

2018

Innovation in Teacher Preparation in a Co-located PK-8 and College of Education

Alisa Bates

Concordia University - Portland, abates@cu-portland.edu

Stephanie Murphy

Concordia University - Portland

Julie Owens-Birch

Concordia University - Portland

Angela Vossenkuhl

Concordia University - Portland

Follow this and additional works at: <https://commons.cu-portland.edu/edufaculty>



Part of the [Teacher Education and Professional Development Commons](#)

CU Commons Citation

Bates, Alisa; Murphy, Stephanie; Owens-Birch, Julie; and Vossenkuhl, Angela, "Innovation in Teacher Preparation in a Co-located PK-8 and College of Education" (2018). *Education Faculty Research*. 17.

<https://commons.cu-portland.edu/edufaculty/17>

This Presentation is brought to you for free and open access by the College of Education at CU Commons. It has been accepted for inclusion in Education Faculty Research by an authorized administrator of CU Commons. For more information, please contact libraryadmin@cu-portland.edu.

Innovation in Teacher Preparation in a Co-Located PK-8 and College of Education

Alisa Bates, Stephanie Murphy, Julie Owens-Birch, & Angela Vossenkuhl
Concordia University

Association of Teacher Educators ~ Annual Conference
Las Vegas, Nevada ~ 2018



#3toPhD / @cu_Portland / @3toPhDpdx / www.3toPhD.org

Today's Roundtable

- Objectives:
 - To describe the PK-8/COE/community collaboration model undergirding our co-located teacher preparation program
 - To share outcomes of our work in redesigning our teacher preparation program to foster community-rich perspectives in teacher candidates



#3toPhD / @cu_Portland / @3toPhDpdx / www.3toPhD.org

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) (The Infrastructure & Developmental Proclamations)



#3toPhD / @cu_Portland / @3toPhDpdx / www.3toPhD.org

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



#3toPhD

/

@cu_Portland

/

www.3toPhD.org

Using the Proclamations

- *A Pivot Toward Clinical Practice, Its Lexicon, and the Renewal of Educator Preparation: A Report of the AACTE Clinical Practice Commission* (AACTE, 2018)
- Ten Proclamations: (see report or summary brief on AACTE website)
 - The Central Proclamation
 - The Pedagogy Proclamation
 - The Skills Proclamation
 - The Partnership Proclamation
 - The Infrastructure Proclamation
 - The Developmental Proclamation
 - The Empowerment Proclamation
 - The Mutual Benefit Proclamation
 - The Common Language Proclamation
 - The Expertise Proclamation



#3toPhD / @cu_Portland / @3toPhDpdx / www.3toPhD.org

Clinical experiences drive university coursework.

- “Clinical practice is a model to prepare high-quality educators with and through a pedagogical skill set that provides articulated benefits for every participant, while being fully embedded in the PK-12 setting” (AACTE, 2018, p. 6). (The Central Proclamation)
- 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. (The Central Proclamation)



#3toPhD / @cu_Portland / @3toPhDpdx / www.3toPhD.org

Program Commitments

- Opportunities for candidate choice embedded in the programming (The Pedagogy Proclamation; The Skills Proclamation)
 - STEAM and Community-Based Education
- Relational nature of our work with candidates and school partners (The Mutual Benefit Proclamation)
- Mentoring aspects of our work with teachers throughout the early years of their careers (The Empowerment Proclamation)

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.



#3toPhD / @cu_Portland / @3toPhDpdx / www.3toPhD.org

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)
- Reflective of The Partnership Proclamation, The Mutual Benefit Proclamation



#3toPhD / @cu_Portland / @3toPhDpdx / www.3toPhD.org

Positive Outcomes

1. Visiting classrooms for onsite, immediate experiences; embedded observation built into coursework
 - Collaborations with classroom teachers (e.g. form)
2. “Moment of Truth” classroom overlooking cafeteria
3. Reflection on the reality of life in a school (drills, etc.)
4. Hallway learning (artwork, writing, flex spaces, transitions)
5. The transformative impact of and on relationships



Challenges/Surprises

1. Reality of a front office life and shared spaces; faculty spread through the building (133,000 sq ft)
2. Defining systems to provide liaison support between Faubion teachers and the COE for teacher preparation program collaboration
3. Determining best ways for COE faculty and staff to support ongoing work of Faubion teachers



Goals

1. Better connections between two faculties – whole scale initiatives but also down to the individual level; professional relationship building
2. More joint professional development (e.g. trauma informed care, book club this spring)
3. “All faculty” meetings several times a year
4. Greater incorporation of community into teacher preparation courses – e.g. social worker and other guest speakers to classes; outreach from courses to community aspects of 3 to PhD



Key References

American Association of Colleges of Teacher Education. (2018). *A pivot towards clinical practice, its lexicon, and the renewal of educator preparation: A report of the AACTE Clinical Practice Commission*. Washington, DC: Author.

Canrinus, E. T., Klette, K., Hammerness, K., & Bergem, O. K. (2016, April). *Diversity in coherence: A comparison of coherence across three teacher education programs*. A paper presented at the annual American Educational Research Association conference, Washington, DC.

Lavadenz, M., & Hollins, E. R. (2015). Urban schools as a context for learning teaching. In E. Hollins (Ed.), *Rethinking field experiences in preservice teacher preparation* (pp. 1-14). New York, NY: Routledge.

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



#3toPhD / @cu_Portland / @3toPhDpdx / www.3toPhD.org