



PARTNERING TO PREPARE TOMORROW'S TEACHERS

EXAMPLES FROM PRACTICE

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**LEARNING
NETWORK**
TEACHERS FOR A NEW ERA

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PARTNERING TO PREPARE TOMORROW'S TEACHERS

Examples from Practice

Increasingly in recent years, effective teaching has been at the center of highly charged public debate about education reform. Schools have faced heavy scrutiny of their effectiveness in helping students learn.¹ Likewise, traditional university teacher preparation programs have come under fire for failing to prepare their graduates for the realities of the diverse students, schools, and communities they will serve.²

These critiques call for a new approach to teaching that has implications for classroom practice and for how new teachers are taught in their preparation programs. States, in response, are putting increasing emphasis on teacher effectiveness and implementing new teacher evaluation systems.³ High-profile efforts like the Gates Foundation's Measures of Effective Teaching Project are underway to collect evidence for what effective teaching looks like in today's schools.^{4,5}

Real-world clinical experiences for teacher candidates – observations, internships, and student teaching placements that are longer, more intense, and more frequent – will be crucial to educating future teachers for the classrooms and schools they will soon enter.

This issue brief offers a vision for how universities and schools can build strong partnerships that prepare better novice teachers for tomorrow's classrooms while bringing value to P-12 classrooms today.

Collaboration to offer excellent clinical experiences serves as a lynchpin of successful school-university partnerships.

Our vision draws on specific examples of partnerships between schools and university teacher preparation programs, whose successes rest on a shared set of *Seven Elements of Effective Partnering*. These successful partnerships, though operating in very different contexts, share a commitment to working through challenges together to meet the needs of P-12 students and future teachers.

This issue brief was developed in collaboration with members of the Teachers for a New Era (TNE) Learning Network – a consortium of 30 teacher-preparing universities invested in reform – and their school partners. The vision of effective partnering offered here draws on real-world examples of innovations already underway in some of these universities and schools and others across the country.



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The TNE Learning Network was established in 2005 to promote shared learning among teacher preparation institutions. The Network later honed its focus on clinical experiences for teacher candidates and paid closer attention to including P–12 perspectives in its opportunities for shared learning.

In 2011, three TNE Learning Network members—Arizona State University, Indiana State University, and Montclair State University—were selected to host cross-site visits focused on innovations in their clinical practice programs. Visiting teams included university and P–12 representatives. Each site visit featured observations, discussions, and insights on effective clinical practice from teacher candidates, new teachers, cooperating teachers, and school and university faculty members and administrators.

The National Convening on Clinical Practice in November 2011 built on learning from these site visits. Teams from 25 universities, schools, and districts came together to share innovative strategies for clinical practice. Teams offered diverse perspectives on building effective clinical experiences and described how their partnerships are changing schools and universities for the better.

For more information about the TNE Learning Network, visit www.niwl.org or contact Caitlin Rose Dailey at cdailey@fhi360.org.

MUTUAL BENEFITS *of* EFFECTIVE PARTNERING

Partnerships between schools and university teacher preparation programs require hard work and investments by school and university personnel who often are already overtaxed. Nonetheless, the successful partnerships described here demonstrate that the mutual benefits can outweigh the costs of working together.

Partnering can help schools and universities meet the requirements of new standards and program accreditation models.

Teacher preparation and P-12 education are placing stronger emphasis on student learning, with accompanying changes to classroom standards and program accreditation models. These new standards and accreditation models – calling for rigor, relevance, and a laser focus on student learning⁶ – present an opportunity for schools and university teacher preparation programs to work more closely together to meet the new demands on both systems.

For schools, implementation of the Common Core State Standards will require that teachers are prepared to deliver instruction around rigorous content and application of higher order skills.⁷ The Interstate New Teacher Assessment and Support Consortium (InTASC) updated their Model Core Teaching Standards to advocate that all teachers across

grade levels be able to meet the needs of diverse learners by applying their knowledge and skills, using stronger formative and summative assessments, and collaborating more intensively.⁸ Practicing teachers can gain valuable experience in collaborating effectively and grow as professionals by mentoring teacher candidates in clinical experiences that have been carefully co-constructed with university colleagues.

For university teacher preparation programs, new standards from the Council for the Accreditation of Educator Preparation⁹ will raise the bar for accreditation, focusing on outcome data and responsiveness to P-12 needs.¹⁰ Substantive partnerships with local schools will help universities meet these requirements by creating opportunities for ongoing input from P-12 colleagues on refining teacher preparation.

Schools and universities can respond to one another's real time needs.

The federal Department of Education is recognizing the impact of educational reforms originating from local needs and knowledge.¹¹ Schools and university teacher preparation programs in strong partnerships can turn to each other for responses to local, just-in-time needs.

Schools, for example, need continuing learning opportunities that address specific goals or challenges for their teachers. In an economic climate of cuts to state and local education budgets – with professional development and support for new teacher induction often among the first cuts when budgets are reduced – schools are in need of low-cost professional development. Local schools in strong partnerships can tap into university faculty members' expertise for professional development sessions – perhaps in areas like

data-driven decision-making, instructional technology, or differentiated instruction – at low or no cost.

Likewise, universities need effective teachers from partner schools who are willing to accept their teacher candidates in clinical placements and prepared to be strong mentors. Strong cooperating teachers can enhance the effectiveness of teacher candidates, who will ultimately benefit schools as they become more effective novice teachers. Working with local schools also gives university faculty members a better understanding of the environments in which their teacher candidates will go through clinical practice and eventually teach.

New teachers are better prepared for real-world classroom practice.

Partnering with teacher preparation programs gives teachers and school leaders a role in building their future workforce. By becoming more involved in teacher preparation, local schools can share their needs with university partners and help design the programs that will prepare teachers who can address those needs. Schools can thus increase their chances of hiring novice teachers who are prepared for the realities of teaching in their classrooms.

For universities, school involvement in co-designing teacher education coursework and clinical practice programs offers a perspective that is essential in preparing teacher candidates for the real world of classroom practice. New teachers who have been trained in programs shaped by input from school partners will be better prepared to hit the ground running. The proficiency of these graduates will, in turn, reflect well on the teacher education programs that prepared them.

SIX APPROACHES to CO-TEACHING

1. **One Teach, One Observe:** One teacher delivers the lesson while the second observes students or her co-teacher with a specific focus.
2. **One Teach, One Support:** One teacher takes primary responsibility for delivering the lesson while the second circulates to assist students as needed.
3. **Parallel Teaching:** Teachers deliver the same lesson simultaneously to two groups of students.
4. **Station Teaching:** Teachers divide content, with each teacher delivering content to one group of students and later repeating it to another group.
5. **Alternative Teaching:** One teacher takes responsibility for a small group while the other delivers instruction to the larger group.
6. **Team Teaching:** Two teachers share responsibility for delivering instruction at the same time to the same group of students.

Multiple adults in the classroom can collaborate to keep students engaged.

Teachers can capitalize on the opportunity of having multiple adults in the room by having teacher candidates act as co-teachers. Co-teaching is an effective, evidence-based strategy in which two or more professionals

share responsibility for a group of students and work collaboratively to add instructional value to their efforts.¹² Two adults working together in the classroom can keep students actively engaged and meet the individual needs of more students by offering alternative assignments and more teacher attention.

Co-teaching gives current and future teachers the chance to practice for a more collaborative world of teaching. Co-teachers can plan, organize, deliver, and assess instruction together, providing teacher candidates with robust learning experiences in a whole spectrum of teaching activities.

At the same time, rather than handing over their classrooms, cooperating teachers can remain actively involved in instruction. The specific co-teaching strategy used (see left) can vary depending on the nature of the lesson, student needs, and the co-teachers' comfort together.¹³

Working together allows schools and university teacher preparation programs to capitalize on one another's particular strengths for the benefit of both partners. These mutual benefits can include: better preparedness for new standards and accreditation models; rapid response to specific local needs; new teachers with stronger understanding of their responsibilities; and more support in the classroom to meet students' individual needs.

In order to reap these benefits, schools and their university partners should pay careful attention to how they structure and support their partnerships. The *Seven Essential Elements of Effective Partnering* we present here offer guidance on how to maximize the benefits of partnering.



SEVEN ESSENTIAL ELEMENTS of EFFECTIVE PARTNERING

Mutually beneficial partnerships between schools and university teacher preparation programs can and do flourish with hard work and creativity. The TNE Learning Network's vision for strong school-university partnerships rests on *Seven Essential Elements of Effective Partnering*, teased out from the Network's cross-site visits and national convening.

These seven overlapping elements present a picture of a high functioning partnership that is able to address challenges as they arise on the way to meeting each partner's needs.

We highlight these seven elements with real world examples of strong partnerships between schools and university teacher preparation programs throughout the country.

1. Clear commitments and shared financing.
2. A common vision of good teaching and mutual responsibility for preparing good teachers.
3. Dedicated time in schools for university faculty and staff.
4. P-12 influence in university teacher preparation programs.
5. Respect for complementary knowledge from research and practice.
6. Inclusion of teacher candidates as professionals in school communities.
7. Collaboration to improve programs using data.

1 Clear commitments and shared financing.

Teacher preparation programs and partner schools or districts should have contractually bounded agreements that clearly establish the responsibilities of each partner and ensure mutual understanding. Partnerships should be structured so that both parties are responsible for staffing and financing partnership activities, such as supporting and evaluating teacher candidates in clinical placements, training cooperating teachers, and redesigning coursework.

Agreements can and should evolve from year to year to reflect the needs of each partner as they change over time. The partnership should have a schedule in place to review and update its agreements.

WHAT CAN SCHOOLS DO?

Schools can commit to accepting teacher candidates in clinical placements and allocate resources to support the teachers who host teacher candidates in their classrooms. Administrators can work to recruit and support cooperating teachers – those with the content and pedagogical knowledge, mentoring skills, and experience necessary to work with teacher candidates – through incentives such as monetary stipends.

Administrators can commit to offering course and duty release time for cooperating teachers. This time will allow cooperating teachers to support teacher candidates, participate in meetings and trainings with university colleagues, and provide input on teacher preparation curricula.

WHAT CAN UNIVERSITIES DO?

Universities can commit to using their own staff and faculty resources to support teacher candidates in clinical placements, respond rapidly to partner schools' needs, and provide

professional development when requested. Universities can offer their space for meetings between the partners and use their greater budgetary flexibility to provide the small touches like meeting snacks that keep partnerships running smoothly.

Universities can also commit to using their resources to support the teachers and students in partner schools: they can offer graduate courses to teachers in partner schools at a discounted rate; they can provide or contribute to stipends for teachers who host teacher candidates in clinical placements; and they can offer access to university libraries and technology centers to help teachers develop as professionals.

Universities can support students in partner schools by organizing and implementing after-school programs – with university students providing low-cost labor while also learning from the experience themselves – and sharing resources like athletic fields at no cost.

EXAMPLES FROM THE FIELD

- The Center of Pedagogy at Montclair State University (MSU) oversees all aspects of teacher education, including the Network for Educational Renewal. The network has formal written agreements with each of its 30 partner districts. District partners commit to hosting MSU candidates in clinical placements with effective cooperating teachers, while MSU provides school-wide professional development as well as courses and summer workshops for administrators and teachers. District partners can also access university facilities like MSU's state-of-the-art technology lab. Activities are funded through dues paid by member districts and budget support from the university. The network is managed by a full-time staff member paid by MSU. For more information visit: <http://cehs.montclair.edu/academic/cop/>

“Every year we seem like we are going back and changing based on evaluation from the year before. We have been showing that we listen and respect what stakeholders are saying.”

—University
faculty member

- P-12 teachers in some Indiana districts serve as clinical faculty associates at Indiana State University (ISU), working as full-time special faculty in university education departments during a year-long sabbatical. Written agreements specify how the position is funded and lay out a role for the associate that benefits the university and the associate's school district. The district covers the associate's salary, while ISU pays the cost of a replacement in the associate's classroom. Clinical faculty associates play a faculty role at the university but bring the special benefit of a fresh P-12 perspective to university courses. They bring the university perspective to schools by acting as liaisons to professional development schools and as professional development coordinators for teachers. For more information visit: <http://www.isumagazine.com/2011/02/beaver-resets-her-compass/>

2 A common vision of good teaching and mutual responsibility for preparing good teachers.

A clear, concise, and consistently communicated vision of excellent novice teaching should be understood and used by both partners. This vision should highlight the dispositions, knowledge, and skills that beginning teachers will acquire through their preparation; it should also inform program admission, teacher candidate assessment, and professional development for practicing teachers.

WHAT CAN SCHOOLS DO?

Schools must have a voice in shaping the vision of future teachers that will serve their communities. Teachers and administrators know the needs of their schools and their communities, and they have a responsibility to help prepare the best teachers to serve in their schools. Schools can be good partners

PREPARING PROFESSIONALS FOR ARIZONA'S SCHOOLS

In 2010, Mary Lou Fulton Teachers College at Arizona State University (ASU) embarked on a process to remake teacher preparation to focus on clinical practice and strong P-12 partnerships. This new model, known as iTeachAZ, includes 150 hours of classroom internships during the first two semesters of the elementary education program and a full year of student teaching during the last two semesters. Every year, 25 to 30 undergraduate teacher candidates are placed in each of 27 iTeachAZ partner districts throughout Arizona, from metro Phoenix to far flung rural corners of the state. ASU faculty use technology to keep in touch with their candidates across the state.

During the full-year internship, teacher candidates spend four days a week in P-8 classrooms and one day taking pedagogy courses delivered in partner schools. Teacher candidates and cooperating teachers co-teach throughout the year. Teacher candidates are often placed in classrooms in pairs to build their own sense of efficacy and collegiality as well as provide the school with additional instructional support.

Partner districts are also collaborating with ASU to help teacher candidates understand how they would be assessed as practicing teachers in local districts. ASU has aligned the observation rubric used with their teacher candidates with the Teacher Advancement Program (TAP), an evaluation system used in some partner districts to assess teachers. TAP identifies 19 instructional indicators that can be evaluated during classroom observations. ASU's teacher preparation programs use a modified TAP rubric that excerpts eight of these instructional indicators that teacher candidates can be expected to exhibit during this stage of their development.

For more information visit: <http://education.asu.edu/content/iteachaz>



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INDIANA STATE UNIVERSITY

“We share a common philosophy of education.”

—Cooperating teacher

by being open about their needs with their university colleagues to help build a shared vision for teaching.

District and school administrators can conscientiously communicate this vision with their staffs to build buy-in and support. Administrators can select cooperating teachers who demonstrate a commitment to this shared vision of teaching.

Teachers and university faculty should agree on how to assess teacher candidates using common protocols. These protocols should align with districts' teacher assessments to prepare candidates for later professional evaluations of their teaching practices.

WHAT CAN UNIVERSITIES DO?

Universities must maintain open avenues of communication with their school partners. Universities can manage a partnership infrastructure – including regular meetings, training and professional development, and dissemination – that builds in opportunities for P-12 input on their shared vision. Various members of the university community,

including education and arts and sciences faculty, clinical faculty, and teacher candidates, should also have opportunities to shape the shared vision of good teaching.

Universities should build this vision into how they select candidates for admission, how they determine course content, and how teacher candidates are assessed during clinical placements. Admissions standards, course curricula, and assessment instruments for classroom observations all should reflect the dispositions, knowledge, and skills identified in the shared vision of effective teaching. Universities also can provide training for cooperating teachers that is tailored to this shared vision.

EXAMPLES FROM THE FIELD

- When faculty members and administrators at Minnesota State University, Mankato (MSU-Mankato)¹⁴ set out to overhaul how their programs prepared teachers, one of the first steps was a series of focus groups with school partners to ask, “What would make an effective candidate?” School partners' answers helped establish a set of

professional learning teams, each of which meets regularly to look at the hallmarks of effective teacher candidates in specific areas like differentiation, assessment, co-teaching, and mental health. These committees count MSU-Mankato education and content faculty and P-12 teachers as members. Meetings, once two or three times a year, now occur monthly. For more information visit: <http://ed.mnsu.edu/>

- Salem-Keizer School District in Oregon is working with Corban University, Western Oregon University, and Willamette University to transform the clinical preparation of teachers across programs at all three universities. Working from InTASC standards, the collaborative has created and adopted a common candidate evaluation tool that is aligned with the evaluation forms used by teachers and administrators in the school district. This alignment means that teachers, administrators, and teacher candidates use the same language to reinforce shared ideas about excellent teaching in the classroom. For more information visit: <http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/sk-legends-teacher-rubric.pdf>
- In New Jersey, MSU and the 30 districts in the MSU Network for Educational Renewal commit to the Portrait of a Teacher. The Portrait is a set of 12 statements that embody the partnership's vision of an educator; it was written jointly by faculty from the university and its partner schools. The Portrait describes ideal teaching graduates and informs continual program renewal towards that ideal. For more information visit: <http://www.montclair.edu/cehs/academics/centers-and-institutes/cop/about/portrait-teacher/>

3 Dedicated time in schools for university faculty and staff.

Academic and clinical faculty members at universities need to understand the needs of the students and teachers in their partner schools. University faculty members who are familiar with the particular needs of their partner schools are better equipped to support and assess their teacher candidates who may, as graduates, be hired by these schools.

Teachers and administrators who have regular face-to-face contact with their university colleagues have more and better opportunities to build relationships, share their own needs, and understand the university's goals for preparing teachers. Ultimately, teacher candidates who are educated by university personnel with close knowledge of school needs will have better context for understanding their students' backgrounds and intellectual, social, and personal development.¹⁵ Candidates should enter clinical placements with some knowledge of appropriate school and community resources for students who need them.

WHAT CAN SCHOOLS DO?

Schools should engage academic and clinical faculty members from their university partners in overall school improvement efforts. Dedicated university liaisons should be invited to contribute to school improvement plans and to implementing school wide strategies. University liaisons will then be better able to prepare their teacher candidates for clinical placements in particular contexts.

Cooperating teachers and school leaders can collaborate with university partners to build an effective structure for supporting teacher candidates in clinical placements. Teacher candidates should receive coherent support

and feedback from both sides of this structure. Just-in-time feedback from cooperating teachers and reflective sessions facilitated by university faculty on-site in schools should both be a part of this structure.

WHAT CAN UNIVERSITIES DO?

First and foremost, academic and clinical faculty members need to spend substantial time in their partner schools, supporting teacher candidates, conducting research, and contributing to school improvement efforts. Universities can assign responsibility for working with specific schools and districts to individual faculty members and build this work into their job descriptions and tenure reviews.

Under many university promotion and tenure policies, work in local schools is defined as community service and counts less towards tenure than do research and teaching. Academic faculty members at universities need to be rewarded for their work in local schools. If service in local schools will not help faculty members gain tenure or promotion, faculty should be encouraged to conduct their research in local schools and teach courses on site at partner schools.

Universities also need to recruit and retain qualified clinical faculty members – with years of experience in P-12 – whose primary responsibility is to spend time in partner schools to provide practical instruction, supervision, and support to teacher candidates. Clinical faculty members should become members of the school and the university community and act as a bridge between the two.

EXAMPLES FROM THE FIELD

- In metro Denver, 30 urban professional development schools in the University of Colorado Denver's network of professional development schools host teacher candidates in a series of internships. Cohorts of 10 to 12

teacher candidates are placed in each school for their year-long sequence of internships. A site team, composed of a university professor and a school-based coordinator, helps teacher candidates critically reflect on their practice and set goals for further development with intensive coaching and a weekly seminar. The site team also supports embedded professional learning for cooperating teachers and other educators in the building. For more information visit: <http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/Community/ProfessionalDevelopmentSchools>

- ISU values a university-wide commitment to experiential learning and community engagement. With support from the university president and provost, ISU's Bayh College of Education has been able to revamp promotion and tenure review policies to place a much greater emphasis on outreach and engagement with partners. For more information visit: http://coe.indstate.edu/congress/BCOE_RPT.pdf

4 P-12 influence in university teacher preparation programs.

Teacher preparation programs should prepare teacher candidates to meet the needs of schools around them, and perhaps the best way to identify these needs is simply to ask. Schools in strong partnerships with universities should have significant influence on shaping the courses and clinical placements offered in teacher preparation programs.

Strong partnerships can lead to overhauling university curriculum to emphasize the knowledge and skills pinpointed by teachers and administrators in partner schools. Feedback from school partners has prompted some teacher preparation programs to provide longer, more intensive, and more collaborative

“Lots of regular ongoing communication is the key. The cycle cannot be broken. That’s how trust is built, and it can’t happen without trust.”

—Elementary school principal



MIKE PETERS, COURTESY OF MONTCLAIR STATE UNIVERSITY

clinical placements for teacher candidates and sometimes multiple clinical placements over the course of the program.

WHAT CAN SCHOOLS DO?

Teachers and administrators can be active architects in co-constructing clinical experiences and university courses for teacher candidates. They must be vocal about how teacher candidates in their classrooms are working for the school and its students, and how they are not. Teachers and administrators should reflect on the knowledge and skills teacher candidates must have to add value to their classrooms and share their thoughts with university partners to ensure they are getting the help they need.

The school voice is important in building course curricula that will help prepare teacher candidates for clinical experiences. Schools can also help university preparation programs design and implement multiple

clinical placements for teacher candidates that increase in length and level of responsibility from the beginning of teacher preparation through graduation. In return for opportunities to influence university curricula and clinical placement programs, schools should give preference to partner universities in accepting teacher candidates for clinical placements.

WHAT CAN UNIVERSITIES DO?

University faculty members need to balance their scholarly perspectives with knowledge from the field and structure their courses to reflect both sources of knowledge. Faculty members should accept that their curriculum might change from semester to semester to reflect continuing feedback from cooperating teachers about what they need in teacher candidates.

University leadership must be willing to juggle course scheduling and credit loads on campus to allow teacher candidates to be in

SUPPORTING FUTURE ELEMENTARY TEACHERS IN INDIANA SCHOOLS

ISU's Bayh College of Education cultivates strategic and sustainable relationships across campus and the community to provide early and continuous clinical teaching experience for its candidates. The Professional Development Schools Partnership, established in 1992, is a collaborative effort between ISU and 10 area elementary and secondary schools to improve teacher preparation. Conversations between school and university colleagues prompted transformations in how ISU invests in clinical learning experiences for its candidates.

Teacher candidates begin their clinical experiences with service learning in community organizations and after-school tutoring. Classes build in fieldwork that increases in responsibility over time, finishing with intensive immersion in the semester before full-time student teaching. For elementary and special education candidates, this immersion is the Teachers of Tomorrow Advancing Learning (TOTAL) program.

In TOTAL, candidates attend content methods courses every day for the first two weeks of the semester. Then, candidates are placed in partner schools with a master teacher for three days of the week while they attend class at ISU one day a week. In the classroom, TOTAL interns observe and assist supervising teachers before gradually moving into co-teaching through small-group instruction and, finally, assuming responsibility for teaching some lessons on their own.

Cooperating teachers and ISU faculty supervisors provide developmental feedback to TOTAL interns throughout the internship experience. Master teachers go through training at ISU on co-teaching and how to support ISU teacher candidates. In return, cooperating teachers receive a \$200 stipend funded jointly by ISU and the district in addition to opportunities for free professional development sessions at ISU.

For more information visit: <http://coe.indstate.edu/eese/>

"We are staying current at the university. Our secondary school people keep our feet to the fire and get [us] down to the nitty gritty."

—University
faculty member

schools for longer and more intensive clinical experiences. Leaders and faculty members from colleges of education and colleges of arts and sciences at the university should reach across divides to solve logistical problems that might curtail candidates' time in schools.

EXAMPLES FROM THE FIELD

- In late 2010, the University of Minnesota introduced a new curriculum model for its teacher candidates built around core teaching practices with stronger coherence between field experiences and course work. Eight committees – each including representatives from nearby districts like Minneapolis Public Schools, Brooklyn Center Schools, and St. Paul Public Schools – planned new and redesigned

courses that integrate candidates' learning experiences at the university and in schools. For more information visit: <http://blog.lib.umn.edu/cehd/teri/>

- At ASU, reforms affecting P-12 classrooms are also infused in the teacher preparation program. Faculty members have redesigned some content methods courses at the university to align with the Common Core State Standards. University science faculty members help make sure that future secondary teachers are prepared to meet the high bar for robustness and relevance called for in the new standards. For more information visit: <http://education.asu.edu/programs/secondary-education-bae>

- In South Dakota, the University of South Dakota (USD) responded to requests from partners like the Sioux Falls School District by moving from a capstone clinical placement of one semester to one that will last the full school year. Piloted with a cohort of elementary teacher candidates in the 2012-2013 school year, the year-long clinical program will be required of all USD teacher candidates by 2013. For more information visit: <http://www.usd.edu/about-usd/upload/Education-Argus-Article-Dec-22-2011.pdf>

5 Respect for complementary knowledge from research and practice.

P-12 and university faculty, teacher candidates, and students should respect one another's unique sources of knowledge and build new knowledge together. Knowledge from academic research at the university is an important, but not the only, resource for preparing excellent teacher candidates. Cooperating teachers, in this model, are just as much teacher educators as university faculty members are. Understandings gained through classroom practice and experience in the community should be seen as equally valid and valued sources of knowledge for preparing future teachers.¹⁶

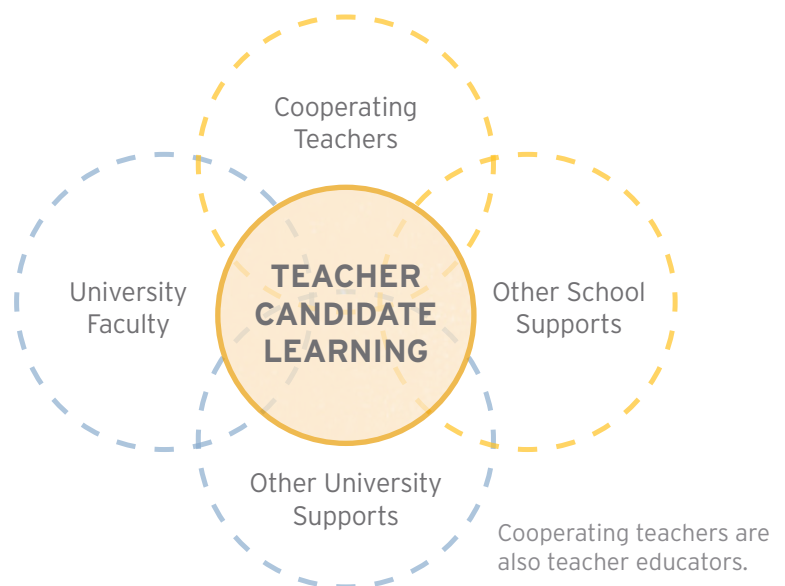
Partners should also put in place activities that help university and school colleagues learn from one another and build new knowledge collaboratively as they educate teacher candidates. Action research can be a venue for incorporating research with knowledge from practice.

WHAT CAN SCHOOLS DO?

Schools can make their space and their expert teachers' time available to university colleagues and teacher candidates. They can host classroom observations and forums for discussing these observations as an educational tool for all involved.

School administrators can offer university courses on-site and allow their teachers to participate as co-instructors and guest speakers. This also provides a valuable professional learning opportunity for teachers to act as mentors and share their experience.

Schools and administrators can support opportunities for their own teachers to engage in action research. They can help teachers and teacher candidates identify fruitful areas for research and implications of their research for classroom practice.



“University faculty are not the owners of knowledge. We have to recognize that cooperating teachers know what they are doing.”

—College of education dean

WHAT CAN UNIVERSITIES DO?

University faculty members can co-design and co-teach methods coursework with practicing teachers that emphasize the value of knowledge learned from practice. Universities can move some education coursework into local schools and community organizations.

Universities can build in action research during courses and clinical placements that encourage their teacher candidates to apply academic knowledge to practice and vice versa. They can support their teacher candidates in considering how to translate data from action research into better instruction.

EXAMPLES FROM THE FIELD

- In and around Seattle, schools are partnering with University of Washington to offer content methods courses on-site in schools. P-12 teachers co-teach these courses with university instructors in their own public school classrooms. Teacher candidates observe classroom teachers using the same instructional techniques in their own classrooms that are being taught in the university course. Candidates rehearse their own teaching in groups and go through rigorous peer review discussion of their practice. For more information visit: <http://education.washington.edu/areas/tep/>
- University of Dayton teacher candidates meet at the Dayton Early College Academy (DECA) for their social studies methods courses, where they work with teachers to prepare lessons and review student work. Teacher candidates get to watch teachers delivering lessons that they helped design, and receive feedback on their work from DECA teachers as well as their university instructors. DECA teachers and University of Dayton teacher candidates also make clinical rounds together, in which non-evaluative classroom observations serve

as the basis for shared learning for both partners. For more information visit: http://www.udayton.edu/education/_resources/documents/dean_office/scholarship/Bowman_Collopy_AchievementGap.pdf

6 Inclusion of teacher candidates as professionals in school communities.

Research shows that teachers are happier when they have ample opportunities to collaborate with colleagues.¹⁷ Universities should prepare their candidates for the more collaborative nature of teaching in tomorrow's schools. Teacher candidates must be prepared to act as professional colleagues in the classroom and in intentional professional learning communities.

Cooperation between a classroom teacher and a teacher candidate on planning, instruction, assessment, and reflection is one ready avenue to practice this sort of collaboration. Co-teaching during clinical placements helps both teachers and teacher candidates build collegiality, flexibility, and responsiveness into their teaching and hone their abilities to vary their role in instruction.

Co-teaching gives teacher candidates support while they learn to translate their knowledge into planning and delivering instruction and managing the classroom. Co-teaching can also help classroom teachers reflect on and refine their own instructional practices through candid conversations focused on student learning with their teaching candidates.

Broader professional learning communities (PLCs) in the school offer further opportunities to collaborate as professionals around shared reflection and problem solving. Teachers and teacher candidates meeting around student work samples or shared study

topics, then acting on what they discuss, can enhance professional collegiality and prepare new teachers for a role as member of a learning community.¹⁸

WHAT CAN SCHOOLS DO?

School administrators can sign on to a co-teaching model and promote its benefits throughout the school community. Teachers can model professional collaboration for candidates by involving them in shared planning, observations, and instruction and providing formative feedback that allows candidates to adjust and improve their practice. Cooperating teachers can strive to improve their own practice through collaboration with teacher candidates and other colleagues in the school.

Schools can also enhance opportunities for professional collaboration by establishing structured PLCs, allowing time for them, and supporting a school-wide culture of shared learning. These PLCs can and should include

teacher candidates, to help integrate them into school communities and instill the value of collaboration around professional learning.

Schools can immerse teacher candidates in the school environment by including them in school activities outside of classroom hours, such as after-school programs, parent-teacher conferences, and school functions.

WHAT CAN UNIVERSITIES DO?

Universities can provide dedicated training on the co-teaching model and specific co-teaching practices for teacher candidates and for cooperating teachers. This training should prepare candidates and cooperating teachers for partnering to plan and deliver academic content in a variety of formats and to observe and reflect with colleagues. Universities can document and share candidates', teachers', and administrators' responses to co-teaching and its impact on classroom practice and student learning.

A GOLD STANDARD FOR TEACHER PREPARATION IN NEWARK

The Newark Montclair Urban Teacher Residency, funded in part by a \$6.3 million grant from the U.S. Department of Education, builds on a strong partnership stretching back decades between Newark Public Schools and MSU. Leadership and day-to-day operation of the full-time residency program engages MSU faculty, mentor teachers, and school administrators. Mentor teachers can enroll for free in a three-credit graduate level course at MSU.

Graduate students enrolled in the residency are rigorously selected through a process that gives university and district votes equal weight in admissions decisions. The collaborative process is designed to honor the district's need not just for great teachers, but for great teachers who are committed to and plan to stay in urban education. Residents commit to three years teaching in the Newark Public Schools after completing the program.

Residents are placed with an experienced and carefully selected mentor teacher for co-teaching during the school day and take MSU courses on-site in schools after-hours. School administrators release some mentor teachers from other duties to focus on collaboration with the MSU resident. University faculty and staff offer additional support and supervision for the residents. The residency curriculum is constantly negotiated based on what residents say they need, what MSU faculty think they need to know, and what mentor teachers think they need to know. Summers are reserved for internships in community organizations.

For more information visit: <http://www.montclair.edu/cehs/academics/cop/nmutr/>

Universities can also help prepare teacher candidates for PLCs by modeling participation during courses. University faculty members can provide protocols for teacher candidates to follow while discussing student work samples or study materials and help candidates rehearse the process of collaborating with professional colleagues.

EXAMPLES FROM THE FIELD

- A new statewide regulation in Kentucky requires that teacher candidates experience co-teaching during student teaching. Schools and universities will begin implementing the regulation together in the 2013-2014 school year, but shared planning and training are already underway. With support from Kentucky's Council on Postsecondary Education, Western Kentucky University faculty and faculty from partner school are training together and developing plans to roll out the co-teaching model throughout their collaborative. Teacher educators across the state will share information about their partnerships for co-teaching on a website hosted by the Kentucky Association of Colleges for Teacher Education. For more information visit: http://kytech.ky.gov/TEK_final_report_draft.pdf and <http://www.lrc.ky.gov/kar/016/005/040.htm>
- At ASU, teacher candidates form PLCs in grade-level teams. Teacher candidates bring in student work, focusing on pupil assessment, and give one another feedback. In courses, university faculty help the teacher candidates prepare for participating in the PLC through lessons focused on evidence and assessment. For more information visit: <http://pp.mspnet.org/index.cfm/19917>
- In the Bloomington Public Schools, teacher candidates from MSU-Mankato are being paired with veteran teachers in the classroom as co-teachers. MSU-Mankato trained co-teaching specialists across its partner districts that are now spreading the

message about this new model that allows teacher candidates to experience planning, instruction, classroom management, and assessments alongside their cooperating teachers. Candidates get on-the-spot feedback from cooperating teachers and students gain opportunities for small group instruction and individualized attention by having another teacher in the room. For more information visit: <http://ed.mnsu.edu/bushpartnership.html>

7 Collaboration to improve programs using data.

Cooperating teachers can help candidates learn how to use different strands of data – like formative and summative assessment and course-taking patterns – to identify their students' current needs. They can work with them to plan lessons and use instructional interventions that respond to pupils' current needs based on their analysis of these data.

Schools and universities must also use data for continuous improvement of their teacher preparation programs. They should use evidence of perceptions about teacher candidates' and graduates' effectiveness or ineffectiveness to revise and refine their programs over time.

WHAT CAN SCHOOLS DO?

Schools can help by selecting their expert teachers to mentor teacher candidates. These cooperating teachers should help teacher candidates explore the how and the why behind the data they examine together. Schools can fold teacher candidates into grade-level teams who examine assessment data. Schools need to provide time and space for teaching pairs and grade-level teams to meet about data.

In addition, school administrators should share their perceptions of teacher candidates' and program graduates' teaching readiness with university teacher education

“Having positive role models around is so helpful. Some people worry about testing but we feel that co-teaching is a beautiful thing. We have found that having an extra adult in the classroom has actually driven improvement.”

—High school principal

programs. This feedback is crucial to ensuring that university teacher preparation programs can adjust as needed.

WHAT CAN UNIVERSITIES DO?

Universities can require their teacher candidates to provide evidence of their impact on student learning as part of their clinical placements. University supervisors can review candidates' impact, and their ability to reflect on their impact, through capstone portfolios, written reflections, and seminars. Universities can collect evidence of their candidates' overall impact to demonstrate that hosting teacher candidates in clinical placements can improve student learning.

Universities can look to their school partners to gather evidence about their graduates. Universities can collect data about strengths and weaknesses in their programs from exit surveys, employer surveys, and alumni surveys. Universities can also research

employment frequencies and retention in the profession to determine the effectiveness of their teacher preparation program.

EXAMPLES FROM THE FIELD

- The third grade team at Benjamin Franklin School in Newark, NJ administers common assessments and meets regularly to review results and devise instructional strategies to address gaps. MSU teacher candidates in clinical placements at the school are seamlessly integrated into the grade-level team and share responsibility with cooperating teachers for implementing the instructional strategies agreed to during data meetings. For more information visit: <http://www.montclair.edu/cehs/academics/cop/nmutr/>
- At DECA in Ohio, teachers work with the school principal to train University of Dayton teacher candidates on the school's use of data to inform teacher



“Some new graduates are more prepared to make data-driven decisions than most experienced teachers in my building.”

—School principal

assessment. As part of their capstone clinical placements, candidates work with teachers and administrators to learn about how the high school uses different data points on student achievement to evaluate teacher performance. These opportunities allow teacher candidates to learn to manage feedback as professionals before they graduate and to better understand how data can be used as one element in assessing teacher effectiveness. For more information visit: http://daytonearlycollege.org/index.php?option=com_content&view=article&id=55&Itemid=66

- In Oregon, teacher candidates at Western Oregon University prepare and submit Teacher Work Samples. Going beyond the requirements of a portfolio, these work samples require that teacher candidates include evidence of their impact on pupil learning. They do this by collecting pre-assessment data to help plan their lesson, then administering a post-assessment after delivering the lesson. Along with their data, candidates include in their work sample a self-reflection that analyzes their data and presents next steps for reaching students who did not master the material. For more information visit: <http://www.wou.edu/education/methodology.php>



HOW YOU CAN USE *this* BRIEF

This issue brief highlights ways that universities and schools can be good partners to one another. The examples offered here should provide inspiration for enhancing existing school-university partnerships and for forging new partnerships.

Universities need schools to provide carefully selected clinical placement opportunities for their teacher candidates. Calls for turning teacher education “upside down” to focus on clinical experiences ask a lot from schools. It is up to teacher preparation programs to convince local schools that they are the right partner to take on the shared responsibilities and reap the mutual benefits of partnering.

This brief offers universities advice on how they can add value to school partners and, in the process, help address criticisms of university teacher preparation. Most importantly, the high-functioning partnerships profiled in this brief point toward a model for preparing university graduates for the real world of teaching.

Schools and districts are facing pressures from tougher standards and accountability measures in an era of declining resources and, for some, high staff turnover. Schools must be able to help their experienced teachers strengthen classroom practice while continuing to bring in good novice teachers.

University partners can serve as local resources in schools' efforts to put a highly effective teacher in every classroom. This brief suggests how high-functioning school-university partnerships can help meet schools' needs for improvement and professional development today while building a pipeline of well-prepared educators for tomorrow.

State and local policymakers can use this brief in considering how to implement policies and regulations that support effective school-university partnerships. Doing so will help build a better-prepared teaching workforce for their communities and states.

Policymakers must be willing to allow schools and universities some flexibility to change deeply embedded structures – changes like allowing or requiring joint funding of partnerships, creating hybrid staff positions that bridge schools and universities, and reviewing teacher certification requirements to encourage long-term, immersive clinical experiences for teacher candidates.

The successful strategies highlighted in this issue brief suggest how universities and schools together can move toward more and better alignment between teacher preparation and the realities of teaching. These strong partnerships, built around and maintained with a foundation of excellent clinical experiences for future teachers, can prepare better teachers for tomorrow while helping schools today.

ENDNOTES

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