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Innovative Teacher Preparation in a Shared Site: The Crucial School-University Partnership

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Innovative Teacher Preparation in a Shared Site: The Crucial School-University Partnership

Alisa Bates, Sheryl Reinisch, Angela Vossenkuhl, Julie Owens, Mark Robertson, & Shawn Daley
Today’s Presentation

• Introductions
• Presentation of Research
  • Overview of 3 to PhD Initiative
  • Framework for Our Research
  • Re-envisioning Undergraduate Preparation Programming

• Breakout Discussions: Relationships, Choice, Mentoring

• Large Group Discussion
3 to PhD®: Redefining Education + Community

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102 Steps

Project Details

- Joint PK-8 Faubion & CU’s College of Education
- Serving approximately 800 students
- $48.8 M - includes PPS Capital Bond $33.3M and Concordia University $15.5M
- Construction began summer 2015 and opens fall 2017
Who is Faubion School?

• PK-8
• 81% Free & Reduced Lunch
• 1/3 Hispanic, 1/3 African American, 1/3 Other
• Largest catchment area in PPS
Faubion School Boundary
The Challenge
Adverse Childhood Experiences (ACE’s)

- 20 indicators related to trauma & stress
- negative experiences impact a child’s ability to learn
- 3 to PhD addresses ACE’s indicators and underlying barriers to learning
Creating opportunities by removing barriers

- Remove barriers to learning
- Address underlying issues (food security, health & wellness)
- Create opportunities for life
Keys to Success – 4 Corners

- Health & Wellness
- Early Childhood (PK)
- STEAM
- Teacher Development

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“Good citizens are the riches of a city”
- W.E.S. Wood

“One of the compelling reasons that people are selecting our school to enroll their child is because of our partnership with Concordia University. Parents know that when they put their child in a classroom not only will you have the teacher, more than likely you’re going to have a student teacher, a practicum teacher, a volunteer, up to four adults in the classroom.”

LaShawn Lee
Former Faubion principal
3 to PhD executive director
Framework for Our Research

Re-envisioning Undergraduate Preparation Programming
Clinical experiences drive university coursework.

- Blue Ribbon Panel on Clinical Preparation and Partnerships for Improvement in Student Learning (NCATE, 2010):
  "This demanding, clinically based approach will create varied and extensive opportunities for candidates to connect what they learn with the challenge of using it while under the expert tutelage of skilled clinical educators“ (p. ii).

- Lavadenz and Hollins (2015):
  "The central challenge facing teacher educators is that of developing learning experiences that are powerful enough to prepare candidates for facilitating excellence in academic performance for students from different cultural and experiential backgrounds“ (p. 2).

- Coherence (Canrinus, Klette, Hammerness, & Bergem, 2016) in teacher education offers a vision of good teaching that is evident across courses and field experiences with a critical alignment of theory and practice.
Program Evaluation Data

Clinical experiences and instructors most highly rated program elements year after year (4.1 average on a 5 point scale)

Identified three trends:
• Desire for coherence and alignment between courses and field experiences – dictated by the developmental readiness of the candidate
• Support for mentoring – for mentor/candidate work, for candidate/supervisor work, for mentor/supervisor work and ongoing professional development
• Making teaching “personal” connects to the hearts and minds of candidates – want to mirror expectations we have for K-12 learning
Program Commitments

• Opportunities for candidate choice embedded in the programming
• Relational nature of our work with candidates and school partners
• Mentoring aspects of our work with teachers throughout the early years of their careers

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.
Candidate Choice

Identifying Elements for Program Coherence & Modeling Best Practice

• Differentiated instruction (Tomlinson, 2014) – key to K-12 learning but not present in teacher education (Ruys, Defruyt, Rots, & Aelterman, 2013)
• Choice in teacher education typically limited to elementary or secondary, math or science, etc.
Candidate Choice

• Mirroring and experiencing best practice for PK-12 students in teacher preparation curriculum
• Candidates choose one of two tracks as an emphasis area for several courses in the program:
  • STEAM or Community-Based Education
• Courses taught through choice lens:
  • Systemic and Political Issues in Education
  • Inquiry and Reflection in Practice 1
  • Inquiry and Reflection in Practice 2
Relational Work

*Making teaching “personal” connects to the hearts and minds of candidates.*
Learning is social and situational (Lave & Wenger, 1991)

- Clarity of purpose and message for working together is critical and must be articulated to stakeholders
- New teacher development is enhanced when our relationships carefully consider the place of the candidate in the learning space between campus and school faculty.
- Relationships flourish when they focus on curriculum and instruction strengths and gaps.
- Relationships fostered on shared desires for community outcomes have a greater chance to succeed.
Relationships

• Relationships with and among candidates
  • Emphasis on teacher relationships experienced and modeled through programs:
    • Children and teachers
    • COE candidates and children, mentor teachers, university faculty and supervisors
• Relationships with schools and districts
  • Cross-community – multiple stakeholders (families, children, teachers, schools, districts, community partners)
Mentoring

Support for mentoring – for mentor/candidate work, for candidate/supervisor work, for mentor/supervisor work and ongoing professional development

- The mentor (classroom) teacher is known to have a powerful influence on the learning and development of the candidate (Ronfelt & Reininger, 2012; Rozelle & Wilson, 2012).
- Further, the nature of the mentoring a candidate receives can later influence the perceptions and actions that they display when in a mentoring role themselves (Hall, Draper, Smith & Bullough, 2008).
Mentoring

Mentoring matters in building cohesive and shared philosophies about quality learning experiences for PK-12 students and teacher candidates.

Mentoring pipeline:
• Clinical experiences
• Early career teaching support
• Leadership in our programs
Evaluation of New Program

- Stakeholder interviews, focus groups, and surveys
- CAEP critical assessments – moving towards consequential
- Shared data with public school partner to benefit both district and university
- Teacher effectiveness and student impact data for up to three years
Small Group Discussions

Select one of three groups to join:

• Candidate Choice
• Relationships in Teacher Education
• Mentoring
Large Group Discussion

• What else do you see as a possibility for us to consider in this framework?
• What untapped potential exists in our model?
• What lessons have you learned from this for your own preparation programs?