
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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