth, E. M. (2007). *Leadership strategies for teachers.* Thousand Oaks, CA: Corwin.

National Association of Professional Development School [NAPDS]. (2008). 9 essentials. Retrieved from: https://napds.org/nine-essentials/

Sebastian, J., Allensworth, E., & Huang, H. (2016). The role of teacher leadership in how principals influence classroom instruction and student learning. *American Journal of Education, 123*(1), 69-108.

Seltz, J. (2015). Teacher leadership: The what, why, and how of teachers as leaders. Association for Supervision and Curriculum Development. Retrieved from: http://www.ascd.org/ASCD/pdf/siteASCD/wholechild/fall2014wcsreport.pdf

Sweeney, D. (2003). *Learning along the way: Professional development by and for teachers.* Portland, ME: Stenhouse.

Taylor, L. K., & Clark, P. (2015). Early childhood programs as professional development schools. In D. Polly, Heafner, T., Chapman, M., & M. Spooner (Eds.). *Professional development schools and transformative partnerships* (pp. 147-156). Hershey, PA: Information Science Reference.

Teacher Leader Exploratory Consortium. (2008). Teacher leader model standards. https://tlstandards.weebly.com/

Yin, R. K. (2013). *Case study research: Design and methods* (5th ed.). Thousand Oaks, CA: Sage.

Appendix

EC PDS Partnership Survey

Demographic Information: Check your primary role in the drop-down menu by clicking on the down arrow and selecting the word that most appropriately represents your role.

administrator (coordinator/university supervisor)
lead teacher
paraprofessional

pre-professional preschool intern
child development practicum student

Indicate your level of attending job-embedded professional development

- 5. Always
- 4. Frequently
- 3. Sometimes
- 2. Rarely
- 1. Never

Give an example of the job-embedded professional development you attend (i.e. workshops, lectures, book clubs, professional reading)

Indicate your level of collaborating with partners

- 5. Always
- 4. Frequently
- 3. Sometimes
- 2. Rarely
- 1. Never

Give an example of collaborating with partners (i.e. orientations, planning for instruction, writing curriculum)

Indicate your level of basing teacher practices on the use of data

- 5. Always
- 4. Frequently
- 3. Sometimes
- 2. Rarely
- 1. Never

Give examples of how you base your teaching practices on the use of data.

Indicate your level of focusing on equity.

- 5. Always
- 4. Frequently
- 3. Sometimes
- 2. Rarely
- 1. Never

Give examples of how you base your teaching practices on focusing on equity.

Indicate your level of engaging in goal setting

- 5. Always
- 4. Frequently
- 3. Sometimes
- 2. Rarely
- 1. Never

Give examples of engaging in goal setting.

Indicate your level of engaging in conflict resolution

- 5. Always
- 4. Frequently
- 3. Sometimes
- 2. Rarely
- 1. Never

Give examples of engaging in conflict resolution

Indicate your level of engaging in reflective practice

- 5. Always
- 4. Frequently
- 3. Sometimes
- 2. Rarely
- 1. Never

Give examples of engaging in reflective practice.

Indicate your level of engagement in team building

- 5. Always
- 4. Frequently
- 3. Sometimes
- 4. Rarely
- 1. Never

Give examples of engaging in team building

Indicate your level of engagement in professional networking

- 5. Always
- 4. Frequently
- 3. Sometimes
- 2. Rarely

- 1. Never

Give examples of your engagement in professional networking

Indicate your level of engagement in reading or book group as professional development

- 5. Always
- 4. Frequently
- 3. Sometimes
- 2. Rarely
- 1. Never

Give examples of engagement in reading or book group as professional development

Indicate your level of engagement in participating in school reform activities

- 5. Always
- 4. Frequently
- 3. Sometimes
- 2. Rarely
- 1. Never

Give examples of your level of engagement in participating in school reform activities

Indicate your level of engagement in mentoring

- 5. Always
- 4. Frequently
- 3. Sometimes
- 2. Rarely
- 1. Never

Give examples of your level of engagement in mentoring

Indicate your level of engagement in contributing to school climate

- 5. Always
- 4. Frequently
- 3. Sometimes
- 2. Rarely
- 1. Never

Give examples of engagement in contributing to school climate

Indicate your level of engagement in co-teaching

- 5. Always
- 4. Frequently
- 3. Sometimes
- 2. Rarely
- 1. Never

Give examples of co-teaching

Indicate your level for engaging parents in advocacy

- 5. Always
- 4. Frequently
- 3. Sometimes
- 2. Rarely
- 1. Never

Give examples of engaging parents in advocacy

Indicate your level of engagement in leadership (transformative, shared, servant, moral/ethical)

- 5. Always
- 4. Frequently
- 3. Sometimes
- 2. Rarely
- 1. Never

Please share any other examples of how you demonstrate the characteristics of a teacher leader.

Please indicate if you would be willing to participate in an interview to extend and/or elaborate on your responses by adding your name and contact information HERE.

Susan Congrove *is an adjunct faculty member for Early Childhood Education at Ohio University, in the B.S.Ed. Program, and the Elementary Principal at Zane Trace Local Schools in Chillicothe, OH, USA. She can be reached at scongrove@ztlsd.org.*

Karen Corcoran *is the Middle Childhood Program Coordinator and the Internship Coordinator at Ohio University, Chillicothe, Ohio, USA. She can be reached at corcoran@ohio.edu.*

Nancy Cryder Jones *is an adjunct faculty member serving as University Clinical Educator for Child Development A.A.S. Practicum at Ohio University, Chillicothe, Ohio, USA. She can be reached at jonesn@ohio.edu.*

Kit Kinnamon *is an adjunct faculty member serving as University Clinical Educator for Early Childhood Education B.S.Ed. Pre-Primary Professional Internships at Ohio University, Chillicothe, Ohio, USA. She can be reached at kinnamon@ohio.edu.*

Leslie Smith *is a Preschool Supervisor and PK Partnership Schools Liaison at the Ross-Pike Educational Service District, in Chillicothe, Ohio, USA. She can be reached at leslies@rpesd.org.*

Mary Barbara Trube *is a former Professor and Child Development and Early Childhood Education Programs Coordinator for Ohio University, Chillicothe, Ohio, USA. She is currently a contributing faculty member at Walden University. She may be reached at mbtrube@hotmail.com.*