

School–University Partnerships

The Journal of the
National Association for
Professional Development Schools

Volume 12, Number 3
Summer 2019

WHAT IT MEANS TO BE A PROFESSIONAL DEVELOPMENT SCHOOL

A statement by the Executive Council and Board of Directors of the National Association for Professional Development Schools, www.napds.org, April 2008

The Nine Required Essentials of a PDS[®] are:

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.

School–University Partnerships: The Journal of the National Association for Professional Development Schools (NAPDS) is published by the NAPDS as a service to members of the Association and others concerned with partnerships between higher education and P-12 schools and their communities. For association information please refer to <http://www.napds.org>.

School–University Partnerships: The Journal of the National Association for Professional Development Schools is nationally disseminated and blind-refereed. Each issue contains articles written by both university and school educators, usually in collaboration with each other, and highlights policy and practice in the school- university partnership. Please refer to the submission guidelines at the back of this issue for advice to aspiring authors.

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Forward to the Summer 2019 SUP Special Issue: Goodlad's Legacy: A Deliberation of Simultaneous Renewal

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A Deliberation of Simultaneous Renewal

John Goodlad was a powerfully influential force in American education over the seven decades of his career. He was a modernist visionary who had a keen sense for what American public education should be. Through his intrepid efforts to *renew* public education, Goodlad inspired change at every level of schooling. His legacy will endure because the ideas and concepts he has put forth of what is ideal and what is possible continue to make sense to teachers, administrators and professors alike. His research and writing have a timeless quality. The nearly forty books he authored and/or edited during his lifetime continue to speak to chronic problems facing teacher education in the twenty-first century.

Goodlad passed away in November 2014 at age 94. Unsurprisingly, he continued to work on his Agenda for Education in a Democracy up until the time of his death. We are pleased to share ideas from his work that illustrate Goodlad's passion for teacher education, his skill for conducting large-scale research and his ability to identify enduring problems in the field with such clarity.

The entire premise for the text, *The Moral Dimensions of Teaching* edited by Goodlad, Soder, and Sirotnik (1990; see the book review by Lynch & Badiali in this special issue) is the exploration of what morality means in schools and society, as well as building the case for the claim that teaching is undeniably a moral activity. The first lines of the preface (p. xi), written by the editors, launch us into their essential and enduring moral questions central to the welfare of public schools in a democratic society:

1. What *should* schools be for, and for whom?
2. Whose interests are served and whose *should* be served in a system of compulsory education?
3. What is the nature of the relationship between the interests of the individual, the family, the community, the state, and society?

The remainder of *The Moral Dimensions of Teaching* (Goodlad et al., 1990) invites us to ponder whether there are "fundamental normative positions derived from moral and ethical arguments that serve to ground appropriate answers to crucial educational questions such as these" (p. xi). As such, these questions of morality are difficult to answer. They rely on answers at individual and institutional levels; the answers bring to the surface the beliefs that hide behind policy and teacher action; they require people to be connected to the institution, to each other, and to society. To the authors and editors of the text, these questions should be taken up as the starting point for public engagement about what is needed for a healthy system of public schooling. We invite our readers to carefully consider their answers to these critical questions.

Honoring our Past, Interpreting our Present, and Envisioning our Future

We pitched this special issue just over a year ago because we felt that teacher education has reached a tipping point. Enrollments in teacher education programs across the country are down sharply. The profession as a career choice has apparently lost its appeal due to oppressive federal and state policies and the low regard in which teachers are held today. The rise of alternative certification has led many to believe that replacing teacher education with new, for-profit programs is easier than reforming it, as well as realizing an untapped market for profit (Zeichner, 2018). The time seemed right to reintroduce Goodlad's legacy by asking teacher educators to write about their experiences with his vision for renewing schools and for giving clearer purposes to their professional lives.

We do this to bring Goodlad's work back to the present in this special issue not as a call to return to the "way things once were," but to position it against the current wave of teacher education reform so that we can take steps together to improve the future of teacher education. In our critique of the present state of affairs and by referencing Goodlad's work of 20-30 decades ago, we are not asking for a return to the past. We are not asking for a time "before" the stronghold of the ideology of neoliberalism. Instead, we are bringing back into focus a body of work that recognized the shift in teacher education and spoke out against some of the central tenants of the neoliberal ideology. If, as teacher educators, we wish to provide the best possible education for our students/prepare teachers etc., we must understand the political and economic reality that affects our schools. We call for future publications to consider the political and economic reality alongside partnership work, as they cannot be disentangled.

The Connection Between John Goodlad's Work and Professional Development Schools

In the late 1980s to early 1990s, John Goodlad led a five-year study into the schools and colleges of education and concluded that teacher education had ultimately fallen short of its purpose to prepare the young for their role in sustaining a democratic society. As a result of this work, Goodlad and his associates, argued that schooling in a democratic society had to recognize the moral dimensions of teaching. Simply put, Goodlad attempted to move national education reform to a vision that encompasses a good and just society and the centrality of education in "renewing" that society. Goodlad and his colleagues argue passionately and persuasively that the role of schools is to bring this education equitably to all. Further they assert that teacher education programs should prepare new teachers for the stewardship of schools and of their profession generally. "This is the vision that provides the moral grounding of the teacher education mission and gives direction to those teachers of teachers responsible for designing coherent programs for the education of educators" (Goodlad, 1994, p. 4).

Goodlad's work went beyond expressing a vision. He and his associates employed a variety of strategies designed to operationalize the moral dimensions. Goodlad (1994) wrote extensively on what he referred to as "centers of pedagogy" for the simultaneous renewal of schooling and education of educators, a truly collective, boundary-spanning endeavor to push back against the bureaucratic reforms mentioned above and provide education for all. In many respects, Goodlad was extending the work of John Dewey who wrote that the entire primary and secondary "educational system was being left unduly to the mercy of accident, caprice and routine experiment" (Goodlad, 1994, p. 3). Goodlad understood well that Dewey wanted to extend the influence of the

laboratory school. Like Dewey, Goodlad was an ardent supporter of learning through dynamic clinical experiences driven by inquiry (or what Dewey thought of as the scientific method). Goodlad saw school and university partnerships as the key to renewing schools. Both Goodlad and Dewey envisioned schools as laboratories of practice. Dewey wrote that “theoretical work (in education) partakes of farce and imposture – it is like professing to give thorough training in a science and then neglecting to provide a laboratory for faculty and students to work in.” (as cited in Goodlad, 1994, p. 3). In an effort to summarize so much of the work accomplished by the Institute for Educational Inquiry (IEI) and to set a so-called glide path for schools forming the National Network for Educational Renewal (NNER), Goodlad published *Educational Renewal: Better Teachers, Better Schools* in 1994.

Democracy, Morals, and Educational for All

Goodlad's work can be interpreted as a fight for equity, justice, access to knowledge, shared power, and democracy. Goodlad (2004) critiques education's “[dedication] to the pursuit of individual affluence” (p. 90) and worship of the “god of Economic Utility” (p. 59). In his discussion of the purpose of schooling, Goodlad, with Mantle-Bromley and Goodlad (2004) profoundly state the following.

We say ‘schooling for some’ because schooling is an enterprise of the formal political structure. Those in power can and do determine how much schooling is available and for whom and even who will learn what under what rules of inclusion and exclusion. Stratification in the regularities put in place often conforms to stratification in the cultural caste system.

Our argument is that the well-being of a *total* culture requires education for all, without exclusivity on the basis of caste: ethnicity, race, sex, heredity, religion, lifestyles and sexual preferences, wealth, assumed intelligence, physical disability, or whatever else humans are able to think up as bases for discrimination. (p. 7)

To reiterate a theme that resounds in the work of Goodlad and his associates, schooling in a democratic society is a moral endeavor. Goodlad (1990, p. 19) presents four moral dimensions upon which teaching and teacher education rests: 1) enculturation of the young, 2) providing access to knowledge for all students, 3) being responsible to the student, and 4) being involved in the renewal of school settings. More deeply, these four moral dimensions are about always working towards social justice. Part of enculturating the young, to Goodlad (1990), is making it a matter of moral justice to include every single child in the educational system and “[remedy] the long period of neglect” (p. 20). Including every single child in the public education system may be a reality today, but appearances are not quite what they seem. Schools are still segregated across cities in the U.S. (Anderson & Frankenberg, 2019). Charter schools prey on vulnerable student populations without the intent of providing adequate education (Anderson, 2016; Black, 2013). Thus, it is more than simply ensuring every child has access to education; it is that the knowledge valued (e.g. funds of knowledge, Luis Moll et al., 1992) and shared must be distributed equitably. In the “generic,” seemingly apolitical curriculum for preservice teachers that Goodlad (1990) observes, conversations about grouping/tracking students, selecting domains and knowledge in the K-12 curriculum, and the allocation of daily and weekly instructional time must include the fact that these casual, misguided decisions can result in unfairly and unequitable distribution of access to knowledge (Goodlad, 1990). For schools to become places that demonstrate care, a moral purpose,

and places of intellectualism and inquiry, they must become “responsive renewing institutions” and “the teachers in them must be purposely engaged in the renewal process” (Goodlad, 1990, p. 25). If this is the vision of schools, the vision of preparing teachers to enter schools such as these must also change.

Recently there has been a much-needed call for more intentional partnership work to occur in urban settings and goal of preparing teachers for social justice education (Abdal-Haqq, 1998; Darling-Hammond, 1994; Glass & Wong, 2003; Zenkov et al., 2013). The majority of this work is in its infancy. Polly, Reinke, and Putman (in this issue) recognize “equity” as a core strand across the Proclamations of the AACTE Clinical Practice Report, the Nine Essentials of Professional Development Schools, and Goodlad’s Twenty Postulates. If equity is a core strand, we must see more work towards equity in the professional development school and school-university partnership literature. And it must go beyond superficial constructions of “cultural responsiveness.” Professional development schools and school-university partnerships started as a political ideology, yet a survey of the literature today leads one to believe that the movement appears apolitical. Yet, this in itself is in fact a political statement. The lack of attention to systemic inequalities in schools and the assumption that a PDS in name only is enough to transform education and provide equality for all participants is faulty, at best. While some fight has remained against the bureaucratic influence in teacher education, not enough has been done to change the school system in a way that Goodlad’s vision of simultaneous renewal once offered.

This Issue

Engaging with John Goodlad’s work has given us, as the editors, plenty to discuss. Goodlad’s work stretches across matters of political democracy; social democracy; morality; teaching as a profession; simultaneous renewal of schools and colleges of education; tripartite partnerships of public schools, colleges of education, and the arts and sciences; centers of pedagogy; and the work and purpose of teacher education. You will find elements of each of these threads across the 10 articles for this special issue. Authors were given the option to submit articles that were conceptual, empirical research, or cases-in-point illustrations that report on Goodlad’s influence on PDS work. For some authors, this was perhaps their first time engaging with Goodlad’s work; for others, it has been decades. One intent of putting together this special issue was to invite those engaged in partnership work to become familiar or re-familiarized with some of the foundational roots of partnerships. We were excited to see the new lenses that the authors in this special issue have taken to Goodlad’s work. For the readers, we hope it is the same.

The articles range in scope. Some are historical accounts framed for today; some span the landscape of teacher education and our political democracy broadly; some focus on specific aspects of a PDS; and others reflect on their own work and stories within the spaces of PDS and Goodlad’s work. We hope that there is something for everyone.

The first pair of articles present historical perspectives of John Goodlad’s work. Bullough paints a detailed biographical account of John Goodlad’s life. Lynch and Badiali review a trilogy of texts *The Moral Dimensions of Teaching, Places Where Teachers are Taught, and Teachers for our Nation’s Schools*. The three texts are the result of the five-year study of teacher education programs across the U.S. and are instrumental in understanding the basis of Goodlad and his associates’ critique of teacher education and the foundations of partnership work.

The next pair of articles situate professional development school work within a larger context. Polly, Reinke, and Putnam synthesize Goodlad's twenty postulates, AACTE's proclamations, and the NAPDS Nine Essentials to find six overlapping themes. They then re-frame two vignettes of partnerships around the six overlapping themes and conclude with recommendations for discussion, elaboration, and research moving forward. Bullough addresses the concern of the "deconsolidation of democracy," arguing that the notion of democracy is waning in popularity. He then contextualizes Goodlad's leadership in the Agenda for Education in a Democracy and his development of the moral dimensions of teaching, and how this body of work is evident in the BYU-Public School Partnership.

The third section of this issue focuses on ways in which the authors have re-imagined or reframed specific aspects of their professional development schools in light of John Goodlad's twenty postulates. Janis, Schmeichel, and McAnulty present findings on how a targeted, clinical experience within a PDS district enabled teacher candidates to recognize conditions for learning but did not enable them to see how the lessons could transfer to their imagined classrooms. Bazemore-Bertrand, Quast, and Green contribute a case-in-point article that focuses on how the three partners collaborated to revamp one cohort across a three-course sequence in the elementary education program courses to be centered on urban field experiences. This is the authors' first step in developing the partnership with urban education and equity at the center. Thiele and Martinie also contribute a case-in-point. They share how they have been able to incorporate a third partner to their partnership, that of the Kansas Department of State. In doing so, they share how this third partner has contributed to new, innovative forms for math professional development across the state.

In the final section are three articles from first-person perspectives that highlight the ways in which their own work has been influenced or reconceptualized in light of Goodlad's work. Carter, Snow, DiGrazia, and Dismuke reflect and analyze the narratives of two hybrid teacher educators (Carter and DiGrazia) new to their positions in a third space as they experience self-doubt, struggle negotiating power, and try to sustain relationships. They present a strong case for teacher development across the lifespan and the accepting the process of becoming. Klock reflects on her time in her PDS and reminds us of the meaning of stewardship and the careful attention we must pay to our collective and individual memories, relationships, and time commitments. Grubb draws personal connections to Goodlad's work through her partnership work in a pre-school classroom.

In closing, Badiali writes an epilogue that encourages us to "remember yesterday." He ends his epilogue by re-printing Goodlad's twenty postulates.

We hope that within these 10 articles there is enough of John Goodlad's lasting legacy to bring back to focus the intent of school-university partnerships: embodying in partnership work democratic citizenship and the moral character of teaching as collective, simultaneous renewal of schools and universities.

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John Goodlad and the Origins of the Idea of Simultaneous Renewal¹

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Abstract: The author describes some of the biographical and cultural origins influencing John Goodlad's concept of simultaneous renewal as a strategy for improving public education and teacher education quite different in its intent compared to other strategies – reforming, restructuring and reculturing. Seeing education improvement as first and foremost a learning problem and opportunity, simultaneous renewal represents a moral ideal grounded in recognition that the quality of human relationships is foundational to program quality and to realizing wider democratic aspirations.

KEYWORDS: John Goodlad, simultaneous renewal, human relations and learning, ecology

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¹ The text of a talk given at the annual McKay School of Education partnership meeting, June 7, 2019.

The phrase, *education reform* seems to flow easily off the lips of any and everyone interested in educational change and improvement. That phrase came to be troubling for John Goodlad who recognized that reform, like *restructuring* and *reculturing*, brings with it a set of influential and potentially troubling hidden assumptions of consequence to what sorts of changes are sought and most valued by policy makers and educators. Reform suggests “external control directing a rearrangement and reshaping of aspects of established practice. In reform, stuff is moved around.” Established ends remain. Grounded in behavioral psychology, restructuring calls attention to the importance of changing environments, especially administrative arrangements, to alter educator behavior. Reculturing “centers on changing expectations, roles, and relationships as essential to improvement.” In contrast to these three change strategies, simultaneous renewal recognizes that change is first and foremost a human problem, a shared learning problem, where “learning is understood as a sociocultural process involving thoughtful problem solving,” which may result in reculturing and involve restructuring (Bullough & Rosenberg, 2018, p. 25). In contrast to reform, restructuring and reculturing, with its focus on learning simultaneous renewal embraces the full complexity and fundamental messiness of the work of education within which human relationships and competence and shared and increasing capacity are of central importance.

To understand the concept of simultaneous renewal and its educational power, the intent of this brief article is to present a small slice of the history and development of the thinking of John Goodlad, the person behind the idea. Origins of ideas matter a great deal. In particular they matter when those origins are located within or without the practice they are intended to influence, a conclusion central to the thinking of John Dewey (1929; see Rosenbaum, 2015). Reform, restructuring and renewal usually bring with them imposed solutions to assumed or imposed problem definitions; in contrast, as central to the conversation about and the work of partnering, simultaneous renewal is an idea that grew out of the soil of practice.

John Goodlad: A Professional Biography

Goodlad was born August 19, 1920. His hoped-for future as a young man was to become an elementary schoolteacher which required a year of normal school. In 1937 requirements changed: a year at a university was expected, something well beyond the family's means. A teacher shortage changed things, however. As Goodlad wrote (2004, p. 89), “Some wise person or group in the policy arena authorized the offering of the first year of higher education in selected, qualified high schools.” Tuition was \$10 per month, a prohibitively high sum but with help from his Uncle Andy, Goodlad enrolled in September in Senior Matriculation along with about two dozen other young high school graduates.

A second year of preparation came at the normal school in Vancouver which included a variety of field experiences. Goodlad wrote of his first school practicum, that he “learned a lot, mostly about what I hoped never to let happen. I felt bad for the children, but what had gone on there would have gone on without me. What I badly needed was a chance to talk things through with someone of experience and insight who shared some of my concerns” (p. 101). Among his concerns was a nagging question: “How much of a child's self-respect are we willing to sacrifice for what amount of a school's progress in academic achievement?” His second assignment was in the Lynn Valley Elementary School where, he said, he realized how “profoundly different the cultures of schools can be” – “a tone of caring and civility... permeated the whole school” (p. 102).

Parents were welcome in the school and were listened to. The classroom within which he taught was “large and cluttered” (p. 103) and filled with “flora and fauna requiring tender loving care,” and his cooperating teacher, Ed Cowan, was knowledgeable, skilled and committed to his learning and development as a teacher. This was, Goodlad concluded, a time of “joy” (p. 102).

At age 19 Goodlad got his first teaching job at Woodward’s Hill school. He described entering the school on the first day. “Inside,” he wrote, “profound stillness and a dampish chill... [There was] a small fire, laid in the bulbous black stove promptly at six, to burn out several hours later – enough to warm the room a little. Then, bodies would take over; no point in depleting the year’s allocation of coal. But much more fire and heat would have been required to temper the melancholy of a bleak schoolroom absent of any other than rodent occupation for ten weeks.” (p. 115). The classroom was sparsely furnished with old spellers and readers, some paper, 35 desks fastened to wooden runners, and the stove. A 20-foot-long chalkboard ran the length of the front wall. Making a seating chart, he placed five 1st graders in the row by the windows, then moving toward the windowless wall two 2nd graders and four 3rd graders in the next row, then came three 4th graders, five 5th graders, five 6th graders and two 7th graders, and eight 8th graders. Goodlad said the chart was useless. The children already knew where they belonged.

Each grade level had a different curriculum that Goodlad was expected to teach. Thinking back on that first day, he wrote: “John Dewey had something to say about the extent to which most teachers are doomed to repeat the ways of their first year of teaching for the rest of their lives. It was just my first day and I was being relentlessly molded” (p. 117). Facing such diversity, Goodlad found himself working late at night planning lessons for each age group. He wrote out a weekly schedule on the blackboard for all grades and all subjects. His record for one day was 56 blackboard assignments – 224 assignments was the peak for a week (p. 124). Once the curriculum was set, the students routinized, he was able to spend time talking with the children and learning about them and their interests. He read to the children from books like *Winnie the Pooh* that connected with all the age groups and he got the children writing to one another as well to him. He reported enjoying the variety provided by the education ministry’s requirement of weekly lessons in art, music, health and physical education. He also sought to identify and respond to “cross-grade” interests (p. 125) in history and geography and over time explored pedagogical alternatives, including the use of radio and of a sand table for studying geography that enabled what later would be understood to be a correlated curriculum. He reported that they “got into mining, lumbering, farming, and fishing, students of all ages brought books, pamphlets, photos, and more. They read and they wrote; the two were intertwined” (p. 129).

Goodlad’s Reflections and the Development of Simultaneous Renewal

Looking back on this time, Goodlad concluded, “Nothing in my entire career has contributed more to my views on the conduct of schooling than my brief apprenticeship in a one-room school.” The seeds of Goodlad’s and Robert Anderson’s 1959 publication, *The Nongraded Elementary School* were planted at this time when Goodlad was only 19 years old. In the introduction to that book, Goodlad, reminiscing about that time, wrote of one of the students, Ernie, who was 13 years old.

“You see, Ernie wasn’t very bright. His I.Q. was estimated to be about 68. He couldn’t read. After all, if a young fellow can’t read . . . well, there just isn’t any point in moving him across the room with the other kids. There are standards, you know. You can’t very

well put a boy who can't read in the third grade or the fifth or the seventh. Why, pretty soon a grade-level would come to mean nothing at all, absolutely nothing! And so, Ernie stayed right where he began – in a seat by the window.” (1959, p. v).

Goodlad continued, “Ernie’s teacher (referring to himself) carried the memory of him like a battle scar, a wound that sometimes flares as red as Ernie’s hair.” In 1946, age 26, Goodlad carried that scar with him to the University of Chicago where he had time to “listen, read, think, and think some more.” (p. vi) The question driving Goodlad’s thinking is one we continue to struggle with today: How do we create school cultures that fully support children’s and educator’s learning?

Reflecting on this question, Goodlad concluded “[i]t seemed to me to be a little odd for the culture of the university to be so dominant in teacher education when the end goal is the education of boys and girls in elementary and secondary schools. My daily work was bringing me into the logistics and problems of joining two quite different cultures in the work of educating teachers” (2004, p. 217). He recognized that he was, in fact, what he came to call a hybrid educator, someone who has one foot in the schools and another in the university. One of his insights about change was that “Changing schools is a little like reducing weight. Weight taken off slowly by changes in diet and regular exercise tends to stay off. Weight taken off quickly by short-term, quick reduction fads tends to come back. If you skip the time-consuming processes of involving the people who have a stake in a school, the first-level changes quickly attained fade, often strengthening the hold of the deep structure that continues to prevail” (p. 223).

Over the years, Goodlad came to realize the “power and necessity of renewal in the healthy continuity of individuals, institutions, and the social, political, and natural order in the well-being of humankind and planet earth. Renewal,” he continued, “requires a sense of moral identity that consciously guides individual and collective transcendence from narcissism through tribalism to much broader intellectual, spiritual, and behavioral compass. Few of us make the journey without hurting someone or damaging something along the way. There is no beckoning goal of excellence or perfection to be attained even as one acquires pieces of parchment attesting to such along the journey. Helping the young to sense this moral identity and to engage in its strengthening through lifelong renewal is what makes teaching a moral endeavor, whether in home, school, or marketplace” (2004, pp. 260-261).

There is an additional source of Goodlad’s developing thought about simultaneous renewal that I think is underappreciated – an influence arising from shifts in the intellectual climate within which he was developing and maturing as an educator. In a remarkable recently published book, *Facing the Abyss: American literature and culture in the 1940s* (2018) George Hutchinson, a professor of English, explores ecology and culture to argue that during the 1940s there arose what he calls an “ecological orientation [that was] new” (p. 333). Such an orientation surely was in the air at Chicago (see Wraga, 2017). Consistent with his reading of Dewey, whose influence on Goodlad was substantial, such an orientation “places emphasis on process rather than end” (Hutchinson, 2018, p. 335). Hutchinson, quoting Lewis Mumford, extends the argument: “every living creature is part of the general web of life: only as life exists in all its processes and realities, from the action of the bacteria upward, can any particular unit of it continue to exist. As our knowledge of the organism has grown, the importance of the environment as a co-operative factor in its development has become clearer; and its bearing upon the development of human societies has become plainer, too” (p. 336).

The bottom line is that rather than think of individuals having relationships, the more accurate characterization is to say that relationships – cultures, systems, institutions, including

families and public school partnerships – have individuals, that we are because we are in relation and we are always in relation (see p. 380). Moreover, it is because of the relationships that have us that we learn and grow and to a significant degree become who we are – lacking them, there is no human *being*.

Goodlad often drew on Wendell Berry, poet, farmer, novelist, and environmental activist, to present his views and like Berry his language was sprinkled with ecological terms, most notably symbiosis. Before detailing the nature of what he called “productive symbiosis” as essential to building partnerships in education, Goodlad stated: “Years of working with school-university partnerships have convinced several colleagues and me that the symbiotic joining of the two cultures, however difficult, is essential to the renewal of both schools and the education of educators, and that the two processes are best undertaken simultaneously” (1994, p. 280). I would make the argument stronger: if these processes are to produce changes that are robust, living, although not necessarily long-lived, and morally defensible, renewal must be simultaneous.

Conclusion

I close with a brief story. A few days ago, I visited the F. Weixler and Company art gallery on E Street near our home in downtown Salt Lake City. Werner Weixler had recently purchased a remarkable and large pointillist painting of the Christ by Gary Smith, a local artist. The painting serves as a metaphor, a means for thinking a little deeper about the challenges and opportunities of simultaneous renewal. Standing close to the painting one sees dabs of paint, points of light of different colors and hues; slowly moving away from the painting a form gradually emerges, a sublime face. Each dab of paint sitting alongside other dabs, other partners, promises fresh meaning – as paintings do – meaning found in relationship. Yet that meaning finds its greatest power by virtue of seeing the full constellation of color; the environment of the whole reveals the meaning. Fewer dabs or dabs of paint less contrasting, a bit too much alike or perhaps too contrasting, too thick or too thin, small or large, and the form, only available at a distance, fails. As it is with partnering – we need to see broadly, beyond ourselves, and be hospitable to the differences we have with our partners even as we seek to locate and extend our similarities, a process that is enriching, surprising, and ultimately enlivening. Even as we cannot predict exactly what shape our partnership will take in the future – partnering, after all, is a process – what we can be certain of is that by investing in the relationship or partnership or, put more accurately, being warmly held by that relationship, we become smarter about the problems that confront us. To become smarter about those problems and how to manage them better we need our partners, desperately, with the result that the range of interesting, fruitful and contextually sensitive responses to them expands exponentially, our energy grows and finds focus, and we learn and grow and simultaneously and almost unexpectedly we are renewed, reborn.

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Goodlad's Five-Year Study Across Three Texts – *The Moral Dimensions of Teaching, Places Where Teachers are Taught, and Teachers for our Nation's Schools*

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Abstract: In this article, we start with a review of a trilogy of books that are foundational for understanding the work of John Goodlad and his arguments for democratic education. Each text is summarized individually. We highlight three emergent themes from the five-year study on teacher education programs, as categorized by Levin (1990): the issues of stability and status; the disconnect of curriculum, program structures, and practitioners; and the diminishing commitments to urban education. Published nearly 30 years ago, it is striking how relevant the issues and arguments are today. The findings reported in these texts remain instructive for anyone involved with teacher preparation, particularly professors, deans and policy makers. We encourage the readers to consider what has changed, what remains the same, and what is to be done next. The path laid out by Goodlad and his associates is simple, but not easy.

KEYWORDS: moral dimensions, simultaneous renewal, teacher education, Goodlad, equity

NAPDS NINE ESSENTIALS ADDRESSED:

4. 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;
5. A school–university culture committed to the preparation of future educators that embraces their active engagement in the school community;
5. A shared commitment to innovative and reflective practice by all participants;
10. An articulation agreement developed by the respective participants delineating the roles and responsibilities of all involved;
11. A structure that allows all participants a forum for ongoing governance, reflection, and collaboration;
12. Work by college/university faculty and P–12 faculty in formal roles across institutional settings; and
13. Dedicated and shared resources and formal rewards and recognition structure

A Brief Introduction to the Goodlad Trilogy

This review offers a look back at a book trilogy that focuses on teachers, their preparation and their place in school renewal. *The Moral Dimensions of Teaching, Places Where Teachers are Taught, and Teachers for our Nations' Schools* (henceforth referred to as “the trilogy”) may be the most comprehensive and insightful texts published regarding teachers and their education. This trilogy also addresses the enormously important issues of how public schools fulfill their mission.

The trilogy resulted from a comprehensive multi-year study of teacher education programs. Each text in the trilogy represents a different aspect of the study. *Moral Dimensions...* is an edited volume that provides the overall theoretical framework and way of thinking about teaching and teacher education. It argues for the teaching profession to commit to a mission for the education of educators. Based on their study and beliefs about the purposes of schooling, the mission should be a moral, collective one. *Places...* highlights the various contexts for the study both historically and in their current states. It thematically reports on the evolution of teacher education programs across 29, deliberately selected contexts. And finally, *Teachers...* is the integrative text that provides recommendations for moving forward based on the chronic dilemmas found in *Places...*

While it is difficult to gauge the full impact that the trilogy has had since 1990, it is *not* difficult to determine how contemporary they remain to the issues facing the country in 2019. Nearly 30 years later, the themes and propositions set forth in the trilogy are evident in schools, policy circles, colleges, universities and into the very classrooms where much of the underlying research was produced. The findings reported in these texts remain instructive for anyone involved with teacher preparation, especially professors, deans and policy makers who continue to struggle to find solutions to the problems facing education today. Thoughtful reconstruction of teacher education programs may well lie at the heart of any effort to renew public schools.

Our Purpose in Revisiting this Trilogy

Our purposes in writing this review are several. It is essential that teacher educators are aware of this seemingly neglected history in the field of teacher education. The questions raised in these texts remain vital in the quest to improve teaching and teacher education in the 21st century. It is always difficult to interpret a text, particularly when you are trying to bring in a text that is nearly three decades old into the current era. Of course, the material, social conditions have changed in the past several decades, but we find that the texts stand the test of time.

The school and university partnerships that Goodlad and his associates wrote about were established with the goal of transforming (or renewing) education, not perpetuating the present inequalities or operating within the current system of teacher education and schooling. To this, Goodlad (1990c) writes “[i]t means changing our schools in profound ways; the schools of tomorrow must be highly deviant from the schools of today. The required change will not occur if we continue to prepare teachers for school circumstances now prevailing” (p. 27).

As you will read in our review, the themes, arguments, and goals described in the trilogy remain quite contemporary in articulating the issues facing education today. To illustrate, Fenstermacher (1990) lamented that the rhetoric around schooling is primarily about “the status and prestige of teachers in society, about the testing of teachers and learners, about model for career advancement, about measuring competence and effectiveness, and about restructuring schools in ways that ‘optimize’ performance and results” (p. 131). This does not speak to the moral,

collective endeavor of participation in schooling as a way to create an educated, democratic citizenry in which all are treated equally, equitably, and with justice.

In opposition to the rhetoric Fenstermacher (1990) critiques and reveals, Goodlad, Mantle-Bromley, and Goodlad (2004) describe morals and democracy in the following manner:

The best we have come up with to embrace such moral concepts as compassion, civility, civicness, equality, fairness, freedom, and justice is *democracy*. But its usefulness in this regard is acquired only if our understanding of the word extends beyond formal governance to include *all* human associations. (p. 151)

We believe that by coupling democracy to the moral concepts provided above, we have a way to counter the rising inequalities and injustices in schooling. This also means we must come to understand what equality, fairness, freedom, and justice means. Apple (2004) offers a “thick” and “thin” conceptualization of morality that is quite fitting: thick morality is “where principles of the common good are the ethical basis for adjudicating policies and practices, while thin morality is defined as “individual and property rights that enable citizens to address problems of interdependence via exchange and by generating both hierarchy and division based on competitive individualism” (p. 29-30). The message Goodlad presents is one in line with Apple’s notion of thick morality. In order to combat the neoliberal agenda in schools and teacher education, we must uncover the ideologies that have led to the neoliberal educational reforms we see today (Apple, 2004; Zeichner, 2018) and recognize that the common good outweighs individual interests.

What follows is a brief review of the main themes of each of the trilogy texts. After the three reviews, we discuss what were considered emergent findings of the time, but are now teacher education’s enduring problems. The three emergent findings, as identified by Levin (1990) are the issues of stability and status; the disconnect of curriculum, program structures, and practitioners; and the diminishing commitments to urban education. We conclude with what we believe Goodlad’s message is across the three texts: the movement towards a collective. The common thread of partnerships, societal influences, community, and care for others is undoubtedly the collective mindset.

Book Review 1 of 3

Goodlad, J. I., Soder, R., & Sirotnik, K. A. (Eds.). (1990a). *The moral dimensions of teaching*. San Francisco: Jossey-Bass Publishers.

The editors of *The Moral Dimensions of Teaching* have compiled ten essays as stand-alone chapters that address, quite exhaustively, what it means to be a teaching professional and part of a profession, how a hierarchical, top-down orientation to the profession is problematic for teacher autonomy, and what a moral agenda for schools and society is. Sirotnik (p. 298-305), in the final chapter, synthesizes the chapters as five moral commitments: 1) “to rational thought – to nurturing and exercising the capability of human inquiry,” 2) to knowledge gained through “active and intellectual engagement with information in the context of being human,” 3) to competence and developing teacher expertise, 4) to an ethic of caring for one another as human beings, and 5) to freedom, well-being, and social justice. By making these five moral commitments, we have brought back into the K-12 classroom “what it means to be human, what it means to be with other humans, and what rights and responsibilities would seem to follow” (Sirotnik, 1990a, p. 296). This is the definition Sirotnik puts forth just pages later for the “moral” in the moral dimensions. It is

about decision-making and value judgements in our relationships with other human beings. In Chapter 4, Fenstermacher (1990) explains this decision-making as follows:

What makes teaching a moral endeavor is that it is, quite centrally, human action undertaken in regard to other human beings. Thus, matters of what is fair, right, just, and virtuous are always present. When a teacher asks a student to share something with another student, decides between combatants in a schoolyard dispute, sets procedures for who will go first, second, third, and so on, or discusses the welfare of a student with another teacher, moral considerations are present. The teacher's conduct, at all times and in all ways, is a moral matter. For that reason alone, teaching is a profoundly moral activity. (p. 133)

Goodlad (1990a, p. 17) argues that because of the weight of such decision-making teaching as a profession "must be guided by a set of moral and ethical norms internalized by teachers." The difficulty in doing so might be obvious. Teachers will have their own set of moral and ethical norms and they may differ, sometimes drastically, from institutional norms in place. In those cases, teachers have the moral imperative to "do the right thing." Several chapter authors in the text address this issue and conclude that one's individual freedoms and moral decisions should not cause harm to others; if they cause harm to others, then they are not the moral decisions an ethical society should be making.

Goodlad (1990a, p. 19) reminds us that teachers have four moral imperatives that must always be met: enculturating the young into a democratic way of life, providing access to a rich curriculum for all students, being responsible to the students' well-being, and being involved in the renewal of school settings. These moral imperatives reinforce Goodlad's argument that the primary responsibility of a teacher is both technical and moral, but it is ultimately to the students being taught. The technical aspects of teaching cannot be disentangled from the moral. For "virtually all of teaching in schools involves values and is guided by normative principles" (p. 18-19). It is these normative principles and values that must be constantly scrutinized; they must always account for societal and institutional developments that exclude others. In other words, teaching as a moral activity means always working towards social justice, a moral imperative that is often forgotten in reference to Goodlad's work.

Taken together, the authors of each chapter remind us that any rhetoric regarding educational reform that centers almost exclusively on the instrumental role of schools or the technical competence of teachers is at best shortsighted and at worst off the mark. The authors make a case for teacher professionalism based on a moral imperative, which if ignored, reduces teaching to an occupation recognized only for its technical competence. They exercise an ethic of care. They have a sense that they are working on behalf of the society. Reducing teaching to techniques and routines is not possible since as explained by Fenstermacher (1990) above, every technique and routine implemented in the classroom is a moral one. Although the editors and authors do not make this clear, the technical competence they speak of is not possible; all knowledge transmission is power-laden. Thus, the text concludes with Sirotnik's (1990a) claim that teacher education is more about building critical inquiry in relation to moral character than it is about building a knowledge base, skills, and expertise for teaching. Though both are absolute necessities, the former informs the latter.

Book Review 2 of 3

Goodlad, J. I., Soder, R., & Sirotnik, K. A. (Eds.). (1990b). *Places where teachers are taught*. San Francisco: Jossey-Bass.

Editors Goodlad, Soder, and Sirotnik comprehensively compile into nine chapters the historical issues that made educational reform seem so necessary and describe the conditions and circumstances of teacher education leading up to and present in the late 1980s in their edited volume *Places Where Teachers are Taught*.

This text is noticeably different from the other two in the trilogy. It is an incredibly important historical document, and it is unabashedly ambitious in both methodology (i.e., its scope) and analysis (i.e., its condemnation of some of the themes present in teacher education programs).

The text thematically organizes 29 case histories of geographically and institutionally diverse education programs in which the authors reveal the origins of the attitudes and practices that shaped teacher education in our country.

To collect a representative sample of teacher education programs across the U.S., twenty-nine colleges and universities were studied: 16 public and 13 private institutions. Rather than presenting 29 individual mini case histories, the editors settled on four chapters that highlighted the similarities and differences across institutions of a similar type: small liberal arts colleges (Chapter 3), normal schools (Chapter 4), private universities (Chapter 5), and major universities (Chapter 6). Each chapter is organized differently, but all ultimately address in some form the following: founding missions, levels of certification offered, contextual information, changes over time, ideologies driving the program, impact of critical historical events, external and internal forces, and tensions among faculty and state policies. In addition, two themes were so pervasive and significant that they were each awarded their own chapter with an in-depth perspective from individual states: the influence of bureaucracy and markets in Pennsylvania (Chapter 7) and centralization, competition, and racism in Georgia (Chapter 8).

Goodlad (1990b) made a point to describe the subtlest of similarities and differences in each program. "The more things appear the same," he writes, "the more deeply one must look to find the differences invariably present." (1990b, p. 16). He arrives at seven emerging themes to describe the state of the teacher education field: 1) instability because of a lack of a shared mission, the "increased mobility for purposes of enhancing personal opportunity, enormously expanded career choices" and a "revolving-door syndrome of administrators, 2) the search for institutional identity in face of the "lowly status" of schools, colleges, and departments of education (SCDEs); 3) a shift in orientation from teaching to individual research goals, grants, and publications; 4) fragmentation of preservice teacher cohorts; 5) discontinuities in curriculum; 6) the knowledge-practice tension marked by "best case scenario and theoretical focus in the universities and district mandated realities in the classroom during student teaching, and 7) the "urban problem," which Goodlad refers to as a "dangerous cancer" (p. 35) and states that the "road of bigotry and prejudice is long and much traveled" (p. 35). Consider how contemporary this statement is given the events of the times in which we live.

However, Levin, in Chapter 2, mitigates some of Goodlad's themes, finding more variability, ambiguity, and counter-evidence to caution the reader from taking Goodlad's emergent themes as iron-clad. He collapses and regroups Goodlad's emerging themes: 1) issues of stability

and status in departments/colleges of education, 2) the curriculum, program structures, and practitioners, and 3) diminishing commitments to urban education. What is remarkable about the findings in this study is how contemporary they remain nearly 30 years later, an issue we will address in the section that follows the third book review.

Book Review 3 of 3

Goodlad, J. I. (1990c). *Teachers for our nation's schools*. San Francisco: Jossey-Bass.

John Goodlad takes sole authorship for *Teacher for our Nations' Schools*, the final installment of the trilogy. It is in this text that he writes about the inherent connection between good schools and good teachers and that renewal of teacher education cannot be unbound from K-12 schooling. Using the five-year study of teacher education programs, as well as his own and the Center for Educational Renewal's insights and wisdom into teacher education, Goodlad peels back the "layers of complexity" (p. xiii) that have created the current conditions of teacher education and what work needs to be done.

Goodlad divides a portion of his findings, analyses, and expectations from the five-year study into a comprehensive study of the education of teachers into nine chapters. The first chapters, "A Nation Awakening," is an introduction to the five-year study following Goodlad's and his associates' dissatisfaction with current reform movements and policy initiatives meant to "fix" education. The failure of these reform movements and policy initiatives to Goodlad is that they focused primarily on "the individual as the unit of analysis" (p. 27). The findings that Goodlad reveals in *Teachers for our Nation's Schools*, address the needs for simultaneous renewal at all levels with all stakeholders in education.

Chapter Two, "Reasonable Expectations," is a monumental piece of history for Goodlad and the Center for Educational Renewal; it is also where we find the first draft of his nineteen postulates. Chapter Three, "Legacies," details the failing legacies of institutions to strategically and effectively initiate school reform. Blame is placed primarily on the unexamined histories of SCDEs and their disjointed, detached attempts at reform that often do not coincide with reform movements in schooling.

Chapters Four-Seven divide some of the findings from data related to policy, faculty, university students, and programs. These chapters demonstrate the fundamental need for simultaneous renewal based on what Goodlad found: teacher educators are increasingly devalued in institutions of higher education. University reward systems expect their research to mirror arts and science which often results in it being increasingly removed from schools. The role of intellectualism is a key theme as it relates to the students in teacher education programs.

Chapter Eight, "An Agenda for Change", returns to the postulates in Chapter 2 and ties them to the findings presented in Chapters 4-7 to lay out a path forward. It is possibly the most important chapter of the text. As the penultimate chapter, Goodlad uses the postulates to examine what is missing from SCDEs and his proposal of solutions needed to move forward "beyond piecemeal programmatic changes" (p. 271). In essence, to Goodlad, SCDEs must elevate their status on university campuses as institutions of rigorous learning with centers of pedagogy that attract and instruct intellectually-curious, bright students that are ready to tackle moral issues in the classroom; in addition, they should raise the expectations of faculty to model sound pedagogy, maintain relationships with graduates, and strengthen the bond between knowledge formed in schools and the university.

Chapter Nine, “Renewal at Northern State University: A Fable” presents Goodlad’s utopian prototype for what a ten-year renewal period could conceivably look like. Drawing on characters, settings, and plot points familiar to Goodlad, it exemplifies his belief in the nineteen postulates, a complete renewal, and that “excellence cannot be parachuted into teacher education; it must be built from within” (p. 376).

What echoes throughout the pages of *Teachers for our Nation's Schools* is that teacher education makes a difference but that it should be making a more positive difference. One that raises the status of teacher education on campuses and in the community; places higher value on the necessary link between research and practice; raises the professional and intellectual expectations of students in teacher education programs; and has a consistent vision of the moral purpose of education at all levels of teacher education. Goodlad makes it abundantly clear that the vision is to be shared, but the processes of fulfilling this vision are not to be prescribed by Goodlad and his associates. They “provide direction without confining the options” (p. 303). It is up to teacher education programs to take ownership of renewal based on their specific context and needs.

Emerging Themes Then, Enduring Problems Today

In this section, we use the thematic grouping Levin (1990) put forth as findings from the study presented in *Places Where Teachers are Taught* to review the most salient aspects of the text. The three themes represent emerging findings of the problems in teacher education programs: the issue of stability and status; the disconnected or disjointed nature of curriculum, program structures, and practitioners; and the diminishing commitments to urban education. We discuss each theme in reference to what was found in the 1990s and then situate each them in contemporary terms.

Issues of Stability and Status

Because of the increased institutional efforts to compete against other institutions and elevate the status of teacher education programs, many teacher education programs were expanding. The consequence of these efforts was that some programs, became even less stable resulting in a loss of status.

The text contends that leadership and status in teacher education programs at the time had eroded and offers three primary reasons: the mission of preparing teachers had been overlooked in favor of research agendas and increased competition; administrative positions had much higher turnover rates, causing diminishing relationships with presidents and provosts and internal inconsistencies; and state governments created policies that were at odds with how best to prepare and certify future teachers.

It appears that the research team identified the rise of neoliberalism in academia (Zimmerman, 2018), though they did not label it as such. They recognized that faculty members were engaging in individual pursuits cut off from one another and not engaged in conversation about program renewal or coherence. Faculty were prioritizing research, grant writing, and spending less and less time in the schools and in the classrooms. The culture of individualism was reinforced in institutional reward structures that emphasized publications and other “scholarly work”. Chapter 7 is devoted entirely to capitalism in education, the influence of bureaucracy and

markets, and the emergence of a neoliberal agenda in universities and colleges, including teacher education programs.

The issue of instability and declining status is not an argument for returning to the “good old days.” In fact, Goodlad and Levin, in their respective chapters, directly state that the good old days never existed. It is an argument put forth by Goodlad and Levin that when teacher education programs face instability in their historical evolution, the change must be carefully planned and crafted. Though a detailed alternative is not offered in this text, it is clear that the rejection of individual, self-interested pursuits in teacher education programs is of the utmost importance.

Disconnected Curriculum, Program Structures, and Practitioners

The authors indicate most sites had professional education curricula that lacked focus. Course proliferation led the research team to conclude that programs were more like collections of courses, various field experiences and student teaching all separated from one another with little or no communication among the key actors. The separation was most evident between on-campus faculty and faculty who supervised field experiences.

Further recognizing the discontinuous and fragmented program structures and curricula, findings indicated that few programs contained foundational courses designed to address how public school functions in relation to the larger society. Programs were not consistently educating students about their professional roles and responsibilities (as outlined in *The Moral Dimensions of Teaching*). Most importantly, they argue that teacher education programs were not acting responsibly if they were “not educating critically thinking, equity-oriented, socially conscious teachers” (Levin, 1990b, p. 51).

Another finding asserted that there was no consistent interplay between new knowledge and classroom practices. If educational research, so prized and rewarded in colleges of education, is to have any impact on practice whatsoever, there must be pathways by which new knowledge can find its way into the classroom. To the authors, given the disconnect among faculty, the curricular incoherence and the lack of effective communication between professor/researchers and classroom practitioners, getting new knowledge to bear on what students were learning seems highly unlikely.

While it might be reasonable to expect programs to be oriented toward a common conception of what education and teaching ideally are and what schools are for, there was scant evidence to be found. Furthermore, there was little evidence that such conceptions were shared or consistently examined by faculty, not just tenure track faculty, but everyone, including cooperating teachers who work with students in the field. In all 29 sites, researchers found little evidence that these basic expectations were being met.

Diminishing Commitments to Urban Education

Disappointing, yet sadly unsurprising is the emerging theme of teacher education programs not addressing the needs of minoritized students, teachers, and communities. There are several dimensions covered in this theme: teacher educators only placing student teachers in “safe” suburban (read: “White”) schools; a significant lack of non-white teachers in teacher education programs; a significant lack of recruitment and failure of recruitment of minoritized students majoring in education, and finally, blatant racism, which one could argue sums up the other three

dimensions listed. The research team found that Black student teachers for example were often unwelcome in White districts and White student teachers avoided predominately Black and Hispanic districts.

Goodlad reports that the Black professors they interviewed confirmed that racism ran deep. He summarizes the issue succinctly – “It is all right in the eyes of white citizens for white teachers to teach black students, but it is not all right for black teachers to teach white students” (1990b, p. 35). This was the same sentiment post-Brown v. Board of Education, and it was alive and well in the late 1980s.

Goodlad writes that he believes the white majority and minorities have been “tranquilized,” that they have been sold the belief that the “shortcomings of the schools can be accounted for by the cultural shortcomings in the families of minority students” (1990c, p. 9). He goes on to say that schools have been touted as the ultimate promise of equality and opportunity, and that we have used broad categorizations of Asian-Americans and their test scores as evidence of such. Goodlad and his associates recognized the racial, social, and classed inequalities facing schools and called for teacher educators to prepare teachers to address such inequalities. Today it is only marginally better – calls for addressing inequalities continue without systemic, institutional change.

Conclusion

In the final chapter of *Places Where Teachers are Taught*, Soder and Sirotnik (1990) spend several pages laying out their path for change. Instead of passive resistance to political and institutional changes, they advocate for teacher educators and educators to remain true to their moral and ethical responsibilities as professionals use the idea of renewal of their mission to “learn well how to vie for power and resources, gain control of reward systems, form important coalition groups, and negotiate successfully in their own best interests” (Soder & Sirotnik, 1990, p. 400). Becoming more politically active is the path for change.

Goodlad includes another path for change in his later work (see *Educational Renewal: Better Teachers, Better Schools*, 1994) – developing centers of pedagogy. Among the findings, identifying the knowledge-practice tension may be the one to have given rise to the future emphasis Goodlad and his associates placed on the importance of closer working relationships between public school professionals and faculty in colleges of education. The simultaneous and mutual renewal of colleges and schools, guided by common purpose is the challenge for coming generations.

Taken together, the trilogy addresses deficiencies uncovered in the SCDEs. However, Goodlad (1990c) tempers the bleak picture he has painted by initiating an awakening. In this text is evident the move towards a loss of innocence and a stirring or rattling of decision-makers in education. As Goodlad writes, there are still large disparities in the ways students are educated: minority students continue to be disadvantaged in schools in the U.S. and are not proportionately choosing to become teachers, schools and teacher education programs lack a moral and democratic philosophy to education, and “the legacies of neglect and mindlessness hang heavy over the necessary tasks of renewal” (p. 68). A jolt, an awakening, is certainly needed.

Those involved in teacher education today undoubtedly see both pictures Goodlad paints: the bleak, neglected picture of teacher education bogged down by policies and histories that have not been challenged, as well as the utopian picture presented as a fable in the final chapter of the text, one in which partnerships are problem-free with a dedication to the nineteen postulates and

simultaneous renewal. The responsibility is in the hands of teacher educators and administrators in colleges of education to take up the Agenda's postulates. This is what Goodlad does best: instead of placing blame on individual actors or groups, Goodlad attempts to rally everyone together to overcome the legacies that burden teacher education and instead adopt the nineteen postulates and work together under the notion of simultaneous renewal to improve education and schooling in the U.S.

What lingers long after reading the trilogy is Goodlad's insightful recognition of the field's absence of community. The system continues to focus on the individual over the collective. Despite national report after national report urging the schools and universities to work more closely together, traditions of relative isolation remain. Where partnerships operate intentionally, informed by common goals and common purpose, we see Goodlad's vision come to life. Where educational leaders have informed themselves of the rich legacy, school and university partnerships take on and resolve many of the obstacles to change. What the trilogy does is to help us understand what those obstacles are and gives us a basis for addressing them. Each one of these texts have the potential to bring all members of the community into conversation not just about the past, but also about the future. Understanding Goodlad's legacy can result in making better, more informed, decisions about what education should look like in the century to come.

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Examining School-University Partnerships: Synthesizing the Work of Goodlad, AACTE, and NAPDS

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Abstract: In this article, we examine the idea of Professional Development School partnerships in light of three of John Goodlad's Postulates (Goodlad, 1994) about teacher education as well as the Clinical Practice Report from the American Association for Colleges of Teacher Education (AACTE, 2018). We provide a description and synthesis of Goodlad's Postulates that we then relate to the Nine Essentials of Professional Development School partnerships and the Proclamations of the AACTE Clinical Practice Report. We end by examining two examples of partnerships as to the extent that they align with recommendations.

KEYWORDS: Clinical practice, Elementary Education, Professional Development Schools, School-University Partnerships

NAPDS NINE ESSENTIALS ADDRESSED:

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;
4. A shared commitment to innovative and reflective practice by all participants

Synthesizing Recommendations for School-University Partnerships

Recommendations for Teacher Education

We are two decades into recommendations for teacher education programs to focus on clinical practice and emphasize the quality of experiences that teacher candidates participate in while earning their teaching license. These recommendations call for teacher education programs to partner with and form relationships with schools in which their teacher candidates visit, complete internships, and teach full-time. These partnerships vary in terms of their format, structure, intensity, and mutual ownership.

The field has seen a variety of documents in the past 20 years in terms of recommendations, standards, and documents. The National Council for the Accreditation of Teacher Education pushed forward recommendations for Professional Development Schools (PDS) and school-university partnerships nearly 20 years ago with NCATE PDS Standards (NCATE, 2000). Then the National Association of Professional Development Schools extended the PDS Standards by creating the Nine Essentials of PDS partnerships (NAPDS, 2008). A short time after the Nine Essentials were published NCATE published a call for more attention to school-university partnerships and clinical practice with the Blue Ribbon Panel Report (NCATE, 2010). When the Council for the Accreditation of Educator Preparation (CAEP) replaced NCATE with new standards, their Standards explicitly call for educator preparation programs to form partnerships with P-12 schools and school districts (Polly, 2016).

The American Association of Colleges for Teacher Education (AACTE) brought in individuals who are leaders in teacher education across the country to form a Clinical Practice Consortium, who published a series of Proclamations in their Clinical Practice Report (AACTE, 2018). Further, educational leader John Goodlad put forth a series of recommendations, or Postulates, related to teacher education and school-university partnerships. Goodlad's work has laid the foundation of seminal ideas of clinical practice and school-university partnerships (Goodlad, 1988).

In this paper we provide a synthesis of Goodlad's Postulates, the Proclamations from the AACTE Clinical Practice Commission, and the NAPDS Nine Essentials. Relevant similarities and differences are highlighted, examples from two partnerships are detailed, and implications for future directions of school-university partnerships are provided.

Goodlad's Postulates

Goodlad originally wrote 19 postulates in 1990 with a revised version published in 1994 (Goodlad, 1994). A subset of these postulates that align strongly with the recommendations of NAPDS and AACTE are described in Table 1.

Postulate Thirteen reflects a commitment to equitable access to high quality education for all students. While Postulate Thirteen does not directly address the idea of partnerships with schools, it explicitly states that teacher education programs must address and include aspects related to access to high quality education. **Postulate Fifteen** aligns to current legislation in most states as well as national recommendations for teacher candidates to complete clinical hours and internships in a variety of high-quality classrooms. The last statement of Postulate Fifteen is eye opening to some since it makes a case for teacher education programs to cap their enrollment if

high quality clinical experiences are not abundant. This idea of capping enrollment presents difficulties in many states who face teacher shortages and are constantly under pressure to create more flexible and faster pathways to teacher licensure. **Postulate Sixteen** focuses on the lack of alignment between daily practice and research and theory, which directly influences who teacher education programs choose to partner with and the types of partnerships that are formed to minimize the amount of misalignment.

Table 1.
Goodlad's (1994) Postulates Related to School-University Partnerships and Clinical Practice

Number	Postulate
Postulate Thirteen	Programs for the education of educators must be infused with understanding of and commitment to the moral obligation of teachers to ensure equitable access to and engagement in the best possible K-12 education for <u>all</u> children and youths.
Postulate Fifteen	Programs for the education of educators must assure for each candidate the availability of a wide array of laboratory settings for simulation, observation, hands-on experiences, and exemplary schools for internships and residencies; they must admit no more students to their programs than can be assured these quality experiences.
Postulate Sixteen	Programs for the education of educators must engage future teachers in the problems and dilemmas arising out of the inevitable conflicts and incongruities between what is perceived to work in practice and the research and theory supporting other options.

NAPDS Nine Essentials

The National Association for Professional Development Schools (NAPDS) held a series of symposiums in the mid to late 2000s which resulted in the document *What Does it Mean to be a Professional Development School* (NAPDS, 2008). In the document they describe Nine Essentials of PDS Partnerships. These essentials vary in terms of scope, topic, and recommendation. The document was not meant to be used as a checklist or a mechanism for assessment. However, the association has used it annually as a litmus test of sorts to determine awards, and uses it to frame and organize submissions to its two publications. Some of the Nine Essentials they have some similarity to the work of Goodlad and colleagues. Table 2 includes five of the Essentials, which we posit are strongly related to Goodlad's Postulates.

Essential One highlights the responsibility to advance equity within schools; however, the detailed annotation of the Essential does not elaborate on the ideas of equity or diverse school placements at all. **Essential Two** lifts up the active engagement of teacher candidates (aka future educators) in the school community, which extends beyond the traditional involvement of clinical practice located in a single classroom for a short period of time. **Essential Three** focuses on the idea of ongoing development and learning for everyone involved in school-university partnerships, including university faculty, P-12 school faculty, school administrators, teacher candidates, and others involved. This Essential also emphasizes the need for data-based rationale for any given professional development initiative. **Essential Four** discusses the need for school-university partnerships to have an openness to innovative, outside-the-box practices as well as a culture of reflection on innovations and initiatives. **Essential Nine** calls for dedicated and shared resources

from both schools and universities to support the partnership. While **Essential Nine** also includes formal rewards and recognition, for this article we are focusing on the dedicated and shared resources aspects.

Table 2.

Select Essentials from the NAPDS (2008) Nine Essentials Related to School-University Partnerships and Clinical Practice

NAPDS Essential	Description
Essential 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
Essential 2	A school–university culture committed to the preparation of future educators that embraces their active engagement in the school community
Essential 3	Ongoing and reciprocal professional development for all participants guided by need
Essential 4	A shared commitment to innovative and reflective practice by all participants
Essential 9	Dedicated and shared resources and formal rewards and recognition structures

AACTE Clinical Practice Commission Report

The AACTE Clinical Practice Commission (CPC) Report (AACTE, 2018) included 10 Proclamations emphasizing their synthesis of research, theory, and recommendations related to clinical practice in teacher education programs. Similar to the Postulates and the NAPDS Nine Essentials, for this article we focus only on a few Proclamations central to Professional Development Schools and school-university partnerships. Each of the Proclamations includes Tenets that elaborate on the corresponding Proclamation. The **Central Proclamation** includes tenets that emphasize the importance of clinical practice as individuals learn how to teach. The **Skills Proclamation** includes tenets that focus on the inclusion of high-leverage research-based practices in clinical settings that candidates can observe and practice implementing. Lastly, the **Partnership Proclamation** speaks to mutually beneficial partnerships that involve innovative and reflective efforts involving teacher candidates and clinical practice. The **Partnership Proclamation** also highlights that in order to establish effective clinical practice experiences there is a critical need for clinical partnerships to have an infrastructure, boundary-spanning personnel between university and P-12 school roles.

Table 3.

Proclamations from the AACTE CPC Report Related to School-University Partnerships and Clinical Practice (AACTE, 2018)

Proclamation	Description
Central Proclamation	<p>Tenet 1: Clinical practice serves as the central framework through which all teacher preparation programming is conceptualized and designed.</p> <p>Tenet 2: Clinical practice and research are intrinsically linked and together form the basis for high-quality educator preparation</p> <p>Tenet 3: The conditions for clinically based educator preparation are determined by back-mapping from accomplished teaching standards, articulating both what accomplished practice is and how to measure it, and then creating the systems that allow teacher candidates to develop over time and under the supervision of accomplished practitioners.</p> <p>Tenet 4: A strong research base supports the benefits of clinical partnerships for both schools and teacher preparation programs, resulting in benefits for the improved preparation of teacher candidates and success of PK-12 students.</p> <p>Tenet 5: Because the actual process of learning to teach requires sustained and ongoing opportunities to engage in authentic performance in diverse learning environments, clinical practice is a valuable, necessary, and fundamentally non-negotiable component of high-quality teacher preparation.</p>
Skills Proclamation	<p>Tenet 1: University-based teacher educators, school-based teacher educators, and boundary-spanning teacher educators in successful clinical partnerships pioneer innovative roles and practices without the restrictions of traditional assumptions about educator preparation.</p> <p>Tenet 2: Mechanisms for teacher preparation and professional teacher development are aligned, research based, and professionally embedded.</p>
Partnership Proclamation	<p>Tenet 1: Clinical partnership, as distinct from clinical practice, is the vehicle by which the vision of renewing teacher preparation through clinical practice becomes operational.</p> <p>Tenet 2: Effective clinical partnerships are gateways to developing reflective practice centered on preparing highly effective educators while simultaneously renewing teaching and learning in PK-12 classrooms.</p> <p>Tenet 3: Effective clinical partnerships allow for mutually beneficial outcomes for all stakeholder partners alongside a shared focus on improving success outcomes for PK-12 students</p>
Mutual Benefit Proclamation	<p>Tenet 3: The roles of teacher educators in both schools and universities must be reconceptualized; school-based educators need to reflect on how to effectively model best teaching practice and engage candidates as coteachers in the classroom, and university-based educators must reenvision course work to integrate candidate learning into school-based teaching experiences.</p> <p>Tenet 4: The clinical coaching of candidates is a vital and intensive endeavor that requires strategic and coordinated support. The evaluation of teacher candidates is a shared responsibility among all teacher educators, involving regular and purposeful communication and meaningful, coordinated feedback about candidate progress.</p> <p>Tenet 5: Both school- and university-based educators must participate in ongoing professional development about best practices in teacher preparation (e.g., high-leverage teaching practices).</p>

Synthesis of Recommendations for School-University Partnerships

This synthesis was done in order to examine the potential overlap and common ground between Goodlad's Postulates, the NAPDS Nine Essentials, and the AACTE Clinical Practice Commission Proclamations that focus on clinical practice and school-university partnerships. Table 4 summarizes six categories of overlap that were identified. We began the synthesis by reviewing the content of Tables 1, 2, and 3, with a focus on similar terms and concepts in the three documents. As the NAPDS Nine Essentials are the document most aligned to Professional Development School work and School-University Partnerships, each of the Nine Essentials was examined individually, followed by a review of Goodlad's Postulates and the Clinical Practice Commission Report to find any intersections of topics.

Table 4 shows the results of the synthesis. In order to be included the theme had to appear to some extent in each of the three documents detailed above in Tables 1, 2, and 3. The six categories are: equity, diverse settings, intensive clinical experiences, focus on P-12 student learning, professional learning opportunities, and reflective practice.

Table 4.

Synthesis of the Nine Essentials, Goodlad's Postulates, and Clinical Practice Commission Report

Theme	Synthesis	Connections
Equity	School-university partnerships should collaborate to work towards equity and high-quality educational experiences for all learners in P-12 classrooms and for teacher candidates.	Postulates 13 Essential 1 Partnership Proc.
Diverse Settings	School-university partnerships should include experiences for teacher candidates to complete multiple intensive, rich clinical practice experiences in diverse settings.	Postulates 13 and 16 Essential 1 Central Proc.
Intensive Clinical Experiences	School-university partnerships should include ongoing, comprehensive intensive clinical practice experiences that enhance experiences in courses.	Essentials 2 and 9 Postulates 15 and 16 Central Proc. Skills Proc.
Focus on P-12 Student Learning	School-university partnerships should be guided by need, including data related to P-12 student learning, and the use of research-based pedagogies.	Essential 3 Postulate 13 Partnership and Mutually Benefit Proc.
Professional Learning	School-university partnerships should provide professional learning opportunities for all participants, including administrators, university faculty, and P-12 school faculty.	Essentials 3 and 9 Postulates 15 and 16 Skills, Partnership, and Mutually Benefit Proc.
Reflective Practice	School-university partnerships should be grounded in reflective practice where data, current innovations, and past experiences are considered when evaluating and planning the directions of the partnership.	Essential 4 Postulates 15 and 16 Skills and Partnership Proc.

In the next section we describe two different vignettes about School-University Partnerships that were focused on Clinical Practice for teacher candidates.

Vignettes

Context

The University of North Carolina at Charlotte is a large public university on the outskirts of a large city in the southeastern United States. The university enrolls over 26,000 students and graduates between 130 to 180 elementary education teacher candidates each year. Due to the College of Education's commitment to ensuring that all candidates have rich clinical practice experiences in diverse learning environments, clinical placements and most full-time student teaching experiences occur in Title 1 schools, which receive federal funding for having a high percentage of the student population who are experiencing poverty.

In these two vignettes we describe efforts to create School-University Partnerships focused on innovative clinical practice. We draw on the six synthesized categories to frame our description and analysis of these efforts.

Partnerships to Create Tutoring and Culturally Proficiency Experiences

Overview. The first school-university partnership involved two types of formal partnerships that impact our candidates during the first semester of their junior year. Through one partnership, our candidates complete clinical experiences with HEART Tutoring, a non-profit mathematics tutoring organization committed to serving in Title 1 school settings. Elementary education teacher candidates in their first semester of their junior year complete 9-10 hours of tutoring with two elementary students over the course of a semester. All tutoring materials, including lesson plans, suggested questions, and mathematics tools were provided by the tutoring organization. We entered into the tutoring partnership after three years of having teacher candidates attempt to tutor and work with individual students in Title 1 school classrooms. This previous model did not work well since clinical educators tended to use whole class approaches to teaching and did not want students pulled away to receive additional support and tutoring (Polly, Pinter, & Casto, 2018).

Through a second partnership, candidates spend 25 hours a semester in one classroom completing clinical practice experiences in reading and mathematics. All of the clinical educators in these schools completed a professional development experience around cultural proficiency, in which they learn about their own cultural biases and how they should be cognizant and aware of their own backgrounds as well as the backgrounds of their students. The school district identified these schools as Culturally Proficiency schools. District and College leaders reached an agreement that all of the teacher candidates in the first semester of their junior year would complete clinical experiences in these schools.

Equity. Both partnerships ensured that all candidates had the opportunity to develop their practice in Title 1 school settings. Through the Tutoring program, candidates worked only with students who had not yet met grade level expectations in mathematics on high-stakes state assessments, diagnostic assessments, and curriculum-based measures of learning. In their mathematics methods course, candidates were learning about equity-based approaches to

mathematics teaching, and how they should take a strengths-based approach when working with students. In their Culturally Proficiency school placement, candidates were paired with teachers who had participated in professional development on cultural proficiency. Candidates were taking various courses that addressed equity and taking a strengths- or assets-based view of their students.

One of the courses focused on multicultural and urban education, in which they learned about their own biases and how children in urban settings form their identity and attitudes towards school based on experiences, race, social status, and other factors. Another course focused on child development and examined how racial identity, traumatic experiences, and children's culture influence their development. Further, during the semester in mathematics and literacy courses, candidates learned what equity-based teaching practices look like by observing instructors modeling them, analyzing videos, and discussing readings. To that end, faculty hoped that teacher candidates would also see these equitable practices in their clinical experiences to extend their experience with the course content.

Diverse Settings. While the tutoring placement was limited to 9-10 hours of tutoring in a Title 1 school, candidates also completed a separate 25-hour placement in their Cultural Proficiency school during the same semester. While requiring candidates to have two school placements added complications, and students openly expressed their frustration towards commuting, the two placements ensured that candidates were in two different schools during the semester. All of the tutoring sites were Title 1 schools in which at least 80% of the students qualified for the federal free and/or reduced lunch program. Seven of the eight Cultural Proficiency schools also were Title 1 schools, while one was an affluent suburban school where the teachers had completed the professional development and were able to be a placement for teacher candidates. Of the seven schools who qualified for Title I status, all of them are composed of populations in which over 90% of their students qualify for the federal free and/or reduced lunch program.

Intensive Clinical Experiences. The tutoring experience was intense and ongoing since it involved work with the same students for an hour per week for 9-10 weeks. Candidates developed and maintained relationships with their students across this time and developed skills related to eliciting and interpreting students' thinking, redirecting off-task behavior for one student, and providing feedback. In their Cultural Proficiency placement, candidates spread their 25 hours out during the semester for a range of 7 to 10 weeks. During that time, candidates taught three mathematics small group lessons, two reading small group lessons, and one reading whole class lesson.

Focused on P-12 Student Learning. In order to qualify for the tutoring program, elementary education students were identified by their classroom teacher as having not yet met grade level expectations based on data from assessments. The topics to be addressed during tutoring were determined by a program-administered assessment. The tutoring materials focused on foundational skills from previous grades including place value, addition, and subtraction skills. While in most cases these topics were not standards from the current grade, the goal of the tutoring program was to address misconceptions from previous grades that would positively impact student learning. Candidates were encouraged to frequently assess students' progress and a post-assessment measured the learning gains that occurred over the period of tutoring.

Professional Learning. This is an area for continued development for these partnerships. The only aspect of professional learning that was involved in this partnership was that clinical educators, along with their administrators, completed professional development on Cultural

Proficiency before candidates completed clinical practice experiences in their classroom. Faculty at the university were not given the opportunity to participate in the professional development, though a number of the faculty members who teach courses during this particular semester have taken the initiative to learn more about Cultural Proficiency through professional development opportunities offered at the university and in the local community. The partnership would be strengthened if faculty were more aware of the details of the tutoring training and Cultural Proficiency Schools professional development.

Reflective Practice. Data have been collected by faculty each semester about the quality of the clinical experiences in the clinical practice setting. Data have also been collected by faculty about the benefit of tutoring on both the students being tutored and teacher candidates' perceptions of teaching, working with students in Title 1 schools, and their level of comfort teaching mathematics to students who have not yet mastered grade level expectations in mathematics. The tutoring organization also collects their own data related to student learning outcomes and have revised their programs and tutoring experience based on all three sources of data. Due to the lack of clinical practice sites who are designated as cultural proficient, to this point, data on the quality of clinical placements has not been used to determine the placement of students in future semesters.

Partnerships to Create Rich Year-long Internships for Candidates

Overview. Teacher candidates complete a two-semester year-long internship (YLI) for their final two semesters of UNC Charlotte's teacher education program in elementary education. Candidates spend the first semester taking their final five courses of the program and completing a semester long internship with the same clinical educator they will complete their full-time internship with. For this project, Putman worked directly with a local school district, City Schools [pseudonym], to develop and implement a 2-year plan that incorporated intensive YLI experiences for teacher candidates and clinical educators.

City Schools is located in a city that was a mill town until the mid-1990s when the mill closed. Currently, at least 75% of the district students are experiencing poverty and five of the six elementary schools qualify for federal Title I funding due to the percentage of students who qualify for free and/or reduced lunch. In terms of student performance, the district has been classified by the state as low-performing due to the number of students who pass the state end-of-grade assessments.

The partnership between University and City Schools was enacted to maximize the adherence to principles of effective educator preparation and further develop facets of the school-university partnerships that address the Nine Essentials and AACTE Clinical Practice report. Initial meetings between the representatives from the participating University department and City Schools' administrators focused upon developing the parameters of the partnership, including: 1) the selection of the clinical sites and mentor teachers, 2) determining professional development activities for faculty, candidates, and clinical educators, and 3) deciding on/creating formative feedback mechanisms to improve processes and outcomes. Participants agreed to the goal of developing a mutually beneficial relationship. That is, while the educator preparation program benefited from the expertise and resources of the district, the program sought to provide a tangible benefit to the participating district and teachers.

Equity. As part of the YLI, candidates enrolled in a course focused on equity and diversity in the elementary education classroom. Within this program, 70% of participating candidates were

completing this course as part of the program, while the remaining candidates completed the course in a previous semester. Based on the initial planning activities, it was determined that the course would have a specific focus on working with students in poverty, thus candidates engaged in a number of readings on this topic and all candidates participated in a walking tour of the community surrounding one of the elementary schools delivered by a long-time principal in the district. Furthermore, all clinical educators and candidates read select chapters from *Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap* by Paul Gorski (Gorski, 2013).

In addition to reading and facilitating the book study by Gorski, teacher candidates also read and discussed *Multiplication is for White People: Raising Expectation for Other People's Children* by Lisa Delpit (Delpit, 2012) in their course on unit planning. Candidates read the book and discussed key concepts with the expectation that they would make connections between the book and their YLI placement. Candidates also conducted interviews and observations about how their clinical educators were using students' backgrounds in order to influence what and how they taught. Candidates also included this information in their major edTPA practice portfolio and real project completed the next semester.

Diverse Settings. The district, City Schools is comprised of eight schools, including six elementary schools, which served approximately 5,284 students in 2016-2017. The district has a very diverse student population, with a racial distribution of 28% African American, 1% Asian or Native American, 32% Hispanic, and 32% White. English language learners (ELLs) represent more than one third of the school's population. Of the six elementary schools, five participated in the partnership, with four of the five schools qualifying for Title 1 funding. Each of the participant schools received a "C" or "D" designation on the State's school report card and demonstrated reading test scores below the state average, while three of the schools had math scores that were also below the state average.

Intensive Clinical Experiences. The partnership included a focus on the inclusion of intensive clinical experiences, beyond the scope of those experienced as part of the "traditional" educator preparation program with the department. To enable this, candidates were provided information regarding their school placement and teacher prior to the end of the previous academic year. In communicating this information, there was a deliberate effort to encourage and to enable the candidates to participate in the district's beginning of the year events, including district-level professional development opportunities, school social events, and the first day of school. The partnership also required candidates to spend a minimum of 10 hours over two separate days each week in the clinical educator's classroom, which represented a substantial increase from the 5-7 hours per week typically required by the program. To accommodate for the increased number of clinical hours and to reduce logistical concerns, all coursework was scheduled on Tuesdays and Thursdays and candidates and clinical educators developed their own schedules for when the clinical hours would be completed on the remaining three week days. During classes and as part of their clinical requirements, candidates observed and taught lessons each week in the clinical educators' classrooms. Candidates were also provided direct feedback using an observational protocol for three of the lessons they taught. For the first lesson, the observation and feedback session was conducted by the clinical educator. For the next two lessons, a university faculty member and the clinical educator observed a lesson and both provided feedback to the candidate.

Focused on P-12 Student Learning. The partnership included meetings between the team of university faculty and participating clinical educators. The goal of the meetings was to develop

shared goals and understandings around pedagogical strategies and principles between the stakeholder groups with an ultimate focus on P-12 student learning. Direct efforts were made to deliberately and systematically link assignments and information associated with coursework with experiences in the clinical setting to enhance candidates' classroom teaching and learning opportunities. These discussions resulted in modifications of the assignments associated with the university coursework. For example, instructional design requirements for the university were presented and plans were made to ensure the candidates could develop instructional plans under joint guidance of the university faculty member and clinical educator. Organized as such, the goal was for teaching candidates to have direct opportunities to teach as well as to utilize classroom data to plan for instruction and accommodate diverse learner needs.

Professional Learning. After discussing the district's needs within the initial meetings between university and district representatives, it was determined that the educator preparation program would deliver professional development focused on working with children in poverty. Notably, this was accomplished through a study of Gorski's book study, which was completed in collaboration with clinical educators and teacher education candidates. During the first semester of the YLI, there were two separate professional development activities jointly facilitated by a university faculty member with expertise in diversity and teacher education candidates that focused on specific facets within the book. These professional development opportunities provided the candidates and clinical educators opportunities to discuss ways for effectively supporting children in poverty within their educational experiences.

Teacher candidates also received a two-hour professional development workshop on academic conversations and discourse from the district's Director of Professional Development. The activities that they completed were similar to the professional development that their clinical educators received at the beginning of the school year. In the course, the faculty member built on the content in the workshop by having candidates incorporate plans for academic conversations in follow-up class activities, including lessons they would teach in their teacher educator's classroom.

Reflective Practice. Reflective practice was an important component included in this program. Candidates were required to keep a reflective journal that was collected by one faculty member at periodic points during the semester. Furthermore, the teaching observations and individual meetings provided direct opportunities for clinical educators and faculty to support the students in reflecting upon their instructional planning and teaching, enabling them to strategically focus on areas that could use further development. The second author communicated with the clinical educators as well as the candidates on a regular basis to collect feedback from the respective groups that facilitated ongoing changes to create a more cohesive and impactful experience. While the feedback was utilized for "in the moment" changes to various facets of the program, it will also be used to inform modifications from the first year of implementation to the second.

Discussion

The synthesis of Goodlad's Postulates, the NAPDS Nine Essentials, and the AACTE Clinical Practice Commission Report led to the identification of six characteristics of school-university partnerships in relation to clinical practice experiences for teacher candidates. To conclude this paper, we highlight topics that warrant further discussion, elaboration, and research.

Placing Equity at the Forefront of School-University Partnerships

If school-university partnerships are to advance the recommendations of Goodlad and promote high-quality educational experiences for all students, then equity needs to be at the forefront of conversations about the work done between educator preparation programs and schools. It is one thing to espouse that universities promote an equitable view, but it is much different for those programs who go the distance by placing students in a diverse range of schools and support teachers and administrators in those settings in various ways.

Both vignettes show different ways of how school-university partnerships can advance equity through work with both clinical educators and teacher candidates. In the first vignette juniors were placed in schools where clinical educators had participated in professional development about cultural proficiency, and the district recognized them as Culturally Proficiency schools. During the workshops, activities helped clinical educators learn how to identify and work through their biases while working with their students in their classroom. All but one of the Cultural Proficiency schools qualified for federal Title I funding because of the high percentage of students experiencing the challenges of poverty. The tutoring experience represents an attempt to provide supplemental tutoring services to students who were not adequately served by their previous educational experiences. The second vignette focused on increasing teacher candidates' time in low-performing schools as well as a collaborative book study about teaching students who are experiencing poverty (Gorski, 2013).

In Postulate Thirteen, Goodlad (1994) states, "Programs for the education of educators must be infused with understanding of and commitment to the moral obligation of teachers to ensure equitable access to and engagement in the best possible K-12 education for all children and youths." In a city and region like ours that has a history of systemic racism and marginalization of specific populations as well as data about the lack of success in children exiting poverty (Semuels, 2017), this Postulate is extremely relevant. Both of the vignettes represent attempts to address the gap in opportunities to engage in effective education that recognizes the strengths and assets students bring and leverages these assets to promote learning.

When forming partnerships, educator preparation programs in universities and schools need to put equity-based teaching front and center. Teacher candidates need placements in classrooms where teachers are striving to implement equity-based pedagogies and teachers have the skills and knowledge to effectively teach students of different cultural backgrounds. As clinical partnerships are formed, universities and partner schools need time together to develop a shared vision of high quality, equitable instruction in mathematics and literacy.

Prioritizing Goals for Clinical Practice Experiences

Teacher education programs who have established partnerships or who are building partnerships with schools need to prioritize goals for determining where to place candidates for clinical practice experiences. In the first vignette, candidates completed a pair of clinical practice experiences as they tutored students in mathematics in a Title 1 setting and completed 25 hours of clinicals in a classroom where the teacher had completed professional development on cultural proficiency. The focus on placing teacher candidates with clinical educators who have completed cultural proficiency professional development aligns with Goodlad's 13th Postulate, which refers to the moral obligation to ensure equitable access to high quality educational experiences. While

cultural proficiency was prioritized, there was no priority or emphasis placed on the quality of clinical educators in terms of their literacy or mathematics teaching. As a result, some teacher candidates reported that clinical educators did not consistently use culturally sustaining or equity-based practices in reading and mathematics lessons (Polly, under review). By pairing the Cultural Proficiency School placement with math tutoring, all candidates gained experiences tutoring students in mathematics with research-based pedagogies and quality instructional activities. However, there was no guarantee about candidates' opportunity to observe or participate in a classroom with quality mathematics or literacy instruction, which conflicts with Goodlad's 15th Postulate and the Skills Proclamation from the AACTE Report, which both talk about exemplary classroom settings for clinical practice. In order to fulfill these goals, future efforts need to be directed toward securing placements with culturally proficiency and highly effective clinical partners.

Input from Clinical Educators into Course Activities

In the second vignette, the purpose of creating the school-university partnership was to provide more opportunities for teacher candidates to teach during the semester before full-time student teaching, and to provide clinical educators with a chance to provide input and feedback into course work and course activities. The partner district was chosen because of the ongoing relationship between the educator preparation program and district leaders on other initiatives. As a result, there was significant alignment between the equitable practices and pedagogies candidates observed and engaged with in their clinical settings and those that were addressed in their reading and mathematics methods courses.

In the second vignette, the overarching goal of the intensive year-long internship program was to give teacher candidates more time with their students and the clinical educator to improve teaching and learning and to better inform what we should include in our coursework and curriculum to better serve our partner schools and their students. To this end, clinical educators had a voice at the table to co-plan and co-design course activities based on data about student learning, their experiences of what student teachers need in order to be successful, and initiatives that the district was focusing on to support their elementary school students.

When writing about how to start school-university partnerships Goodlad (1988, p. 10) wrote: "First, the workers - at all levels - must have optimal opportunity to infuse their efforts with the expertise of others engaged in similar work (p. 10)." In essence, this year-long partnership provided a venue for clinical educators to do that by weighing in on clinical activities and course assignments that their student teachers would complete in the first semester of their clinical practice experience. Researchers (e.g, AACTE, 2018; Ikpeze, Broikous, Hildebrand, & Gladstone-Brown, 2012) have advanced the idea of boundary spanning and a third space where classroom teachers serve also as teacher educators and university faculty actively support teaching and learning in schools. While that occurred in the second vignette, the clinical educator's role was elevated even more when they had input and influence on what takes place in the coursework in educator preparation programs. This project was supported by a grant in which clinical educators were compensated for their time, and the school district provided food for the evening meetings. Due to the demands on teachers' time and the high-stakes emphasis on student teaching, there is a need to consider how to set up and implement these types of meetings with clinical educators if there were not external funding to support this work. School-university partnerships often bring in

administrators to gather feedback and have conversations, but clinical educators often have a different perspective.

Balancing Clinical Practice and High-Stakes Licensure Requirements

Many states have now adopted high-stakes licensure requirements with edTPA or similar performance-based assessments. Teacher candidates must submit a portfolio that includes lesson plans, teaching videos, student work, as well as written essays or commentaries about the planning, teaching, and assessment processes that they went through for those artifacts. Since candidates must earn a certain score in order to graduate their program and earn their teaching license, educator preparation programs are under pressure to ensure that their candidates are in classrooms that support and do not hinder their opportunities to succeed on these assessments, as well as ensure that their candidates are prepared to teach in a variety of settings.

There is no evidence that scores on edTPA and performance-based assessment are higher or lower in urban, rural, or suburban settings (SCALE, 2017). Documentation about the creation of the edTPA assessment, the rubrics, and the types of pedagogies that are most closely aligned point to pedagogies that align to national standards from organizations such as the National Council for Teachers of English (NCTE) and the National Council for Teachers of Mathematics (NCTM). Both organizations support and advocate for research-based student-centered approaches to teaching. Specifically, in literacy this includes pedagogies such as the direct modeling of a literacy comprehension strategy followed by appropriate language supports and opportunities to practice. In mathematics, pedagogies include posing word problems to students and providing appropriate supports for problem solving, mathematical reasoning, and conceptual understanding. The use of scripted instruction or curriculum materials that focus primarily on basic skills presented through direct teaching contradict with edTPA, and anecdotally may limit the ability for teacher candidates to score well on the assessment. As licensure requirements contain to be more stringent, there is a need to consider how to involve school partners in the conversation about how to simultaneously support teacher candidates and enact research-based pedagogies in schools (Kissau, Hart, & Algozzine, 2017).

Opportunities for Research

The overlap between Goodlad's Postulates, the NAPDS Nine Essentials, and the AACTE Proclamations reiterate and confirm the potential benefit that clinical practice and school-university partnerships can have on both educator preparation programs as well as teachers and students in settings from Pre-Kindergarten through Grade 12 (P-12). Along the lines of these vignettes shared there are a few different lines of research that are needed to advance the knowledge base. We focus on those primarily involved in this work: teacher candidates, clinical educators, and P-12 students.

Teacher candidates. Research agendas that would examine how clinical practice influences teacher candidates could include a variety of approaches. First, case studies and intensive ethnographic studies would provide opportunities to examine lesson plans, student work, and data from classroom observations and interviews. These studies could be mixed-methods where they would look at qualitative data, as described above, as well as quantitative measures from performance-based assessments such as edTPA and other numerical observation ratings.

Other data sources that could be collected include participants' self-report of things such as their reactions to the experience and their self-efficacy related to enacting specific instructional practices.

The design of studies related to teacher candidates could include the use of a comparison design where a cohort or group of teacher candidates participated in an experience and their outcomes were compared to those of teacher candidates who participated in a typical experience. At the time of publication, the second vignette described in this article is currently being examined using this type of design.

Clinical educators. Research on clinical educators could examine how these experiences influence clinical educators' teaching as well as their reaction to the experience. Many of the measures described above could be included – lesson plans, student work, classroom observations, surveys, and interviews. One of the driving questions at the heart of researching the influence of these partnerships is what exactly is having the most influence on clinical educators. For example, in a given year clinical educators participate in professional development workshops, professional learning community meetings, clinical practice activities, and have naturally occurring interactions with their administrators, peers, teacher candidates, and university faculty. It is complex and sometimes problematic to attempt to claim that a specific experience or set of experiences leads to qualitative teacher change or gains on any numerical data (Glazer, Hannafin, Polly, & Rich, 2009; Guskey, 2002; Polly & Hannafin, 2011).

In the case of the first vignette, the development of clinical educators' equity-based pedagogies is front and center, as participation in professional development on cultural proficiency qualified teachers to serve as clinical educators. However, there was no evidence in clinical educators' teaching that they were implementing culturally sustaining pedagogies in general, or in literacy or mathematics, the subjects in which teacher candidates participated. Developing equity-based teaching is more than simply attending a series of workshops. Further studies need to look more closely at how to develop clinical educators' enactment of culturally sustaining and equity-based pedagogies effectively and how to support them best. This may be a case for action research or teacher inquiry studies in which district leaders, teacher education faculty, clinical educators, and teacher candidates collaboratively examine issues related to equity in a PK-12 classroom.

Pre-Kindergarten through Grade 12 (P-12) students. Researchers who examine professional development and teacher education efforts have expressed the need to carefully examine and study how experiences that teachers or teacher candidates participate in influences their students' learning (Desimone, 2009; Guskey, 2002; Yoon et al., 2007). In the case of school-university partnerships and clinical practice experiences, studies that aim to examine the impact on P-12 student learning must first determine if there is a reason or potential experience that may influence student learning. Data sources could include curriculum-based assessments or student work samples collected while clinical educators or teacher candidates are teaching. Self-report data may include surveys or interviews about specific projects, units, or instructional practices used in their classroom.

Concluding Thoughts

While it may be intuitive that Goodlad's Postulates, the NAPDS Nine Essentials, and AACTE Proclamations for Clinical Practice have common ground and similar concepts, this paper provides a synthesis of the aspects of those documents related to school-university partnerships

and clinical practice, and brings to light a set of categories that are integral to all three documents: equity, diverse settings, intensive clinical experiences, focus on P-12 student learning, professional learning, and reflective practice. In this paper we described two vignettes of school-university partnerships and teacher candidates' clinical practice experiences from one educator preparation program. We described how the activities align to the six categories from the synthesis of the three documents.

While we have highlighted these six categories, we feel strongly that equity needs to be brought to the front as a primary focus for future work along the lines of school-university partnerships. Goodlad did not mince words in Postulate Thirteen when he wrote that the "moral obligation of teachers to ensure equitable access to and engagement in the best possible K-12 education for all children and youths." This work of creating and ensuring equitable access and engagement cannot just be left to the work of university-based people focused on urban education or school-based leaders who do this work. Everyone involved in the work of P-12 schools and the work of preparing future teachers must buy in and be on board with this commitment.

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Partnering, Democratic Citizenship, and Goodlad's Agenda for Education in a Democracy

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Abstract: Situated in a description of current challenges facing democracy that suggest the, at one time, unthinkable possibility of deconsolidation, the author describes the origins under John Goodlad's leadership of the Agenda for Education in a Democracy and the Moral Dimensions of Teaching. He describes briefly work done within the BYU-Public School Partnership to illustrate Goodlad's influence. The argument put forth is that public education has a special responsibility for articulating and strengthening democratic citizenship, characterized as *dialogic democracy*, as a way of life and that this aim sets the purposes of school-university partnerships, an aim that ought to be embraced by the NAPDS.

KEYWORDS: John Goodlad, Agenda for Education in a Democracy, the Moral Dimensions of Teaching; dialogic democracy, NAPDS

NAPDS NINE ESSENTIALS ADDRESSED:

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. An articulation agreement developed by the respective participants delineating the roles and responsibilities of all involved;
6. A structure that allows all participants a forum for ongoing governance, reflection, and collaboration;
7. Work by college/university faculty and P–12 faculty in formal roles across institutional settings; and
8. Dedicated and shared resources and formal rewards and recognition structure

Introduction

This special issue of *School-University Partnerships* is dedicated to the legacy of John Goodlad, most specially his aspiration for the simultaneous renewal of teacher education and schooling. The intention of this introductory article is to explore Goodlad's work in relationship to the important ambition of the National Association for Professional Development Schools (NAPDS) to further the cause of partnering. Particular attention will be given to the emergence of the Agenda for Education in a Democracy and development of the Moral Dimensions of Teaching, two efforts underscoring a key insight of Goodlad's and his colleagues – for partnerships to be powerful, they must be purposeful and the driving purpose of public education is democratic citizenship understood, as John Dewey (1939) and the philosopher Boyd Bode (1937) argued, as a way of life.

The Question of Partnership Aims

In August 2007, the NAPDS held a summit to “hammer out Nine Essentials which define the PDS mission” (<https://napds.org/nine-essentials>). Of the Nine Essentials, the first two focus on the purposes of partnerships and the social purposes of education: 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” and 2. “A school-university culture committed to the preparation of future educators that embraces their active engagement in the school community.” Considering these two Essentials, a statement came to mind of Bode's written during the rise of Nazism and the growing threat of a second world war (1937). Bode wrote, “A democratic system of education is ordinarily supposed to mean a system which is made freely accessible to all the members of the group. That it should also be distinctive in quality or content is not taken for granted in the same way” (p. 63). “Systems of education,” Bode wrote, “are necessarily and inevitably bound up with some way of life” (p. 12; see also, p. 62).

Bode's comments prompt a question: What in the Nine Essentials would suggest that a PDS ought to represent a distinctive social philosophy and educational commitment? What way of life do the Essentials support, if any?

Present in the Nine Essentials are a few hints suggestive of an underlying and guiding social vision, but they are only hints: Advancing “equity” is mentioned in the first Essential. Essential 4 speaks of “innovation and reflective practice”; and Essentials 6, 7, and 8 suggest collaboration among partners to define roles and responsibilities and shared governance are important. Considering these statements, one wonders, is there anything about partnering under the NAPDS vision that would suggest partnerships in one or another nation or social system are or should be unique, different, somehow distinctive? Put differently, are the aims of education in China and Singapore identical to those of education in the U.S.? The question gives pause. Another Bode (1940) quote comes to mind: Comparing nations that were soon to be at war, he concluded, “co-operation in itself is scarcely an issue. The totalitarian states of today are all examples of large-scale co-operation.” Then he extended the point: “What is important is, first, the end or purpose that is to be achieved, and, secondly, the appropriateness of the means to the end” (p. 270).

Over the past two decades an infectious test fetish has dominated and distorted then displaced discussion of the purposes of American public education. The chest beating and shrill

ululating of politicians the past several years following release of international comparisons of student test results coupled with growing economic insecurity that elevated job training over education have silenced and overpowered other voices, and other, more fundamental, educational concerns – clearly the measures of quality education extend well beyond rising test scores or achieving gainful employment. At least they ought to in a nation proclaiming democratic aspirations and claiming exceptionalism. But, as John Dewey (1939) argued at a time of growing national angst, “we are learning that everything about the public schools, its official agencies of control, organization and administration, the status of teachers, the subjects taught and methods of teaching them, the prevailing modes of discipline, set *problems*; and that the problems have been largely ignored as far as the relation of schools to democratic institutions is concerned” (p. 42). Bode (1937) put the issue this way: “we have not yet made it clear that a democratic school [ought to] be substantially different in method or spirit from any other kind of school” (p. 16). John Goodlad and his colleagues (2004) formulated the problem for our time, observing that few of us “really think much about what it means to live in a democracy or what is needed to sustain one” (p. 36). Yet, as Goodlad argued, we must.

Goodlad stood in the tradition of Dewey and Bode and shared many of their concerns and commitments (see Goodlad, 2007). My understanding of the Agenda grew out of having known Goodlad, read his works, conversed with him, and of having lived with and worked with the Agenda and other of his ideas for two decades as a participant in the BYU-Public School Partnership and as a member of the center of pedagogy associated with that partnership (The Center for the Improvement of Teacher Education and Schooling, CITES) (see Bullough & Rosenberg, 2018). This experience has profoundly shaped my understanding of and beliefs about education. Prior to turning to a direct discussion of the Agenda, the brief section that follows sets a context needed for appreciating the urgency of focusing on partnership aims associated with re/vitalizing democratic citizenship.

Deconsolidation of Democracy

Until recently the possibility that democracy would fail in the U.S. was unthinkable. The assumption has long been that once mature, democracies would endure. That assumption is increasingly questioned. “Is Democracy Dying?” was the theme of the October 2018 issue of *The Atlantic*; and each article published offers reasons for worry that suggest democracy maybe or is unraveling. Two constitutional scholars, Amy Chua and Jed Rubenfeld (2018), discuss the growing “threat of tribalism” warning that “every group in America – minorities *and* whites; conservatives *and* liberals; the working class *and* elites – feels under attack, pitted against the others not just for jobs and spoils, but for the right to define the nation’s identity” (p. 80). In response they argue for what they describe as “constitutional patriotism” (p. 81), a sense of unity based on ideas and ideals rather than tribal triumph: “We have to remain united by and through the Constitution, regardless of our ideological disagreements” (p. 81). Offering a view from Europe, author and commentator Anne Applebaum (2018) wrestles with the implications of what she sees as the fading of democratic aspirations and the rise of the “illiberal state” (p. 57) in many parts of the world, where to stay in power leaders “encourage their followers to engage, at least part of the time, with an alternative reality. Sometimes that alternative reality has developed organically; more often, it’s been carefully formulated, with the help of modern marketing techniques, audience segmentation, and social-media campaigns.” Offering the U.S., Hungary and Poland as examples, she argues that

such realities “increase polarization and inflame xenophobia” (p. 59). “Polarization,” she concluded, “is [now] normal. More to the point . . . skepticism about liberal democracy is . . . [also] normal. And the appeal of authoritarianism is eternal” (p. 62).

Applebaum’s concern with widespread and increasing skepticism about democracy is a central theme of the recent research of political scientists Roberto Foa and Yascha Mounk (2016; 2017) on the “deconsolidation of democracy.” Analyzing data from the World Values Survey, Foa and Mounk explored the “health of democracy” (2016, p. 10). A few of their conclusions from U.S. respondents prompting concern follow:

- “When asked to rate on a scale of 1 to 10 how ‘essential’ it is for them ‘to live in a democracy,’
 - 72 percent of those born before World War II check ‘10,’ the highest value” (p. 7).
 - In contrast, the “millennial generation (those born since 1980) has grown much more indifferent . . . [I]n the United States, that number is . . . around 30 percent.” (p. 8).
- Furthermore, “in 1995 . . . only 16 percent of Americans born in the 1970s (then in their late teens or early twenties) believed that democracy was a ‘bad’ political system for the country” (p. 8).
 - Two decades later, that number had grown to 20 percent.
- In 2011, 24 percent of the same age cohort “considered democracy to be a ‘bad’ or ‘very bad’ way of running the country” (p. 8).
 - In 1995 one in 16 respondents thought it a “good” or “very good” idea for the “army to rule” but that figure is now one in six.

The message is clear, “younger generations are less committed to the importance of democracy” and are “less likely to be politically engaged” (p. 10). Similar patterns are apparent across several nations of Europe (see Foa & Mounk, 2017; 2018).

Responding to Foa and Mounk’s argument, political scientist Paul Howe (2017) agreed the evidence supports a growing and worrisome “skepticism concerning democracy as a form of government” (p. 20). From his analysis of the data, Howe noted in addition to shifting attitudes toward democracy a significant increase in antisocial attitudes among the younger compared to the older age cohorts. Respondents were asked “whether certain behaviors or practices are ‘ever justifiable’ based on a scale from 1 (‘never justifiable’) to 10 (‘always justifiable’)” (p. 20). Taking a bribe, cheating on taxes, claiming government benefits to which one was not entitled, and avoiding paying a public transit fare were among the behaviors surveyed. “Whereas 90 percent of those over age 60 say that taking a bribe is never justifiable, only 58 percent of those under 30 concur” (p. 20). Similar patterns followed for each behavior. Howe found a strong correlation between reported tolerance of antisocial acts and anti-democratic attitudes.

[The results] do not suggest a direct causal link between views on any specific issue (evading taxes [and so on]) and general democratic dispositions. Instead, they imply that indifferent feelings toward democracy are interlaced with a broader set of self-interested and antisocial attitudes that are present among a substantial minority of the U.S. population.

They also suggest that assessments of democracy do not operate strictly on a political plane.

Deeper dispositions and embedded values color more abstract political evaluations. (p. 23). There has been, according to Howe, a “slowly spreading” and “troubling syndrome of attitudes reflecting broad disregard for social norms . . . over the past few decades” (p. 24). Political scientist

Alan Wolfe (2018) appears to be correct: “Even in well-established political systems, democracy is always fragile” (p. 36). To strengthen democracy, young people need experience living it.

A Turn to Education

When considering the condition of democracy in America authors of two articles published in the October issue of *The Atlantic*, Yoni Appelbaum (2018), a senior editor, and Jeffrey Rosen (2018), professor of law and a contributing editor, like Goodlad, Dewey and Bode looked toward education as offering means for challenging current anti-social trends. Rosen urged “a return to principles” James Madison identified underpinning a “constitutional education” (p. 93).

To combat the power of factions, the Founders believed the people had to be educated about the structures of government in particular. “A popular Government, without popular information, or the means of acquiring it, is but a Prologue to a Farce or a Tragedy; or, perhaps both,” Madison wrote in 1822, supporting the Kentucky legislature’s “Plan of Education embracing every class of Citizens.” (p. 93)

By moving beyond a concern for knowing about democracy, Appelbaum (2018) extended Rosen’s argument, suggesting there is need for developing what he described as the “democratic habit,” suggesting, as Bullough and Rosenberg (2018) have argued, students (i.e. young people) require experience living democratically, of becoming democratically normed, and not just studying the ideas and essential activities involved in democratic citizenship. Appelbaum wrote,

Young Americans of all backgrounds deserve the chance to write charters, elect officers, and work through the messy and frustrating process of self-governance. They need the opportunity to make mistakes, and resolve them, without advisers intervening. Such activities shouldn’t be seen as extracurricular, but as the basic curriculum of democracy. In that respect, what students are doing—club sports, student council, the robotics team—matters less than how they’re doing it and what they’re gaining in the process: an appreciation for the role of rules and procedures in managing disputes . . . The next step is to translate that activity into other realms. (p. 77).

Goodlad and the Agenda for Education in a Democracy

That Appelbaum and Rosen would look to schooling to improve the health of American democracy would not surprise Goodlad. For decades he, along with many others, struggled with this issue. Grounded in 15 years of intensive field-based research (see chapter 2, Sirotnik & Associates, 2001), the Agenda for Education in a Democracy grew out of a “set of strong beliefs and assumptions about the nature of educational and organizational change and about the purposes of public education in a democracy” (p. 13). Under Goodlad’s leadership in the 1980s several school-university partnerships formed the National Network for Educational Renewal (NNER) and, following “conversations” in 25 states in addition to on-going research, awareness increased of the need for greater clarity of purposes.

The most critically important omission [in teacher education] is a vision that encompasses a good and just society, the centrality of education to the renewal of that society, the role of schools bringing this education equitably to all, and the kind of preparation teachers require for their stewardship of the nation’s schools. This is the vision that provides the moral grounding of the teacher education mission and gives direction to those teachers of

teachers responsible for designing coherent programs for the education of educators. (Goodlad, 1994, p. 4)

Sirotnik (2001) reported: the Agenda “was never intended to denote a list of specific items that could be ticked off one by one, as if one were conducting a fairly straightforward meeting. Rather, the word was intended to suggest a complex, long-term, morally grounded initiative that required major commitments over time by major players” (p. 28). The “players” or, more accurately, the “partners,” were expected to include school and district personnel, university administrators, school of education and arts and sciences faculty, everyone who had a stake in the success of public education and teacher education.

Emergence of the Agenda led to a reconstituting of the NNER. For continuing membership, sites were expected to embrace and test the Agenda and thereby make it their own. As Goodlad wrote, the hope was that the NNER would “draw attention to the unique role of education in a democratic society and the need to foster sound educational policies and practices that would not only support the broad purposes of democratic schooling but would also make possible the ongoing process of renewal” (Goodlad, Mantle-Bromley, & Goodlad, 2004, p. 25).

The Agenda was composed of three elements: 1. A four-part mission; 2. A strategy – the *simultaneous renewal* of schools and teacher education; and 3. A set of problems or institutional and partnership “conditions” – a set of “postulates” – deemed essential to renewal success (Sirotnik, 2001, p. 28; for the Postulates, see Goodlad, 1994, pp. 72-94). The four-part mission became the *Moral Dimensions of Teaching*, each dimension representing a moral obligation held by educators (see Sirotnik, 2001, p. 29) and includes: 1. “*Enculturating the young into a social and political democracy*”; 2. “*Providing access to knowledge for all children and youths*”; 3. “*Practicing pedagogical nurturing with respect to art and science of teaching*”; and 4. “*Ensuring responsible stewardship of the schools*” (italics in original; Goodlad et al, 2004, pp. 29-32). Goodlad and his colleagues (2004) explained that the intent of the four-part mission of schools was to address the question, “What are schools for?” (p. 32). Consistent with Appelbaum and Rosen’s interest in education, a central concern of the Agenda was and is the “need to educate the American public about schools and the roles they must play in both promoting and sustaining our democracy” (Goodlad, et al., 2004, pp. 35-36). Echoing Dewey’s views, Goodlad and his colleagues concluded, “Most of us understand that schools are supposed to teach youngsters to read, write, and figure. Most of us assume that schools will do something to prepare the young to enter the workforce. . . . But little thought is given to educating for citizenship in a social and political democracy, to developing the character, competence, and skills necessary for such citizenship” (Goodlad, et al., 2004, p. 36).

The Moral Dimensions of Teaching

Enculturating the young. Political scientist Benjamin Barber (1997) captured the sweeping vision underlying the Agenda when he wrote “Public schools are not merely schools *for* the public, but schools of publicness: institutions where we learn what it means to *be* a public and start down the road toward common national and civic identity. They are the forges of our citizenship and the bedrock of our democracy” (p. 22). The challenge is, What is the democracy into which the young were to be enculturated? Views often differ. In addition, the word, “enculturate,” as Sirotnik (2001) anticipated, has proven to be somewhat controversial, suggesting to some a process of passive socialization.

“Enculturate” was intended to “convey the idea of preparing future citizens for a ‘cultural democracy,’ one marked by the consensus and commonality required for a healthy and functioning civic and democratic society” (Sirotnik, 2001, p. 28). The belief was that there was no simple operational definition of democracy that schools could or should embrace; there were no blueprints (see Goodlad, 1994, p. 129). Rather, akin to developments within the Eight Year Study of the Progressive Education Association (Kridel & Bullough, 2007), the expectation was that partners in the various sites would negotiate relationships and strive to realize social ideals, rights and responsibilities, that would convey commitment to a form of institutional life that was recognizably democratic. Recent work undertaken within the BYU-Public School Partnership to describe what sort of way of life democracy represents has focused on “the manners of democracy” (see Bullough & Rosenberg, 2018). Democratic manners include hospitality (in support of conversation) and a “robust commitment to *listening and ‘listening out for’ the other.*” So understood, the requirement is a “*dialogic* democracy, one that unites and balances voice with the openness required to hear others’ voices” (p. 90).

The process of *enculturation* calls attention to the indirect nature of education: As Dewey (1916) argued, “We never educate directly, but indirectly by means of the environment” (p. 22). Extending the point, the philosopher Thomas Green wrote, “one does not learn the norms of cooperation and then apply them . . . one simply comes to be cooperative. One comes to be normed” (p. 49), strongly or weakly. Hence, one learns to live democratically by actively participating in social environments that seek to be democratic. Bode (1937) made the point this way, “Teaching democracy in the abstract is on a par with teaching swimming by correspondence” (p. 75). Democracy, then, ought to find place not only in the formal curriculum as a topic for study but in both the informal and hidden curriculum that underpin the practices of schooling from the library to the lunch room and the classroom to the school commons.

Providing access to knowledge. “Obviously, access to watered-down curricula or curricula that fail to include substantial encounters with the disciplines that have defined human knowledge and understanding is no access at all” (Sirotnik, 2001, p. 29). The concern expressed in the second Moral Dimension of Teaching, as Goodlad and his colleagues (2004) stated, was that often the most valuable forms of knowledge “have traditionally been poorly distributed within and among most schools. Poor and minority youngsters are those most frequently disenfranchised” (p. 30). Sirotnik (2001) described such practices as “morally indefensible” (p. 29). Similarly, access to quality instruction has been unequally distributed, and this too must change.

Nurturing pedagogy. The third Moral Dimension of Teaching calls attention to student-teacher relationships as well as to the importance of teachers possessing significant pedagogical skill and knowledge. Teacher-student relationships are central to all things educational. “The emotional bond between students and teacher—for better and worse—accounts for whether students learn” (Willingham, 2009, p. 65). Because schooling is compulsory for the young, “a quite special and unique burden is placed on the teacher. The teacher-student relationship in public schools takes on a moral dimension that is fundamentally different from, for example, that which exists for private schools” (Goodlad et al., 2004, p. 31). Teachers must be caring and part of caring is to model and practice nurturing pedagogy but additionally this dimension offers a reminder that “taking seriously the art and science of teaching is indispensable to a morally based agenda for education in a democracy” (Sirotnik, 2001, p. 29). Nurturing pedagogy “requires educators . . . to become students of teaching and of their own teaching practice” (Bullough & Rosenberg, 2018, p. 108) so that practice is consistently improving and is renewing.

Responsible Stewardship. “The fourth moral obligation requires that educators take responsibility for much more than just their classrooms and students. They, with their colleagues, must be responsible for the whole of the organization” (Sirotnik, 2001, p. 29). More specifically, as Goodlad and his colleagues (2004) later argued, “teachers . . . must be purposefully engaged in the renewal process” (p. 32; see below). Carefully considering the extent of the stewardship responsibilities held by educators, Bullough and Rosenberg (2018) argue educators have a steward’s responsibility for the future, for mind and memory (our own and our students’), for possibility—the dream of democratic education—as well as for democratic character (see pp. 141-145). Moreover, they argue that stewardship *is* a moral posture (p. 147).

Simultaneous Renewal

As an “overarching strategy” for educational improvement simultaneous renewal grew out of an argument that is “as simple in theory as it is difficult in practice: We cannot have better schools without better teachers, and we cannot have better teachers without better schools” (Sirotnik, 2001, p. 30). Metaphors matter; how we talk about the work of education determines outcomes, determining what opportunities and problems are recognized as legitimate and how problems are framed for management or resolution. The focus on *renewal* rather than *reform*, *restructuring* or *reculturing* is fundamentally important. For Goodlad improvement was first a learning problem. In contrast, *reform* suggests a reshuffling, rearranging or perhaps reshaping of the parts of an existing practice: New wine poured into old bottles. *Reform* also conveys images of fixing a broken something or someone; in this sense, to reform is to identify and remediate deficits. *Restructuring* suggests disassembling then reassembling; old parts are used to realize what is believed to be a new design. When relationships are altered and new purposes are introduced, reforming and restructuring may lead to *reculturing*, a changed life form or pattern of living that may or may not have anything at all to do the values and commitments that ground a democratic way of life. Reforming, restructuring, and reculturing, in contrast to renewing, each suggest that something is done to or for someone else, someone who possesses less power and understanding who is to be remade. *Renewal*, by comparison, like democracy, grows out of a different set of commitments—faith and trust in the ability of persons to learn, to grow, and to make wise and generous decisions affecting their own and other’s futures when given the opportunity to do so and when supported in gaining requisite knowledge, understanding and social sensibilities. As John Dewey (1916) argued, democracy is a theory of education. Fixating on deficiencies rather than inviting engagement in reimagining a shared future is one certain way to undermine partnership ambitions before they get off the ground.

The Agenda and the Brigham Young University-Public School Partnership (BYU-PSP)

Based on research conducted in the 1970s and continuing, Goodlad and his colleagues concluded that the “renewal of schools and the education of those who work in them had to go hand in hand for there to be significant educational improvement” (1994, p. 105). To that end, the Southern California School-University Partnership was created. Hearing of the partnership, in 1983 the dean of education at Brigham Young University (BYU) “showed up” at Goodlad’s office at UCLA where he was dean. Goodlad reported: “[The visiting BYU dean] and some colleagues had resonated to the concepts of mutual collaboration that we had employed at UCLA. [He] saw

them as having profound implications for the mission and activities of the college over which he presided" (1994, p. 105). The dean made Goodlad an offer to spend part of the next year working with BYU faculty to create a partnership. Goodlad agreed. At the end of that year, the intent was to formalize a partnership between the university and five school districts then enrolling about 30 percent of the students in Utah.

Of his final week of the year spent visiting Utah, Goodlad (1994) wrote:

To BYU personnel early on in our meetings, I posed the questions, "What might you have to gain from a close partnership with the schools?" About a dozen major areas of potential benefit emerged. On Wednesday, at the meeting on their turf, I asked the five superintendents the same question. Again, about a dozen major topics emerged. There was overlap in about half of the topics agreed upon by each group. On Thursday of that week, on the neutral turf of the hotel, I presented six topics identified commonly by the two groups as a possible agenda for collaboration. With incredible speed and unanimity, the combined groups agreed to form a school-university partnership to address [these] overlapping self-interest[s], which included . . . the preparation of school principals, curriculum development, and research on critical problem areas. (p. 107)

Thirty-six years later, despite extensive and continuing participant turnover, the partnership is still living and still governed by the dean of education and the five district superintendents who share resources and commitment to the partnership.

Goodlad (1994) identified a handful of lessons about partnering following his time at BYU that are instructive. Among the lessons were these: The importance of making certain "the conditions necessary to a symbiotic relationship are present" (p. 106); and "if in seeking the satisfaction of one's own needs, the needs of the partners are ignored, the partnership will soon dissolve" (p. 106). Among the essential conditions, as described within the Postulates (the third element of the Agenda mentioned above), is that "Programs for the education of the nation's educators must be viewed by institutions offering them as a major responsibility to society and be adequately supported and promoted and vigorously advanced by the institution's top leadership" (Postulate 1, Goodlad, 1994, p. 72). Partnering is expensive, especially if is to be "symbiotic" (Goodlad, 1999, p. 81). In addition, reflecting on his partnership experience, Goodlad (1994) concluded, "school-university partnerships will be successful only to the degree that they are forged early on and address consciously a common agenda" (p. 107). Wryly, he commented, "There is in the excess baggage of democracy the benign and often dysfunctional belief that good intentions accompanied by good will are sufficient to bring about near-miracles. Sometimes they do, but at least as often prolonged inability to agree on an agenda converts good will to ill will" (Goodlad, 1999, pp. 86-7). A "loosely constructed umbrella of collaboration," Goodlad warned, one that relies primarily on "mutual goodwill" rather than clarity of purpose and strength of commitment, is "bound to collapse" (p. 108). Uncertain or confused aims undermine trust, dissipate energy, and weaken commitment needed to work through challenging times.

Partnerships face many threats. Among them are fluctuating and uncertain resource streams, key people moving on or retiring, pressing time demands, conflicting institutional values, and diverting, insistent and often unexpected problems. Strength of relationship, shared histories of commitment and trust, clarity of vision, and consistent institutional investment and support are, as Goodlad suggested, essential to partnership survival. Goodlad's colleague, Richard Clark (1999), underscored these conclusions when examining failed partnerships: "the two partnerships that

died . . . lost sight of their original purpose and failed to develop a clearly articulated new purpose” (p. 51).

Learning Together: The Agenda and Simultaneous Renewal

After leaving UCLA for Seattle, Goodlad and his colleagues formed the Center for Educational Renewal (CER) associated with the University of Washington. From this base, as Sirotnik (2001; see also Goodlad, et al., 2004) described, an astonishing amount of activity followed designed to join “inquiry with practice” (p. 5). Studies, large and small, were conducted, books and articles were published, conferences were convened, the National Network for Educational Renewal was founded, as noted above, and later reconstituted, and the Institute for Educational Inquiry, a nonprofit, was formed to “put into practice the research findings of the CER” (p. 6). And there was more. Refining and extending the strategy of simultaneous renewal led to development in Seattle of what initially were thought of as seminars involving educators from across the Network in support of the study of the emerging Agenda. The intention was to build and strengthen a cadre of engaged and knowledgeable school and university leaders committed to partnering. Moreover, annual NNER conferences brought sites together for sharing, discussion and learning. Work of this kind, as Bullough and Rosenberg (2018) have argued, is designed to build and strengthen the relationships of a hospitable commons (see pp. 47-59).

Through the Network and through participation in the study groups, described as “Associates,” educators from the various partnerships across the country extended Goodlad’s influence as they gained in understanding of partnering and the Agenda (Smith & Fenstermacher, 1999). To build and strengthen relationships and extend shared understanding, the BYU-PSP, among other partnerships, developed its own Associates programs drawing initially on the Seattle curriculum as a model.

The idea was presented to the [partnership] governing board at its January 1995 meeting. The proposal contained two programs, each designed for a different audience, but each targeting the need to increase the number of people in the organization who understood the key ideas of the partnership and could add to the generative leadership capacity of our NNER setting. The first program called for a leadership retreat [Leaders Associates] to be held twice annually for the purposes of building a shared education base and encouraging a more proactive leadership stance that would develop strategies and related projects for improving teacher education and schools. . . The second proposed program was to create an Associates cohort of eighteen to twenty people chosen from the faculty and administration of the five school districts and the university. (Patterson & Hughes, 1999, p. 272).

Both the Leaders Associates and the district associates are continuing. Well over two thousand educators have participated in the district associates, which now includes study groups associated with each of the five districts and university personnel who meet in five two-day retreats across an academic year (see Bullough & Rosenberg, 2018, Chapter 7). One school district has also organized building level study groups. A more recent development is an annual school of education retreat held each June that centers on one or another partnership aim or value.

Since teacher education is not only the concern of schools and departments and colleges of education, over time, Goodlad and his colleagues directed greater attention to creating ways of more effectively partnering with arts and science faculty. Associates provided one such strategy,

but others were required. “For renewal to work effectively in the programs that prepare tomorrow’s teachers, educators in the arts and sciences would need to be just as involved in the process as those in departments of education. But there were no existing structures that could accommodate such a change strategy. To make such collaboration possible, the idea of creating a *center of pedagogy* was born” (Goodlad, et al., 2004, p. 116). The aim was a three-way, a *tripartite*, partnership: public education, schools of education, the arts and sciences.

Centers of pedagogy were slow to develop (see Goodlad et al., 2004, p. 116). Part of the challenge was that only rarely was teacher education seen as a responsibility of or as important to faculty outside of departments or colleges of education despite the obvious fact that the majority of intending teachers’ course work was housed in academic departments. At BYU, the Center for the Improvement of Teacher Education and Schooling (CITES) was approved in 1996 by the university with a pledge of “administrative and monetary support” (Patterson, Michelli, & Pacheco, 1999, p. 115). Gradually, over the years, teacher education has increasingly come to be understood at BYU as a university-wide responsibility, a vision cemented when in 2003 the University Committee on Teacher Education (UCOTE), a policy-making body, was established with associate dean level representatives from all seven of the colleges involved in teacher education, the dean of education and the director of CITES and chaired by the associate academic vice president responsible for undergraduate education.

CITES has many functions in addition to Associates. Among the partnership initiatives is a large, endowed, and ongoing project in school arts education, a project in mathematics education and a mathematics teacher endorsement, a positive behavior support program attached to one of the partner districts, district-based research internships for select graduate students enrolled in a measurement and evaluation program, diverse studies of teacher education and teaching, and a fellows program that partially funds partnership-related research.

Evolving Aims

As Goodlad anticipated, as partnerships mature and especially as leadership turns over programs evolve and aims may change. So it has been for the BYU-PSP. After many years of close involvement with the partnership, the work in Seattle eventually slowed. Key leaders passed on or away. The BYU-Public School Partnership changed significantly following retirement in 2002 of dean Robert Patterson whose 11 years of leadership were transformative. The NNER also evolved as its leadership changed. Healthy partnerships periodically must review (if only to reaffirm) their purposes; drift in the face of the near overwhelming complexity of the work of partnering is a persistent danger. After Goodlad’s partnership involvement diminished, during a period of introspection following changes in the NNER, despite being an original member, in 2010 the BYU-PSP withdrew. In the time that followed, a slow turn toward the National Association of Professional Development Schools (NAPDS) as an arena within which to engage in the wider conversation about partnerships and partnering began. Happily, the NAPDS proved to be welcoming. Pressures at home arising from vocal and sometimes angry enemies of public education also encouraged review of partnership values and purposes. A large, diverse, and complex committee was formed to consider future directions of the partnership. Over months of deliberation, which included a dramatic rejection of the initial work of the committee by the Leaders Associates at one of its retreats, the committee eventually produced a statement of aims

for the partnership that grew out the Agenda for Education in a Democracy but better reflected the partner's experience.

The Commitments. The new mission and statement of aims took the form of four *beliefs* and a set of five shared partnership *commitments*. Echoing Goodlad and his colleagues, the first belief states that “Public education is the cornerstone of a civil and prosperous democracy” while the others recognize education as a shared responsibility, the importance for the young of both academic mastery and personal development, and the value of research and inquiry to improving educational quality. The commitments, which currently structure the district-level associates programs, include: 1. Civic preparation and engagement; 2. Engaged learning through nurturing pedagogy; 3. Equitable access to academic knowledge and achievement; 4. Stewardship in school and community; and 5. Commitment to [simultaneous] renewal. Each commitment includes a statement that clarifies and fills out partnership intent. For example, speaking to social aims, the first commitment includes the following statement: “The Partnership prepares educators who model and teach the knowledge, skills, and dispositions required for civic virtue and engagement in our society” (http://education.byu.edu/cites/new_statement.html) In addition to serving as a mission statement for the partnership, the Commitments also serve as a mission statement for at least one of the five partner districts, a decision made by vote of the school board.

Conclusion

Early in this article Bode was quoted when he wrote that a democratic system of education ought to “be distinctive in quality and content.” As suggested, John Goodlad understood and shared this belief and recognized that in university-school partnerships a unique and special opportunity resides for educators to explore and realize the educational meaning of democracy and thereby to grow morally and professionally. The issues raised by Foa and Mounk underscore the importance of Goodlad's project for our own time and of his belief in democracy as an essential “surround” (his word) supportive of the fullest development of human capacity and moral goodness. As Goodlad understood, when tightly linked to democratic citizenship aspirations, partnering represents a distinctive form of community building and ethics, points too seldom considered within current partnership discussions. Of community, Dewey (1916) wrote, “Men live in a community in virtue of the things which they have in common; and communication is the way in which they come to possess things in common. What they must have in common in order to form a community or society are aims, beliefs, aspirations, knowledge—a common understanding—like-mindedness as the sociologists say” (p. 5). Dewey (1927) understood that “neighborly” communities are places within which democracy “must begin” (p. 213). Such places can serve as commons – like schools, like Associates, and like partnerships – and within such spaces people of goodwill come together, greet one another hospitably, cross thresholds, and hopefully will engage in the practice of “dialogic democracy” (see Bullough & Rosenberg, 2018, see Chapters 3-5). In commons and through purposeful activity and focused conversation within partnerships friendships form and the range of shared interests expands. When this happens, provincialism weakens, appreciation for and interest in otherness grows, and, eventually, understood as a learning problem, practice improves. These are among the potential fruits of partnering Goodlad sought. But to realize them, as he argued, first and foremost, they must be articulated as part of a shared and explicit agenda, an understanding that seems missing within the Essentials. An agenda is

required because, as Goodlad and his colleagues reminded their readers, “democracies never *just happen*” (2004, p. 36).

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Engaging Goodlad's Postulates in Clinically-Based Social Studies Teacher Education

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Abstract: This paper discusses the efficacy of a clinically-based teacher education experience intended to promote teacher candidates' understanding of secondary students' capacity to engage with complex ideas and topics. Through this study, we draw on two of Goodlad's postulates for field experiences in teacher education, Postulates 10 and 15, to examine how teacher candidates' experience of a targeted, clinical assignment in a Professional Development School District (PDS) setting enabled – or did not enable – inquiry into practice. Through their close observation of the kind of exemplary model lesson that Goodlad asserted must be a part of the teacher education experience, the teacher candidates were provided the opportunity to analyze students' capacity to engage in an inquiry lesson. Our analysis of the teacher candidates' observations revealed two issues: first, the teacher candidates' experience of this lesson seemed to support their capacity to recognize productive conditions for learning. However, the candidates' responses also indicated that there were gaps between the meaningful and effective pedagogies they saw in the lesson and what they imagined would be possible in their future classrooms. These findings offer insights into the complexity of clinically-based teacher education, an aspect of the professional development school movement Goodlad's legacy continues to inspire.

KEYWORDS: social studies, teacher education, Professional Development Schools, clinically-based field experiences

NAPDS NINE ESSENTIALS ADDRESSED:

2. A school–university culture committed to the preparation of future educators that embraces their active engagement in the school community
4. A shared commitment to innovative and reflective practice by all participants
8. Work by college/university faculty and P–12 faculty in formal roles across institutional settings

Introduction

Teacher candidates' preconceived notions about good social studies instruction are difficult to unravel. The dilemma can be exacerbated when teacher candidates are placed with cooperating teachers that continue to engage in the flawed practices they experienced as elementary and secondary students (Frykholm, 1996; Pryor, 2006). In short, becoming a teacher is a complicated process, often undercut by weak school-university partnerships. The work of John Goodlad, including his twenty Postulates, responded to this need to confront preconceived ideas of teaching by marshaling a vital conversation around teacher education, school-university partnerships, and the preparation of teachers and students for democratic society. Across his work, Goodlad noted the importance of teacher socialization—for both pre-service and in-service teachers. The socialization process of teachers is complex, and far too often falls short of disrupting the problematic understandings of what it means to teach (Goodlad, 1990). In many ways, this need to socialize more intentionally teacher candidates has led to decades of research around innovative clinically-based teacher education practices—practices notably informed by Goodlad's Postulates. This study draws on Goodlad's Postulates to describe and evaluate efforts in our teacher education to ensure that teacher candidates have the opportunity to observe exemplary practices in a practicum classroom during their own development as future educators.

Goodlad's Postulates were collaboratively developed as a part of a careful surveying of teacher education research, the history of education, conversations with educator constituents, and a review of teacher education programs (Goodlad, 1994). The result was a set of reasoned arguments that were “not only a conceptualization of the major components of but also affirmations describing their healthy state” for teacher education (Goodlad, 1994, p. 69). Goodlad and his colleagues anticipated that teacher education programs could use the Postulates and a series of elements and questions for program renewal and review. Additionally, by engaging with these Postulates, Goodlad argued that simultaneous educational renewal is made possible through rich school-university partnerships. In other words, Goodlad believed that renewal and transformation would be made possible for both K-12 school settings and the teacher education program through symbiotic relationships of schools and universities (e.g. Goodlad, 1990). This has been further engaged through research on clinically-oriented teacher education (e.g. Cobb, 2001; Klieger & Oster-Levinz, 2015; Owens, Towery & Lawler, 2011), which indicates facilitating supported clinical experiences for teacher candidates in schools makes it more likely they will be better prepared for the teaching profession.

In this study, we describe teacher candidates' responses to one set of questions that were part of one set of assignments, within one course, and administered to one cohort of teacher candidates. The course was an introductory field-based course for the bachelor's students in the first semester of our secondary social studies certification program. The students were studying the notion of “connecting the content to the world” (Schmeichel, 2017) in social studies, and exploring media literacy strategies along with introductory notions of an inquiry approach for teaching social studies (e.g., King, Neumann & Carmichael, 2009). We rely on Goodlad's Postulates to reflect on and make sense of these responses. Borrowing from Simpson and DeVitis's (1993) work, we categorize Goodlad's Postulates into four themes: Institutional Expectations (Postulates 1-3), Faculty Responsibility (Postulates 4-6), Programmatic Conditions (Postulates 7-17), and Regulatory Circumstances (Postulates 18-20). This study aims to explore how the programmatic conditions of our teacher education program may foster particular, desired

socialization of the teacher candidates. As such, this paper will specifically rely on Postulates 10 and 15 in our analysis. Although we acknowledge it is impossible to separate any one of the Postulates from the others, we found it appropriate to frame our analysis based on the Postulates that were most aligned with the clinical teacher education experience we designed. In what follows we briefly highlight the institutional expectations and faculty responsibilities which made our specific focus on programmatic conditions possible. We will then more fully address the two Postulates which frame this paper—Postulates 10 and 15.

Professional Development School Context

The integrated practicum classroom described in this study was made possible by our participation in a Professional Development School District (PDS) partnership. Having established an institutionally supported and promoted teacher education program (Postulate 1), continually seeking parity with other professional education programs (Postulate 2) and being autonomous and organized in our work (Postulate 3), this partnership has opened new opportunities to expand and enrich our work in teacher education. Specifically, it has provided the space for one of our faculty to assume the position of Professor-in-Residence (PIR), which includes responsibilities for lead teaching in a 9th grade Government class in a local high school. This role has allowed our faculty to pursue Postulate 5, for example, which calls faculty to maintain “a comprehensive understanding of the aims of education and the role of schools in our society” (Goodlad, 1994, p. 80). Communication with contributing constituents in the PDS partnership (i.e., mentor teachers, university faculty and school leaders) about the vitality of the partnership coupled with our commitment to problem-solve the unrefined aspects of the partnership confirmed value of creating a high school social studies PDS classroom. One of the partner principals recognized that having an experienced social studies teacher, practicing alongside and within the context of his high school, would allow for a collaborative infusion of expertise in the area of social studies teaching and learning. Working together, the PIR and high school principal formulated a PIR role with responsibilities for the instruction of high school students, mentorship of early career teachers, and collaboration with social studies teachers. Though the focus of this study is on the teacher candidates’ experience in the PDS classroom, the classroom simultaneously created opportunities university- and school-based social studies educators to engage in ongoing conversations about the essential qualities of meaningful social studies education. Similarly, the high school students attending social studies class in the PDS classroom engaged in small group interactions with the teacher candidates – thus lowering the teacher-student ratio dramatically – while learning through sophisticated social studies methods that invited them to consider ways the social studies move them towards a more sophisticated understanding of themselves, others, and the social world.

By opening up her 9th grade classroom to students enrolled in our teacher education program, the PIR is a “hybrid teacher educator” (Zeichner, 2010), creating a functioning lab space for social studies teacher candidates to observe secondary students engage in the constructivist, student-centered methods taught and promoted in our teacher education program (Pryor, 2006; Zeichner & McDonald, 2011). The lab classroom is intended to reduce the gap between the theory addressed in teacher education coursework and practices the teacher candidates observe and experience in schools (Korthagen, 2010; Mattsson, Eilertsen & Rorrison, 2011; Orland-Barak, 2010). The PIR classroom serves as a space where teacher education responsibilities and teaching

secondary social studies responsibilities are shared because the teacher educator simultaneously serves as the cooperating teacher (Korthagen, Loughran & Russell, 2006; Zeichner, 2010).

Through this arrangement, the PIR is able to embed programmatic conditions (Postulates 7-17), which provide rich spaces for teacher candidates to “move beyond being students...to become teachers” (Goodlad, 1994, p. 82) and to more explicitly socialize candidates beyond “their self-oriented student preoccupations” (Goodlad, 1994, p. 84). Furthermore, the PIR’s classroom becomes a space for candidates to engage, grapple, and inquire into the realities of today’s classrooms (Postulates 10-17). The range of programmatic conditions advanced by Goodlad in Postulates 7 through 17 inform our work and PDSD partnership. However, given this study’s more general look at promoting particular conditions for learning we hope teacher candidates establish in their own future classrooms, and our focus on the laboratory setting of the PIR’s classroom, this paper will specifically rely on Postulates 10 and 15 for our analysis.

Postulate 10 centers the notion that teacher candidates are exposed to the kind of learning they should aspire to establish in their own schools, and that in particular, they come to understand the conditions for learning they should enact in their future classrooms. Postulate 15 takes into consideration the surrounding context and experiences that both promote and ground the kind of thinking and inquiry that contribute to exemplary teacher education field work. We used these two Postulates to frame our study because they link two ideas that are central to our approach to clinical teacher education: they propose that teacher candidates draw on exemplary field-based experiences to inform their analysis and inquiry of the processes and contexts of teaching and learning they will encounter in their future classrooms. Specifically, this research describes our efforts to design a field-based experience to foster our teacher candidates’ capacities to inquire into the processes and contexts necessary to create conditions for learning for their future students. In doing so, we seek to contribute to a body of knowledge that draws on Goodlad’s legacy to improve teaching and to renew public schools.

The PIR’s classroom design illuminates one approach to fulfilling Postulates 10 and 15. By creating a setting for observation, hands-on experience, and an exemplary internship (Postulate 15), the teacher candidates in our program observe and experience the conditions for learning that we hope they will create in the future (Postulate 10). Our hope is that the theories and orientations addressed in our teacher education program will not be “washed out” (Zeichner & Tabachnick, 1981, p. 7) or undermined by an unpredictable or dissonant clinical placement (Misco & Hamot, 2012).

The research described in this paper is an analysis of tasks associated with a civics lesson observed and analyzed by the teacher candidates in this simultaneously taught high school civics class and social studies teacher education course. Twenty-six secondary social studies teacher candidates participated in the course described in this project. The course included two components led by two different faculty: (1) an on-campus seminar that serves as the introduction of social studies education and (2) a field-based practicum in the clinical space led by the PIR. In the seminar course, high-leverage social studies strategies were a central focus of the semester.

As the semester neared to a close, the instructor of the seminar course and the PIR worked collaboratively to design a lesson for the 9th graders. This lesson, which was taught by the PIR, highlighted pedagogical strategies the teacher candidates had explored in the seminar course. In the following sections, we describe the research on highleverage practices. We then provide details on the lesson and identify what we hoped both the 9th grade students and teacher candidates would gain from their participation. Finally, we draw on data generated from the teacher candidates to

describe and assess the efficacy of using the PIR classroom to promote high-leverage strategies in the social studies curriculum.

Clinically-Based Teacher Education

Extending Goodlad's (1990) call for more clinically-based experiences, we also draw on research that promotes clinical preparation that models exemplary conditions for learning (Darling-Hammond, 2006; Louden & Rohl, 2006; Tatto, 1996) to design our courses. For example, the course and practicum experiences described in this project were informed by research encouraging teacher education programs to prepare teacher candidates by using clinical experience to model and enact ambitious, high-leverage practices (e.g., Grossman, Hammerness, & McDonald, 2009; Kazemi, Franke, & Lampert, 2009; Lampert et al, 2013). The PIR classroom is designed to convey the purpose, value, and potential of a variety of high-leverage practices in social studies, where we draw upon the C3 Framework (NCSS, 2013), inquiry (e.g., Parker, 2012; Swan, Lee & Grant, 2018), collaborative groups (e.g., Parker, 2012), and discussion (e.g., Hess, 2009) to inform the kinds of high-leverage practices we hope our candidates can demonstrate. In the PIR classroom, teacher candidates observe and interact with secondary students who are engaged in constructivist, student-centered methods in a social studies classroom (Ripley, 2013; Zeichner & McDonald, 2011). Our work reflects Postulates 10 and 15 as we attempt to disrupt much of the teacher candidates' prior notions of what "good" social studies is by providing them the opportunity to see exemplary pedagogies in the laboratory setting of the PIR's classroom that are aligned with the curriculum of our teacher education program.

The school in which the PIR teaches is a public, 9-12 grade, Title 1 high school that participates in the larger PDS partnership. The school's racial demographics are 59% Black, 18% Hispanic, 15% White, 4% multi-racial, and 2% Asian. 80% of the students at the school qualify for free and reduced lunches, and 4% of the students are limited in their English proficiency (Civil Rights Data Collection, 2013). The 9th grade government course was an on-level course with 28 students.

The lesson described in this study was intended to model an effective inquiry lesson exploring the idea of bias and fake news. While we aligned the lesson with the high school civics standards in our state, these content and skill standards are likely found in the civics curriculum and broader social studies skills standards of most states. Specifically, the lesson addressed a content curriculum standard that the students should be able to demonstrate knowledge of civil liberties and civil rights. By utilizing state standards that our teacher candidates will one day be expected to teach, again, sought to achieve Goodlad's (1994) notion of healthy programming in terms of modeling learning experiences that our candidates should be able to design for their future students.

We drew from research on various aspects of best practices in social studies—the same practices we teach in our program—to design and assess the lesson. For example, in the planning phase, we relied on strategies suggested by Parker (2012) and the C3 framework (NCSS, 2013) on using inquiry in social studies. Further, the lesson was designed by following planning guidelines described by Wiggins and McTighe in *Understanding by Design* (2012). Lastly, lesson construction and implementation were continuously analyzed using the indicators offered by King, Neumann and Carmichael in *Authentic Intellectual Work* (2009): construction of knowledge, disciplined inquiry, and value beyond school. We have highlighted the ways we have attempted to

convey the value of using high-leverage practices in social studies to our teacher candidates for this study. Yet, we acknowledge that focusing on high-leverage practices could be in neglect of essential understandings about justice (e.g., Philip, et al., 2018). Navigating the competing demands on the time we have with our candidates continues to be a struggle, but we work to ensure the exemplars enacted to demonstrate these practices are also justice and equity-oriented. Our candidates are exposed to high-leverage social studies practices within the context of model lessons that expose historical injustices and systemic oppression in ways that are accessible to the secondary students they encounter in schools.

We intentionally modeled the idea that social studies lessons should have value beyond school in the choice of the topic of the lesson (e.g. King, Neumann & Carmichael, 2009; Schmeichel, 2017). In response to an environment in which the proliferation of fake news exists alongside notions that no media can be trusted, (Jones & Ritter, 2018; Kavanagh & Rich, 2018) we chose to explore questions about the media and bias as the focus of this lesson. The lesson was built around the following question: "Is fake news fair?". In order to provide a basis for the teacher candidates' reactions and observations of the student understandings resulting from the lesson, we describe each component of the lesson and highlight the understandings about media literacy and bias it was designed to promote among the secondary student participants. We then describe the teacher candidates' involvement in the lesson and the understandings their participation in this lesson were designed to promote.

Using Inquiry to Promote Media Literacy

We designed and implemented a lesson that allowed teacher candidates to witness the conditions for learning we hope they will enact in their own future classrooms. By thoughtfully utilizing a particular kind of field experience located in a PDS, our work resonates with Goodlad's Postulates 10 and 15. Though not explicitly solicited, the lesson design drew upon students' interest across the PIR's experience working with them throughout the school year. The lesson was implemented in the spring, and at that point, the students had repeatedly expressed interest in exploring protests (i.e., the Black Lives Matter Movement) as they were continually working to make sense of their social and political worlds. Interest in protests and media portrayals following the Women's March in January 2017 was vehemently high among a number of the students. Thus, the focus on historical and present-day protests seemed appropriate not only at the time (spring 2017), but also based on the feedback the high school students were offering the PIR about the kinds of curricular topics they would find compelling. As such, the teacher candidates witnessed a multi-day lesson in which students were asked to consider the use of the phrase, "fake news" by political officials, including President Trump, and on social media platforms, like Facebook. This introductory discussion ensured that all students had some background knowledge on fake news and that they shared an initial, working definition of the term that they could mobilize productively throughout the lesson. In the next phase of the lesson, students practiced media analysis through the use of historical photos. By presenting historical examples of media portrayals of protests, we offered students an opportunity to analyze events covered by the media that were detached from more familiar current events topics. We believed that this would help them to be less ideologically committed to interpreting the events with their own pre-existing biases about the events and perhaps focus on analyzing the sources' representations of the events. The students analyzed photos published in newspapers reporting the Women's Procession (1913) and the March from

Selma to Montgomery (1965). The students responded to questions that prompted them to consider the source of the images and the ways the photos could be interpreted by different constituents and audiences to notice perspectives present in the photographs.

We then introduced two examples of modern protests. Students were provided with media accounts of these protests that included an image, the headline, and the first several paragraphs of the accompanying article. When examining the modern-day events, students were asked to answer a series of analytical questions about the resource and to use a “bias scale” (see Appendix 1) to evaluate the level of bias present in the media accounts of the two protests. These questions and the use of this scale encouraged students to consider several issues, including the politically contested nature of these events, journalists’ choices to frame these events in a particular way, and the way that headlines, images, and initial paragraphs work together to create an impression of the event for the reader. This task also served as a formative assessment that reflected students’ capacity to assess the value the sources.

In the final phase of the activity, the students examined a news story about an immigration protest at one of the airports. The story included a number of the markers of the kinds of articles that are labeled as “fake news”: the article came from a website that was not associated with a well-known or reputable news organization, the author did not quote any of the parties said to be involved in the scuffle and did not provide any firsthand accounts, and the article included significant contradictions in the account of the event. The students then participated in a Structured Academic Controversy (e.g., Hess, 2009; Parker, 2012) around the fairness of fake news and a fishbowl discussion about what responsibilities they have – as citizens and consumers of online sources – in an information landscape wrought with fake news.

Student engagement in the lesson was high, as demonstrated by on-task behavior and significant levels of participation in all components of the lesson, including whole-class activities, group work, and individual tasks. The experienced teacher educators observing and facilitating this lesson assessed this level of engagement by tracing students’ participation throughout the implementation. Across the lesson’s implementation 80-90% of the students were engaging in on-task behaviors. For example, students tracked the teachers’ (both teacher candidates and PIR) movements with their eyes, engaged with the required readings, followed along on the assigned documents and tasks, provided relevant answers to prompts in written and verbal form, and engaged in conversations with their peers and the teacher candidates around generative questions. Likewise, a majority of students demonstrated understanding at each of the key formative assessment points. Our assessment of their written work and their participation in the numerous discussions facilitated during the lesson indicated that almost 90% of the students demonstrated the capacity to (1) understand the complexity of assessing media sources for bias and accuracy, (2) recognize the need to adopt media literacy strategies to interpret news sources accurately, and (3) connect the concept of “fake” news to the first amendment rights of speech and press.

Using Model Lessons in Teacher Education

We had several goals for the teacher candidates as a result of observing this lesson and the 9th graders who participated in it. These goals reflect indicators evident in several of Goodlad’s Postulates, we focused specifically on Postulate 10. Again, the assertion in this Postulate is that teacher education programs must promote the conditions for learning that teacher candidates should enact in their future classrooms. Our objective in this clinical teaching experience was to

present this lesson as an example of successful conditions for learning, given our commitment to Postulate 15, and the need for exemplary classroom settings for quality experiences in teacher education. Through observing and interacting with students around this lesson, we hoped that teacher candidates would gain some insight around the conditions for learning present in high-leverage social studies practices, while being supported in the PIR's classroom. More specifically, we wanted the teacher candidates to see that secondary students are capable of engaging with complex topics embedded in media analysis in a meaningful way when provided with well-designed, scaffolded tasks that allow students to construct their own understandings. Thus, the 9th grade lesson the teacher candidates observed the PIR teaching was intended to disrupt a number of commonly held ideas we have observed our teacher candidates bring to our teacher education program: namely, that their curriculum should be limited to topics expressly stated in the standards and that secondary students are not interested in or able to engage in grappling with complex topics.

To reduce the number of observers present in the classroom, the teacher candidates were divided into two observation groups. Each group observed two days of instruction, which constituted about one-third of the 9th graders' experience with the lesson. The teacher candidates completed a series of activities before, during, and after their two observations. Before the 9th graders arrived in class, the PIR walked the teacher candidates through the segment of the lesson they would see. This enabled the teacher candidates to learn about the understandings the lesson would promote and to understand how each task in the lesson was linked to one or more of those understandings. Further, it allowed the PIR to identify the points of the lesson in which the students may be confused and to discuss appropriate strategies to correct misunderstandings.

During the observation, each candidate sat with a group of three to five students. They were instructed to support discussion, answer questions, and encourage participation as needed. Further, they were assigned to conduct a close observation of two focal students in their table group. Specifically, they were tasked with noting how these two students engaged with the group and made sense of the ideas and topics discussed. They took notes throughout the lesson and used the observation notes to prepare for the after-lesson debrief with the PIR and the course instructor.

The teacher candidates also used these notes to complete the assessment analysis tasks in the post-observation. In their analysis, they described how well the focal students engaged with the concepts (e.g., rights and fairness, perspective and bias) and skills (e.g., analyzing news media representations) of the lesson. In order to scaffold the candidates' observations and assessments of students' understanding and engagement, they were given these prompts:

- Is the focal student in the ballpark?
- Are they developing an understanding of one or more of the concepts?
- How does the assessment help you see that?

They were instructed to cite specific evidence of focal students' verbal and written responses to back their claims about the students' understanding. The candidates were required to discuss how the formative assessment supported the two high school students' capacity to understand the concept and promote their ability to analyze news media. Among the several observations and analyses candidates were tasked with completing during this multi-day lesson, they were asked to respond to the following questions during each of their two observations:

- How did the students understand the concepts of the lesson? How did the student interpret and analyze media sources?
- What value do you see in engaging students in the analysis of media representations in social studies?

- What challenge(s) do you foresee having as you engage students in the analysis of media representations?

Our intent for these questions was to gain insight into these teacher candidates' capacity to inquire into the student learning in response to dynamic teaching. Further, as Goodlad's Postulate 10 indicates, we wanted to examine how their perceptions of students' learning informed their understanding of the complexity of enacting these kinds of lessons in their future classrooms by relying on the kinds of clinical experiences advocated by Goodlad in Postulate 15.

Data Analysis

The data analyzed in this study were drawn from teacher candidates' responses to the questions on the assignments described above. Using qualitative research software, the researchers engaged in an iterative coding process to analyze the responses. In the first phase, each researcher examined the data through open coding. Following this phase, the researchers discussed examples of students' responses and set parameters for examples and nonexamples of evidence of the learning goal. One member of the research team returned to the students' responses to selectively code the data. These selectively coded excerpts were reviewed in a third round of analysis by the other research team members. From there, the core variables associated with the learning goals were used as a framework for analysis.

We approached our analysis of these assignments with the mindset that this data would provide some insight into whether this clinically-based teacher education experience had achieved our goals of demonstrating that the students are capable of and willing to engage in complex thinking. The examination of one set of assignments cannot reveal the totality of what the teacher candidates learned from this lesson or predict the potential for taking up these practices in their future pedagogy. We assert, however, that through the micro-analysis of this highly-structured set of tasks and experiences, we can gain greater insight into how candidates make sense of a targeted clinical experience.

In our analysis, we found, perhaps not surprisingly, mixed results. First, the candidates demonstrated the capacity to recognize the ways in which students grappled with media literacy concepts over the course of the lesson and were able to identify when learning occurred. The close attention to and analysis of students' thinking seemed to help teacher candidates make sense of the conditions for learning (Postulate 10) that contributed to the understanding that the students developed over the course of the lesson. On the other hand, when asked to describe the future challenges they might expect in teaching media literacy, many of the candidates seemed to cling to prior understandings about secondary students' interests and capacities. Rather than basing their understanding of the challenges of teaching media upon their experiences with the students they had observed, some of the candidates seemed to be drawing upon previously held notions of students to consider the challenges they would face in their future teaching. In other words, some of the teacher candidates described their future media lessons as being constrained and inhibited by factors they did not observe in the model lesson. Using Goodlad's Postulate 15 as a frame to consider their responses, we found our candidates were able to apply this unique hands-on experience to inquire into knowledge, teaching, and schooling. Yet, they were unable to use these examples of high student engagement to imagine other students – their own future students – being able to engage in this way. In the following section, we describe the mixed results we identified in the teacher candidates' responses. Further, we argue that the model lesson presented in the PIR

classroom resulted in a limited intervention in the teacher candidates' perceptions of students' capacities to engage in meaningful, inquiry-based lessons.

Teacher Candidates' Observation of the Conditions for Learning: Making the Connection

Following each of the teacher candidates' two observations, they were asked to analyze the verbal and written responses of the two focal students to whom they were assigned. The assignment prompted them to consider the high school students work through two different questions. The first question was "How did the students understand the concepts of the lesson?"

Our analysis of the teacher candidates' responses indicated that across the board, they were all able to cite specific ways that the 9th grade students made sense of the concepts of the lesson. In other words, all teacher candidates demonstrated the capacity to notice and name what the students had learned during the lesson. Through their close observation of student's contribution to discussions and as well as their written work, the teacher candidates were able to find evidence of students' engagement with the lesson topics. For example, one teacher candidate's assessment of her focal student's work stated that the student's "answer demonstrates a fundamental understanding of a key reason behind the institution of the first amendment in order to protect individual opinions." Another teacher candidate described how the verbal responses her focal student offered in class paralleled responses he offered on a written task. After noticing this similarity, the candidate concluded, "My focal student understood the concept of rights and liberties and what it protected under them." Time and again, the teacher candidates found a myriad of different ways that students demonstrated their understanding of key social studies concepts associated with this media literacy lesson. The teacher candidates were able to recognize that the high school students were making meaning of the learning goals that shaped the lesson's design. Through our design of the high school students' and the teacher candidates' learning experiences, this unique practicum site, the PDS classroom (Postulate 15), became a site where novice teacher candidates could notice student learning. By explicitly discussing the ways we managed the conditions for learning for the high school students (Postulate 10), the candidates took advantage of this opportunity by demonstrating they could see the ways that student learning was evident across the lesson.

Importantly, most of the teacher candidates were also able to identify student work that indicated an emerging understanding of the ideas in the lesson. This recognition was demonstrated in comments like this one from a teacher candidate who assessed her focal student by observing that his understanding indicated that he would "definitely be in the ballpark, he seems to understand that everyone deserves the right to vote, but that fake news is still covered by the first amendment." In another case, a teacher candidate who was describing a focal students' discussion of a topic noted that her contributions "showed the blurring in her thinking of freedom of speech and freedom of the press. However, she grasped the general concept that media highlights significant information." This comment, like others found across the data, indicated that the close observation of students' learning created the space and opportunity for teacher candidates to recognize the subtle distinction between an emerging understanding versus the mastery of a concept.

In the second question of this part of the assignment, the teacher candidates were also prompted to consider the focal students' efforts to interpret and analyze media sources. Again, the candidates' responses show that they had overwhelmingly positive assessments of the 9th graders'

capacity to learn and apply the media analysis skills introduced during the lesson. For example, one candidate explained that her focal student “improved his understanding from last week that fake news is something unfair to understanding it is something untrue. He didn’t categorize the negatively biased paragraph as fake news.” In another example, a candidate pointed to a specific example from a written text to defend her analysis about his focal student’s skills: “Based on his handout, it is evident that [focal student], without maybe realizing it, sees how perspective and bias play into the media. The question asking who is seen in a good way or a bad way allowed him to argue that the officers are shown in [different ways].” She goes on to say, “[focal student] mentioned to me in class that a different photo could have shown the police officer in a good way.” These teacher candidates’ responses are indicative of the positive assessments evident in almost all assignments.

Our analysis of the teacher candidates’ work indicated that the structured observation in which the teacher candidates participated gave them a front row seat to conditions for learning. Through structured and intentional pre-observation, during observation, and post-observation tasks, the teacher candidates’ understanding of the learning process materialized beyond abstract conceptions of conditions for learning to real world examples. These observations are important because they indicate that the candidates were able to trace students’ learning to particular components of the lesson design. As stated above, our teacher education goal for this lesson was for the teacher candidates to see that 9th grade students were willing and capable to engage in the consideration of complex topics. The teacher candidates’ responses on this assignment demonstrated that they recognized that the high school students were either proficient or progressing in their understanding of the lesson’s concepts and were capable of interpreting and analyzing the news media sources using the approaches and scaffolds included in the lesson. As such, we could have come to the conclusion that our lesson achieved its goal. However, in the following section, we present findings that indicate that the model lesson was incomplete in its goals.

Orientations Toward the Future: Gaps Between Observed and Future Students

The final question on the assignment the teacher candidates completed was “What challenge(s) do you foresee having as you engage students in the analysis of media representations?”. This question was designed to encourage them to envision the challenges of addressing similar topics in their future classrooms. Transfer is, of course, the ultimate goal of the vast majority of topics and strategies we introduce in our teacher education program, including the clinical experiences in a PIR classroom. As outlined in Postulate 15, our goal is to provide exemplary observation experiences. We hoped that this question would help us see whether the candidates were able to use this hands-on lesson to see the challenges of creating conditions for learning. In other words, we hoped that this question would allow our candidates to apply the exemplary teaching example to imagine creating similar conditions in their own future classrooms, as described in Goodlad’s Postulate 10.

We asked specifically about the challenges they might identify because topics inherent to media literacy education are slippery (Schmeichel et al., 2019). For example, the sheer number of resources which teachers and students can draw from to get the “news” is overwhelming. Notions of bias and fairness are abstract and dynamic concepts rather than definitions that can be memorized and applied identically in every context. Further, students (like adults) have

investments in the ideological positions they perceive are undergirding the ways in which events or people are depicted and described in media sources. All of these factors work together to create a set of issues related to teaching media literacy that are typically not present in teaching other topics in social studies (although perhaps they should be). The “slippery” issues associated with media were intentionally embedded in the lesson, both in terms of the resources that students examined and in the different ways they were asked to think about the relationship between news, fake news, and 1st Amendment rights. In asking the teacher candidates to identify the challenges they could foresee, then, we hoped that students would identify the conditions for learning embedded in these topics in their responses.

While there were some teacher candidates who identified these kinds of topics, we were surprised by the large proportion of responses that pointed to other kinds of potential challenges. In the description of teacher candidates’ responses that follows, we point to the answers that aligned with what we expected and those that did not. We then assert that these “unexpected” responses reveal gaps in our attempts to use the clinical space to help candidates imagine themselves and their future students engaging in these activities and topics.

Several teacher candidates drew directly on the “slippery” characteristics of media noted above to frame their understanding of the challenges they expected to encounter in their future efforts to engage students in media education. In doing so, they indicated that they recognized the complexity of including media education in their future practice. For example, one of these students noted, “I could see students struggling with the analysis of media representation and being able to understand fake news as well as bias news. It is a difficult concept to understand and apply.” The same teacher candidate described how the practice students gained through the scaffolded tasks in the lesson helped students come to see the bias presented and then said about her future teaching, “I think demonstrating a real-life example will help evade the challenge of students not understanding what bias is.” Other teacher candidates also recognized the challenge of tackling bias as a topic. One of these teacher candidates described it this way: “The main challenge I foresee is teaching the idea that everyone is technically biased, but not everyone is equally biased.” She mused, for example, that addressing the difference between the New York Times and Fox News would be “difficult to teach and for students to actually understand.”

A different teacher candidate described his future challenges in terms of tackling the breadth of media sources, stating “it would be difficult to encompass them all and all the specific ways they could be used to portray and represent information.” Additionally, he noted that he thought it would be important to incorporate media education consistently and coherently across the entire school year, and not just in scattered lessons, concluding, “This will take some extra thinking on my part in developing multiple lessons, but is definitely possible. I think it is a skill that is worth reinforcing throughout the year.” The responses described here, as well as the handful of similar responses found in the data, were aligned with our pre-assignment expectations of the kinds of challenges that teacher candidates would and should perceive as a result of their close observation of the model lesson. Through their direct engagement and analysis of the 9th graders efforts to make sense of the topics, these candidates demonstrated that they gained some insight into the complexity of including media literacy in a meaningful way. Some of the candidates were able to take advantage of a model set of conditions for learning, which exemplified Goodlad’s Postulate 10, to demonstrate specific examples of teacher candidates inquiring into teaching. Overall, however, the number of candidates who described future challenges in this way comprised only about one-fourth of the class.

Most of the teacher candidates described the challenges of addressing media literacy in their future teaching in terms that were not related to the nuances or complexity of the topic itself. These responses indicate that they anticipate problems not related to media explicitly. For example, some candidates framed the challenges they anticipated as a problem of student interest. This was foregrounded in the response of one teacher candidate who said, “While some of this lesson can be interesting, a plethora of students will get distracted or bored with what they are learning.” Another explained, “The sad truth is most students don’t care about the news until it applies to them.” Yet another said that the “main challenge will be student interest. A lot of students think social studies ideas are really boring.”

Teacher candidates’ concerns about engaging and maintaining students’ interest are understandable and valid. What makes their predictions notable in this context is that these concerns about future students’ interest describe students who stand in direct contrast to those they observed. Not only did the PIR discuss that the lesson design drew upon the 9th graders expressed interest in the Black Lives Matter Movement and the Women’s March in January 2017 with the teacher candidates before observing this lesson, but the 9th graders the candidates observed were fully invested and engaged. Despite the experience of seeing a media education lesson “hook” the 9th students involved, these candidates do not perceive that their future efforts to enact activities like these will be interesting enough to engage their future students.

The disconnect between what teacher candidates saw and what they think about their own future classroom can also be found in the beliefs about students’ capacities for this kind of work. Despite seeing 9th grade students grapple with the complex ideas in the lesson successfully and in meaningful ways in the PIR’s classroom (Postulate 15), some teacher candidates’ responses indicate that they imagine their future students will not be as capable. For example, one candidate said their biggest challenge would be “students not completely grasping the true meaning of an article, photo, etc.” This comment about the deficit of future students exemplifies a major theme in these responses. For example, another student stated, “My future students will not have the understanding of bias that other students may have.” Despite observing ninth grade students successfully engage in a lesson specifically designed to showcase their abilities to engage in this work, most of the teacher candidates cited the deficits their future secondary students would bring to this type of lesson.

The question we asked was designed to identify challenges in attempting to do this kind of work, and as such, what concerns us is not that the teacher candidates identified that teaching these ideas would be difficult. We expected that they would identify challenges that were directly related to the challenges of teaching media. However, the candidates expressed concerns about aspects of teaching grounded in misconceptions about student capacity and interest. What is particularly relevant is that the challenging “future” situations they described were not observed in the PIR classroom. By this we mean that the hypothetical classroom and students the teacher candidates envisioned were not similar to those they had observed. The knowledge that teacher candidates seemed to draw upon to respond to this question likely reflected their a priori understandings of learning and teaching, rather than what they had directly observed in this lesson. Rather than relying on what they actually witnessed students saying and doing in the PIR classroom, it seemed that they relied upon preconceived ideas to inform their conceptions of their future students. Likewise, the way the candidates responded to the question may be a result of the way the question was worded – it may have caused them to focus on the negative outcomes, rather than the positive ones. They might be more inclined to talk about the kinds of opportunities that were created for

the students if they were prompted to think about this particular learning experience as an opportunity within the questions. While no single clinical experience can unravel the misconceptions that candidates bring with them to a teacher education program, we assert that the limitations we identified are important to acknowledge and explore further in order to realize Goodlad's vision.

To be clear, the clinical space we described in this study is not constrained by many of the factors that inhibit more traditional clinical teacher education experiences. We therefore recognize the affordances of offering the clinically-based experiences called for in Postulate 15 through our PDS. For example, in this classroom, the PIR had the flexibility to design her own curriculum and choose teaching strategies that align with best practices in social studies and secondary education. As such, she was able to choose topics that aligned directly with student interests and was able to implement engaging and effective learning tasks. All units were developed around big ideas and formative and summative assessments were aligned with those learning goals. The class meetings the teacher candidates observed occurred during the second semester of the year-long course; by that time in the year, the PIR had established meaningful relationships with the students and created a positive, well-established classroom culture. As a result of that culture and of meticulous organization and classroom management, the class ran smoothly and productively. The level of student engagement demonstrated in this lesson clearly indicated that most of the students felt that their contributions to class were valued and that their ideas were taken seriously. In sum, we had almost full control over the design of what the teacher candidates observed and experienced during these lessons, allowing us to more fully curate and manage the experiences of the teacher candidates in alignment with Postulate 15. Despite all of the advantages and autonomy that this clinical space afforded, most of the teacher candidates described other kinds of classrooms and students when they were asked to envision challenges in their future teaching. This may indicate the PIR classroom is not functioning as a space to see high-leverage practices – to enact Goodlad's Postulate 10 – as accomplishable by students and teachers in the way we had hoped.

Contribution to Scholarship

The clinical experience described in this paper was designed to model exemplary practices and introduce teacher candidates to possibilities and ways of thinking about themselves and students that are difficult to achieve without integrated field courses (Ripley, 2013; Zeichner & McDonald, 2011). We attempted to operationalize the vision set forth in Goodlad's (1994) work by ensuring the candidates would see conditions for learning that they should establish in their own classrooms (Postulate 10) by making a unique hands-on, exemplary learning experience the point of analysis (Postulate 15). In doing so, we hoped to find that our candidates could self-analyze, inquire, and think about knowledge, teaching, and schooling in ways that parallel Goodlad's Postulates, and in doing so, contribute to renewing public schools and improving the teachers that work in them. In short, we hoped these experiences would help socialize these teacher candidates in ways that could lead to the simultaneous renewal Goodlad described. Our findings reveal that these teacher candidates were able to use students' participation in class and their written work to identify conditions for learning. As a result, we can identify several positive outcomes of the clinical teacher education experience we intended to create. In renewed iterations of this course, we continue to harness the potential in our PDS partnership to create opportunities for our candidates to explore student learning and participation with our faculty and mentor

teachers working directly alongside the candidates in clinically-based teacher education experiences. This orientation towards enhancing the secondary students' learning shifts the focus of our PDS teacher education squarely towards commitments that university- and school-based social studies partners can agree to and learn from. Our work is not done because despite exposure to instruction that deliberately demonstrates the kind of teaching that we encourage, most of the candidates still doubted what is possible in their own future classrooms and with their students. While the dissonance between the teacher preparation program and classroom-based experiences (Misco & Hamot, 2012) was eliminated during this practicum experience, some teacher candidates still saw barriers to enacting high-leverage practices in their future classrooms. As teacher education programs continue to work to enact Goodlad's legacy and improve public schools by investing the time and resources to create robust field experiences for teacher education, we must continue to try to unpack how teacher candidates make sense of clinical spaces and how that may or may not transfer to their conceptions of what is possible for themselves and their students (Levine, 2006; Robinson 2007).

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Appendix 1

Bias Scale

- 0 = Untrue or False Information ("Fake News")
- 1 = Extremely Biased
- 2 = Very Biased
- 3 = Somewhat Biased
- 4 = Slightly Biased
- 5 = Void of All Bias

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The Influence of John Goodlad's Legacy: Developing a School-University Partnership in an Urban School District

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Abstract: This case-in-point article discusses how two elementary education faculty (assistant professors) and one second grade elementary teacher collaborated to develop a school-university partnership in an urban school district. This school-university partnership draws on the critical work of John Goodlad, whose work in educational renewal through teacher education has been a guide on how to bring about ways to better prepare teachers to serve diverse students in today's public schools. In this article, we show how John Goodlad's (1994) Postulates, which set the tone for educational renewal, are used in the development of a school-university partnership in a local urban school district that is focused on equity and diversity.

KEYWORDS: school-university partnership, teacher education, urban education, postulates

NAPDS NINE ESSENTIALS ADDRESSED:

2. A school–university culture committed to the preparation of future educators that embraces their active engagement in the school community;
4. A shared commitment to innovative and reflective practice by all participants;
8. Work by college/university faculty and P–12 faculty in formal roles across institutional settings

During a conversation with faculty colleagues about teacher candidates completing clinical practice in urban schools, a colleague stated, “That’s a great idea as long as the teacher candidates get experience in other areas; they don’t need an urban-urban experience.” Stating that teacher candidates “don’t need an urban-urban experience” implied too much experience in urban schools was not of value to teacher preparation. This statement could be considered problematic when research shows that 84 % of the teaching force is White, monolingual females with no experience working with students who attend urban schools, the majority of whom are students of color (Festritzer, 2011; Milner & Laughter, 2015). This statement also reveals the deficit lens in which urban schools and the students who attend such schools are often perceived. Frequently associated with school failure and struggling communities, the authors of this article bring a focus to the value that partnerships in urban school environments offer.

This Case-in-Point describes the process two university faculty and one elementary teacher underwent in developing a school-university partnership aimed at renewing perspectives of teaching in urban schools. In this article, we draw on the critical work of John Goodlad, whose work in educational renewal through teacher education serves as guide on how to bring about ways to better prepare teachers to serve students in today’s public schools. We show how John Goodlad’s (1994) Postulate 8 (*Programs for the education of educators must provide extensive opportunities for future teachers to move beyond being students of organized knowledge to become teachers who inquire into both knowledge and its teaching.*) was used in the development of a school-university partnership focused on equity and diversity in an urban school district.

While the term *urban* is frequently used as a euphemism for Black, Brown, and poor students (Howard & Milner, 2014), we use the term urban to describe the city in which the partnership was created. The city school district has historically serviced a high percentage of students from lower socioeconomic backgrounds and has become increasingly more racially diverse since the turn of the century. Research demonstrates many misconceptions contribute to negative perceptions of urban schools and students, including student behavior (Baker, 2013), safety issues, depilated buildings (Hampton et al., 2008), and accountability (Freedman & Appleman, 2009). Unfortunately, teacher education programs include limited information about the historical and socio-political contexts of urban schools (Milner, 2013) and culturally-relevant pedagogies (Emdin, 2016). Circulating deficit perspectives and misunderstandings of teaching in urban environments can lead to urban schools being overlooked in teacher preparation. Within our teacher preparation program, we sought to reframe “urban as obstacle” to “urban as valuable.” We recognize the unique characteristics of urban schooling and argue that teacher preparation immersed in urban school settings is of importance to teacher candidates, higher-education, and school districts. These experiences are valuable because of the racial and socioeconomic diversity that is often present in urban schools. These urban spaces provide teacher candidates with experiences that can be considered instrumental to their professional development. It is under these notions that we sought to cultivate a university-school partnership in an urban city.

We define a university-school partnership as a reciprocal relationship between the university and school district (Conner, 2010). Ultimately, our goal is to create a partnership where we support teachers and principals while teacher candidates learn from teachers who teach with an equity-focus (defined in this article as equal educational results for all students). As we began the planning process for this school-university partnership, we realized that renewing an existing teacher education system is not work that can solely be done by two faculty. Therefore, we began

working closely with approximately twenty-five elementary teachers in four elementary schools in the school district. Over half of the elementary teachers shared feedback instrumental in developing the school-university partnership.

Throughout the planning process, a second-grade elementary teacher, Mrs. Kay Green in one of the clinical sites has been instrumental in providing ideas and feedback on how to make this school-university partnership one that benefits teacher candidates, students, and classroom teachers. Mrs. Green has been teaching in the partnership district for more than 20 years and is also a parent whose children attended school in the district. Working collaboratively, Mrs. Green offered us both the perspective of a parent and teacher as we formed the school-university partnership. The next section will discuss John Goodlad's notion of educational renewal and Goodlad's (1994) Postulate 8 that influenced this school-university partnership.

The Influence of John Goodlad's Notion of Educational Renewal and Postulates

Educational renewal is an effort to challenge teacher educators to equip teacher candidates with the knowledge, skills, and training necessary to be effective practitioners (Center for Educational Renewal (CER), n.d.). John Goodlad (1994) defined educational renewal as a collaborative process in which "colleges and universities, the traditional producers of teachers, join schools, the recipients of the products, as equal partners in the simultaneous renewal of schooling and the education of educators" (p. 2). Goodlad (1994) used a set of Twenty Postulates as a means to prepare teachers to teach *ALL* children, but specifically those in high-need schools. This school-university partnership focused on one of the Twenty Postulates to bring issues of equity and diversity to the foreground of teacher education and form a collaborative partnership between teacher educators, elementary classroom teachers, and teacher candidates.

As per Goodlad's (1994) Postulate 8, he argued that teacher education programs "must provide extensive opportunities for future teachers to move beyond being students of organized knowledge to become teachers who inquire into both knowledge and its teaching" (p.81). With Postulate 8 in mind, we considered the purpose of the school-university partnership and research involving teacher preparation in urban schools. Research on education program graduates and novice teachers indicate that many often feel ill-prepared and reluctant to teach in urban schools (Ronfeldt, Reininger, & Kwok, 2013; Siwatu, 2011; Watson, 2011). In response, many teacher education licensure programs redesigned course work, clinical experiences, and mentoring in hopes of better preparing teacher candidates to be effective in urban schools (Freedman & Apple, 2009; Quartz et al., 2008). Research demonstrates successful clinical-based experiences in urban classrooms focus on critically reflecting upon stereotypical attitudes towards students living in poverty and students of color (Freedman & Apple, 2009). Additionally, an emphasis on self-efficacy in preservice teacher education has been found to increase latter teacher effectiveness in urban educational environments (Anderson & Stillman, 2013; Hill, Friedland, & Phelps, 2012).

This research was pivotal in helping us plan extensive clinical-based opportunities to move teacher candidates beyond organized knowledge (Postulate 8). We determined that clinical experience and coursework would center equity and culturally-relevant pedagogies. Wanting to "provide extensive opportunities for future teachers to move beyond being students" (Goodlad, Postulate 8), we developed four core principles that defined the school-university partnership:

- (1) Teachers are critical reflective practitioners
- (2) Teachers educate through critical lenses

(3) Teachers cultivate equity practices

(4) Teachers are change agents

We adopted these four core principles in the teacher coursework. Table 1 describes how the core principles relate to our teacher education preparation.

Table 1			
<i>Urban School-University Partnership Core Principles and their Purpose</i>			
1. Teachers are critical reflective practitioners	2. Teachers educate through critical lenses	3. Teachers cultivate equity practices	4. Teachers are change agents.
Teacher candidates will unpack their worldviews which shapes their perspectives of and interactions with students from diverse backgrounds.	Teacher candidates will approach students, families, and communities through asset-based lenses, using cultural practices as a basis for learning.	Teacher candidates will provide equitable learning experiences that authentically engage students through innovative and resourceful practices.	Teacher candidates will understand the social nature of learning, recognizing systemic inequities and engaging communities to foster change.

Goodlad's Postulate 8 which mentions the relevance of, "...future teachers to move beyond being students of organized knowledge to become teachers who inquire into both knowledge and its teachings" (p.81) was illustrated in how we added a focus on equity and urban schools to the content we taught. We made sure that every course discussion, reading, and assignment were centered around the core principles and connected to the teacher candidates' clinical practice. Our teacher education program places over three hundred students into classrooms each semester. Oftentimes because of the need for placements, there is not a considerable amount of thought on whether the placements are in diverse classrooms or if teacher candidates are going to see a model of how to create equitable learning environments. While we are not suggesting that just placing teacher candidates in urban school settings will provide these candidates with what they need to teach students from diverse backgrounds, we are suggesting that placing students with effective teachers and providing strong mentoring and faculty support cultivates a greater understanding of how to effectively teach students from racially and economically diverse backgrounds.

The purpose of developing this school-university partnership was to ensure that students who attend urban schools are getting equitable access to effective teachers who are prepared to work in these often-diverse classrooms. It is our hope as faculty that the teacher candidates we teach will be prepared to become effective teachers in diverse urban classrooms. In our courses, we were intentional in our teaching about equity, social justice, and diversity. We used readings, class discussions, mentoring through cooperating teachers, and clinical practice in urban schools to help teacher candidates gain experience that will prepare them for not only urban classrooms, but any classroom serving racially, economically, or culturally diverse students. The partnership that was developed by the faculty and urban school district used the work of John Goodlad as a

foundation to build a school-university partnership that is focused on creating equitable learning environments. The next section provides an overview of both the university and school district.

Overview of the University and School District

The predominantly White institution that is being discussed in this article has a total enrollment of nearly 22,000 students. The university is recognized as the largest preparer of teachers in its state and among the largest in the nation. One out of seven teachers in the state have graduated from this institution. Recent trends in teacher shortages indicate a high need for teachers in large metropolitan areas and urban cities across the state, particularly in districts with high percentages of students from low-income and minoritized backgrounds. Therefore, offering teacher candidates coursework that focuses on equity and clinical practice in urban schools is not only a benefit to teacher candidates, but also the students they will one day teach.

The urban school district is located in the central region of the state. The location of this district is unique because it is an industrial city in the middle of a rural context. The total population of the city is nearly 72,000. The school district serves approximately 8,900 students. The district has one pre-kindergarten program, eleven K-6 elementary schools, four K-8 schools, two middle schools, two high-schools, and two alternative education programs. The district reports that 46% of the student population are Black, 37% are White, 12% are multiracial, and 4% are Hispanic. The school-university partnership consists of four schools that are all considered Title I, defined as more than 40% of the student population receives free or reduced lunch (U.S. Department of Education, n.d.). Table 2 provides a description of each of the schools in the school-university partnership. From STEM, to project-based learning, to trauma-informed, the four selected schools offer a range of approaches to teaching and learning for teacher candidates to explore. The diverse approaches to schooling was an asset to the teacher candidates, as they were able to immerse themselves in four learning environments that centered the students they served. The next section discusses the details of how we developed the school-university partnership.

Table 2				
<i>Description of the Four School Sites in the School-University Partnership</i>				
School	School Site #1	School Site #2	School Site #3	School Site #4
School Label	Neighborhood School/Title I	Trauma-Informed/ Title I	Project Based Learning	STEM/Title I
Student Enrollment	265	213	466	293
Student Demographics	White (38.9%) Black (45.3%) Hispanic (2.3%) Two or More Races (13.2%) Students receiving	White (28%) Black (61%) Hispanic (2%) Two or More Races (9%) Students receiving	White (62%) Black (24%) Hispanic (2%) Two or More Races (12%) Students receiving	White (11%) Black (79%) Hispanic (1%) Two or More Races (9%) Students receiving

	free or reduced lunch (76.6%) English Learners (0%) With Disabilities (18%) Homeless (5%)	free or reduced lunch (85%) English Learners (0%) With Disabilities (18%) Homeless (3%)	free or reduced lunch (47%) English Learners (0%) With Disabilities (14%) Homeless (0%)	free or reduced lunch (88%) English Learners (0%) With Disabilities (11%) Homeless (3%)
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Developing the School-University Partnership

John Goodlad (1988) proposed school-university partnerships have two components: (1) opportunities for those engaged in the work at all levels to “infuse their efforts with the expertise of others engaged in similar work” and (2) “continuous infusion of both relevant knowledge and alternative (indeed, countervailing) ideas for practice stemming from inequity” (p. 10). The authors were influenced by these two components and Goodlad’s Postulate 8 (1994) as we began developing a school-university partnership. The beginning stages of the development process included attending several meetings with the university department chair and elementary coordinator about the development of a school-university partnership in an urban school district centered around equity and diversity. Based on the discussions from the meeting we began brainstorming what needed to be done to establish the partnership. We considered how to engage teacher candidates and ensure they are gaining relevant knowledge on how to be successful teachers when working with diverse learners in urban schools. We understand that providing teacher candidates with clinical practice in diverse classrooms is not enough to prepare them for the realities of urban schools. However, research has found that some educators attributed their teacher education programs and clinical experiences as key components in developing their desire to work with **all** students and improve educational equity in schools (Freedman & Appleman, 2009). This is evidence that teacher candidates being provided with coursework about urban schools, diversity, and equity, along with clinical experiences in urban schools is important. Therefore, we see this collaborative school-university partnership as necessary because it provides teacher candidates with meaningful coursework and effective clinical practice in diverse urban classrooms.

As previously mentioned, we visited schools in the urban district, met with principals and teachers at these schools, and observed teachers. Two of the schools were schools that the university had been placing students at for their junior year clinical. The other two schools were schools that we chose to reach out to because of their racial and socioeconomic demographics. We invited the principals of the schools whose school goals aligned with partnership goals to a meeting. During this meeting, we discussed our vision for a school-university partnership. The principals shared their vision and ways they could collaborate to develop this partnership. After meeting with the principals, we reached out to the teachers that we observed and invited them to participate in the partnership. All of the invited teachers accepted the invitation to have teacher candidates and teacher educators in their classrooms.

We decided the school-university partnership would take place as a cohort. Teacher candidates would begin the first semester in the education program. Teacher candidates would register for three courses (*Elementary Education Practices & Issues*, *Elementary Education Literacy I*, and *Elementary Education Clinical I*). These are required courses for elementary

education majors, but were redesigned to focus on cultivating effective practices in an urban context (Table 3). Dr. Bertrand would teach *Elementary Education Practices & Issues*, Dr. Quast would teach *Elementary Education Literacy I*, and the two of us would co-teach the *Elementary Education Clinical I* course. Because this was the start of the school-university partnership, we needed to recruit teacher candidates to voluntarily participate in the partnership/cohort. We attended a meeting for upcoming juniors held by the department elementary coordinator the semester before the partnership/cohort was to begin. During this meeting we discussed with teacher candidates the vision for the school-university partnership and asked for student participation. More than 50 teacher candidates signed up for the cohort, however, only the first 32 candidates were accepted due to limited space in the designated courses and clinical sites.

We met before the cohort began to plan how the course content would include an intense focus on equity and diversity, how the syllabus and assignments would be redesigned, and how we would provide teacher candidates with learning opportunities during their clinical practice focused on equity and diversity. In order to make sure we were considering multiple perspectives, we shared our ideas with colleagues, principals, and elementary teachers for feedback. As we shared our ideas for developing the partnership and supporting teacher candidates in the classroom, Mrs. Green was helpful in providing insight on how to support teacher candidates. In addition, she was helpful in how the university and schools involved in the partnership can support one another. After taking into consideration the feedback and ideas of colleagues, principals, and elementary teachers, we finalized our course syllabus and assignments. Examples of how assignments connected with each core principle can be found in Table 3.

Table 3	
<i>Examples of How the Assignments Support the Learning of the Core Principles</i>	
Becoming Critical Reflective Practitioners	<p>Photovoice Project: Seeing Urban and Reframing Urban</p> <p>Part 1: In this project, teacher candidates reflect on their perceptions of their clinical community. During their first two weeks at clinical, they take photographs that represent their thoughts, feelings, and experiences. They present a selection of these photos with accompanying reflections in a <i>photovoice</i> gallery display.</p> <p>Part 2: After 10 weeks in the cohort, teacher candidates reflect on their initial perceptions captured in Part 1 of <i>photovoice</i> projects that have helped them grow and develop as educators. They then share their current perspective by changing paragraphs or adding different photographs.</p>
Educating through Critical Lenses	<p>Case Study Assignment: Learning about Self & Students</p> <p><i>Who is the student?</i> Describe the student in terms of: Funds of Knowledge, cultural background, demographic information, and labels/ roles/ interests/ identity in the classroom (teacher and peers)</p> <p>Course 1: How are they taught and assessed? What types of assessment data were used to make decisions about the student? How accurately do these assessments reflect what you have learned about this student?</p> <p><i>How are they guided in his/her behavior?</i> What types of classroom strategies/ behavior management practices are used with this student and to what effect? How accurately do you feel these behavior management decisions reflect what you have learned about each student?</p>

	Course 2: Explore students' literacy & linguistic practices as well the school's. How do they intersect? How do the school's literacy practices reflect students' literacy practices? How is the literacy curriculum (dis)empowering for the student?
Cultivating Equity Practices	<i>The Lesson Plan: Engaging & Empowering Learning Experience</i> Teacher candidates create literacy lesson plans based on a diverse text. Teacher candidates use these diverse texts to engage students and begin conversations that include race, class, (dis)ability, sexuality, or gender. The lesson demonstrates equity, social justice, and culturally relevant pedagogy.
Building Teachers that are Change Agents	<i>Teachers as Change Agents Project</i> The goal of this assignment is to develop reciprocal partnerships with our clinical partnership schools. This means that we find ways to give back to the schools we learn from. Collaborating with school staff and/or community members, clinical groups will design and carry-out a project that aims to fulfill a need for the partnership school. Examples of project include: Making digital voice recordings of books for a grade-level (or various grade levels); creating short parental videos on "the new math" approach, planning and running a family literacy, math, or science night; designing a new lunch procedural system and assessing it for its effectiveness; or using the university connection to explore a new instructional practice and presenting it at a staff PD.

In addition to finalizing the course syllabus and assignments, we began finalizing placements for teacher candidates. Being this was the first time that candidates were in a classroom for a semester-long clinical placement, we decided to place two students in each classroom for extra support. Teachers were provided with an overview of the cohort and school-university partnership and course assignment descriptions. Teacher candidates were responsible for meeting with their clinical teachers within the first week of their clinical practice to discuss goals, expectations, and assignments.

Teacher candidates attended our two courses, along with their other required courses two days out of the week and were at their clinical site two full days out of the week. This provided them with the opportunity to apply what they were learning in their courses to their clinical classrooms. It was important that we were supporting both the teacher candidates and elementary teachers involved in this partnership, therefore we checked-in with teachers via email bi-weekly and visited clinical sites two times per month. During the clinical site visits, we observed, co-taught, and supported teacher candidates and the teachers as needed. Because the teacher candidates were enrolled in our clinical course, we scheduled half-day meetings with all of the teacher candidates twice a month during their clinical practice to have class meetings that focused activities around the core principles, strategies for teaching diverse learners, and ways to create equitable learning environments.

Allowing the teacher candidates, the opportunity to be emerged in these urban classrooms the first semester of their education program provided them a strong educational foundation. Mrs. Green had two teacher candidates in her second-grade classroom and witnessed the growth and development of the teacher candidates. According to Mrs. Green, the school university partnership benefited the teacher candidates she had placed in her classroom by allowing the candidates to develop engaging and culturally responsive lessons plans, to work one-on-one with students, and to teach mini-lessons to students in an urban classroom.

At the end of the semester, the faculty met with the teacher candidates to discuss what worked well and what could have been done better with the school-university partnership and cohort. All of the teacher candidates expressed how beneficial this experience was for them and how much they gained from the course and being in the urban classrooms. For instance, one student expressed, "My K-12 schooling, there was zero diversity, and I knew that as a teacher, that would not reflect the students I was working with, so I thought I needed more exposure to diverse students and community. Participating in this cohort has prepared me for any opportunity that may come my way as a teacher." The student and teacher feedback has been positive and has proven how valuable school-university partnerships in urban schools are to both teacher candidates and teachers.

Conclusion

Goodlad (1994) argued in Postulate 8 that teacher education programs "must provide extensive opportunities for future teachers to move beyond being students of organized knowledge to become teachers who inquire into both knowledge and its teaching" (p.81). This Case-in-Point article shares how two faculty and a second-grade elementary teacher have taken the initial steps to establish a school-university partnership within an urban school district. Our broad goal is to reframe urban education, so that it will be perceived as an asset in teacher preparation programs. In our first year developing the partnership, we concentrated on redesigning course content and establishing new clinical sites. Equity-focused courses provided space for students to unpack their biases and misconceptions. Through opportunities to work in urban classrooms, students applied coursework alongside cooperating teachers that have been successful experiences working with racially and economically diverse students.

Recognizing that establishing a successful partnership is a process, our next goal is to further cultivate reciprocal relationships with cooperating teachers and schools. We find communication and supporting cooperating teachers to be imperative. Teacher candidates' practices and philosophies are heavily influenced by their interactions with their cooperating teachers (Hamman, Oliveraz, & Lesley, 2006). To cultivate deeper relationships with cooperating teachers, we plan to offer monthly professional learning opportunities via videoconferencing. These professional learning opportunities will consist of collaborative learning in which we explore with teachers how to enact culturally-relevant pedagogies.

In addition to offering monthly professional learning opportunities, we will schedule bi-monthly meetings with principals to discuss what is working, what needs improvement, and what support is needed in regards to the school-university partnership. We will use the information discussed in the meetings as a guide to continue to build the partnership. While we believe the assignments, course readings, course discussions, and clinical experiences are impactful and help teacher candidates gain strategies and knowledge on how to create equitable learning environments in urban schools, we recognize there is much room for improvement. Therefore, we will also engage small group conferences with teacher candidates on a monthly basis during our scheduled class time to discuss their experiences in class, at their clinical sites, and their perceptions of urban schooling. These will also be opportunities to gain insight on whether students are learning and experiencing what they need to be prepared for diverse urban classrooms.

It is our hope that sharing the development of this school-university partnership, as well as future plans for this partnership, will encourage other faculty to develop partnerships with urban

schools. Goodlad's legacy has been influential in the development of this school-university partnership and hopefully his legacy will continue to renew teacher education.

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Transforming Math Education through Revitalization of the PDS Model

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Abstract: The school-university PDS model, implemented at KSU has been effective at training pre-service teachers for future work in local districts, but with the onset of distance placements, the need to extend this relationship to partner districts throughout the entire state is vital. Additionally, the need to provide quality professional development to teachers throughout the state is vital to the simultaneous renewal process for pre-service and in-service teachers. To reach the teachers, the school-university PDS model was reexamined and redesigned to include a third collaborative partner at the state level. At the center of School-University-State PDS Model are the K-12 students and ensuring accessible learning opportunities and engagement for all.

KEYWORDS: Simultaneous Renewal, School-University-State PDS Model, Math Professional Development

NAPDS NINE ESSENTIALS ADDRESSED:

6. An articulation agreement developed by the respective participants delineating the roles and responsibilities of all involved

Introduction to Our PDS

Since 1989, the College of Education (COE) at Kansas State University (KSU) has maintained and expanded strong partnerships with school districts throughout the state of Kansas, utilizing simultaneous renewal (Goodlad, 1994) as the primary catalyst for improving teaching and learning. Four goals for our professional development school (PDS) include: preparation of new teachers, in-service teacher and faculty development, K-12 student learning, and collaborative inquiry. The heart of this partnership is situated around Goodlad's twentieth Postulate (added in 2000), which states institutions and districts "must fine-tune their individual and collaborative roles to support and sustain lifelong teaching careers characterized by professional growth, service, and satisfaction." The KSU PDS model, a cornerstone of the COE, described in detail by Martinie, Rumsey & Allen (2014) encompasses multiple opportunities for pre-service teachers to learn alongside the continued professional development for educators within the partnership.

As pathways for preparing future teachers expand and change, the PDS model requires adaptations and modifications to meet current and future demands. School-university partnerships are recognized as a driving force for teacher preparation. Of particular interest to the mathematics education faculty in the COE at KSU is the inclusion of reciprocal professional relationships in the Association of Mathematics Teacher Educators (AMTE) Standards for Preparation of Teachers of Mathematics (2017). Standard P.4 "Opportunities to learn in clinical settings" and specifically indicator P.4.1 "Collaboratively develop and enact clinical experiences" speak directly to this.

The experience can become a system of simultaneous growth and renewal for the teacher candidate-mentor teacher-university supervisor team when they collaborate; all participants learn and lead while they work on behalf of students. Only when preparation programs purposefully engage with schools, not just in schools, will their clinical preparation become truly robust in ways that maximize candidates' skill development and therefore their abilities to support the mathematics learning of students. (p. 54)

Recognizing the Need to Expand Beyond the School-University PDS Model

The school-university PDS model implemented at KSU is effective at training pre-service teachers for future work in local districts, but with the onset of distant placements, the need to extend this relationship to partner districts throughout the state is imperative; thus the need to provide quality professional development to teachers throughout the state is vital to the simultaneous renewal process for pre-service and in-service teachers. Reflecting on the history and the future of professional development schools, Mercer and Myer (2017) provide a call to action.

Building on past good works, the timing is right to revitalize the PDS movement and propel Kansas to the next level. While simultaneously broadening its scope of work to continue to strengthen ties between [institutes of higher education] IHEs and the state's Local Educational Agencies (LEA), PDSs are a critical component of quality preparation... The needs of the field dictate that the members of the entire educational community jointly provide the most relevant and meaningful experiences to society's most precious commodity: its students. (p. 4)

Working to meet this challenge and to address the AMTE standards, we recognize an important new partner in our PDS model: the Kansas State Department of Education (KSDE). Our modified PDS model maintains the collaborative efforts of the school-university partnership, while

embracing the content consultant at KSDE, specifically the Kansas math consultant, as an integral member of the PDS partnership. Goodlad (2004) argues for tripartite relationships, involving K-12 schools, IHE's and liberal arts colleges. Although the added relationship with the state department of education may not have been an original ideal of Goodlad, the unique contribution is one that represents the current educational contexts in many states and has shown great potential in the initial stages as another pathway to meet the tripartite relationship envisioned by Goodlad.

In this paper, we will describe the changing and emerging roles of the school, university and state agency in our adapted, tripartite PDS model, as we form a state-wide learning community and collaborate to address the diverse and changing needs of K-12 students and their schools through the lens of the core components for partnerships. We will also share challenges and unique perspectives from partners within the PDS.

Core Components of the School-University-State PDS Model

Burns, Jacobs, Baker and Donahue (2016) analyzed three national documents: the National Association for Professional Development School Nine Essentials (2008), The NCATE Blue Ribbon Panel Report (2010), and the National Education Association's report titled *Teacher Residencies: Redefining Preparation through Partnerships* (2014) and identified seven core ingredients that should compose every school-university partnership, and they include:

1. A shared, comprehensive mission dedicated to equity for improved PreK-12 student learning and educational renewal,
2. Designated partnership sites with articulated agreements,
3. Shared governance with dedicated resources that foster sustainability and renewal for the partnership,
4. Clinical practice at the core of teaching and learning,
5. Active engagement in the school and local community,
6. Intentional and explicit commitment to the professional learning of all stakeholders, and
7. Shared commitment to research and innovation through deliberate investigation and dissemination.

Upon further examination of each of the core areas, our revised PDS Model, which includes KSDE as an integral member of the School-University partnership, addresses many of these components. Specifically, the School-University-State PDS Model provides substantially more opportunities to improve K-12 student learning and simultaneous renewal for all stakeholders. In the sections below, we will explore the roles of all partners and identify numerous ways that the partnership has succeeded in broadening partnerships beyond local schools by addressing the core components of our expanded School-University-State PDS Model.

A Shared, Comprehensive Mission Dedicated to Equity

The first core component emphasizes equitable access for K-12 student learning and educational renewal. The traditional PDS model is often limited by geographical location, but the revised School-University-State Model encourages equitable access to professional learning for all teachers in the state, not only those close to a university with a PDS. Our School-University-State PDS model supports the vision of "a time and place where each and every LEA maintains a

PDS relationship with an IHE where the concerned professionals congregate multiple times a year to envision, plan and enact steps to bolster clinical experiences and the development of on-going professional learning opportunities for all” (Mercer & Myers, 2014). As our programs continue to grow and technology allows for virtual supervision models, the need to involve teachers from all school districts in the School-University-State PDS Model, including those within close geographical location and those in the far-reaching corners of the state, has become a key to ensure pre-service teacher placement in effective classrooms. The content area trainings incorporate both mathematics content and pedagogical content knowledge. Pre-service and in-service teachers are engaged in learning around the National Council of Teachers of Mathematics (2014 & 2017) eight effective mathematics teaching practices that encourage access and equity for all students to engage in high-quality mathematics learning experiences. KSDE, specifically in the field of math education, has played a vital role in broadening relationships between schools and universities. As more teachers are involved in regional math trainings, content area communications and Mathematics and Science Partnership (MSP) projects and as pre-service teachers from KSU transition into their teaching careers, the shared, comprehensive mission may be closer to attainment with the continued support of the School-University-State PDS

Designated Partnership Sites with Articulated Agreements

The second core component is ripe for revitalization in the School-University-State PDS Model, as a statewide professional learning community with shared ideals would be in place in lieu of individual schools “designated” for specific university partnerships. Upon relationships being built, individual School-University partners articulation of agreements and expectations will need to be based on a shared mission of the School-University-State PDS. A vision for Kansas PDS relationships was written by the Kansas Coalition of PDS upon their formal chartering in 1999. This organization serves as a state-wide PDS coalition in Kansas, offering a forum for learning and a network for sharing that supports PreK-12 learning and innovative educational practices throughout the state. Schools play a vital role in this partnership, as the goals set in place by the Kansas Coalition of PDS encompass the revitalization of K-12 education that can take place through the PDS processes (Mercer & Myer, 2017). Each school in the PDS relationship has an obligation to its students to provide equitable access to the most engaging classrooms through the use of effective teaching practices for all children. Teachers, who serve as cooperating teachers, clinical instructors or mentors to pre-service teachers have an added obligation, as they are fostering the growth of their K-12 students, while offering a substantial learning experience for pre-service teachers. They observe, co-teach, and coach pre-service teachers through the transition process from students at the university to classroom teachers (Martinie, Rumsey, & Allen, 2014). To achieve these lofty goals, in-service teachers are engaged in professional development in the form of individual learning and on-going, job-embedded professional development opportunities provided by university faculty and KSDE.

Shared Governance with Dedicated Resources

Shared governance and resources, as stated in component three, are vital to the PDS partnership. Such developments would be included in the mission of the School-University-State PDS. While resources are shared in the statewide learning community, as well as individually

between school and university, the engagement in local community is shifting with more transient populations and virtual capabilities. The School-University-State PDS Model plays a role in the sharing and dissemination of resources statewide. The KSDE Math Consultant, Melissa Fast, spearheads many of the opportunities for collaboration between the state department of education, universities, and schools. She has the primary responsibility of overseeing the development and adoption of statewide curricular standards and providing support for the development of corresponding assessments. To do this, committees comprised of teachers, coaches, and university faculty were created for the writing and review of the elementary, middle and high school math standards. In addition, there was an Ad hoc committee consisting of members of business and industry, parents, and legislators. The math consultant also confers with the committee on an on-going basis as questions arise from the field around the math standards. She also recruits teachers and faculty to assist in the production of resources to support the implementation of the standards found on the KSDE math website.

Not unlike what Goodlad says to Durden (2005) “the political and reform cultures were closely interconnected and reflective of one another,” Kansas schools are in the midst of the redesign era, which opens a myriad of opportunities for simultaneous renewal. Pre-service and in-service teachers explore and implement innovative instructional practices at the same time. The state consultants provide guidance and advice for school administrators and work with them to address larger issues around math education. Often this will lead to creating taskforces charged with further investigation of a specific topic resulting in the production of guidance documents for the field (e.g. KSDE White Paper on Unpacking the Standards, KSDE White Paper on Fluency, KSDE White Paper on Acceleration). To create a collaborative environment for dealing with issues and concerns, a “Math Leaders Group” was created. This group meets a minimum of four times throughout the school year, face-to-face and virtually, to discuss hot topics and to create useful resources. A Math Content Educators Listserv is utilized to share vital information regarding mathematics teaching and learning. Collaborations between KSDE, math education leaders, both from the school and university have prompted the design and implementation of professional development opportunities, reaching all demographic areas of Kansas.

Clinical Practice

Core component four addresses the heart of the School-University PDS model that has been in place at KSU for nearly three decades. The field experience components of our elementary and secondary education programs both support and dictate the learning that takes place in the university setting. For pre-service teachers, this model is the driving force for a variety of learning experiences. It is the role of the faculty to prepare pre-service teachers for the classroom and to thoughtfully make and supervise practicum and internships placements. In alignment with Goodlad (1994), Mercer and Myers (2017) suggest at KSU it is more than simply assigning pre-service teachers to a classroom, the university also needs to ensure these classrooms are being supported. Faculty arrange an initial introductory meeting to ensure clear and consistent expectations with each pre-service and in-service teacher pairing. We participate in formal and informal observations following a coaching model with in-depth reflections and goal-setting. Finally, we host a debriefing at the conclusion of practicum and student teaching experiences to set goals for the next stage and to gain insight into current practices and issues. According to Goodlad's (1994) Postulate Fifteen, as described by Paufler and Amrein-Bearsdley (2016), these

types of experiences are vital to preparing pre-service teachers, even stating that “teacher education programs must not admit more students than can be assured access to quality educational experiences”. Many education programs at the university are growing, primarily in online settings, but through the use of a supervisor model, distance placements, and virtual observations, pre-service teachers can still be engaged in high-quality learning experiences, both in the university classroom and through field experiences.

Another key role of the university in this model is building and maintaining relationships with and between students throughout their time at the university and in the first few years of teaching. KSU faculty developed a committee specifically for the purpose of fulfilling Goodlad's Seventeenth Postulate, stating the need to “establish linkages with graduates for purposes of both evaluating and revising these programs and easing the critical early years of transition into teaching.” As a result of this committee, EDCATS was created. EDCATS is a student- and faculty-led organization that pre-service teachers join as they begin their careers as students at the university and maintain membership through their first years as classroom teachers, providing a shared vision for education, support in their practices, and professional learning opportunities. As EDCATS become classroom teachers, university faculty are still in connection with and aspiring to equip our new teachers for success in their classrooms.

Active Engagement in the School and Local Community

As the term “local” is being redefined with the invention and implementation of virtual recording, streaming and communicating platforms, component five, which encourages involvement and engagement in the school and local community is also reimaged. Pre-service and in-service teachers are seeking the ability to stay in the hometowns or to move to new locations in the state. The School-University-State PDS Model promotes regional and localized training, based on the needs of the school and community as described below. Faculty have worked alongside KSDE content consultants to design courses, professional learning opportunities and host state-wide conferences to further engage with communities and meet the needs of local districts as they take part in redesign efforts. A foundational principle of the redesign initiative is community support through the means of town hall meetings, clear and consistent communication, and feedback on initiatives.

Intentional and Explicit Commitment to the Professional Learning of all Stakeholders

Through the School-University-State PDS Model, intentional and explicit professional learning for all members of the partnership is emphasized. University faculty, administrators, and teacher leaders identify needs for professional development and work collaboratively to design, develop, and implement high-quality professional development. Starting in 2017, the KSDE math consultant, with the support of trainers, hosted four regional trainings designed around similar mathematical and pedagogical content as the MSP projects from the prior year. They quickly reached capacity and the number of regional trainings doubled in 2018-2019. Host schools or universities were identified in a variety of regions throughout Kansas. A 2-day trainer of trainer model is employed to build capacity, with math education faculty from KSU serving as the trainer of trainers. In year one, we drew on what we learned from our MSP grant work and our plans for the two-week summer institutes for teachers to design the 2017-2018 regional trainings. The

training presentation, with notes and all materials, are stored in a shared drive allowing all trainers to access and implement the trainings. Years two and three of the regional trainings, followed similarly, utilizing Basecamp as the platform for sharing resources from the training and for continued dialogue.

From this experience, university faculty gathered what they learned from their work with teachers in the grant project and regional trainings, then translated it into training for pre-service teachers. In this way, in-service and pre-service teachers have a common base of knowledge regarding the teaching and learning of mathematics. As Goodlad (1994) states in Postulate Fifteen, universities must only admit the number of students they can ensure will have access to appropriate and effective placements. As student populations grow and teacher shortages are abundant in the state, with over 600 vacant teaching positions in 2018 (US News and World Report, 2019), providing professional learning experiences to teachers throughout the state will allow more pre-service teachers access to effective placements.

Shared Commitment to Research and Innovation

Members of the School-University-State PDS partnership engage in research that promotes lifelong learning by analyzing current school cultures, addressing needs, evaluating progress and redesigning academic curriculum and professional development in an on-going, cyclical manner as demonstrated by faculty engagement with local, regional and national organizations. A shared commitment to research and innovation, core component seven, has been and will remain a key aspect of the School-University-State PDS model, with an emphasis placed on the vision and goals, written with input and collaboration from university faculty and district representatives throughout Kansas. The math consultant has many roles, one is to oversee the work of the Mathematics and Science Partnership (MSP) grants obtained by university faculty and attended by school staff, including teachers, instructional coaches and administration. Further situated in the works of Goodlad (1994), the MSP programs provide opportunities for simultaneous renewal on multiple levels; in-service teachers and administrators are engaged in the ongoing and in-depth professional development led by university faculty, and in the schools, opportunities arise for university faculty and staff to gain valuable insights into current school cultures and to collaborate with in-service teachers. While several MSP grant projects have been implemented at KSU over the past 15 years, the opportunities for collaboration among partners and simultaneous renewal will be highlighted with two recent MSP projects.

Project Achieve and Project Excel

Project Achieve and Project Excel are two of KSU's most recent MSP projects that were funded through the Kansas State Department of Education. The KSDE Math Consultant oversaw the funding and reviews of these projects, that were designed and led by IHE faculty. School administration gave input to IHE faculty and two-week summer institutes were designed, with school year, job-embedded coaching following each institute. Pre-service teachers were involved in the summer institutes and were often placed in classrooms with teachers who participated in these projects. This allowed each partner in the School-University-State PDS relationship to be a part of the simultaneous renewal process (Goodlad, 1994). The goals of Project Achieve and Project Excel were to deepen teachers' content knowledge and increase the use of eight high-

leverage, research-based teacher practices articulated by the National Council of Teachers of Mathematics (NCTM) (NCTM, 2014). NCTM (2017) displayed these teaching practices as an iterative process outlined in Figure 1.

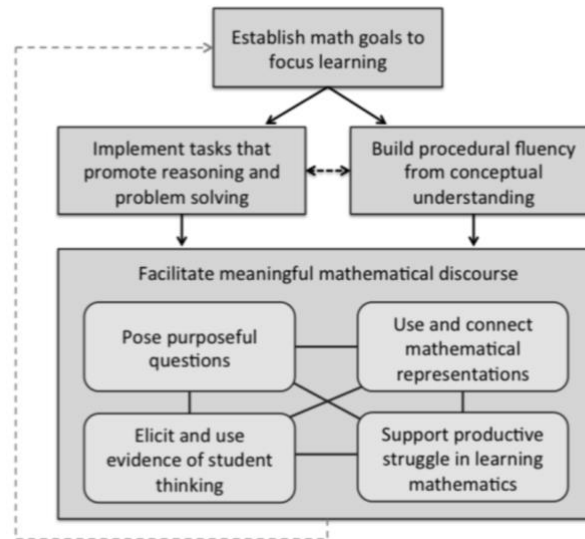


Figure 1. Effective mathematics teaching practices framework. (NCTM, 2017)

Project Achieve began with a summer institute in June 2016 and follow up activities occurred during the 2016-2017 school year and ran for three years in this manner. Project Excel, running from June 2017 through August 2018, included many similar components to the previous MSP project (i.e., the summer institutes and school-year coaching), but was expanded to a multi-university project, reimagined to include virtual components to reach rural and long-distance partner districts with an emphasis placed on building learning communities throughout the state with the underlying theme of “growth mindset”.

Goodlad's (1994) Postulate Thirteen, states that teacher education programs “must be infused with understanding of and commitment to the moral obligation of teachers to ensure equitable access to and engagement in the best possible K-12 education for all children and youths”. Throughout the MSP Grant Projects (Project Achieve and Excel) pre-service, in-service teachers and coaches, as well as university faculty were engaged in pedagogical content knowledge building that promoted equitable learning opportunities for all students. NCTM's *Principles to Actions* (2014) clearly outlines “Access and Equity” as a principle for effective programs. Teachers explored this principle, with an emphasis on shifting teacher mindsets towards equitable access to learning for all, including examination and implementation of instructional strategies to reach all learners.

Each year the structures were similar with the focus on the NCTM (2014; 2017) teacher practices of “build procedural fluency from conceptual understanding,” “implement tasks that promote reasoning and problem solving,” and “facilitate meaningful mathematical discourse”, respectively. Activities included math content presentations by mathematicians from KSU, study of the math standards in grade bands, book studies with a pedagogy focus, creation of “action plans,” and professional learning community time. This parallels what Goodlad (1988) described as opportunities for educators at all levels to “infuse their efforts with the expertise of others

engaged in similar work". Participants joined forces to create a network of teachers committed to improving mathematics teaching and learning. Follow-up activities included classroom visits by a math coach and the project principal investigators and district-wide professional development experiences.

These initial collaborations between members of the School-University-State PDS served as platforms and were extended to provide more systematic feedback and professional development to the entire state. Continued involvement of all partners has clarified a unified need for pathways to provide professional learning and networking opportunities for teachers, many of whom serve as cooperating teachers for university students throughout the state.

Perspectives from Partners

Gathering the perspectives of those involved in the partnership is a valuable way to understand the ways that the School-University-State PDS Model has expanded to reach more schools and to stay connected to KSU graduates as they transition from pre-service to in-service teachers within the PDS model.

Voices from the University

Tonnie Martinez, Assistant Professor COE, Coordinator of the Office of Innovation and Collaboration

EdCats supports graduates and provides mentoring to new teachers through social media, EdCat Chats (PD videos), STEAM career interest videos, and EdFEST (Summer STEM camp visit and EdCamp format for professional development). We have been successful in creating an EdCat "movement" in the college, which has resulted in a welcome back "ringing of the bell" ceremony for "Forever EdCats" and invigorated the recruitment environment in our college.

Debbie Mercer, College of Education Dean

The foundation has evolved throughout our 30-year history of PDS partnerships with schools of differing demographics to best provide both school partners and our college faculty and pre-service teachers with mutually beneficial learning opportunities. While the foundational elements built on strong relationships have remained the same, the specifics have evolved to best meet the needs of the participants. For example, technology plays an ever-increasing role in our society. We use technology to provide more detailed feedback during internships and student teaching experiences; conference with CTs, CIs, building principals, candidates and/or college faculty; and professional learning opportunities. We work more closely with the Kansas State Department of Education as they add content area consultants and other support structures. One final example of the ever-changing nature of our PDS partnership involves a closer relationship in supporting early career teachers. Society and schools are not static; neither can our PDS partnerships remain stagnant.

Voices from the Schools

Joyce Temanson, Kindergarten Teacher, Skyline School District

We were very fortunate to have the opportunity to be a virtual site for Project Excel, which allowed our teachers the convenience of staying local to attend the Project Excel class. Out of a PK-12 building we were represented by the following grade levels: kindergarten, first, second, third, fifth, sixth, seventh/eighth, and high school, which allowed us to collaborate across the grade levels. We were able to have the tough conversations about aligning curriculum across the grade levels, common vocabulary, and goals that we would like to meet as a building in Math. Another benefit from the class were the resources and connections to districts throughout the state.

Tegan Nuser, Cooperating Teacher-Mathematics, Wamego High School

My role as a cooperating teacher is complex. I see myself as a mentor, a colleague and a co-learner. We can impact the pedagogy of teachers and ensure that new teachers are as well-prepared as possible to positively impact students. Professional development should facilitate individual teacher's needs by providing access to what research suggests are best methods and connecting them with experts in their field to help implement them. My student intern has knowledge of and attempts to implement the mathematical teaching practices found in NCTM's Principals to Actions, based on what she is learning in her coursework at KSU.

Pam Dombrowski, Secondary Math Specialist, Geary County School District

There are many benefits for our teachers participating in the MSP Projects. One is mathematics knowledge. Teachers are able to learn more deeply about math concepts, that they may have only been exposed to in their undergraduate programs. Another benefit for teachers is collaboration with colleagues. In the MSP Projects, teachers are able to collaborate with teachers, not only in their building, but in their district and other districts across the state. It allows them to receive ideas to implement, and also to validate the good things they are doing already. Our partnership with KSU is invaluable, these collaborations help drive professional development in the district.

Scott Harshbarger, Principal, Rock Creek School District

The benefits of the MSP program were many. Foremost was the chance for elementary teachers from two different buildings within the district to attend and bond together for two weeks. Collaboration like this is often thought of theoretically, but rarely does the time present itself to make it happen. They accomplished much together, and the action plan that was developed is in place today. The teachers enjoyed using the Basecamp application to share articles, plans, ideas, and results with each other and with teachers from across the state. One of our goals was to develop our Professional Learning Communities (PLC's). Without the training we received at Excel, I am not sure we would be this far along in the process.

Challenges

We have identified numerous ways that the partnership has succeeded in broadening partnerships beyond local schools; however, a variety of challenges exists. Reaching all districts and IHEs throughout the state is a challenge, and greater yet, is creating and maintaining a shared vision for education. As the math leaders' group and regional trainings continue to grow, we are reaching out and differentiating professional learning opportunities to meet the needs of all teachers of mathematics throughout the state. Another caveat to explore is the expansion of this School-University-State PDS Model to every content area. Currently the math education

consultant and math education faculty at KSU have been at the epicenter of this transformation, yet for greater impact on teaching and learning to engage all learners and a clear mission to be fully developed and implemented, all content areas will need to be included in this partnership. These challenges offer unique opportunities for collaboration and growth throughout the state that can be embraced by the School-University-State partnership.

Implications

This tripartite School-University-State PDS Model has been influential within math education throughout the state of Kansas. The three separate entities, School, University, and KSDE, work collaboratively and simultaneously to cultivate engaging classrooms and equitable access for all K-12 children. Faculty at Kansas State University are actively engaged in work with the Kansas State Department of Education through the MSP projects and Math Leaders Group driving professional development for in-service teachers and impacting the content and pedagogy being learned by pre-service teachers. Other content areas can follow a similar process to encourage renewal amongst their counterparts. The KSDE content program consultant plays a vital role in this model, forging relationships with teachers and administrators in the schools and university faculty. The network of math leaders from around the state, formed through the School-University-State PDS model are organized into working groups and teams to help disseminate information about the standards, train teachers to teach the standards, respond to questions from the field, address issues, generate resources, and to build a professional learning community of math educators across the state. University faculty and K-12 teachers work side-by-side to review standards, create resources to assist with the implementation of the standards, write white papers to address important issues, design and implement professional development and more. This work simultaneously informs the work faculty will do with pre-service teachers. The potential for growing new partnerships within the School-University-State PDS remains optimistic. The simultaneous renewal among the members of the partnership serves as a catalyst for change with the aspiration of providing equitable access to a high-quality math education for all K-12 students.

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Finding our Place in the Third Space: The Authority of Not Knowing as *Becoming* in School-University Partnership Work

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Abstract: School-university partnerships have been a space for simultaneous renewal and teacher development for decades (Darling-Hammond, 1994; Goodlad, 1994; Teitel, 2003). As a case in point, this article takes a deeper look at how school- and university-based teacher educators experience professional growth and negotiation of partnership contexts, roles, and responsibilities. Recognizing the complexity of teacher development across the professional lifespan, and the tensions of school-university partnership work, we explore the diverse roles and positions from which we come to the work of clinical supervision and school partnership work. To highlight the varied levels of development and professional growth in these hybrid teacher education spaces, we highlight two liaison cases – Hannah, a new tenure-track faculty liaison and Sara, a veteran school-based teacher educator, who is now a district instructional coach and university liaison. As liaisons, Hannah and Sara experience self-doubt, struggle to negotiate power, and strive to sustain relationships. Grappling with finding their place in school-university partnership work, the two liaisons accept the unknown and perceive their work as a process of becoming in teacher education.

KEYWORDS: third space, positionality, clinical supervision

NAPDS NINE ESSENTIALS ADDRESSED:

6. An articulation agreement developed by the respective participants delineating the roles and responsibilities of all involved
8. Work by college/university faculty and P–12 faculty in formal roles across institutional setting

Introduction

School-university partnerships have been a space for simultaneous renewal and teacher development for decades (Darling-Hammond, 1994; Goodlad, 1994; Teitel, 2003). Zeichner (2010) identified “hybrid space” in teacher education as the combining of school and university knowledge to engage in “less hierarchical ways in the service of teacher learning” (p. 89). Martin, Snow, and Torrez (2011) highlighted how identifying the hybrid nature of school-university partnership work allows for “transformative potential for teacher candidates and for school-based and university-based teacher educators” (p. 299). Considering teacher development across the professional life span, this article underscores the tensions and complexity of school-university partnership work and the importance of continued mediation of relationships. We highlight two “cases in point” in one university-school partnership context.

At Boise State University, the partnership school structure evolved from Goodlad’s (1994) work in simultaneous renewal, particularly the 20 postulates created by the Center for Educational Renewal. Two decades ago, the university focused on developing school partnerships based in symbiotic relationships, professional development schools (Darling-Hammond, 1994), and the contradictions in collaboration such partnerships may endure (Johnston, 1997). Priority on clinical faculty and the significance of initial teacher preparation has remained paramount, despite mounting critiques on educator preparation (Cochran-Smith et al., 2016). In our context, liaisons are assigned by the university to work with candidates, mentor teachers, school leadership, and university colleagues. Their primary role is supporting candidate preparedness for the daily realities of teacher practice, with a focus on an inquiry stance toward teaching (Dana & Yendol-Hoppey, 2014). Liaisons also participate in a community of practice for professional development (Snow, Martin, & Dismuke 2015).

The development of clinical supervisors from varied backgrounds and positions has been a priority in our context. Tenured, tenure-track, and full-time clinical faculty at the university serve as liaisons to partner schools, demonstrating the university’s commitment to teacher education. Another, more innovative, hybrid position is that of “liaison-in-residence” (LiR). A school-based classroom teacher serves as the university liaison to candidates in the building, while also fulfilling full-time teaching responsibilities. An additional university liaison is assigned to supervise the LiR’s candidates and support the work of the LiR and candidates in that building (Snow, Anderson, Cort, Dismuke, & Zenkert, 2018). The different types of liaisons in our context work in partner schools with varied commitments – a professional development school model, a consistent “partner school,” or larger schools with teachers who serve as mentors to candidates.

Aligned with John Goodlad’s work and The Center for Educational Renewal’s vision, the cases highlighted in this article dig deeper into the diverse roles and positions from which we come to clinical supervision and school partnership work and identify liaison professional growth across the professional life span. The first case results from a narrative inquiry into Hannah’s introduction to liaison work as a new tenure track faculty member. The second story comes from Sara, a former mentor teacher who was a LiR and district instructional coach. In particular, the two liaison cases identify with *postulate twenty*:

Those institutions and organizations that prepare the nation's teachers, authorize their right to teach, and employ them must fine-tune their individual and collaborative roles to support and sustain lifelong teaching careers characterized by professional growth, service, and satisfaction.

The cases stem from inquiries into how one becomes a teacher educator and were framed with a guiding question: *How do liaisons describe finding their place in the third space of supervision?*

Conceptual Framework

Simultaneous renewal has always grounded the school-university partnership work at our institution (Darling-Hammond, 1994). In particular, our teacher educators have deconstructed this work in terms of a “hybrid” or “third” space, where the varied contexts of the work influence it in complex ways at any given time (Martin, Snow, & Torrez, 2011; Guitierrez, 2008; Zeichner, 2010). We note the power of collaboration across contexts, the impact of context on professional identity, and the need to recognize the conflicting roles of evaluation and supervision in teacher education contexts.

Collaboration

A significant part of liaison work in our partnership contexts includes what Lemke (1997) identifies as “our activity, our participation, our ‘cognition’” being “codependent with the participation and activity of others” (p. 38). As Johnston (1997) notes, when dialogue is a focus of partnership work, the goal is “learning, not convincing” (p. 16). Butler and colleagues (2014) emphasize the collaborative sense of working together and identity development for critical self-awareness. As teacher educators reflected in a community of practice, we noted our different positions of power, authority, or practice, depending on the context. With this understanding, we share two cases with different institutional positions to foreground the continued complexity and understandings of Goodlad’s notion of sustaining “lifelong teaching careers characterized by professional growth, service, and satisfaction” (Goodlad, 1994).

Professional Identities

Our inquiry community, geared toward identifying varied preparation for teacher education positions, supports the idea that context plays a large role in the process of becoming a teacher educator (Cochran-Smith, 2003; Dinkelman, Margolis, & Sikkenga, 2006; Williams, Ritter, & Bullock, 2012). Dinkelman (2011) identifies teacher educator identity as “multiple, fluid, always developing... strongly influenced by any number of relevant contexts” (p. 309).

The fluid process of becoming a teacher educator can be supported by strong school-university partnerships, while at the same time confounded by complexities of the journey from teacher to teacher educator (Butler et al. 2014; Williams et al., 2012). The cases in this study highlight the importance of working together, and feeling discomfort in not knowing together, to develop stronger professional identities.

Supervision Roles

Part of the work in becoming a teacher educator in this context specifically focused on the task of supervision. Scholars have identified the role of supervisor and the practice of supervision as observation and feedback (Burns & Badiali, 2015; Burns, Jacobs, & Yendol-Hoppey, 2016). A

key tension in our roles as university liaisons was embedded in our focus on developmental supervision (Glickman, Gordon, & Ross-Gordon, 2014), while at the same time honoring our requirement for teacher evaluation (Burns & Badiali, 2015). Liaisons visit partner school sites weekly for informal observations, site-based seminars, and meetings with mentor teachers, in addition to individual “check-ins” with candidates and mentors. We also provide scores according to a performance rubric and submit final grades for each candidate. As we collaborated across contexts, developed our professional identities in this space, and honored the conflicting roles of evaluation and supervision, we also recognized the danger of conflating supervision and evaluation in clinical practice (Burns & Badiali, 2015).

Cases

In these cases, we unpack the stories of Hannah and Sara. Both participated in free response writings about their experiences and responded to specific prompts. They wrote responses describing their experience of becoming a liaison and worked within their liaison community to code their narratives with inquiry partners. These narratives became the cases shared below that were analyzed for underlying themes in the development of teacher educators as supervisors/liaisons. The two author cases were selected for this article as they emerged from different spaces, yet aligned in this context as “new” at the same time. Hannah shifted from K-12 teaching to “drive-by supervision” before entering her current role as a new tenure-track faculty liaison, who serves as a clinical supervisor in this position. Sara was a mentor teacher and a LiR prior to becoming a district instructional coach and liaison. Hannah and Sara’s acceptance of “not knowing” allowed the liaisons to appreciate their state of becoming within teacher education.

Hannah’s Story – New Faculty as Clinical Supervisor

During my master’s program, I was a full-time student and a full-time K-12 teacher. I seamlessly interacted within and across these two educational contexts – a university graduate program and a high school classroom. In a school with 99% African American students from low socioeconomic backgrounds, I was a white female teacher from a middle-class background, who was pursuing an advanced degree. My identity as an educator quickly shifted, perhaps broadened, with the realization that privilege and positionality are powerful in education and in society. This realization, this significant aspect of my “becoming” an educator, also impacted my decision to eventually pursue a doctoral degree and enter teacher education.

I began supervising candidates for the first time during my doctoral program. The transition from teacher/master’s student to teacher/doctoral student/clinical supervisor, blurred the lines of my, once simple, role in education. Despite working toward my PhD and having teaching experience, I felt like a novice within education all over again – not knowing so much and being confident in so little. This was amplified by my juggling of the many hats I was wearing at the time, while attempting to wear each well – high school teacher, doctoral student, researcher, clinical supervisor, university instructor. The multiple embedded responsibilities within each role meant the expectations for me were vast and varied. I was constantly mediating the complexity of who I reported to, what my tasks were, and what the expectations for my performance were.

Supervision work was just one piece of the intricate puzzle forming my professional identity, but a large piece, nonetheless. Monopolizing my time, in part because it was what meant

the most to me, supervision required, by far, the most attention and cognitive and emotional energy. A colleague and I were the lone supervisors of all secondary candidates during their internships. My role was solely evaluative, quietly wavering from one classroom to the next observing and evaluating candidates. "Drive-by supervision" had its share of drawbacks, particularly the limited interaction I had with candidates and mentor teachers. However, my duties and responsibilities within this type of supervision were clear. The power structures were long established; I formally evaluated candidates, and the mentor teachers were positioned as the facilitator of the candidate's development. My place was at the university, and the candidates knew that my presence meant evaluation and feedback.

The problem – this combination of power, authority, and lack of relationships did not serve candidates well. Once having to suggest to a candidate that teaching might not be the best route for him, I realized that I practically knew nothing about the candidate beyond his evaluations. Yet, I was a determiner of his fate? I have accepted that one reality of supervision work is supporting candidates as they determine the path that best suits them, whether that means pursuing teaching or not. However, building genuine relationships with candidates not only makes these crucial conversations more bearable for both parties, but supervisors are also positioned to more thoughtfully consider what candidates need and what is best for them, both in the short- and long-term.

Early in my career as a clinical supervisor, I learned the value of relationships, was reminded of the importance of positionality, and saw what a disservice it was to candidates to have an "absent" supervisor. These realizations have been beneficial to my current work as a new faculty member/liaison. This position requires the balancing of conducting research, teaching literacy courses, and supervising candidates. Now when someone asks me what I do, my explanation is quite lengthy. If I say, "I'm a professor in the College of Education," I feel like I'm selling myself short by not elaborating on the many roles I embody and have embodied in education in the past. Interacting within and across the university, research, and school district spaces is far from simple. Each role is meaningful and empowering, but supervision work, while the most complex, helps me feel connected to who I am and inspires my work in other facets of my job. The inspiration and fulfillment I experience from supervision work keeps me going no matter how busy, stressed, or overwhelmed I become.

Part of my balancing act involves supporting my candidates when they are also stressed and overwhelmed. Several have commented on being anxious about their professional year, often wondering, "if I will pass them." While one antecedent of learning and improving is meaningful evaluation and reflection, serving an evaluative role in the hybrid space of supervision can be tricky. As an evaluator, the ways that we portray the schools and mentor teachers that we work with, whether consciously or not, contribute to how our candidates position their mentors and themselves within the school. Positionality in these spaces feels so complex. It is more complex than working in schools as a classroom teacher or a researcher or even engaging with teachers as a teacher educator. The multiplicity of my professional identity as a liaison is extensive and complicated, and I continually question where I fit. Working in schools as a liaison positions me as a knowledgeable other, linking the candidates to their mentor teachers, to schools, and to the university. For candidates, I strive to position myself as an advocate and supporter, and for mentor teachers, a colleague and a resource. I'm oftentimes left wondering how to navigate the blurred lines of my liaison role, with the array of new and different tensions in power and authority, combined with the desire to excel at my responsibilities within and beyond supervision.

I was once told that “the more you learn, the more you realize you don’t know.” At the time, I internalized this as a reminder of the immense amount of knowledge and skill that I hadn’t yet mastered. Over time, I’ve realized continual improvement and growth means never knowing it all. I am always in a state of becoming as teacher educator. Thinking in this way helps me to reposition the angst and stress of wearing many hats as offering additional areas of expertise to strive toward and new and exciting ways to engage with teachers and students. I’m beginning to appreciate the juxtaposition of challenges and rewards each role offers and understand that learning only pushes me to learn more. I now value liaison work as a process, in which my candidates and I are changing, growing, and improving together. I try things. I reflect. I evaluate. I try different things. I’ll always be learning with them. I’ll be changing and adapting because each of them is so different. If I’m not continually learning and adapting, then what am I doing, and is it serving candidates well?

Sara’s Story – District Coach as University Liaison

From Nevada to Turkey to Idaho, I have taught for 18 years, finally settling in at a middle school in Idaho. After six years of teaching primarily 7th grade English, I was approached by my school’s PDS committee to mentor a candidate. As a veteran teacher, this intrigued me, but it also made me nervous. Being observed can be uncomfortable; it feels judgmental. I wasn’t sure if I was ready for that, but I also knew that having two teachers in my classroom would benefit the students. Thus, I agreed.

I equate my first year as a mentor teacher to my first year of teaching...trial and error, fumbling through, hoping that I left my candidate with enough tools to make her first year of teaching somewhat successful. During that first year as a mentor teacher, the thought of handing over my class was frightening to say the least. I was the one “in-charge” and responsible; if students didn’t succeed or become proficient, it reflected on me. Relinquishing my “control” was not easy. I eventually realized the importance of trusting the candidate I was mentoring. I learned that developing that trust relied on building a relationship with the candidate and repositioning my perception of “my” students to “our” students. At the time, it wasn’t apparent yet that letting go of all control within my classroom was actually unnecessary. We began using a co-teaching model, and the lead shifted between us, thus equalizing the “power” between us. I realized quickly that I was not only becoming a better teacher, but a stronger mentor teacher. My students were profiting from my mentor role as well, which made continuing to be a mentor teacher an easy decision. I also loved working with an “adult” learner, who was enthusiastic to learn, questioned my pedagogy, and helped me perfect my craft.

Mentoring also created a desire to get more involved; I was inspired to join my school’s PDS committee, become more of a lead teacher in my grade level, and eventually, become the LiR at our school. The transition from mentor teacher to LiR definitely threw me into the learning pit. As a mentor teacher, it was my job to build a relationship with and coach my candidates. As a LiR, my job became more complex and altered my authority within the school. It was not only my responsibility to coach, but to also observe, score, and grade the candidates, while acting as a connection between the mentor and the candidate, and the school district and university.

Since I remained a full-time classroom teacher at my school, the mentor teachers in whose classrooms I observed were my colleagues. The awkwardness of observing in their classrooms was painful at first, worrying if they were thinking that I was judging them. It turned out to be

difficult to walk into another's classroom and not judge if what I thought should be happening was actually happening. I remember a time when the university liaison who worked with my candidates told me that it was a pleasure and a breath of fresh air to walk into my classroom. I often wondered what she meant by that. Were everyone's classrooms not similar to mine? When I began observing candidates in various classrooms, I realized the vast contrast among teachers. This pushed me to wonder – Even if it wasn't the way I did it, did it work? Were the students at the forefront of the classroom, and were they benefiting from instruction? This questioning led to my positionality shifting in interesting ways. I pondered how to leverage my authority to be helpful, while remaining loyal to my, the school's, and the university's standards.

I became aware that my new role meant something very different from the role of a teacher or mentor. Fortunately, I was able to work closely with another university liaison. This meant that even though I was the “go to” person in the school, I could ask for advice and defer tougher situations to the university liaison as needed. Particularly during that first year, this was helpful as a new LiR because I could have her take charge sometimes. However, being the person with her “feet-on-the-ground,” I knew that I wouldn't be able to “hide” behind the scenes for long. In fact, during my second year as LiR, we had a particularly challenging group of candidates. Their mentor teachers were struggling with their lack of professionalism and the best ways to support them. Issues such as not having lesson plans completed on time, not researching enough of the content to teach the lesson, and not demonstrating motivation, were all a concern. Never having dealt with situations like this, I was grappling with how to act as the intermediary for the teachers and candidates.

It was at this point that I learned how simply building relationships, which I originally banked on, was not enough. I couldn't just be the friendly face that coaches the candidates. I needed to be a warm, yet demanding, person holding them accountable, even when things got tough. This was a struggle for me, as I previously avoided confrontation at all costs. I wanted everyone to succeed, but when those crucial conversations arose, and I had to explain that their work wasn't meeting the standards, I wanted to run away. I needed all the guidance that I could get. After practice, reading, and much direction, I stopped avoiding crucial conversations. They were still not easy, but they needed to happen for the candidates to grow into effective and confident teachers. These conversations also helped me grow as a teacher, a mentor, and a liaison. The conversations became less about the person or the relationship and more about how to achieve as a learner and create opportunities for the students.

After almost 20 years as a classroom teacher, six years as a mentor, and three years as a LiR, I decided to take on a new position as an instructional coach. This moved me out of my classroom, and out of my school, placing me in two different alternative middle schools. This also meant I would no longer be a mentor teacher or a LiR. It did mean, though, that I would be a coach to teachers at the two alternative schools. Moving into coaching teachers, not just candidates, meant redefining my positionality all over again. I also moved into the position of adjunct university liaison. Because I am no longer teaching in the building where my candidates are housed, building a relationship with both the mentors and the candidates is more critical than ever. I can no longer stand on my reputation as a teacher and mentor teacher; I must build a new working identity and be okay with the blurred nature of my roles.

By understanding that “not knowing” is part of my journey, I am learning to feel at ease with my positions as a university liaison and instructional coach. Both have somewhat similar tensions in power and authority, as I observe teachers' classrooms either coaching or evaluating.

Being in any teacher's classroom now becomes less of an issue because I am learning to accept my authority in "not knowing." That authority has set the stage for classroom observations to be a give and take between all involved, one in which each person walks away with a new realization or wonderment. This helps mediate issues when they arise, and I am learning to own my authority. Crucial conversations are more human, more empathetic. By embracing the fact that not knowing is okay, I realize my role is mostly a facilitator as I work through obstacles with others to find solutions. I offer strategies, tools, and advice, but ultimately, I guide the teacher, mentor teacher, or candidate to grow in their learning.

Discussion and Implications

Hannah and Sara, like many teacher educators, entered supervisory work with very different backgrounds and perspectives and engaged in their work in very different ways. Yet, their cases converged at the required negotiation of relationships and contexts and their descriptions of simultaneous renewal as continuous learners in their supervision work.

The complexity of the school-university partnership context was documented by the changing nature of positionality and power – as the two liaisons came to supervision work and then as they transitioned across a variety of roles within supervision work. Hannah and Sara struggled to mediate what it meant to be an outsider coming into classrooms, which made the importance of relationships evident in both cases. In Hannah's case, she felt positioned as having her place in the university, not the schools. The previous model of supervision work that she operated within also underscored the importance of relationships and presence in her work with candidates. In Sara's case as a LiR, she became an outsider in her own school. Thus, she prioritized relationships with fellow teachers and with her candidates, sharing her control as necessary across the school space. Martin, Snow, and Torrez (2011) mention that developing relationships within and among individuals and groups in schools and in the university as a way to "know and be a part of school contexts" and "becom[e] an integral part of the school culture" (p. 8). Working toward this, Hannah and Sara realized that building and sustaining relationships in ways most appropriate for the context oftentimes required the shifting of expectations and even expertise.

Each case was marked by tensions and realizations resulting from the multiplicity of identities and the multifaceted roles and authority within each. This speaks to the oftentimes ambiguous nature of the role and place of supervisors within the many contexts they engage. Clinical supervisors have been described as "guides, trouble-shooters, counselors, negotiators, consultants, and ambassadors of goodwill," all while "representing the education profession at their institutions" (Marrou, 1988, p. 19). Early in their careers, Hannah and Sara realized how their positionality in these roles impacted their work. This awareness motivated them to continually position themselves in meaningful ways and continually evaluate their positionality in each context. They were constantly defining and redefining their identities within each collaborative space, as they recognized the give and take of power and positionality within their blurred positions. The two have often felt as though they were "caught in a dance," simultaneously attempting to share responsibility within the supervision space, but at the same time own their role as decision-making authority.

As part of this dance, one tension within breaking down teacher education hierarchies was how supervision, evaluation, and the relationship between the two were defined and employed across the hybrid space. We suggest that when supervision is conflated with evaluation, candidates

suffer (Burns & Badiali, 2015). In particular, we previously mentioned the impact of positionality and relationship building. Evaluation-heavy supervision can skew positionality and deteriorate relationships. As we continue to mediate this in our supervision structure, we note the importance of working toward a shared vision across the university and the school for what supervision should look like. In our context, we prioritize developmental supervision (Glickman, et al., 2014), while at the same time meeting our requirement for teacher evaluation (Burns & Badiali, 2015). Goodlad's (1994) moral purpose for teaching and teacher education is honored, as we strive to provide individualized support for candidates, as well as urge supervisors to problematize the power differential between themselves, mentor teachers, and candidates. We challenge the "traditional triad" structure (Martin, Snow, & Torrez, 2011) and view supervision through a multi-layered collaborative lens. Recognizing the challenges associated with this structure, we wonder how the professional identities supervisors bring to supervision work impact their process of becoming. Hannah and Sara were conscious of the impact of evaluation and positionality, in part based on their previous roles with "drive-by supervision," as well as evaluating colleagues. We wonder how this consciousness might be developed in novice supervisors who do not bring experiences that make the value of relationships evident.

Despite the extensive experience in education that Hannah and Sara brought to their liaison work, the two mediated their roles as more experienced others from novice perspectives. Hannah contemplated the multiple roles she took on as a new faculty member and liaison, questioning her performance in each. Likewise, as Sara's authority shifted in her school when becoming a LiR, she questioned her efficacy in the work she was doing with her colleagues. Within these challenges, Hannah and Sara longed to understand the unknown.

Danielson (1999) described how if beginning teachers enter the classroom without acquiring all that is necessary to be a successful educator, they position themselves at fault. Similarly, Hannah and Sara erroneously felt that their success in supervision work relied on them "knowing it all." Over time, the two liaisons accepted that knowing and predicting everything was impossible; they began to view the unknown as a meaningful, inherent part of their work.

We interpret these cases as suggesting a need for attention to how supervisors are prepared to engage with candidates and other players in hybrid teacher education spaces. We argue that the professional development of teacher educators is the foundation for simultaneous renewal in institutions. As the field continues to better understand what effective supervision entails (Burns & Badiali, 2016), we wonder about the most effective ways to foster the learning of supervisors in our context and beyond (Goodwin & Kosnik, 2013). Hannah and Sara's emphasis on relationship building and crucial conversations indicates supervisor development might focus on these aspects of partnership work as much as clinical supervision tools or coaching frameworks. Recognizing that "not knowing" and uncertainty are prevalent in school-university partnership contexts may also indicate the necessity for emphasizing communities of practice that focus on an inquiry stance toward teaching and teacher education (Snow-Gerono, 2005).

In sum, we encourage supervisors to embrace the journey of not knowing for the betterment of their candidates and themselves. Taking authority in not knowing, supervisors can appreciate their work as a process, as they negotiate contexts and relationships and mediate the varied levels of professional growth in hybrid teacher education spaces. Living in the third space of supervision work means wearing many hats and accepting the blurred nature of what you do and where you belong. According to Goodwin and Kosnik (2013), "Becoming a teacher educator involves more than a job title...one's professional identity as a teacher educator is constructed over time.

Developing an identity and practices in teacher education is best understood as a *process of becoming*" (p. 334). The cases of Hannah and Sara are representative of many educators engaging in supervision work who are grappling with finding their place through a process of becoming.

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Stewards of Simultaneous Renewal: Re-grounding Our Work in Memory, Relationships and Time

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Abstract: This case-in-point intimately reminds PDS stakeholders of the shared responsibility that is stewardship. In order to ensure our partnerships are prioritizing simultaneous renewal, we must actively revisit our emotional archives, relationships of mutuality, and shared time.

KEYWORDS: simultaneous renewal, passions, stewardship, relationships of mutuality, time, memories

NAPDS NINE ESSENTIALS ADDRESSED:

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
4. A shared commitment to innovative and reflective practice by all participants

Ideally, Professional Development School (PDS) partnerships are delicately constructed in a third space (Zeichner, 2010). They are defined by stakeholders through layers of conceptual and philosophical purposes (Book, 1996). The foundations of partnerships are frequently revisited by stakeholders when considering innovative opportunities for professional growth, reflection, and transformation. This work, establishing and preserving PDS partnerships, is to be driven by the aim of simultaneous renewal (Goodlad, 1994). As stakeholders actively embrace renewal, its “architectural compass” draws into question “form and space and therefore ... human relationships and the quality of those relationships” (Bullough & Rosenberg, 2018, p. 29).

Thus, what happens when partners no longer find themselves returning to the foundation of their work? It is no surprise to anyone in the field of education that day to day requirements mysteriously erode precious hours of the week. After some time, individuals rooted in school-university partnerships grow unable to respond to items flooding their inboxes unless they have red flags attached. However, what if these missed items pertain to individual and collective passions? Preferably, it is through the active pursuance of individual and collective passions that stakeholders foster the growth of partnerships by providing purposeful time and space.

In this article, I re-acclimate the daily business of PDS partnerships in Goodlad's legacy of simultaneous renewal (1994). In doing such, I attempt to ground our unconditionally busy lives back within three pillars of stewardship: memory, relationships of mutuality, and time (Bullough & Rosenberg, 2018). Ultimately, I argue that partnerships must make purposeful space for the advancement of stewardship in order to continue the crucial work of simultaneous renewal.

Background

National reports have identified a need for tougher tests, and higher expectations have set forth continuous cycles of education reform in the United States (National Commission on Excellence in Education, 1982; National Governors Association, 1986). Commission and task-force reports directed at failing schools, teacher education, and curricular decisions are “symptomatic of inadequate renewing behaviors” which narrowly address incompetence (Sirotnik & Goodlad, 1988). Institutions, including public schools and universities alike, are troubled by report recommendations. Goodlad (1988) finds that instead of considering faults in conceptual planning or faculty development, institutions find it less painful to identify and remediate the inadequacies of individuals. As illustrated by Sirotnik and Goodlad (1988), this cycle of school reform superficially applies quick fixes to otherwise profound opportunities for renewal.

In response to the cyclical, quick fix nature of education reform, Goodlad (1988) argues that institutions do not have the capability to stand still; “they renew or decline” (p. 10). Goodlad (1994) presents an alternative to inadequate reform. This alternative, upon which school-university partnerships are constructed, is simultaneous renewal. Simultaneous renewal prioritizes opportunities for all partnership stakeholders to invest in mutual efforts with experts committed to similar work. Stemming from partnership generated inquiry, simultaneous renewal is expected to occur in both school and university settings when relevant knowledge and alternative, or “countervailing ideas for practice,” are brought to the table (Sirotnik & Goodlad, p.10, 1988).

School-university partnerships are rooted in this innovative approach to education renewal. It takes “detached” time and space in order to provoke ongoing renewal through periods of sustained dialogue and reflection across all stakeholders (Sirotnik & Goodlad, 1988). Individuals

cannot grow complacent in a partnership and assume that renewal is not needed. Stakeholders in a partnership cannot place dialogue and reflection aside, waiting for a more opportune time to engage after an inbox is cleared. In doing such, complacency and daily priorities may lead to a partnership's decline.

Context

This conceptual work is based in a Mid-Atlantic university that has a long-standing PDS partnership between the local school district and college of education. Each year, undergraduate seniors who elect to take part in the Professional Development School (PDS), abandon the university calendar and follow the school district calendar from August through June. In the fall, teacher candidates spend four days per week in their cooperating classroom. During the fifth day and one night per week, teacher candidates complete their methods coursework. In the spring, teacher candidates spend five days per week in the same cooperating classroom and attend one weekly seminar in the evening.

Teacher educators in this context identify along a spectrum of roles in the school district and university. These partners may alternatively identify themselves as released classroom teachers, current classroom teachers, retired classroom teachers, university faculty, and/or PhD students. Regardless of role or title in each separate institution, all teacher educators in this partnership are involved with teacher candidate instruction and/or supervision.

While this context may be helpful in orienting the work to follow, I believe it is also important to note that these concepts, grounded in John Goodlad's agenda, may also pertain to other PDS settings. The ensuing manuscript has been purposefully written in first person, as it refers to my own reflections stemming from time spent as a teacher educator in one PDS partnership. It is with love and devotion that I share my concerns in order to spur conversations that purposefully ground our PDS's renewal back in meaningful stewardship.

Stewards of Memory

Partnerships carry two types of memories, official and individual histories (Bullough & Rosenberg, 2018). To be a steward of collective memory in the space of a partnership is to "consciously curate an archive" that includes "the names and writing of founders, the genealogy of core ideas and ideals, and the chronology of milestone events" (p. 143). Individual histories are then woven throughout official archives as shared experiences of the past are passed on. In essence, Bullough and Rosenberg (2018) argue that each individual within a partnership must become a "cultural genome of a shared past" (p. 143).

While becoming stewards of a partnerships' collective memory sounds enticing and vital to the survival of its work, it may also prove to be quite difficult. Over the course of the past five years, the ebb and flow of stakeholders in my partnership has presented challenges to stewardship. New administrators, teacher educators and cooperating teachers coupled with the retirement of multiple long-standing stakeholders have created barriers for this work. Similar to Soder's (2016) reflection on the preservation of Goodlad's work, a partnership must navigate "how to keep the essence of the program, yet change it as necessary with changing circumstances" (p. 287).

It is no wonder, with all of these changes, that valued archives have been buried. Over the course of just a few years, I have seen a partnerships' collective memory transition into individual

memories held by just a few stakeholders (Bullough & Rosenberg, 2018). Under this guise, past practices are discussed in troubling ways. Current stakeholders are left wondering about activities and decisions that now seem dubious as partners do not have a living archive of our cultural past. Bullough and Rosenberg warn that “the lack of interest *in* the past and the lack of knowledge *of* the past tend to be accompanied by authoritarian and utopian thinking” (Gunn Allen, p. 589, 1999 cited in Bullough & Rosenberg, p. 143, 2018).

While it may feel empowering to plan and implement new and innovative practices, this must be done with a nod to the past. Partnerships need to find ways to archive these memories because the original foundation of a partnership will continue to shape future practices. When individual stakeholders strive to share, listen, and learn from a collective memory, the work of simultaneous renewal is infused in a partnership. Likewise, a partnership must flexibly consider the needs of current stakeholders by “including their wisdom and practical knowledge, rather than fixing [their] deficiencies” (Bullough & Rosenberg, p. 26, 2018). In order to find a balance in which partnerships celebrate their antiquity and build upon current strengths, stakeholder discourse must exist with relationships of mutuality.

Stewards of Relationships

Daily practices may leave individual stakeholders performing as soloists, navigating a near-impossible selection of music. In doing so, partnerships slowly lose sight of their ensemble (Bullough & Rosenberg, 2018). As individuals try to re-join this ensemble, fear of the “external control directing a rearrangement and reshaping of aspects of established practice” controls the narrative (p. 25). Instead of backing away from this fear of reform, restructuring, and reculturing, stakeholders must take on a different perspective. Stemming from the powerful philosophies of Dewey, Goodlad advances that partnerships must frame the opportunity for educational improvement as a learning problem. Simultaneous renewal promises an approach to educational change which develops from, draws upon, and “enhances the talents and abilities of all those who have a stake in a problem and its solution or its better management” (Bullough & Rosenberg, p. 25, 2018).

Individuals in a partnership must ground their work in relationships of mutuality. In order to develop and flourish as individuals and a collective whole, it is necessary to engage in democratic relationships that depend “upon what some would choose to call generosity, trust, and respect, and yet others (in whose numbers am I) would boldly term love” (Kerr, as cited in Soder, Goodlad & McMannon, p. 13, 2001). Simultaneous renewal is an internal process which requires motivation, dedication, and time (Bullough & Rosenberg, 2018). Stakeholders must make time for relationships because while individuals may be different from one another, partnerships are also “dependent on each other in so complex a manner” (Dewey, as cited in Bullough & Rosenberg, 2018).

This past school year I had the privilege of working alongside a teacher candidate and her cooperating teacher as a triad of inquirers. In a cyclical nature, we began exploring problems of practice present in the classroom and my own supervision through peer coaching pre-observation meetings, observations, and debriefs. It was through the development of our triad relationship that we began to trust one another and were able to foster continued professional growth. Building this relationship took time, dedication, and an interest in learning from and with one another. However,

I fear that without purposeful creation of time and space, stewardship of such relationships are quickly becoming few and far between.

By embracing relationships of mutuality, partnerships inherently welcome discussions that examine our institutional tensions, rather than avoid them (Burns, Yendol-Hoppey, Nolan, & Badiali, 2013). The cultural norm of shared decision making creates space for cognitive dissonance and places value in the dialogue more so than the logistics of hasty next steps. In order to create and maintain a shared investment in this stewardship of relationships, partnerships must prioritize time.

Stewards of Time

Even the strongest partnerships are continuously tested by full inboxes, seemingly unimportant meetings, and unexpected high fevers. After some point, perhaps a sunken morale is felt by multiple stakeholders as individuals work tirelessly to try and stay afloat. Goodlad (1990) warns that it is self-deceiving and ludicrous to expect renewal to happen as individuals and collective partnerships continue a usual routine. Stitzlein (2017) cautions that by handing over care of public institutions, individuals assume democracy has and will continue to operate with or without active commitment on each individual's part. And yet, it comes as a frustrating surprise to individual stakeholders that after a period of success in which a partnership seemingly ran itself, an impending decline seems inevitable.

While it may seem impossible, individual stakeholders must become stewards who actively consider the past, present, and future of a partnership. Bullough & Rosenberg (2018) argue that "imagining is central to stewardship, and it is possible only when we care as deeply about imagined future generations as we do about our own" (p. 141). When planning semester-long endeavors, it is an obligation to commit to time in which stakeholders engage in conceptualizing the future of a partnership.

Participating in a PDS partnership requires a commitment of time that will eventually impact more than one class of 24 students. I have seen and experienced time constraints weigh on a partnership as the demands of our profession increase. As such, it becomes easy and elusive to participate in a partnership without a full commitment to the simultaneous renewal of education. This, however, becomes the downfall of our work. Simultaneous renewal within partnerships is vastly enhanced when *all* stakeholders champion time dedicated to the development and preservation of a collective memory and relationships of mutuality.

Conclusion

It has taken a few years for me to begin to understand the delicate yet vital nature of school-university partnerships. Stakeholders in these partnerships are tasked with the daunting challenge of fostering the simultaneous renewal of education for our present and future contexts. However, just as I found myself focused in a daily routine of tasks, it, too, is easy for stakeholders to lose sight of the bigger project, one that is continuously shaping our tomorrow (Bullough & Rosenberg, 2018). In closing, I would like to task you with becoming a steward of your PDS by asking questions about the foundations of your partnership, reading archived publications, and prioritizing time for open dialogue. The work of school-university partnerships is essential to the renewal of

education in our country, but these partnerships will only make an impact with each stakeholder's active stewardship.

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What This Course is for: Contemplating Goodlad's Legacy to Reclaim Teaching

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Abstract: A teacher educator describes the process of developing a new partnership with and for her students in a local preschool classroom. At the same time, she is reclaiming her heart and soul as a teacher guided by John Goodlad's legacy and his postulates for the education of future teachers.

KEYWORDS: teacher education, preschool, partnership, co-creation

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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
4. A shared commitment to innovative and reflective practice by all participants

The question, “What are schools for?” stopped me in my tracks. Goodlad stood on a stage, not even a full hour after members of the National Governors’ Association (Goodlad, 2006) had explained to conference attendees the need for common standards between states. More than ten years later, I accepted an appointment at a regional university teaching preservice teachers and began working to answer the same question in concert with my undergraduate students. What follows in this article is a reflection on how that particular question, “what are schools for?” has captured the education imagination of this teacher. I reflect on how this question has re-invigorated my commitment to the profession and to helping preservice teachers examine their own questions. In particular, I share how one course that I taught in Spring 2019 pursued this question in beginning a relationship with a local school teacher.

In the thirteen years between Goodlad’s speech and my current appointment, Common Core State Standards became a reality. So did Twitter, Instagram, and Snapchat. Both my children were born. Mandates in several states officially tied student data to their classroom teacher in teacher evaluation. Nationally board-certified teachers admitted they exchanged lessons requiring deep thinking for test preparation worksheets six weeks before the testing window opened in May. We replaced paper worksheets and texts with electronic ones and expected different results. A colleague tallied the hours required for the new high school tests in our state and found that in order to assess the students according to requirements, some schools would have to begin in February due to technology access. My future college students experienced the implementation of wide-spread high-stakes testing first hand, beginning from kindergarten. Regulations and requirements from the statehouse came faster than guidance from the department of education.

I cried.

I left K-12.

But I did not go too far. My teacher soul sought refuge studying for my PhD and working in higher education. As a graduate student, I finally had what I craved working with K-12 schools: time. Time to think. Time to critically examine ideas—of others and my own. Time to read the scholarship piling up on the end table in the living room. Time to consider what education really could be.

The very first chapter of the book, *Those Who Can, Teach* (Ryan, Cooper, & Bolick, 2016) used in one of the first classes students take in our undergraduate teacher education program asks preservice teachers to answer the question, “What are schools for?”

But there is a step we need to take first. Before we even open the book to examine the question, we must ask ourselves on the first day of the class, “What is this course for?” This leads to a discussion of what we should learn, starting with the course outcomes established by School of Education, and then including what we are hoping to understand. We don’t stop there. We investigate how we want to learn and how we want to share our understandings. We also look to the future: why is this important for me and my future students? Why should the discoveries and determinations that we make together matter more than me in this moment? On this first (and

second) day of class, I give them the luxury of time. The time to consider what school should be for.

The students in my class typically go from the surprise and discomfort of not having a completed syllabus and the shyness of not knowing one another and not having lecture notes to hide behind—to being open to learning with and from each other. Gently, we are immersed in work that is the spirit of Postulate 7 “acquiring the literacy and critical thinking abilities” necessary to teach and to learn. We begin to value our time and space, and this allows for us to be open to other opportunities and hands-on experiences in a “nurturing pedagogy” (Goodlad, 1993).

Each semester is different, and this past spring we had an opportunity to work with a preschool teacher, Ms. Doe, for a rural district in our education partnership. Many rural teachers have multiple responsibilities, and she is no different. The preschool teacher is also the Title I coordinator of her school and approached our department in Fall 2018. She had family engagement events every quarter and was investigating her options for support in facilitating the events. We helped in predictable ways: provided a student and faculty member the day of her event and purchased some supplies. Both she and I (the faculty member) wanted to consider the possibilities for the Spring 2019 semester. What would happen if this event would be embedded into a course? Especially a course with students who might not yet have decided to major in education. Especially a course where the outcomes may be set, but our path to the learning goals is wide-open and always up for discussion. I presented the opportunity on the first day of the course and explained I did not want it to be optional if we included the work on the syllabus. If the students did not want to work with a preschool (a possibility that I had to face might be highly probable due to the fact half of the class have not picked education as a major and those that have are interested in upper elementary) we would honor that, and I would help the school and teacher in a different way. The students were interested.

They met with Ms. Doe the second week of class. She answered their varied questions on Title I in depth (from the perspective of a practitioner mired in the federal demands and yet striving to support her students), shared the plans for the first family engagement event, and was comfortable with the class designing activities for another event later in the semester. More than just my anecdotes, or the course text's summaries of these ideas, they would now have a field experience to inform their knowledge-making (Postulate 15; Goodlad, 1994).

By taking part in this experience, the students may discover they dislike family engagement events. Some students on the fence about whether teaching is for them may find they are not as interested as they first thought. My school partner and I may find that this course does not quite fit with the needs of the school, or that the benefit of collaborating does not lighten the load or enrich the experience enough to continue.

As we make these decisions, whether and how to work together, and find our stumbling blocks and points of conflict (Postulate 16; Goodlad, 1994), we also balance the theoretical with the practical, allowing theory to inform practice to inform theory. We are taking back both the word and the work of praxis and putting it squarely where it belongs: with teachers engaged in the important labor of “discovering knowledge and its teaching” (Postulate 8; Goodlad, 1994).

The course in Spring 2019 honored the space and place of the teacher we worked with and the students who took on the work. Semester to semester, the only guarantee is that we will work together to determine the answer to the question “What is this course for?” and to inquire, explore, and reflect on the question being open to making discoveries different from the course goals. I take solace in believing, as Goodlad did, that the answers may vary based on the community and the experiences of the people; I often remind myself that knowing one definitive answer of what schools are for (or even what this course is for) is not possible. But it is not dangerous to not know, or come to determinations together. The real danger is in forgetting to ask the questions. Because then I might forget that the technical aspects of creating partnerships and teaching students is not all there is to being educated or educating. Educative aims that allow for ambiguity—that utilize the postulates as a map and not a checklist—ultimately prepare ourselves, our partners, and our future teachers to meet the needs of their students, their communities, and develop their own understandings of schooling.

In that space, where we work together, we will establish (or reclaim) our teaching souls. Together, we will be able to make sense of what schools are for.

Postulates Referenced

- *Postulate 7*
Programs for the education of educators, whether elementary or secondary, must carry the responsibility to ensure that all candidates progressing through them possess or acquire the literacy and critical-thinking abilities associated with the concept of an educated person.
- *Postulate 8*
Programs for the education of educators must provide extensive opportunities for future teachers to move beyond being students of organized knowledge to become teachers who inquire into both knowledge and its teaching.
- *Postulate 15*
Programs for the education of educators must assure for each candidate the availability of a wide array of laboratory settings for simulation, observation, hands-on experiences, and exemplary schools for internships and residencies; they must admit no more students to their programs than can be assured these quality experiences.
- *Postulate 16*
Programs for the education of educators must engage future teachers in the problems and dilemmas arising out of the inevitable conflicts and incongruities between what is perceived to work in practice and the research and theory supporting other options.

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Epilogue to the Summer 2019 SUP Special Issue: Remembering Yesterday

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Yesterday

There is a popular movie out at the moment about a young singer who wakes up one day to discover that no one other than himself has any memory of the Beatles or their music. His efforts to find any documentation that the Fab Four ever existed bore no results. By some mystical miracle the movie never really explains, the singer appears to be the only person with any knowledge of the band which enables him to roll out hit song after hit song by simply re-recording every Beatles song ever made. Seeing the film was a very pleasant experience, not just because it was filled with nostalgic music, but also because of various subplots involving romance, the evil side of fame, and, personal heart wrenching struggle about coming to grips with the truth. There is a nice bit where the main character meets two other earthlings whose memories have not failed them. Instead of accusing him of fraud, they thank him for keeping the music alive and vow to keep his secret. There is also a touching scene when the protagonist visits John Lennon, very much alive and living in a spartan bungalow on a beautiful beach.

It would have been nice to simply sit in the theater and enjoy the film at face value, however the film struck me as an apt metaphor for how history can sometimes be regarded. What good is having a clear knowledge of the past? Why should we feel obligated to familiarize ourselves with ideas, concepts or events when they may seem irrelevant to our personal and professional lives? I am reminded of the old maxim – *those who have not learned the mistakes of history are destined to repeat them* – a piece of folk wisdom which is inarguably true. Still, sitting there in that dark theater, it did occur to me that the world was made a truly better place because of Paul, George, John and Ringo. I can imagine a world without their music, but I am sure we are better off having enjoyed it. The Beatles not only had an enormous effect on the music industry, but also on western popular culture. Their lyrics were not always profound, but many were. They did, after all, remind us that we all live in the same “yellow submarine.”

The analogy I want to make here is that it seems that while there exists an enormous record of educational reform, the field often behaves as though one does not exist. For some, it is as if nothing happened yesterday. Goodlad's observation that our field suffers from a kind of “intellectual amnesia” remains quite true. It is particularly true in the field of teacher education where good ideas and sound principles abound, but practice has a way of staying the same. The concept of school and university partnerships like professional development schools, has been with us for decades now. School and university partnerships were created by pioneers like Goodlad for very sound reasons. Report after report and study after study have resulted in calls for more emphasis on clinical experiences in collaborative communities of practice, however much of the field continues to sustain programs and policies that seem to be unaware of, or uninformed about, their own histories (Holmes Group, Carl Glickman, NCATE Blue Ribbon Panel, Goodlad's Postulates, The Nine Essentials, AACTE's Clinical Practice Report). While school and university partnerships are seen as state-of-the-art approaches to teacher preparation, many of the same

unresolved problems exist today as in the last century: who and what education is for and how teachers are prepared teachers for such a philosophy of education.

Neil Postman (1995) once pointed out that education has two fundamental problems; the first one is metaphysical, the second is engineering. The engineering problem focuses on the how and what questions in policy and in practice. But the metaphysical problem focuses on the *why* questions. The answer to these questions gives purpose and coherence to the what and the how. Perhaps nowhere does this struggle play out more vividly than the area of teacher education because in defining what teachers should know and be able to do, all of the tensions and differences of opinion about how to cultivate the best possible system of education are brought to light. The history of education in America is one of conflicting ideas continuously colliding in a struggle to become manifest in structures, curriculum, pedagogy, law and leadership. The metaphysical problem and the engineering problem must both be addressed. Yet, it is the engineering problem that has been the focus. One need only to look at present educational reform movements.

The field of education is in the throes of yet another wave of reform, this time motivated and funded by special interest groups in the private sector with questionable motives (Ravitch, 2013). Reforms these days seem less like waves and more like white caps on a vast, stormy sea of competing educational initiatives. Each welling up has its champion, politics and underlying agenda. For school people, the targets of reform, change initiatives rise and fall in disjointed cycles, as one sweeps up over another with little regard for the possible consequences. Goodlad once speculated, "Perhaps it is the nature of reform to look ahead with hope undiminished by sobering lessons from the past" (1990, p. 4). As such, we ask that we focus on what Postman (1995) deemed the metaphysical problem. Have we neglected to discuss what schools are for, whose interests are being served, and how we form relationships with one another that will ultimately benefit children? This issue was an attempt to focus on the metaphysical by reconsidering Goodlad's work. Based on relatively few responses to the call, it seems that the metaphysical problem is still in need of our attention.

This special issue represents the very tip of the proverbial iceberg. Goodlad and his many colleagues from the Institute for Educational Inquiry, the Center for Educational Renewal and the National Network for Educational Renewal set important and useful foundations for furthering our work together. His twenty postulates reprinted below are not "standards" nor are they "policy directives", they are principles for the formulation of unique partnerships offered to guide programs for teacher preparation that result in simultaneous and mutual renewal of schools and universities. They complement the vision and mission of the National Association for Professional Development Schools and the Nine Essentials. All of us who work in professional development schools would do well to become students of Goodlad's legacy. The guest editors hope you have found this special, themed edition of *School University Partnerships* helpful in opening up new understandings of our history and purpose. As the NAPDS reconsiders its Nine Essentials, members can expect to see more of Goodlad's legacy come to light. We believe in yesterday and what it can help us achieve tomorrow.

The Twenty Postulates

1-19 were first published in Teachers for our Nation's Schools and later revised in Educational Renewal: Better Teachers, Better Schools, while number 20 was added in 2000.

postulate one

Programs for the education of the nation's educators must be viewed by institutions offering them as a major responsibility to society and be adequately supported and promoted and vigorously advanced by the institution's top leadership.

postulate two

Programs for the education of educators must enjoy parity with other professional education programs, full legitimacy and institutional commitment, and rewards for faculty geared to the nature of the field.

postulate three

Programs for the education of educators must be autonomous and secure in their borders, with clear organizational identity, constancy of budget and personnel, and decision-making authority similar to that enjoyed by the major professional schools.

postulate four

There must exist a clearly identifiable group of academic and clinical faculty members for whom teacher education is the top priority; the group must be responsible and accountable for selecting diverse groups of students and monitoring their progress, planning and maintaining the full scope and sequence of the curriculum, continuously evaluating and improving programs, and facilitating the entry of graduates into teaching careers.

postulate five

The responsible group of academic and clinical faculty members described above must have a comprehensive understanding of the aims of education and the role of schools in our society and be fully committed to selecting and preparing teachers to assume the full range of educational responsibilities required.

postulate six

The responsible group of academic and clinical faculty members must seek out and select for a predetermined number of student places in the program those candidates who reveal an initial commitment to the moral, ethical, and enculturating responsibilities to be assumed, and make clear to them that preparing for these responsibilities is central to this program.

postulate seven

Programs for the education of educators, whether elementary or secondary, must carry the responsibility to ensure that all candidates progressing through them possess or acquire the literacy and critical-thinking abilities associated with the concept of an educated person.

postulate eight

Programs for the education of educators must provide extensive opportunities for future teachers to move beyond being students of organized knowledge to become teachers who inquire into both knowledge and its teaching.

postulate nine

Programs for the education of educators must be characterized by a socialization process through which candidates transcend their self-oriented student preoccupations to become more other-oriented in identifying with a culture of teaching.

postulate ten

Programs for the education of educators must be characterized in all respects by the conditions for learning that future teachers are to establish in their own schools and classrooms.

postulate eleven

Programs for the education of educators must be conducted in such a way that teachers inquire into the nature of teaching and schooling and assume that they will do so as a natural aspect of their careers.

postulate twelve

Programs for the education of educators must involve future teachers in the issues and dilemmas that emerge out of the never-ending tension between the rights and interests of individual parents and interest groups and the role of schools in transcending parochialism and advancing community in a democratic society.

postulate thirteen

Programs for the education of educators must be infused with understanding of and commitment to the moral obligation of teachers to ensure equitable access to and engagement in the best possible K-12 education for all children and youths.

postulate fourteen

Programs for the education of educators must involve future teachers not only in understanding schools as they are but in alternatives, the assumptions underlying alternatives, and how to effect needed changes in school organization, pupil grouping, curriculum, and more.

postulate fifteen

Programs for the education of educators must assure for each candidate the availability of a wide array of laboratory settings for simulation, observation, hands-on experiences, and exemplary schools for internships and residencies; they must admit no more students to their programs than can be assured these quality experiences.

postulate sixteen

Programs for the education of educators must engage future teachers in the problems and dilemmas arising out of the inevitable conflicts and incongruities between what is perceived to work in practice and the research and theory supporting other options.

postulate seventeen

Programs for the education of educators must establish linkages with graduates for purposes of both evaluating and revising these programs and easing the critical early years of transition into teaching.

postulate eighteen

Programs for the education of educators require a regulatory context with respect to licensing, certifying, and accrediting that ensures at all times the presence of the necessary conditions embraced by the seventeen preceding postulates.

postulate nineteen

Programs for the education of educators must compete in an arena that rewards efforts to continuously improve on the conditions embedded in all of the postulates and tolerates no shortcuts intended to ensure a supply of teachers.

postulate twenty

Those institutions and organizations that prepare the nation's teachers, authorize their right to teach, and employ them must fine-tune their individual and collaborative roles to support and sustain lifelong teaching careers characterized by professional growth, service, and satisfaction.

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