

1-1-2019

Teacher Preparation Program Coherence in an Emerging PDS: Lessons for All Stakeholders

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Bates, Alisa; Murphy, Stephanie; and Vossenkuhl, Angela, "Teacher Preparation Program Coherence in an Emerging PDS: Lessons for All Stakeholders" (2019). *Education Faculty Research*. 37.

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Teacher Preparation Program Coherence in an Emerging PDS: Lessons for All Stakeholders

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Concordia University - Portland
Association of Teacher Educators, Atlanta - 2019



*3 to PhD aims to create safer,
healthier, and more educated
communities.*

Hashtag: #3toPhD
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3 to PhD: Redefining Education and Community

- Four cornerstones:
 - Health & wellness, teacher development, STEAM, and early childhood experiences
- Comprehensive facility to meet community needs:
 - Kaiser Permanente clinic
 - Trillium Family Services (mental health support)
 - basics food co-op
 - Faubion School & the CU College of Education
- 3 to PhD defines the “third space” (Zeichner, 2010) – “the intersection of practitioner and academic knowledge that resides in a zone not wholly controlled by any one party” (AACTE, 2018, p. 25)



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Who is Faubion School?

- PK-8; embedded ECE
- 81% Free & Reduced Lunch
- 1/3 Hispanic, 1/3 African American, 1/3 Other
- Largest catchment area in PPS



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Undergraduate Licensure Program Conceptual Framework

The BA in Education program prepares reflective educators who are committed to fostering equitable learning experiences for all PK-12 students. Candidates utilize the inquiry-based model to inform instructional and assessment practices in order to meet learners' needs.

An Emerging PDS with Faubion School

Using the nine essentials from National Association of Professional Development Schools (2008), analysis of emerging status based on collaborative, reflective review of each essential. Created crosswalk of shared performance on essentials, looking for areas of growth and potential for continued deepening of the partnership.



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The NAPDS 9 Essentials (2008)

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.



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Which one is the hardest?

Activity:

- Considering the nine essentials, what has been the hardest for your teacher preparation program or school site in building a strong collaborative relationship and practice? Why?
 - What steps/strategies have you taken to remedy that challenge?
 - What steps/strategies have proven effective?



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Example: Analysis of a PDS Essential

Essential:

1. A school-university culture committed to the preparation of future educators that embraces their active engagement in the school community.

How we currently meet:

- Candidates in MAT and undergrad programs complete both formal and informal experiences in Faubion classrooms
- Involvement by CU candidates (mostly undergrads) in other experiences in the school (e.g. STEAM night)

Where we need to go:

- More open invitations to be a part of the Faubion community – does this relate only to those doing field experiences or are some experiences open to all candidates? (e.g. CU candidates come to PTA events, family nights, STEAM night, etc.)
- Same options for COE faculty/staff to attend events at Faubion, neighborhood events, etc.

How do we get there:

- PD for candidates from Faubion – “How to be part of the Faubion community”
- Use the sanctuary principles of 3 to PhD more intentionally
- Student teacher “PLC” with varied participants providing insight into the life of Faubion and community
- Sign up for the Faubion events to get more COE faculty/staff presence
- Undergrad orientation – intentional visits to Faubion classrooms (introductory & relationship building) by COE classes



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Student Stakeholder Perspectives

Insights from students after the first year:

- Confusion over whether 3 to PhD is a building or a collaborative
- Accessibility to teaching and learning: “I agree as far partnership goes, the fact that we can just step out of the classroom and walk across the hall to get our first field experiences here, and some people have [experience] but others who haven't had that chance or opportunity quickly see that...”
- Access to resources not typically found in a school:
 - “I've heard people mention that ... Just walking down the main hallway, parents just talking about that. ‘Oh, I'm able to go get this for this much, even though if I go to the grocery store it's [...] \$5 more or something.’ So it's affordable.”
 - “What impacts 3 to PhD? I feel like maybe just as a Concordia student, it's really nice to have Kaiser on our campus and have a fully functioning doctor's office and not have to go somewhere if you need doctor services.”



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Faculty Stakeholder Perspectives

Insights from College of Education faculty:

- Complexities of living and working in a PK-8 school with 800 students
- COE faculty would like joint professional development on issues that are impacting PK-8 classrooms
- Reinvigoration from being around children each day
- Timeliness/visibility of educational issues as they impact our teacher preparation course curriculum
- Observations of alumni teaching in the building to inform best practices for teacher preparation



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Faubion Community Stakeholder Perspectives

Insights from the Faubion community:

- Equity and the visible presence in the school – who are all of these extra people in the space? How are they part of the community?
 - We are not “doing to” but rather “doing with”...
- Collaboration around space; understanding each other’s needs (e.g. “Can we borrow that space for a Black History Mobile Museum?”)
- From Faubion administration:
 - “Faubion teachers are given the opportunity to continually sharpen their practices and stay innovative as they are surrounded by a teacher education program that is striving to be cutting edge. Working together in the elementary classroom to support students’ math skills, embracing novice educators in learning to teach reading through literacy experiences, Faubion teachers are coaching and mentoring preservice teachers daily. One goal we have going forward is to deepen professional interaction between Faubion faculty and COE faculty by working in collaborative professional learning communities (PLCs) around shared problems of practice.”



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Year Two Next Steps

Initiatives under way:

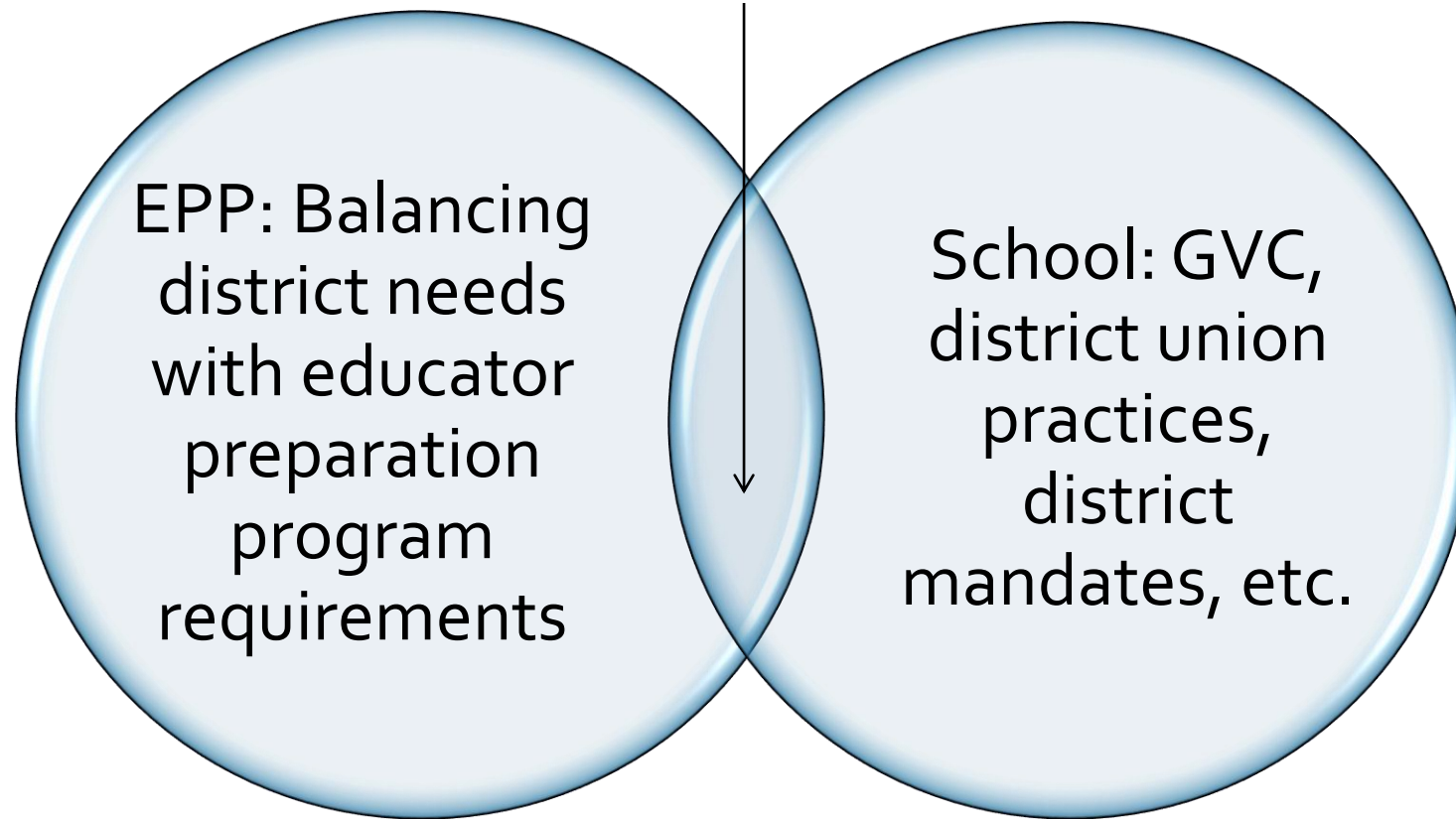
- Academic:
 - Math support
 - Literacy support
 - STEAM initiatives
 - Before School Activity Time (open gym with COE professor/students)
- Community:
 - Cooking classes
 - Food pantry support/weekend backpack program
 - Participation in the parent equity group
 - Gardening group
- Professional Growth:
 - PDS/PLC grant
 - Book clubs



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Building Program Coherence – the 3rd Space of 3toPhD

Community; goals that exist in the shared space



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