

Expanding Opportunities to Link Research and Clinical Practice

**A Volume in Research in
Professional Development Schools**

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Series Editors

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Research in Professional Development Schools

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Without the professional and visionary input from many academicians and practitioners in our field, this volume and the previous five, would not have been possible. We especially would like to extend our heartfelt gratitude to our main editor, JoAnne Ferrara, who has worked consistently and tirelessly to continue the Professional Development Schools (PDS) book series and done so remarkably well in light of the many changes that have emerged in the educational landscape of teacher education. As co-editors we are grateful for the opportunity to work with one another, and to have a collective space to not only contribute toward improving PDSs but to engage in the changes that challenge us to work even harder. We wish to acknowledge all of our university personnel and our PDS school administrators, teachers, preservice teachers, and their students who participated in these studies. In reading the submissions for this edition, we are both awed and humbled by the endeavors of colleagues across the country responding to the ever-changing context of education and the increasing diversity of our classrooms. We hope that this volume continues to inspire future work to enhance the professional development school.

For more than a decade our publisher George Johnson, encouraged us to showcase PDS work. We are grateful to George for his belief in PDS partnerships and his willingness to support the field.

INTRODUCTION

This volume in the Research in Professional Development School book series considers the role professional development schools (PDSs) play in expanding opportunities for linking research and clinical practice. As in past volumes of this series, PDS practitioners and researchers make a compelling case for the power of micro-level initiatives to change practice. Contributors share ideas to expand PDS work beyond site-specific contexts to include a broader macro-level agenda for clinical practice. Authors hope to inspire large scale PDS reform through replication of successful initiatives featured in this volume. Evoking change is not easy. Nonetheless, series editors and contributors conclude that PDSs generate a critical mass of PK–16 educators willing to form partnerships to address enduring educational dilemmas.

Regardless of whether these dilemmas are problems of practice or the demoralization of teachers, now is the time for PDSs to lead the charge for significant renewal in PK–16 schools and the revitalization of teaching (Holmes Group, 1986; National Commission on Teaching and America’s Future, 1996). Early PDS pioneers posit that PDSs are “places for responsible, enduring innovation in education” (Darling-Hammond, 1994, p. ix). Through high-quality partnerships, PDSs become epicenters for creativity and exploration. As might be expected, conditions in PDSs encourage stakeholders to intentionally create school cultures that use inquiry to promote effective teaching practices and raise student achievement. With this charge in mind, series editors selected contributors

whose promising practices demonstrate the ways in which PDSs fulfill the original intent of its founders.

This volume represents a cross section of PDS stakeholders engaged in research along with innovative projects that uncover the richness of clinical practice. Higher education faculty, school practitioners, and pre-service teachers featured in these chapters explore the ways PDSs deepen clinical practice while enriching teaching and learning. We begin with the discussion by Beebe, Stunkard, and Nath on the National Association for Professional Development School's (NAPDS's) role to support teacher candidates' clinical practice through the cooperative efforts of university and school-based personnel. The authors explain NAPDS' history and advocacy over the years to promote a context for school-university partnerships to thrive and expand. As the premier association guiding the work of collaborative P-12/higher education partnerships, we welcome the insightful perspectives provided.

In keeping with the theme of collaborative efforts to support clinical practice, Zenkov, Parker, Parsons, Pellegrino, and Pytash remind us that current focus on clinical practice in teacher preparation has always been foundational to the structure of PDSs. In this chapter, the authors advocate for the field to move beyond a single model of partnership to include differentiated pathways to clinical practice. In doing so, the field shifts from project-based clinical experiences to engagement in collaborative inquiries to build multiple models for PDSs.

The following two chapters explore the recent policy changes and government regulations impacting the U.K.'s teacher preparation system. The British model employs a myriad of routes to become a teacher, which has changed the landscape of their educator preparation in the last several years. Deacon, Killip, Ferrara, and Nath investigate the way in which England has integrated clinical experiences into its various pathways to teacher training. One model, a teaching alliance, is more closely examined with the purpose of comparative study to the current U.S. model of teacher training designated as PDSs. Ebner discusses the current U.K. shift in education with the publication of a new white paper, *Educational Excellence Everywhere*, whereby initial teacher training seems to be moving away from being taught at the university to becoming more school-based and taught, led, and accredited within U.K. schools. This chapter also presents a case study of one primary school's journey, which may be used to reach across the pond to adapt components of the PDS model to meet their training needs.

Advocating for ways in which PDSs impact policy are central themes in the next four chapters. Chapman, Dahlman, Foord, Finsness, and Anderson

share perspectives regarding K–12 and secondary teacher licensure programs and the implementation and ongoing supports around the edTPA policy as a performance-based assessment for preservice teachers. The authors highlight the need for curricular change processes within teacher preparation programs, including logistical structures and supports developed between university faculty and PDS partners.

Catelli, Calaschibetta, Carlino, Jackson, Petraglia, and Marino illustrate changes in policy to create career ladders for teachers through an innovative program with differentiated roles for PDS educators. Using video-based action research studies, the authors document the positive instructional changes of inservice teachers who are preparing to become *CLIPS-PDS* teacher-leader innovators and action researchers. The chapter strongly advocates for the creation of new career-ladder positions and PDS teacher-leader roles to improve educational outcomes for all stakeholders.

In thinking about rapid changes in student demographics, Reeves, Cartwright Lynskey, and Curry set the stage for culturally responsive teaching through the intentional design of a strong multicultural framework and diverse placements for interns. These authors describe strategies for rich clinical experiences that link culturally responsive practice to lived experiences within a PDS context, making the process transformative for preservice teachers.

The need for system-wide PDS policy to ensure equity is presented by del Prado Hill, McMillen, and Doody to help readers understand the successes and challenges inherent in the work at a large comprehensive public institution. Concerned about providing PDS access to all 67 teacher programs located on campus, the authors rethink all aspects of the consortium from governance to scholarship. The chapter builds upon past successes to respond to changing realities and pinpoints the lessons learned to change policy.

The concluding chapters are categorized by individual projects and studies linking clinical practice to curricula implementation, student achievement, teacher efficacy, and boundary spanning roles. Polly investigates a PDS research project designed to support teachers' implementation of standards-based mathematics curriculum. Serving as a professor-in-residence, the author engaged in co-teaching model to bolster inservice and student teachers' mathematical instruction during a year-long study. Findings shed light on the impact of the PDS partnership and the professor-in-residence model to change teacher practice and improve student gains in mathematics.

Rutter and Barry's study explores the notion of PDSs as an appropriate setting to a pilot program evaluating teacher candidates' performance. Through the creation of a student learning objective (SLO) cycle initiative, teacher candidates, along with their cooperating teachers and university

faculty, developed SLO cycle inquiry projects to improve student learning. The authors provide qualitative comparisons made between teacher candidates' ability to document and measure student progress in PDS and non-PDS student teaching placements.

Increasing teachers' capacity in science literacy knowledge and understanding of science concepts are central to Walker and Downey's research. Using examples from two case studies, the authors provide a rich context for teachers to engage in clinical practices to support problem-based learning opportunities. Results indicated the PDS initiative helped secondary teachers to practice newly acquired skills and/or improve content knowledge.

In her chapter, Rainville unleashes the power of a field-based literacy methods course to provide a generative experience along with boundary spanning opportunities for each participant. In doing so, participants become learners, leaders, and collaborators. This descriptive qualitative case study of collaboration and learning underscores the way in which PDSs enhance teacher learning, candidate learning, and student learning.

A growing number of PDSs are sharing international connections to improve practice. Tunks, González-Carriedo, Anderson, and Felts present the International Teacher-to-Teacher Exchange Program between the University of North Texas, Denton Independent School District, and the Colegio Boston in Guatemala. The authors describe the international extension of the PDS to help Denton teachers address the disparity in mathematics competencies between Latino and non-Latino and further teachers' understanding of the Latino learner by participating in the international program. The two studies presented demonstrate changes in both U.S. and Guatemalan teacher populations across a two-year period.

The concluding chapter illustrates the collaborative spirit of PDS stakeholders to reach out to all partners in a school garden project. Rosenthal, Martin-Conyers, and Albritton share some of the ways teachers, a university faculty member, and teacher candidates integrated garden activities (creating a garden from a vacant lot in the community) with academics. The experience of growing a school garden coupled with integrated science and literacy instruction led to student gains in science content knowledge. Furthermore, the garden became a metaphor for transforming lives.

As we bring this volume to a close, we are thankful for our authors' significant contributions to the field. The collaboration between researchers, practitioners, and teacher candidates has unearthed fertile ground for clinical practices to thrive. The PDS partnerships showcased here are examples of the power of PDSs to change the landscape of teacher education, university instruction, teacher growth, and student achievement.

—*JoAnne, Janice, Irma, and Ron*

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