

Pathways to Partnership: How a Differentiated Approach Sustained PDS Efforts During Times of Uncertainty

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Abstract: The unexpected switch to online teaching and learning caught school stakeholders (teachers, teacher educators, administrators, teacher candidates, PK-12 students, families) off guard. PDS partnerships were uniquely situated to navigate the challenges of 2020 given their shared goals of supporting PK-12 learning, teacher preparation, and professional development. This work highlights how three schools, representative of each Mason Elementary PDS partnership pathway, navigated the pandemic and subsequent transition to online learning. Key benefits to the pathway model provided schools with clarity in their roles which resulted in (1) focused support on teacher candidates in either field work or internship, (2) consistent modes and timing of communication, and (3) clear expectations for mentorship. It was the strong cadre of mentors, program graduates and faculty in place across schools which allowed for a continued presence of university-based teacher educators in schools even in remote capacities. Implications for practice and PDS research are discussed.

Keywords: PDS, school-university partnerships, elementary, teacher education

NAPDS Nine Essentials Addressed:

- Essential 2: Clinical Preparation – A PDS embraces the preparation of educators through clinical practice.
- Essential 4: Reflection and Innovation – A PDS makes a shared commitment to reflective practice, responsive innovation, and generative knowledge.

Pathways to Partnership: How a Differentiated Approach Sustained PDS Efforts During Times of Uncertainty

The COVID-19 global pandemic profoundly shifted lives and disrupted American schooling. During these tempestuous times, educators found themselves dealing with physical, financial and emotional uncertainty. Schools and universities were not immune to the tumult. The unexpected switch to online teaching and learning caught all stakeholders (teachers, teacher educators, administrators, teacher candidates, PK-12 students, families) off guard. Educators found themselves with new responsibilities as they supported children and families experiencing isolation at home, trauma, family illness or death, and families' limited access to technology.

Despite these unprecedented times, schools and universities continued the work of teacher preparation. Professional Development School (PDS) partnerships in particular were uniquely situated to navigate the challenges of 2020 given their shared goals of supporting PK-12 learning, teacher preparation, and professional development. In the sections that follow, we highlight how three schools representative of each Mason Elementary PDS partnership pathway navigated the COVID-19 pandemic and subsequent transition to online learning. Across the vignettes, we describe how the pathways to partnership model (Parker et al., 2016) provided schools with clarity in their roles, which resulted in focused support of teacher candidates in either field work or internship.

Situating Pathways to Partnership in Clinical Teacher Preparation and the PDS Nine Essentials

The turn toward clinical teacher preparation in teacher education is rooted in the 2010 NCATE Blue Ribbon Panel Report which outlined a set of design principles intended to resituate the field as central to learning to teach. Since that release, a host of national organizations and state/national policy groups have advocated for the thoughtful integration of clinical experiences into all aspects of teacher preparation (AACTE, 2018; CAEP, 2013; NCATE, 2010). At the heart of clinical teacher preparation are robust school university partnerships. In fact, the Clinical Practice Commission describes school university partnerships as “the vehicle by which the vision of renewing teacher preparation through clinical practice becomes operational” (AACTE, 2018, p. 22).

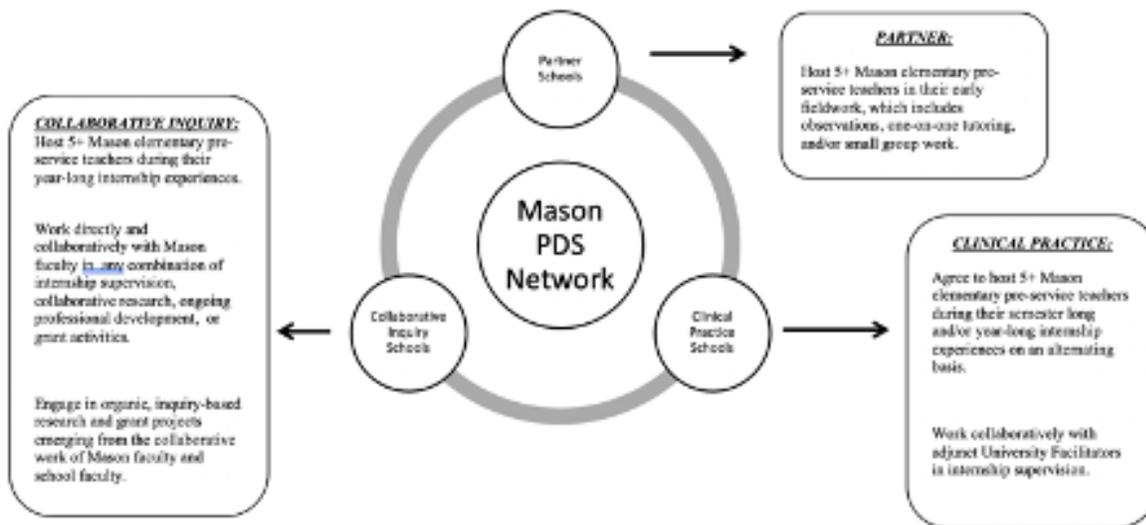
PDSs represent one of many routes to partnership between PK-12 schools and universities. PDS partnerships, rooted in the work of the Holmes group (1986, 1990), adhere to a four-pronged philosophy: positively impacting PK-12 student learning, inquiry, shared engagement in stakeholder professional development, and clinical teacher preparation. These tenets are accomplished through consideration and application of the Nine Essentials (2021). Recently revised, the Nine Essentials provide a framework to guide stakeholders in creating sustainable school-university partnerships and include the following principles: a comprehensive mission rooted in advancing equity, clinical preparation, professional learning and leading, reflection and innovation, research and results, articulated agreements, shared governance structures, and boundary-spanning roles (2021).

The Mason Elementary PDS Program has a 20+ year history of school university partnerships. While the structure of the partnerships has evolved over the years, the most recent iteration resulted in the current Pathways to Partnership model (Parsons et al., 2017). In 2016, program faculty, in collaboration with school-based teacher educators and district leaders, redesigned the partnership structure to be more responsive to the varied contextual needs that

arise in any given academic year. The resulting Pathways to Partnership model created three ‘paths’ for collaboration among stakeholders: *partner schools*, *clinical practice schools*, and *collaborative inquiry schools* (Parker et al., 2016). These paths are necessarily fluid, meaning schools can change the nature of their engagement as circumstances at the school, university or both dictate. *Partner* schools host early field hours students and on-site courses, *Clinical Practice* schools and *Collaborative Inquiry* sites work exclusively with teacher candidates in their final semester long or yearlong internship, with the *Collaborative Inquiry* having a dedicated full time faculty member supporting the partnership efforts and shared inquiry (see Figure 1). Over time, stakeholders acknowledge the power of the Nine Essentials (NAPDS, 2021) as a guiding framework for a differentiated approach to partnerships, rather than a one-size-fits-all approach.

Figure 1

Mason’s Pathways to Partnership Model



Within the framework of the Pathways to Partnership model, the Mason Elementary PDS Network functions as a multi-district collaborative of over 25 clinical field sites. Because the Pathways to Partnership model allows for varied levels of engagement (partner, clinical practice, and collaborative inquiry sites), the network can be responsive to the evolving needs of teachers, students, and teacher candidates. While it changes necessarily from year to year, on average, the Mason Network has 4 collaborative inquiry sites, 9-10 clinical practice sites, and 12-15 partnership sites. It is within this network that we situate our clinical teacher education efforts for two teacher preparation programs: a post graduate MEd/Bachelors to Accelerated Masters plus licensure program and our newly created BSEd in Elementary Education licensure program. In all, we have approximately 100-150 students placed in cohorts at various stages in the program--all with required field experiences in partner schools culminating in a capstone final yearlong or semester-long internship in clinical practice or collaborative inquiry sites.

Illustrations of Pathways to Partnership in Action

In the section that follows, we highlight how three schools representative of each Mason Elementary PDS partnership pathway navigated the COVID-19 pandemic and subsequent transition to online learning. Constructed as vignettes, we demonstrate how navigating a tumultuous year highlighted unexpected strengths and elevated underappreciated benefits of the Pathways to Partnership model. We begin by briefly introducing each school partner and then shift to a description of the Pathways to Partnership benefit illustrated in the vignette. Pseudonyms are used for each site.

Green Elementary School (Partnership Site): Benefit 1: Maintaining and strengthening established relationships

Across spring 2020 and fall 2021 semesters, new yearlong cohorts (15-20 students) entered our Mason Elementary program taking three courses (*spring: Elementary Methods, Foundations of Education, and Child Development*) and two courses (*fall: Foundations of Education, and Child Development*) respectively. Along with course requirements, these YL students participated in an early field experience (15 per class) at our partnership site, Green Elementary School. Green serves a diverse population (55% Hispanic, 20% Black, 10% Asian and 10% Caucasian) with over 50% of students speaking English as a second language and 70% of students receiving free or reduced lunch. As a school that receives Title I funds, it is defined by its diverse population, strong sense of community and continuous desire to develop lifelong learners by providing constant access and opportunity for all students.

Typically, our Green ES partnership site supports instruction of one university class taught on site. Site-based course instruction, a hallmark of the PDS partnership, creates opportunities for candidate observation and site facilitator and university facilitator co-teaching. This allows the course instructor (university facilitator) to partner with in-service teachers, staff and leaders with specialization and experience in course content who apply that course material to everyday practice. Similarly, teacher candidates engage with school staff for observation outside their weekly course, inclusive of participation in meetings and school-based activities. This embeds candidates within the school ecology and allows them to engage as stakeholders in the expected outcomes of the partnership. As a result, these onsite courses and clinical field experiences connect candidates with other key school-based personnel (e.g., parent liaison, school psychologist, home-visit specialist). Green Elementary school members are intimately involved in all aspects of the course, including application of course content and actualization of that content in required assignments.

In Spring 2020, schools and universities made the sudden and necessary switch to online learning as a result of the global pandemic. Given our teacher candidates' immersion in site-based course instruction and their extensive field requirements, it quickly became clear that significant alterations would be needed. Because teacher candidates were in their first semester in the program, we were also cognizant of the need to support teacher candidates' acquisition of the foundational content and pedagogical knowledge. Similarly, we had to acknowledge the tremendous shifts in K-12 schools and support Green ES in navigating this new online sphere of education. Working as a team, course instructors and school-based partners collaborated to alter each of the three courses and brainstormed ideas for modifying assignments and course experiences in order to ensure teacher candidates gained the essential knowledge needed to succeed in the program and as future teachers. Moreover, Green ES needed assistance in

accessing resources and free online materials to support their educational delivery models and inform teachers' development of high-quality online pedagogies.

Several key benefits unfolded because of *maintaining and strengthening established relationships* between Green ES and Mason (Parker et al., 2020). For instance, through building upon the expertise of the site facilitator, one benefit was the identification of course topics most impacted by the loss of access to 'real-time' classroom experiences. Another benefit was the overwhelming response from our Green ES observation mentor teachers, leaders, and key personnel (i.e., parent liaison, technology director) to engage as guest lecturers and co-instructors in our ELED courses. In these guest lecturer and co-instructor roles, Green ES faculty and staff joined online synchronous class sessions focused specifically on content relevant to both the course objectives and emerging outcomes of the pandemic (e.g., discussions of classroom management, teacher language, the special education referral process, working with English Language Learners and connecting students from low economic households to technology for distance learning) as well as opened their virtual classroom walls for observation.

Two, we facilitated field experiences through use of quality video resources (Teaching Channel (<https://www.teachingchannel.com/>) and Atlas (<https://atlas.nbpts.org/cases/>)) and through observations of virtual teaching. Videos created opportunities to witness, pause, reflect, and discuss elementary methods and management in action. Our observation mentor teachers, when guest lecturing or coteaching, remarked on the professional development they received from also viewing and reflecting on these videos. Our Green ES observation mentor teachers offered candidates to join them virtually in their classrooms for virtual field experiences. Reflection for both teacher candidates and observation teachers expanded from the discourse created from these virtual field opportunities and resources to promote high-quality online teaching was researched and shared. For example, teacher candidates introduced Green ES staff to the online teaching workshop created by a Mason faculty member (<https://www.theresawills.com/>) to strategize for online activity supports in the classroom. These opportunities scaffolded teacher candidates' understanding of the content online as well as supported the professional growth of our Green ES partnership staff, mimicking what they would have experienced if engaged in site-based instruction.

Three, through our authentic, mutually beneficial relationship, Green ES asked for Mason's support in considering how to access free, online resources for their families and students. For example, the university facilitator (or site-based course instructor) was able to facilitate finding a low-cost solution for obtaining technology access for families in the community as well as support strategies to engage families in their children's online learning by connecting them with free resources (e.g., <https://www.learningkeepsgoing.org/>). Additionally, teacher candidates supported these partnership site needs through their research and shared insights into online free resources to support literacy instruction (e.g., Epic Books (<https://www.getepic.com>); Raz Kids (www.raz-kids.com), and math (e.g., Zearn (www.zearn.org)).

Because of the initial trust and further maintenance of the mutually beneficial partnership between Green Elementary and Mason, more innovative online instruction developed, which created a robust online PDS learning community from day one. And in true PDS partnership, all stakeholders learned from each other.

Central Elementary (Clinical Practice Site): Benefit 2: Listening to and learning from partners

Central Elementary has a long history of partnership with the Mason Elementary PDS Network. With new leadership at the school level and in the university facilitator role, the events of Spring 2020 onward highlighted the power of the Pathways to Partnership model for creating opportunities to listen and learn from our partners, engage in boundary spanning, and elicit responsive innovations. Central Elementary School is a PreK-6 school serving a diverse population of 800 students (13% White, 14% Asian, 68% Hispanic, 3% Multi-ethnic, 1.5% Black), of which 26% received ESOL services, 14% receive Special Education Services, and 72% receive Free or Reduced Lunch. Central Elementary is a Clinical Practice site providing year long and semester long internship placements for graduate students and is growing their cadre of school-based teacher educators across grade levels K-6. In Fall 2020, as a new cohort of yearlong interns excitedly began their clinical practice experience at Central Elementary amid a global pandemic, school leadership was working to minimize the uncertainties of teaching in a virtual learning environment for school staff.

The teaching landscape from Spring 2020 through Spring 2021 was an ongoing response to the national pandemic and resulted in schools rethinking not only how to support teachers as they provided responsive instruction for students, but also how to support and provide a strong clinical teaching experience for teacher candidates. This PDS partnership seized the opportunity to adapt practices, with the goal of providing experiences for teacher candidates consistent with the in-person internships of the past. This adaptive spirit spurred a collaborative effort within the partnership to provide continuity of classroom instruction and innovative professional development opportunities for teachers, teacher candidates, and the University Facilitator, all while empowering teacher candidates to reflect and contribute as partners in their clinical practice experience. The reciprocal relationship within this partnership allowed the work of each participant to inform the other's work, ultimately blurring the walls between the school-based and university-based teacher educators as new processes were developed.

For example, school-based leaders and mentor teachers helped the university facilitator understand that the shift to online learning did not translate smoothly to the traditional view of the internship timeline and expectations. This was the year for the university partner to listen and learn, as the school-based educators took the lead in developing new processes and practices as a clinical practice site in response to school needs.

In the beginning of Fall 2020, school-based leaders offered an honest assessment of the additional professional development requirements along with uncertainties classroom teachers were confronting and advocated on their behalf, suggesting flexibility in typical beginning-of-the-year, school-based PDS events. The university facilitator delayed the initial meeting and solicited input from mentor teachers and teacher candidates for optimal times for scheduling meetings as well as suggestions for content topics applicable to online learning for the biweekly seminars. The university facilitator further responded by offering time for additional individual support to teacher candidates and new mentor teachers during the semester as needed. This adjustment allowed the mentor teacher and teacher candidate more time to develop their relationship with one another and establish their classroom community, as they became more comfortable teaching in a virtual environment. The shared decision making about seminars and meeting times became an ongoing practice for the year.

As the school district continued to respond to state mandates for social distancing and classroom safety, communication about the changes became more frequent. School-based

leadership extended an invitation to the university facilitator (teacher candidates were included as staff members) to attend all virtual staff meetings and ad hoc “office hours,” understanding the need for all partners to have consistent information. The university facilitator received current information along with school staff, heard authentic concerns, questions, and clarifications between staff members and school leadership, and learned first-hand how the updates might affect the teacher candidate’s experience. This seamless communication allowed for responsive versus reactive communication between school and university partners and timely adjustments for routine interactions, such as lesson observations, virtual classroom visits, and teacher candidate assignments that involved collaborative work.

An important assignment, a series of Guided Observations, is structured to collaboratively study high leverage practices. It is modeled after Central Elementary School’s collaborative learning visits, a form of professional development for grade level teams implemented at this site. After content about the high leverage practice is presented in a seminar, teacher candidates and the university facilitator schedule to observe three to four individual teachers in a lesson using a structured guide. After each lesson, they reflect as a group, create a list of best practices noticed in the observation, and then, teacher candidates apply these best practices as they plan and teach a subsequent lesson on their own. Videos of the lesson are shared and reflected on with teacher candidates, mentors, and the university facilitator during a seminar. When access and time to observe in multiple classrooms for this assignment became a challenge in early fall, teacher candidates and mentor teachers developed a protocol for the virtual environment. In the modified assignment, content on the teaching practice was presented in a seminar; however, teacher candidates individually observed in their own virtual classroom or another on their grade level team. They reflected, created a list of best practices they noticed, and planned and taught a lesson. Teacher candidates uploaded videos on GoReact and partnered with another teacher candidate to provide feedback on the lesson video, replicating the elements of the assignment typically done in person.

In any clinical practice site, face-to-face teaching and building relationships in a physical classroom are the foundation of teacher preparation. When mentor teachers and teacher candidates shifted to teaching in virtual classrooms last spring, community building, student engagement, instruction, and assessment were contained in digital screens, chat boxes, breakout rooms, and Google classrooms. Weekly planning for four days of synchronous instruction and one day of asynchronous instruction required extra preparation time as teachers and teacher candidates learned and developed online content and coordinated instruction across grade level teams. During virtual seminars and individual zoom meetings, the university facilitator listened to teacher candidates share how positive they felt as they learned about and creatively used new instructional resources. They also shared their feelings about the challenges of full days teaching on a screen. Until February or March 2021, teacher candidates, mentor teachers, and the university facilitator had spent months without the opportunity of meeting one another in person. The lack of face-to-face interaction seemed to wear on all partners. As a way to respond to this need, the university facilitator began each seminar and phone chat with a wellness check. In seminars the *grounding* was often an interactive slide or visual to prompt the check-in and start a conversation about social emotional well-being. These check-ins built community and facilitated conversation between partners as they supported one another through a shared experience.

As we transitioned to the independent teaching phase in spring 2021, the pandemic restrictions disrupted the typical gradual release of the classroom to the teacher candidate. During spring 2021 the school district phased re-entry into the building for face-to-face learning

based on grade level. As teacher candidates prepared to start their independent teaching, there was a pause. Anticipating these challenges, school-based leaders, in collaboration with mentor teachers, presented an adaptation of the independent teaching schedule set by the university for the university facilitator's consideration. Mentor teachers re-entered classrooms to model classroom set up and to establish routines and procedures for students in face-to-face learning. Teacher candidates returned to school buildings to gain this valuable in person teaching experience. In four of the six placements, mentor teachers were remaining virtual, generating a complication for the teacher candidate's independent teaching. Teacher candidates were thoughtfully placed in a classroom on their grade level, with an experienced teacher who previously served as a mentor teacher. This provided an opportunity for teacher candidates to teach students in-person for the first time in a year, using familiar curriculum and with a mentor teacher familiar with the expectations. The school district implemented a concurrent model, with virtual students learning simultaneously with in-person students. By the end of the independent teaching phase, all interns were able to successfully complete required teaching hours and have in-person teaching experiences.

Though the PDS Clinical Practice site at Central Elementary School had to reimagine instructional delivery and support of teacher candidates due to non-school factors, teacher candidates learned generative practices they will take to their first year of teaching regardless of the learning environment. This partnership has developed strong clinical practice experiences, trusting relationships between partners, adaptive processes with teacher candidates' growth in mind, and provided an optimistic outlook in spite of the uncertainties this past year posed for all participants. These attributes will continue to support effective instruction for students and strong clinical preparation for teacher candidates.

Davidson Elementary (Collaborative Inquiry Site): Benefit 3: Rekindling, re-forming, and rethinking relationships

Davidson Elementary is a PK-6 school with a diverse student population of 750 students (40% White, 30% Hispanic, 15% Asian and 15% other) where 30% of the students receive ESOL services, 14% receive Special Education services, and 33% receive Free or Reduced Lunch. During its five-year tenure as a Collaborative Inquiry PDS, there have been four different Assistant Principals, two different Principals, and four different Site Facilitators. Davidson began its partnership with Mason as a Partner Site in Spring 2016. At the end of that initial spring, they hosted a pair of classes onsite, taught collaboratively by two Mason faculty, with concurrent field experience in the kindergarten and first grade classes (Parker et al., 2019). Starting in Fall 2016, Davidson transitioned to a Collaborative Inquiry Site. During the four years prior to Fall 2020, the PDS model in general, and specifically the collaborative inquiry pathway, fostered a climate of inquiry at Davidson. The kindergarten team engaged annually in collaborative action research with at least one teacher candidate and the university facilitator, who is a full-time literacy faculty member. Mitchell et al. (2009) contend that this type of action research "focuses on creating climates of inquiry in communities of practice, often with different stakeholders functioning as co-researchers" (p. 345). On-site course instruction continued and expanded through the four-year time frame as well. During their four year partnership, Davidson hired fourteen Mason Elementary Education program graduates.

Fall semester 2020 instruction at Davidson was fully virtual. Teacher candidates began attending virtual meetings with their mentor teachers and other school personnel two weeks prior to the first day of classes for the students. The school held virtual back to school meet and greets

and in-person, drive-by laptop and school supply pickups. The teacher candidates were included in these events, providing them with crucial opportunities to meet many of their students and the students' families face-to-face.

Typically, teacher candidates completed their fall placements at Davidson with one mentor teacher. Decisions about spring placements were deferred until early December when input from the teacher candidates, the mentor teachers, and the university facilitator was used to establish plans for spring placements. Most of the time spring placements were completed with a mentor teacher at a different grade level from fall placements, with an exception of two year-long placements with the same mentor teacher occurring across four years. The spring 2021 semester saw every intern changing placements and an influx of new mentor teachers at Davidson, all of whom were recent Mason program graduates. Although new to mentoring, familiarity with the existing program served this group well and assisted in adjusting the negativity and noise surrounding online instruction as well as the insecurity of not knowing when there would be a return to face-to-face instruction. Rekindling the relationships with program graduates at our PDS sites tends to be a cyclical process as they garner three years of teaching experience and decide to become mentor teachers in the program from which they graduated. Reforming the relationships is necessary as the former graduate students have now become the school-based educators, transitioning from mentee to mentor. Their role with the university facilitator also changes as they are no longer students of that faculty member and are seen more as peers in their common role of mentoring teacher candidates and supporting the development of the PDS.

Throughout spring semester, the elementary students attended school in various formats - either all synchronous online, two days per week face-to-face and the other two online, or all four days face-to-face (Monday was asynchronous for all students). Teachers as well as teacher candidates were responsible for teaching the face-to-face and online classes concurrently. The new mentor teachers brought fresh eyes and new ideas to the mentor-mentee relationship. Their flexible thinking enabled mentor teachers and the facilitator to reimagine ways to support teacher candidates. Examples of these revised relationships include a mentor teacher who remained online while the teacher candidate was in the classroom, as both taught the entire class (online and face-to-face) concurrently. A pair of interns at the same grade level shared the teaching load across two classes, one that included mostly online learners and the other with a majority of face-to-face learners. In the absence of available face-to-face mentors, this configuration enabled both teacher candidates to have robust face-to-face teaching experiences.

Maintaining an inquiry-based approach to instruction and pedagogy development has long been a core tenant of the Mason Elementary Education preparatory programs (Groth & Morrison, 2020). An unexpected yet very welcome benefit of the number of Mason graduates now serving as mentors in 2020-21 was the opportunity to explore the building of their "virtual toolkit" alongside a teacher candidate through a mutual process of inquiry and discovery. Candidates and classroom teachers were truly exploring new strategies and tools together, providing the candidate with an increased sense of ownership and intention over their teaching craft and the teacher with an opportunity to model responsive choices for adjusting their teaching craft. Just as Ravich (2014) suggests, questions about their pedagogy grew organically based on their prior instruction as well as the new instructional landscape provided for them, building on the foundation of inquiry built at Mason. All stakeholders could speak and engage with a common dialogue and shared target outcome.

For this collaborative inquiry site hosting yearlong teacher candidates in their final placement and supported by a university faculty member, existing relationships were a key factor in navigating the 2020-2021 school year. New mentor teachers' familiarity with the program and expectations was a crucial time saver and allowed all stakeholders to modify expectations swiftly. Adding new mentors strengthened the cadre of university-based teacher educators at this PDS. These new mentors brought an openness to rethinking mentoring relationships, enabling teacher candidates to successfully complete their internship and more importantly, preparing them to be effective and flexible classroom teachers.

Moving Forward: Implications of Our Pathway, Benefits for Practice, and Future Partnership

The responsive capacity of the Mason Elementary PDS Network's Pathways to Partnership in the midst of the pandemic met the many needs of stakeholders in times of uncertainty. Because of relationships built and sustained over time through a differentiated partnership structure, stakeholders ran towards each other, rather than away during a time of crisis. Through reflection on these vignettes, we now recognize the role of the Pathways to Partnership model as a simultaneously stable, yet fluid, framework for our PDS stakeholders.

As the work of teaching and teacher education moved forward amid a pandemic, the existing structures in the pathways to partnership model supported stakeholders with 1) articulated shared roles for school and university-based teacher educators, 2) consistent modes and timing of communication, and 3) clear expectations for mentorship. Continued collaboration increased the knowledge-base of university faculty with regards to online teaching, which they could incorporate into their university courses. Similarly, the PDS partnership supported school-based faculty in leveraging access to online-teaching as well as access to resources. Teacher candidates were continuously supported in their field work or internships by the fluid adjustments the pathway model enabled as school-based and university needs changed. Notably, it was the strong cadre of mentors, program graduates and faculty in place across schools in the partnership network which allowed for a continued presence of university-based teacher educators in schools, even in remote capacities.

Partnership is powerful when executed with shared governance, flexibility and trust. Communication remains central to the authenticity and efficacy of partnership and with regards to how utilization of the Pathways to Partnership model unfolds. Because the Pathways to Partnership model was intentionally designed with flexibility and differentiation at its core, the model naturally supported necessary shifts resulting from a year of uncertainties. The ebb and flow of these responsive adjustments were driven by the needs and input of our school-based partners and candidates. Ultimately, we recognized that partnership can be revised, reshaped, and re-visioned in many ways moving forward. One model of a pathway doesn't fit all school partners, clinical practice and collaborative inquiry sites. Even within each pathway and each school site we need to be flexible and responsive.

Despite the unprecedented situation of a pandemic, our school and university partnerships kept the mutually beneficial work of teacher preparation, teacher professional development, PK-6 student learning, and shared inquiry moving forward. How that work looked varied across pathways, within pathways, and even within individual school sites. Although the model set the stage for framing these partnerships, it was stakeholders responding to events in real time, informed by existing rich relationships and mutual trust that ultimately shaped how these school-university partnerships navigated inordinately challenging times.

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