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THEMED ISSUE: A CULTURE OF CARING: HOW SCHOOL-UNIVERSITY
PARTNERSHIPS SUPPORT NURTURING PEDAGOGY, SOCIAL-
EMOTIONAL LEARNING, AND TEACHER SELF-CARE

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WHAT IT MEANS TO BE A PROFESSIONAL DEVELOPMENT SCHOOL

Essential 1: A Comprehensive Mission

A professional development school (PDS) is a learning community guided by a comprehensive, articulated mission that is broader than the goals of any single partner, and that aims to advance equity, antiracism, and social justice within and among schools, colleges/universities, and their respective community and professional partners.

Essential 2: Clinical Preparation

A PDS embraces the preparation of educators through clinical practice.

Essential 3: Professional Learning and Leading

A PDS is a context for continuous professional learning and leading for all participants, guided by need and a spirit and practice of inquiry.

Essential 4: Reflection and Innovation

A PDS makes a shared commitment to reflective practice, responsive innovation, and generative knowledge.

Essential 5: Research and Results

A PDS is a community that engages in collaborative research and participates in the public sharing of results in a variety of outlets.

Essential 6: Articulated Agreements

A PDS requires intentionally evolving written articulated agreement(s) that delineate the commitments, expectations, roles, and responsibilities of all involved.

Essential 7: Shared Governance Structures

A PDS is built upon shared, sustainable governance structures that promote collaboration, foster reflection, and honor and value all participants' voices.

Essential 8: Boundary Spanning Roles

A PDS creates space for, advocates for, and supports college/university and P-12 faculty to operate in well-defined, boundary-spanning roles that transcend institutional settings.

Essential 9: Resources and Recognition

A PDS provides dedicated and shared resources and establishes traditions to recognize, enhance, celebrate, and sustain the work of partners and the partnership.

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**Nurturing Joy and Belonging:
Practices for Rehumanizing Professional Learning**

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Abstract: In this article the authors describe a professional learning initiative focused on joyful teaching and learning during the COVID-19 pandemic and the techniques that were used to foster a culture of belonging. The authors utilize an integrative framework for understanding, cultivating, and assessing belongingness to suggest implications for school-university partnerships. Finally, the authors pose questions for school-university partnerships to reflect upon to build an intersectional approach to professional learning in a post-pandemic educational landscape.

KEYWORDS: Professional Development Schools, Joy, Belonging, Professional Learning

NAPDS NINE ESSENTIALS ADDRESSED:

Essential 3: Professional Learning and Leading: A PDS is a context for continuous professional learning and leading for all participants, guided by need and a spirit and practice of inquiry.

As the early days of the pandemic gave way to prolonged uncertainty, many teachers found themselves struggling with how to maintain a sense of joy and purpose in their work. While the world's attention was on ubiquitous health and safety concerns, joy was understandably not high on the list of priorities for many teachers. Yet, this is precisely the innovative focus that a group of teachers and leaders in a Professional Development School (PDS) decided to prioritize for professional learning in the spring of 2020 weeks after the initial lockdown from COVID-19.

In the midst of personal and collective loss, the steep learning curve of remote teaching, and a national reckoning with racial injustice, a school district with a PDS approached Katie about designing virtual professional learning focused on joyful literacy teaching and learning. From the start, the professional learning sessions considered the emotion of joy from relational perspectives. In this way, teachers were positioned as socio-conscious beings whose unique joys and struggles could be shared to help each other navigate the challenging circumstances they were teaching in. Teachers' responses to this professional learning reveal that in addition to practical suggestions and strategies for centering joy in their literacy instruction, they gained something less definable, but perhaps more important—a sense of belonging.

In this article, we describe this professional learning initiative and the techniques that were used to foster a culture of belonging. We then consider the larger implications for how we can move forward in our school-university partnerships to intentionally create a culture of belonging. We conclude with questions to consider as you rehumanize professional learning in your own settings.

What's Joy Got to Do with It?

In our experiences as teacher educators and as facilitators of professional learning, we have witnessed the ways in which joyful teaching and learning has become increasingly at risk. In the schools we partner with, teachers were called upon before the pandemic to navigate ever-growing demands, standardization, and a lack of resources. This can diminish teachers' sense of personal fulfillment and can inhibit creativity and decrease inspiration (Sherman, 2021). We have found that professional learning must acknowledge the challenges teachers are facing and provide an antidote to rhetoric that promotes toxic positivity in schools (France, 2021). We understand that joy is personal and subjective. As such, it can often be taken for granted in the context of teaching and learning. Poetter (2006) offers a vision for how we might define joy in teaching and learning by reconsidering the joy of teaching itself:

Joy resides in us, and comes out as a result of our interactions with others. It would be inaccurate to say that teaching merely makes us and/or others joyful. It would be more accurate to say that teaching is joy, that our predispositions to engage in it are themselves manifestations of the joy of teaching (p. 276).

In designing professional learning focused on joyful literacy teaching and learning, Katie drew upon research that describes the conditions for effective professional learning. Educators believe that high quality professional learning grounds participants in both pedagogy and content, offers opportunities for contextualized practice, is sustained over time, and offers a community to provide feedback and support (Ball & Cohen, 1999; Elmore, 2002; Lieberman & McLaughlin, 1992). PDS partnerships offer opportunities for contextualized professional learning and have been shown to reduce the isolation of teachers, provide varied opportunities for faculty development, encourage teachers to assume the role of learner, and establish an environment of professional trust and rapport that encourages problem-posing and problem-solving (Darling-Hammond & McLaughlin, 1995). It is in this context of the PDS partnership that Katie designed and facilitated

professional learning for teachers guided by the intense and immediate needs that developed during the early days of the pandemic. Kindling and sustaining joy for ourselves and our students gave us a reason for gathering. With joyful teaching and learning at the center, emotion, pedagogy, and content knowledge became intertwined.

Belonging Matters

Teachers enter the profession with hopes, aspirations, and various capacities. They have personal interests, identities, and life experiences that shape their beliefs and practices. Yet, we have found in our work that it can be rare for teachers to be recognized as complete human beings when they walk through their school's doors. This lack of recognition can diminish the joy teachers find in teaching and learning and erode a sense of belonging among teachers. Additionally, demands of standardization and accountability can also distract teachers from prioritizing joy in their classrooms or kindling their own sense of belonging with their colleagues. It can be easier to shut your door, plan your lessons, and simply survive day-to-day than to take the emotional risks that belonging requires.

Belonging, much like joy, may be more easily experienced than described. We know it when we feel it, but belonging can be difficult to quantify or measure. Baumeister and Leary's (1995) seminal research suggests that the need to belong is innate and has an evolutionary basis found to some degree in all humans, in all cultures even when taking into consideration individual or group variations in strength and intensity in how the need is expressed. They explain that this evolutionary need for belonging permeates our thoughts, emotions, and behaviors. As a result of their research, Baumeister and Leary proposed the *belongingness hypothesis* premised on the human drive to "form and maintain at least a minimum quantity of lasting, positive, and significant interpersonal relationships" (p. 497). To satisfy this drive, the belongingness hypothesis is predicated upon two criteria: 1) consistent, positive interactions with a "few other people" and, 2) within a context of an enduring and secure framework of concern for each other's well-being (p. 497). Baumeister and Leary further suggest that the need to belong is as "compelling a need as food" and that "human culture is significantly conditioned by the pressure to provide belongingness" (p. 498). In this way, belonging is similar to oxygen—all around us yet can go unrecognized until it's missing for us.

Powell and Menandian (2022) characterize belonging as "essential to the human experience—a core need—but it is not as tangible or easily comprehensible as shelter, nutrition, and rest." The specific core needs they discuss that are predicated on belonging include agency, connection, identity, and our sense of security. They explain how belonging can be expressed explicitly through representation or by signaling that members of a particular group are welcome in a particular space, institution, or community. Belonging can also be expressed implicitly when special accommodations are made. Powell and Menandian further explain that belonging requires agency from existing stakeholders to reshape and redesign the institution, otherwise, inclusion can occur without everyone experiencing a sense of belonging.

Ruckika Tulshyan (2022) posits that we need an intersectional approach to creating cultures of belonging which can only be achieved by recognizing that inclusion does not just happen. Rather, inclusion requires awareness, intention, and regular practice. In our partnerships with PDSs, we have witnessed the ways in which inclusion sometimes occurs without full belonging by all teachers based on their years of experience, cultural or linguistic backgrounds, or tendencies towards introversion or extroversion.

While there is general agreement in the literature that belonging is a fundamental need that most humans seek to satisfy (Baumeister & Leary, 1995; Deci & Ryan, 2000; Maslow, 1954), there is less agreement on how it can be measured and what humans can do to satisfy the need for belonging or how to create a culture of belonging. Allen and colleagues (2021) created an integrative framework for understanding, cultivating, and assessing belongingness focused on four interrelated components:

- 1) Competencies for belonging (abilities and skills)
- 2) Opportunities to belonging (reduction of barriers/removal, facilitator)
- 3) Motivations to belong (intrinsic drive); and
- 4) Perceptions of belonging (attributions and feedback mechanisms-positive or negative experiences) (p. 87)

Their framework offers a possibility for how to create an intersectional approach to intentionally foster a culture of belonging with teachers as a part of school-university partnerships.

While there has been significant research on the need for belonging in students (Goodenow and Grady, 1993; Allen et al., 2018), there is limited research on what creates a sense of belonging for teachers. In the next section, we share teachers' responses to scaffolded prompts as a part of professional learning during a period of prolonged crisis. We then use their responses to consider implications for how to support competencies, opportunities, motivations, and perceptions of belonging in professional learning moving forward.

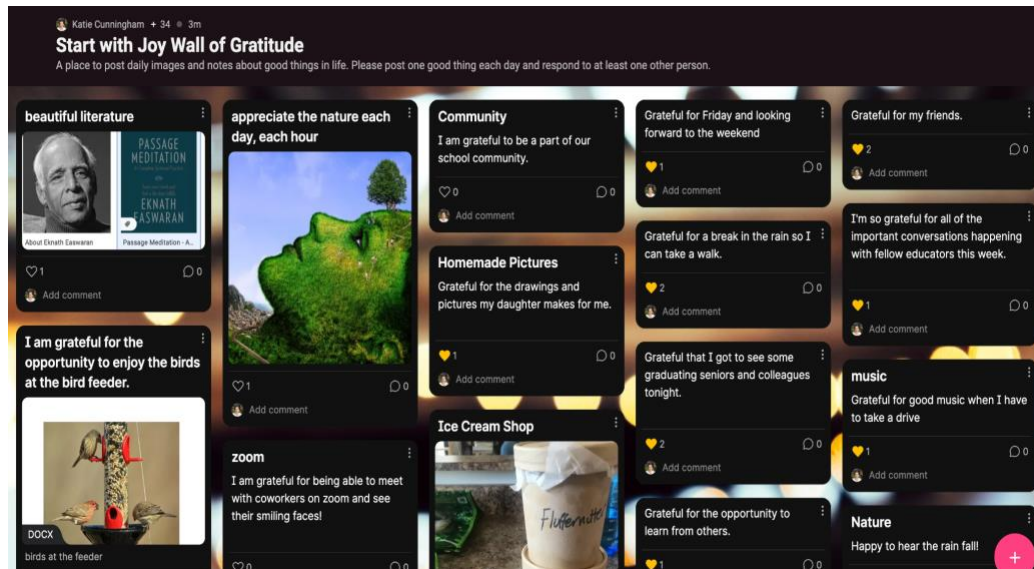
Coming to Know One Another

This professional learning experience focused on joyful teaching and learning took place virtually once a month for three months on Saturdays over Zoom. Two dozen teachers self-selected to participate and could use the professional learning hours towards their salary steps. As the facilitator of these sessions, Katie was compensated by the district through their staff development learning center. The district included an elementary school that was a longstanding PDS partner as a part of the Changing Suburbs Institute® (CSI) network.

In each synchronous session, teachers were intentionally positioned to reflect on their emotional state, identify moments of gratitude, and gain new knowledge about literacy practices they could apply to their own teaching contexts. At the start of the sessions, teachers were invited to respond to simple prompts in the chat such as “What are two words that describe how you’re feeling?”; “I am grateful for ____”; and “What do you want to remember about today?” Teachers used this time to transition from their morning routine at home into a space of learning. These simple prompts were used to honor whatever head space and heart space the teachers had at the moment and invited them to set their own purposes for gathering.

In addition to using features of Zoom like the chat or Break Out Rooms, two other virtual platforms were used that helped facilitate a sense of belonging. The first was a virtual Padlet that served as a digital “Wall of Gratitude.” In between synchronous sessions, teachers posted, some as often as once a day, something they were grateful for (see Figure 1).

Figure 1
Virtual Wall of Gratitude



This virtual “Wall of Gratitude” was an invitation rather than a requirement. Posts included things like “I am grateful for a break in the rain so I can take a walk.”; “I am so grateful for all of the important conversations happening with fellow educators this week.”; and “I’m grateful for the extra family time we have been given during the pandemic.” Teachers posted photographs of things like a pint of their favorite ice cream, book covers, birds nibbling at feeders, children playing at the beach, a waffle cooking in a waffle maker, a marigold in bloom, their morning view, and a socially distant picnic with loved ones. In a few short weeks, hundreds of posts were created that facilitated collective joy and a sense of belonging. As a virtual platform, Padlet made the act of posting simple and easy from a phone, tablet, or computer, and it facilitated dialogue among the teachers through the comments feature. Analysis of their posts show that gratitude came from simple, seemingly small things in life including time in nature, time with family and friends, and time spent alone doing things they loved. The frequency of their posts demonstrated a shared commitment to this collaborative gratitude practice which nurtured a sense of belonging.

The other virtual platform used to help facilitate the professional learning sessions was Jamboard. Jamboard is an interactive white board that allows participants to post responses using text, images, or multimedia simultaneously and anonymously. In particular, Jamboard was used to honor the dual emotions of joy and sorrow that teachers were experiencing by responding to the following prompts adopted from educator Sara Ahmed (2021):

- What do you value most in your life right now?
- In what ways has your identity grown or evolved this year?
- What have you lost? What’s missing in your life? (see Figure 2)

Teachers responded to what they value most in life with statements like “Home, nature, colleagues, friends, occasionally getting a home recipe right” and “Health, mental energy. Which is not to say I have a lot of either. It’s just that I value them.” They responded to how their identity has grown or evolved with statements like “Professional and scholarly growth”; “I have grown to be more patient” and “Learned ways to cope and find peace.” Finally, their responses to things they had lost or were missing included things like “A lack of guilt for not accomplishing more.”; “Trust”; “Friends”; and “My mother.”

Figure 2
Prompts to Honor the Multiplicity of Emotions



These kinds of responses led us to consider the human need for belonging as a part of teaching. In the following section, we offer implications for how university-school partnerships

can rehumanize professional learning by intentionally creating a sense of belonging among teachers using an integrative framework.

Implications

The integrative framework offered by Allen et.al (2021) provides a concrete and clear structure for those of us leading and collaboratively learning in PDS contexts. This framework helps to ensure that we intentionally pay attention to the ways in which we design professional learning to build participants' competencies for belonging, provide multiple opportunities for each participant to belong, enhance participants' motivations to belong (and foster belonging in others), and build perceptions of belonging across our work.

Professional Learning which Develops Competencies for Belonging

Our research has continued to show the power and impact of intentionally planning for and designing professional learning that builds relationships, trust, and joy in classroom and school communities (Cunningham, 2019; Cunningham & Rainville, 2018). No matter what the content focus may be, facilitators can, and should, design ways to build a sense of belonging and mutual trust amongst the participants. Charles Feltman (2021) defines trust as, “choosing to risk making something you value vulnerable to another person’s actions” (p. 9). Because of this, we begin to build trust in several ways, even in short professional learning experiences. First, we come to a mutual agreement about confidentiality. What is shared together in that room (online or in person) is confidential and can and should not be shared unless permission is granted from the participants (for example, participants, including the facilitator, cannot go back and share or raise concern with the school administrator about someone’s challenging situation).

Further, psychological safety flows from trust (Bryk & Schneider, 2002) and is the shared belief that it is safe to take a risk in the presence of others (Edmonson, 1999). Risk-taking behavior, especially in PDS communities, includes asking for help, admitting an error or a gap in one’s practice, or challenging the prevailing wisdom of the group. Risks can include looking ignorant or incompetent to others and it is only in spaces where psychological safety has been built that participants are willing to share their vulnerabilities. A psychologically safe community, that is built on trust, and develops a sense of belonging is essential for deep learning to occur.

The anonymity provided by the platforms Katie used during the professional learning allowed teachers to take risks by posting about their experiences without direct judgment of others. Every time a teacher posted on the Padlet or responded in Jamboard, trust was being built. This fostered feelings of safety and security that were necessary for teachers to share when anonymity wasn’t possible such as by using the chat feature or when engaged in Break Out Rooms. In our facilitation of professional learning, both virtual and in-person, we have found that intentionally planning for how trust will be built allows for greater participation and allows competencies in belonging to be developed among all the participants. We have found this to be most critical when partnering with communities of teachers that have negative associations with professional learning based on past experiences. When we intentionally plan for trust, we facilitate belonging.

Professional Learning that Creates Multiple Opportunities to Belong

PDS communities must create pathways and opportunities for all members to participate, engage and feel a shared sense of belonging. The use of inclusive language is an intentional choice to craft a sense of belonging to the wider community of practice. We all want to belong in the group. We never want any member of the group to feel marginalized or that they cannot bring their true whole selves to the group. We all have a common purpose for coming together and a shared

responsibility to each other. Therefore, we use shared and inclusive language when talking about the group and individuals within it. This enhances the shared power that exists and that we are all colleagues and equal within the group. Facilitators must take care to model culturally responsive and sustaining practices in all elements of leading and learning (Ladson-Billings, 1995; Paris, 2012; Paris & Alim, 2014). Educators who take a risk, need to be able to do so in a safe, supportive environment.

In facilitating the professional learning sessions, Katie intentionally used person-first language to discuss the literacy profiles of children. Katie avoided phrases like “struggling reader” which is language that is deficit-based, can create cynicism, and erode hope. She strove to use asset-based language that defines people by their assets and aspirations before noting challenges. In this way, she sought to support the teachers in the professional learning sessions to define themselves by their assets and aspirations by using “I am” statements and by meeting in small Break Out Room groups to discuss their instructional goals by starting with what was going well followed with what were the challenges they were facing. The virtual platforms of Padlet and Jamboard also provided multiple pathways for the teachers to interact not only as professionals but as colleagues and friends. There was more than a single pathway for teachers to participate in ways that felt comfortable to them.

Motivations to Belong

Teaching has historically been seen as an isolated profession (Lortie, 1975), with limited time for collaboration as compared to other professions. Teaching became increasingly more isolating during the pandemic- with limitations set on teachers physically, socially, and emotionally. A desire to connect with others to discuss students, problem solve around teaching in new ways, and collaborate on ways to improve instruction with the given constraints emerged and schools that capitalized and responded to these emerging needs with a sense of urgency and intention saw much success even during what some would argue the most challenging times we have faced in schools.

The power of collective efficacy can impact one's experience with belonging or lack thereof often characterized by marginalization or disillusion. Built upon Bandura's (1993, 1997) concept of self-efficacy, it is impactful when an individual instructor's believes that changing their practice will improve student learning. The collective belief of a group of teachers that they can improve their practice has a stronger, positive effect on student learning, even more so than fixed qualities such as student social or economic status (Goodard, 2001; Goodard et al., 2015). Researcher John Hattie, in his meta-analysis of the most influential factors in improving student learning, consistently ranks collective efficacy in the top three. In 2015, he estimated the effect size at 1.57, meaning that a group of instructors with a strong belief that they can influence student achievement showed gains in student learning of more than 1.5 standard deviations (Hattie, 2015). This collective self-efficacy, we would argue, is built through a deep investment in belonging.

The fact that during an incredibly stressful time, a time when the teaching landscape was shifting and the immediate future was unknown, that twenty-two teachers dedicated their Saturday mornings, time outside of their work week, time away from their families, to invest in their learning shows an unwavering commitment to the social, emotional, and academic success of their students. It also shows deep commitment by the PDS leaders that they value their educators by investing in their knowledge and skill building by creating an opportunity to focus on joyful teaching and learning while also gaining knowledge and skills central to the literacy development of their students.

Perceptions of Belonging

Our past experiences shape how we interact and engage in professional learning experiences. By prompting participants to reflect on their past, their multiple identities, their challenges, successes, joys, and fears, Katie invited them to build on their past experiences to shape and inform their current realities. Who we are and what we bring influences how we come to understand new information. For example, Katie intentionally invited the teachers to not only share their values and the ways they'd grown as a result of the pandemic, but they were also invited to share what they had lost. This allowed the realities of individual and collective loss to enter the Zoom space. The COVID-19 pandemic magnified the vulnerabilities of what it means to be human and the ways in which injustices and inequities deepen vulnerability. In guiding the teachers to share what was joyful alongside what was painful, Katie fostered both witnessing and testimony to take place (Dutro, 2019) with the recognition that to be human is to be vulnerable. We posit that knowing one's emotions and how to express them, particularly as we process trauma, are life skills, but they are also essential literacy skills. Additionally, recognizing the thoughts, feelings, and experiences of others, including viewpoints and life experiences different from one's own, are central to building a more equitable and just society. The prompts Katie selected were designed to allow "our deepest sorrows, raw moments, the jagged edges, and the tender spots" (Dutro, 2019, p. 8) to become part of the professional learning.

In addition to collecting information about the impact of professional learning on knowledge and skills development, PDSs offer opportunities to gather information about the perceptions and experiences of faculty and staff members to inform policies and practices towards more inclusive workplaces for teachers.

Final Thoughts

Our research shows that high quality professional learning in PDSs can meet mutually beneficial goals of creating a sense of belonging in addition to providing participants support and knowledge in both pedagogy and content, particularly when sustained over time in a community that encourages feedback and support. After years of teaching in uncertain and exhausting conditions as a result of the pandemic, we hope that joy and a sense of belonging drive university-school partnerships in the coming years. Teachers have the responsibility to motivate and support students in becoming deeply engaged humans. But that is difficult to do when they are struggling themselves. Applegate and Applegate (2004) used the term *the Peter Effect* to describe a dilemma drawn from the New Testament story of a beggar who approaches St. Peter and asks him for money. Peter responds that he "cannot give what he does not have" (Acts 3:5). While Applegate and Applegate were referring to the reading lives of pre-service teachers, we believe the same concern applies to the joy and sense of belonging teachers find in their work. If they do not experience teaching as inherently joyful and are not supported in a community that intentionally creates a sense of belonging, they cannot give those experiences to students. Our hope is that this article contributes to the growing conversation about how to humanize our schools and university-school partnerships, so that all teachers can give the best of themselves to their students.

As you take stock of how to humanize the partnerships you have and the school communities you create, we offer the following questions as points of reflection:

- In what ways do you support a culture of inclusion and belonging by supporting all stakeholders to share the joys and challenges they may be experiencing in their classrooms and beyond?

- In what ways do you regularly collect anonymous data that supports teachers to share what they value in life, how they are growing, and what they may have lost?
- What is your shared vision of what joyful teaching and learning looks like?
- Whose stories seem to be centered? Whose seem to be on the margins?
- How do you invite teachers to be themselves? Who are your approaches working for? What are you doing to intentionally include more voices, identities, and perspectives in your partnerships?

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Leveraging School-University Partnerships and Clinical Practice Experiences to Enact Equitable Mathematics Practices in Elementary Schools

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Abstract: This article describes one specific course within a large urban university that uses school-university partnerships and clinical practice experiences to prompt elementary education teacher candidates to enact equitable mathematics teaching practices in the classroom. It begins by providing a brief overview of equitable mathematics practices, describing the relevant course activities, and elucidating the work of teacher candidates in elementary schools. The article concludes by setting out the lessons that can be learned from the course and offering recommendations for other teacher educators looking to implement it in their own settings.

KEYWORDS: Clinical Practice, Elementary Education, Equity, Equity-based teaching, Mathematics education, Practice-based teacher education, Professional Development Schools, PDSs, Rehearsals, School-university partnerships

NAPDS NINE ESSENTIALS ADDRESSED:

Essential 1: A Comprehensive Mission: A professional development school (PDS) is a learning community guided by a comprehensive, articulated mission that is broader than the goals of any single partner, and that aims to advance equity, antiracism, and social justice within and among schools, colleges/universities, and their respective community and professional partners.

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.

Background

The novel coronavirus disease 2019 (COVID-19) pandemic has left students worldwide facing numerous topics and concepts that can be classified as “unfinished learning.” This term has been advanced based on the idea that learning is an ongoing process that will continue in the future. As such, it offers a more accurate description than the media-driven idea of learning loss, which is deficit-focused (Hancock, 2021). Data suggest that the amount of unfinished learning is higher among specific populations of students who may not have had the same opportunities and supports as their peers during the pandemic. In fact, the crisis necessitated a shift to remote teaching during the spring of 2020 as well as to a variety of online, hybrid, and in-person teaching experiences being offered to students during the 2020–2021 school year, which not all students were able to access (Hodges et al., 2021; Martin et al., 2021; Polly et al., 2022).

In the field of teacher education, while our primary goal is to adequately prepare and educate both future teachers (hereafter teacher candidates) and current teachers, we would be remiss not to also consider how our work directly influences the current processes of teaching and learning in the schools in which our teacher candidates work. In this article, we describe one specific effort to leverage school-university partnerships and clinical practice experiences in order to enact equitable mathematics practices in elementary schools and, therefore, positively impact the students that teacher candidates work with.

Gutiérrez (2009) considers equitable mathematics teaching to comprise four distinct dimensions: access, power, achievement, and identity. Table 1 describes what each dimension involves. In the present article, we focus on the power dimension, which entails students having the agency and freedom to examine a given mathematics task and determine how they will solve it, including having access to various supports such as manipulatives, visuals, or paper and pencil to draw pictures or write things down.

Table 1

Equity-Based Principles for Mathematics (Adapted from Gutiérrez, 2009)

Dimension	Description
Access	Students have access to high-quality mathematics tasks and resources. Students have access to mathematics tools to help them understand the subject.
Power	Students have opportunities to make choices regarding how they explore and solve mathematics tasks. Students have opportunities to discuss and share their thinking and strategies. Students have opportunities to make sense of their tasks.
Achievement	Mathematics activities are aligned with established standards. Mathematics tasks and curricula are of a high quality. Mathematics teachers are supported as well as knowledgeable with regard to mathematics.
Identity	Students feel that they can be successful in mathematics. Students consider mathematics to be relevant to their life and part of their community.

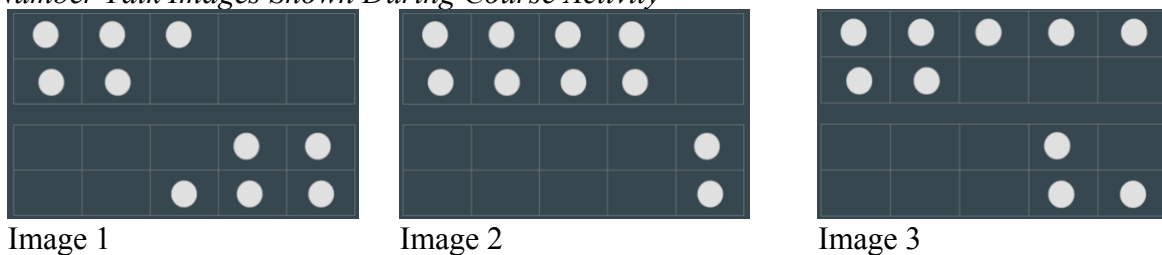
In prior studies, researchers have found that clinical practice experiences provide teacher candidates with rich opportunities to practice enacting equity-based practices, even in classrooms in which there is little evidence of equity-based teaching actually taking place (Polly, 2021). The process of providing rehearsing candidates' lessons during on campus courses and then having them enact those same lessons led to candidates' use of questions to elicit thinking, but the quality of questions varied (Colonnese et al., in press). Further, while the model of on-campus preparation followed by clinicals may not be as robust as intensive and embedded work whereby both course meetings and clinicals occur in a school setting, teacher candidates still report positively about their growth as future teachers based on their experiences (Colonnese & Polly, in press) and demonstrate some enactment of emphasized pedagogies (Colonnese et al., in press). The next section will describe the teacher candidates' course as well as their clinical practice experiences as part of the course.

Description of Clinical Practice Experiences Intended to Promote Equity-Based Mathematics Practices

Focus on Practices: The Power Dimension and Eliciting and Interpreting Students' Mathematical Thinking

Due to the course's focus on equity-based teaching, particularly the need to provide students with opportunities that involve power, the teacher candidates worked on the high-leverage teaching practice of eliciting and interpreting students' thinking (TeachingWorks, 2020). During the first few weeks of the course, they spent time learning about the rationale behind eliciting and interpreting students' thinking, in addition to the actions on the part of teachers that are associated with it. Teacher candidates first participated as learners in the course by engaging in Kindergarten number talks where the author, who was the course instructor, quickly showed images of dots (see Figure 1). The instructor then asked teacher candidates, "Without giving the number of dots what do you notice?", "How many dots are there?", and "How did you find the total number of dots?" The desired response is that all learners begin to see and talk about different ways to group dots and combine groups to determine the total number of dots.

Figure 1
Number Talk Images Shown During Course Activity

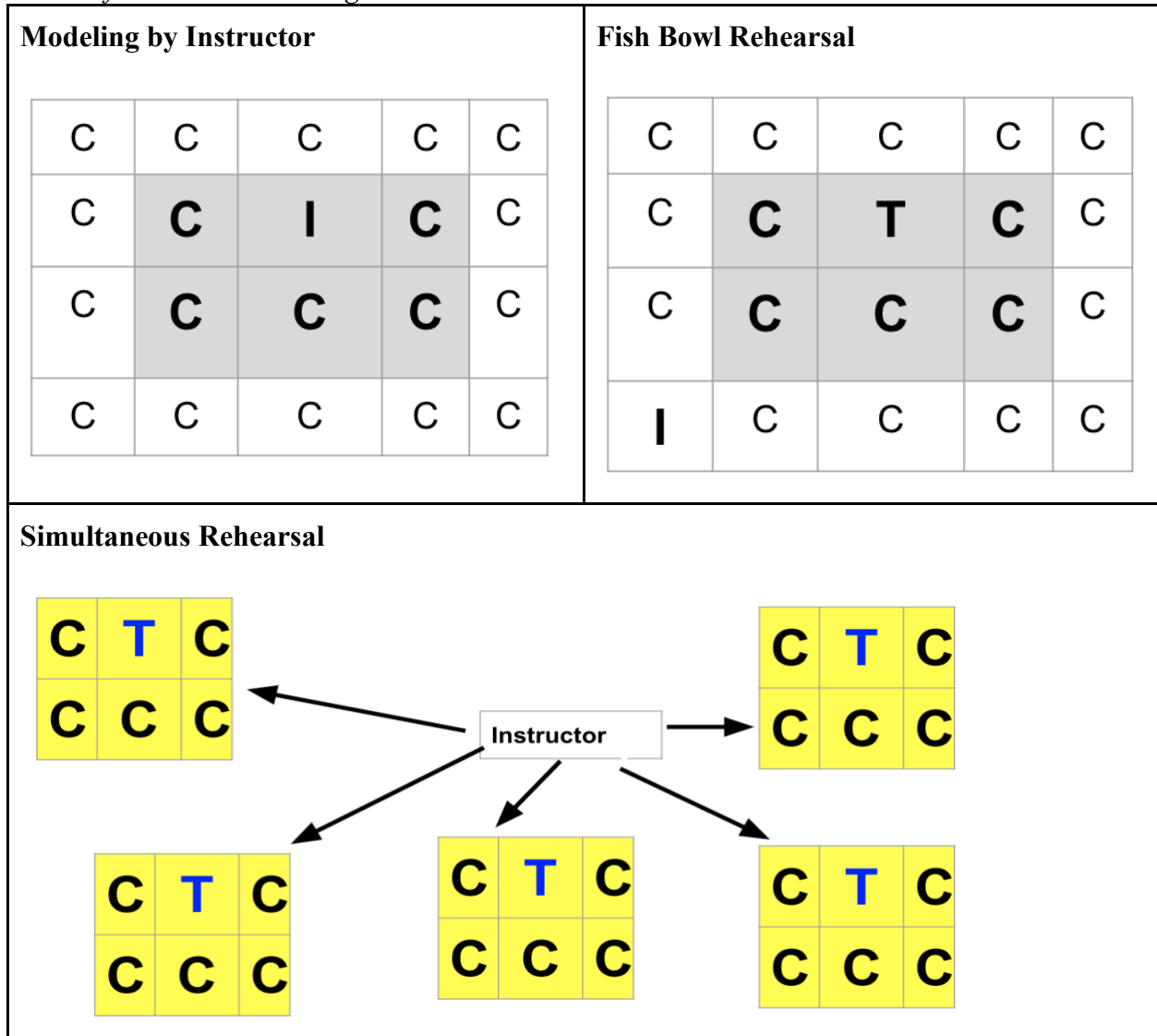


After the number talk, teacher candidates and the author discussed how teacher candidates had opportunities to have power during the activities and how the instructor used questions to elicit their thinking. The teacher candidates engaged in similar work later in the semester, with a focus on thinking about and solving word problems.

Preparation: On-Campus Coursework

Following two classroom sessions during which they participated as learners in number talks, each teacher candidate then planned their own Number Talk and rehearsed it with peers during a classroom session. Immediately after the rehearsals, the teacher candidates received feedback in the form of “glows and grows” from their peers. Figure 1 presents the various formats used during the course meetings to develop the teacher candidates in relation to their clinical practice experiences.

Figure 1
Modes of Instructor Modeling and Rehearsal



Note: C = teacher candidate; I = instructor; T = candidate serving as teacher.

As mentioned above, this cycle of the teacher candidates participating as learners was repeated a few weeks later with regard to word problems. This time around, the teacher candidates had to plan a minimum of 5 word problems: an opening problem, two problems that were easier than the opening problem, and two problems that were harder than the opening problem. This

planning process was based on the premise that the teacher candidates would have to decide in the moment whether problems should be easier or harder based on their students' work during the relevant lesson.

The on-campus coursework was intentionally designed to be as authentic as possible to adequately prepare teacher candidates to enact the same activities with elementary school students. During the rehearsal of the activities, the teacher candidates in their group would be respond as learn who were acting as students would give incorrect answers or pretend they were unsure how to get started so as to increase the authenticity of the rehearsals in terms of what actually happens during clinical practice with elementary school students.

Enactment: Working with Teacher Candidates

The teacher candidates were all first-semester juniors who were matched with partner schools through our clinical practice office to allow them to complete both mathematics and literacy clinical practice experiences in a kindergarten, first-grade, or second-grade classroom. All the partner schools agreed to allow the teacher candidates to teach small groups of students in mathematics class during the entire semester, in addition to a variety of small group lessons and one complete literacy activity. With regard to math, the teacher candidates completed the following activities during their clinical practice experiences: a baseline assessment, a Number Talk, 3 word problem lessons, a 3-Act Task lesson, and an additional optional lesson involving math games (see Table 2).

Table 2

Summary of the Clinical Practice Experiences Related to Mathematics

Assignment	Description
Baseline Assessment	Identify two assessments related to number sense to complete. Complete each assessment with two students.
Number Talk	With a small group of four to six students, complete a Number Talk that is appropriate for their grade level.
Three problem solving lessons	With a small group of four to six students, complete three problem-solving lessons.
3-Act Task	With a small group of four to six students, complete a 3-Act task that involves math in a real-world setting. Use one of the 3-Act tasks from gfletchy.com .
Optional: Math Game	If you choose, play a math game involving addition or subtraction with one or two students.

Prior to the COVID-19 pandemic, the only course requirements were the three word problem lessons. The idea behind including all these extra clinical teaching activities came from the school partners, who had expressed the desire for teacher candidates to be more actively engaged in the classroom when in schools, including working with small groups of students. The school partners also indicated that due to many of their students experiencing unfinished learning, the teacher candidates could prove very helpful in teaching students while they were there.

The teacher candidates were encouraged to work with the same small group of students for each activity, which meant that over the course of the semester, they built relationships and invested more intensively in a particular group of students rather than completing individual activities with different groups of students.

Reflection: Reactions from the Teacher Candidates

The teacher candidates all positively rated their clinical experiences in their project reflections. A cursory thematic analysis of what they learned and potential areas for future growth indicated a few common themes, which we will briefly describe below.

Teacher Candidates' Perceptions of What They Learned

With regard to what they learned from their clinical practice experiences, the teacher candidates focused on how well their students did when given opportunities and appropriate supports. As one teacher candidate shared, "I was pleasantly surprised by how much math my students knew. They did really well when I gave them a problem to solve and access to manipulatives to do so." Similarly, another teacher candidate commented as follows:

I wondered before I started if I should do direct teaching and not let them explore, but I learned that they were very capable and I needed to ask harder questions during the lesson. It made me very attentive regarding what the students could do so that I was not wasting their time and having them do things they already knew how to do.

Teacher Candidates' Perceptions of Areas for Future Growth

The teacher candidates consistently reported during multiple activities that they wanted to have more higher-level questions planned before they taught and, additionally, that they wanted to have more challenging tasks available, especially for the first problem-solving lesson. Even with the data from the baseline assessment, the teacher candidates reported that their first lesson did not give their students enough credit, while when they did not have more challenging questions and math activities ready, their students looked bored.

As one teacher candidate wrote in her reflection, "I thought I was giving all the students access by using smaller numbers and manipulatives, but I found that it was way too easy for them. I need more challenging activities in the future." In a similar vein, another teacher candidate wrote that "We did a lot on higher-level questions in class, but I did not plan to ask a lot of them. I learned that I need to have more planned."

On the whole, the teacher candidates found that while they had planned more challenging word problems, they also needed to have more higher-level questions planned.

Looking Ahead: Future Considerations Concerning the Promotion of Equity-Based Practices

This study identified three specific considerations for future semesters, namely the benefits and complexities of multiple teaching opportunities, explicitly addressing equity, and in-person classroom-based support. These considerations will be discussed in more detail below.

Benefits and Complexities of Multiple Teaching Opportunities

In an ideal world, teacher candidates would engage with and teach students each time they were in a school. During the course described in the present article, the teacher candidates taught five required activities and had the option to teach a sixth activity, which around half of them did.

One of the key outcomes that the teacher candidates reported was the fact that they derived a lot of benefit from all of the teaching they completed during their clinical practice, especially after spending classroom time doing rehearsals and receiving feedback on their lessons.

While the chance to participate in multiple teaching opportunities during clinical practice has a lot of benefits, teacher candidates are unlikely to be able to start teaching immediately at the beginning of the semester due to the need to set up placements as well as the need to plan and receive feedback on their activities from course instructors. One complexity currently being considered in relation to our course is how early teacher candidates can be expected to start teaching as juniors, especially during their first semester taking elementary education courses. In the past, teacher candidates have worked with students by reading a book or helping with an activity planned by their clinical educator, which seems more feasible for early on during the semester when compared with lessons that require planning, feedback, and rehearsals. There is a need for teacher educators and teacher education leaders to examine how many teaching activities teacher candidates, especially those new to education courses, can and should realistically complete during a semester.

Explicitly Addressing Equity

The teacher candidates involved in this study engaged in explicit activities related to Gutierrez's (2009) framework and had multiple opportunities to make connections between mathematics activities and different aspects of equity. Clinical educators have not necessarily had access to the same information and experiences. As a result, there may be a potential lack of alignment between what teacher candidates see as equitable mathematics teaching practices and their clinical educators' views on the matter. In some classrooms, the teacher candidates reported that they did not see a lot of opportunities for students to have the power and agency to choose their own mathematics strategies, other than the lessons that they had taught.

As teacher education programs continue to form school-university partnerships to enhance teacher candidates' clinical experiences, support and develop practicing teachers, and positively impact pre-kindergarten through grade 12 (hereafter PK-12) students' learning, there exists a need to consider effective ways to increase the alignment between understandings of equitable teaching and what it actually looks like in classrooms. In the case of elementary education, as classroom teachers often teach multiple subjects, there is a need for conversations about what equitable teaching looks like in relation to these various subjects so that clinical educators and teacher candidates alike have clarity and can better meet their students' needs. In the context of school-university partnerships, this could involve collaborative professional development that includes both clinical educators and teacher candidates as well as opportunities for university faculty members and clinical educators to learn more about each other's ideas concerning equitable teaching practices.

Concluding Thoughts

The aim of this article was to describe one initiative whereby clinical practices embedded in school-university partnerships focused on prompting teacher candidates to enact mathematics activities in elementary school settings that included equitable teaching practices, including a focus on providing students with power and agency in terms of how they solve mathematics problems. Due to so many students currently experiencing unfinished learning, it is critical that teachers and teacher candidates look for ways to support students' learning in an equitable fashion. In the case

of mathematics, such equitable practices could involve posing word problems that allow students the power and agency to determine which strategies they want to use to explore the problems.

The teacher candidates involved in this study, after learning about equity-based teaching, planning, and rehearsing activities, were able to successfully enact equitable practices with their students. The teacher candidates' reflections indicated that while they were pleasantly surprised by how well their students did, they needed to plan more challenging questions and activities in the future. This article should provide teacher educators with ideas about how rehearsals and clinical practice experiences can serve to support equity-based teaching and simultaneously benefit teacher candidates, clinical educators, and PK-12 students.

Essential 1 from the National Association for Professional Development Schools (NAPDS)'s Nine Essentials states that a school-university partnership "aims to advance equity, antiracism, and social justice within and among schools, colleges/universities, and their respective community and professional partners" (NAPDS, 2021). Since Professional Development Schools and school-university partnerships vary in their approach, structure, and focus of their partnership, situating equity at the center of all partnership work is critical (Zenkov et al., 2021). Through the process of designing clinical practices (Essential 2) and the "commitment to reflective practice, responsive innovation, and generative knowledge" (Essential 4), school-university partnerships can simultaneously make a positive difference in the lives of teacher candidates, clinical educators, and PK-12 students.

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Professional Development Schools and Future Teachers of America Clubs: A Promising Pipeline

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Abstract: This paper discusses the opportunity for universities and Professional Development Schools (PDSs) to engage with Future Teachers of America (FTA) clubs and similar groups in secondary schools to ensure the future of the profession. Student leaders and their mentor from an active high school FTA club share their perspectives on the benefits of membership in an active FTA. They aspire to engage in authentic educational experiences through relationships with teacher preparation programs and diverse classroom opportunities. In alignment with the National Association for Professional Development Schools (NAPDS) Nine Essentials, collaboration with FTA clubs is a boundary-spanning opportunity for faculty that will cultivate and advance positive relationships, provide mutually beneficial clinical experiences to a robust and motivated source of potential future educators, and contribute to the research on solutions to teacher shortage.

KEYWORDS: Professional Development Schools, Future Teachers of America clubs, teacher shortage, response rate, preservice teacher preparation, teacher pipeline

NAPDS NINE ESSENTIALS ADDRESSED:

Essential 1: A Comprehensive Mission: A professional development school (PDS) is a learning community guided by a comprehensive, articulated mission that is broader than the goals of any single partner, and that aims to advance equity, antiracism, and social justice within and among schools, colleges/universities, and their respective community and professional partners.

Essential 3: Professional Learning and Leading: A PDS is a context for continuous professional learning and leading for all participants, guided by need and a spirit and practice of inquiry.

Essential 4: Reflection and Innovation: A PDS makes a shared commitment to reflective practice, responsive innovation, and generative knowledge.

Essential 8: Boundary-Spanning Roles: A PDS creates space for, advocates for, and supports college/university and P–12 faculty to operate in well defined, boundary-spanning roles that transcend institutional settings.

Essential 9: Resources and Recognition: A PDS provides dedicated and shared resources and establishes traditions to recognize, enhance, celebrate, and sustain the work of partners and the partnership.

Teacher Shortage

The COVID pandemic exacerbated an already significant teacher workforce issue. Teacher shortages, “the inability to staff vacancies at current wages with individuals qualified to teach in the fields needed” (Sutcher, Darling-Hammond, & Carver-Thomas, 2016, p. 1), existed worldwide before the global pandemic (Sedlak, & Schlossman, 1986; Smithers, Robinson, & University of Liverpool/Centre for Education and Employment Research, 2000; UNESCO Institute for Statistics, 2016).

The shortage cause is multifactorial and includes salaries, lack of respect, increased career opportunities, stress, and working conditions, (Garcia & Weiss, 2019a, 2019b, 2019c, 2019d, 2019e). Amelioration strategies include increasing teacher pay, forgiving student loans, increasing investments in education, respecting teacher voice, treating teachers as professionals, and improving training (Garcia & Weiss, 2020).

Future Teachers of America

Future Teacher of America (FTA) club members are a resource worthy of the attention of PDSs. This paper proposes collaboration between PDSs with FTAs to offer enriching, high-quality educational experiences, and leadership opportunities for high school students. Broadening students’ exposure to the profession beyond the context of their personal experience could potentiate existing interest and inspire others in a teaching career.

The Nine Essentials of PDSs (National Association for Professional Development Schools [NAPDS], 2021) support development of PDS-FTA relationships. Levine (2006, as cited in NAPDS, 2021, p.6) stated that PDSs “offer perhaps the strongest bridge between teacher education and classroom outcomes, academics and clinical education, theory and practice, and schools and colleges.” Similarly, the collaboration of a PDS with talented, interested high school students offers a bridge to the teaching profession.

Portrait of the Graduate and The Nine Essentials

Across the U.S., school districts have developed “Portrait of the Graduate” (POG) profiles (Quigley, n.d.). Quigley defines a POG as “a school district's vision for the 21st century skills, character traits, and/or social-emotional competencies that students need to succeed in college, career, and life.” Well-designed POGs provide coherence, highlight the shared “why” undergirding the organization, and honor the “loose coupling” associated with school organization (Stewart, 2020). POGs identify desired attributes of a graduate including being a creative and critical thinker, problem solver, self-navigating learner, lifelong learner, collaborator, effective and positive communicator, innovator, changemaker, dynamic leader, and globally concerned citizen. Graduates should be curious, empathetic, resilient and goal directed, service oriented, compassionate, future ready, respectful, and financially and digitally literate (Quigley, n.d.). Commonalities and relationships are evident between the essential competencies and skills for student success represented in POGs and the concepts and ideas essential to PDSs. The ideas embodied in the Nine Essentials include boundary spanning roles and structures, clinical practice, community, equity and social justice, innovative practice, inquiry, PDSs as third spaces, professional learning and leading for all, reciprocity, reflection, respectful relationships and collaboration, shared governance, simultaneous renewal, and traditions, celebrations and recognition (NAPDS, 2021, pp.10-14). PDSs provide a logical framework and resource to enhance the pathway to the pre-service educator pipeline.

Aspiring educators need access to a third space to authentically operationalize learning and advance application of learning. This paper demonstrates the awareness, competencies, and drive of high school FTA members and their hunger for expanding their space, their roles, and their experiences regarding the education profession. The potential inherent in PDS-FTA relationships for recruiting high quality and diverse students to replenish and sustain our educator pipeline is promising and powerful. Examples of the perspectives of aspiring teachers are shared.

A Future Teachers of America Club

BHS is a public high school in suburban New England. Of the 903 students, approximately 75% are white, 14% re Hispanic/Latino, 2.9% are Black, and 7.9% are Asian. Twenty percent qualify for free and reduced lunch, 1.8% are English learners, and 17.8% qualify as students with disabilities. The district's [POG](#), is part of the [strategic plan](#). BHS has an active FTA club. FTA members meet for one hour per week during the school year. Membership numbers (15) at meeting attendance is 95%. BHS faculty activity/club advisors serve as mentors/coaches and encourage student agency. The FTA advisor is a world language teacher, school climate coordinator, and the BHS 2020 Teacher of the Year. He empowers students to take initiative and explore their passions. This advisor elevates student voice and choice and encourages creative and critical thinking, goal directed collaboration, effective communication, innovation and leadership activities, and curiosity, compassion, empathy, and respectful service. The FTA Club supports the members' attainment of the qualities embodied in the POG while exploring the education profession.

The club's mission statement reads, "As BHS' Future Teachers of America, we value an orderly structure, adequate communication, a quality social and emotional well-being, beneficial constructivism and differentiation, encouragement of higher order thinking, and an overall love for learning." Both the mission statement and the club's activities place heavy emphasis on "responsibilities to the profession" aligned with the CT Common Core of Teaching (CCT) and the [CT Code of Professional Responsibilities](#) (CT State Department of Education, n.d.). The advisor shared that members have obtained foundational leadership, presentation, communication, and problem solving skills, and the knowledge of child development and emotional discipline necessary in the field of teaching and education" (E. Davila, personal communication, 2022).

Major Accomplishments of the BHS FTA

FTA members' accomplishments are evidence of the potential for securing future teaching candidates in our nation's secondary schools. The following examples support the recommendation for PDS engagement with secondary FTA groups as a strategy to increase the teaching force.

Engagement in Research

COVID interrupted in-school learning worldwide. At BHS, students initially experienced remote learning (March 2020) followed by a combination of remote and hybrid learning in 2020-21. FTA members' concerns about increased stress levels among peers was the driver for a club-initiated school climate research project. The research question was "How does the altered schooling format impact students' mental and emotional health and education?" Following data collection using a student developed survey, FTA members designed a [PowerPoint presentation](#) (BHS FTA, 2020) to share findings. The students' efforts succeeded in showcasing student voice and in raising awareness within the school and district about student social emotional well-being, mental health, and response to virtual and hybrid instruction, both synchronous and asynchronous. Data collected informed school and district changes in instruction. The advisor continued weekly

surveying of students and faculty. Data informed iterative changes including increasing synchronous contact with the use of cameras and providing options for face-to-face engagement, which were originally not available. FTA's research was integral to the evolution of the district's remote learning opportunities and led to a "[Shared Best Practices: Feedback](#)" (BPS Video, 2020) presentation which features student voice (BPS Video, 2020, 12:03).

Engagement in Instruction

Word of the Week: WOW!

In 2019, the district implemented a [Word of the Week](#) (WOW!) program. The goal was to support vocabulary development and a love for and awareness of language, K-12. Through WOW!, students developed "word consciousness" and became "Word Wizards" (Beck, McKeown, & Kucan, 2002). Each week, students learned a new Tier II word, which as described by Beck, McKeown, and Kucan (2002) is a "new" word for a known concept and one that students would encounter in school in text. Teachers shared the word-of-the-week on Mondays and used the word daily in informal ways. Described in a [brochure](#) on the district webpage, the WOW! [slide deck](#) was shared with the community so students would encounter the word beyond the school day. As WOW! was rolled out, FTA club members reflected on the program and formed an ad hoc WOW! FTA subcommittee. The subcommittee discussed the impact of WOW! and its alignment with high school students' needs. They proposed developing a WOW! enhancement differentiated for older students. In January 2021, the advisor emailed the Assistant Superintendent requesting a meeting with the subcommittee.

The students put together [this presentation](#) outlining the goals of their BHS WOW proposal, explaining their proposed format, and indicating a source for words for their initiative. The students also thought of some activities such as making mini video lessons and workshops to spread awareness of the BHS WOW, especially during these times in which we are leveraging technology and virtual interactions as part of our educational experience (E. Davila, personal communication, January 2021).

Students expressed how valuable WOW! is and how helpful it would have been to have as middle schoolers and explained the plans for needed differentiation. The enhanced WOW! included a student-designed five-day lesson plan. The plan transformed the original WOW! presentation of a simple word, kid-friendly definition, sentence, and image on one slide to a new level of sophistication. The student-created five-day WOW! included: (1) the word, its part of speech, and a student-friendly definition (Monday); (2) synonyms, antonyms, and an example sentence (Tuesday); (3) etymology [word origin] (Wednesday); (4) translation into French, Portuguese, and Spanish (Thursday), and (5) other forms of the word with definition, example sentence and translation (Friday). Student designers first studied research on vocabulary development and instruction provided by the Assistant Superintendent. Students then provided BHS faculty with an introductory letter and lesson plans for the "enhanced" WOW!. Faculty delivered the lessons during a daily common "Individualized Learning Time" or ILT period. Daily updates, seen [here](#), were posted on the Brookfield Word of the Week Instagram account. Finally, students presented their "curriculum" at the Board of Education's subcommittee on Curriculum, Instruction and Program Evaluation and the regional newspaper featured the work in a [news article](#) (Engle, C., 2021).

Teaching Assistants

In July, the district provided a hands-on inquiry-based STEM experience for interested K-8 students. Certified teachers oversee the small classes of eight to ten students. FTA club members served as teaching assistants, providing enthusiastic, motivated, high-energy support for teachers, and relatable role models for students. This career-related, paid, administrator intern position provided a full-day of professional development and daily job-embedded mentoring for aspiring educators.

Grant Writing: [Voice4Change](#)

Current students are our future leaders. [Voice4Change](#) characterizes students as “community changemakers of today” (Connecticut State Voice4Change, n.d.). The Connecticut Voice4Change program is the first state program to award millions of dollars of funds to high school students to implement change at their schools. Solicited grant proposals addressed priority areas identified by the Connecticut Department of Education (learning acceleration, academic renewal, and student enrichment; family and community connections; social, emotional, and mental health of students and school staff; strategic use of technology, staff development, and the digital divide; and building safe and healthy schools). BHS FTA club members collaborated with the local youth commission and BHS Spanish Honor Society and submitted a competitive grant titled *A Safer, More Inclusive, and More Comfortable Learning Environment*. The Connecticut Commissioner of Education, Russell-Tucker, and Lt. Governor Bysiewicz revealed the winners in April 2022 during a live streamed [announcement](#). The BHS FTA award was \$20,000. The FTA’s winning project details are described in a May, 9, 2022 [press release](#) (Brookfield Youth Commission, 2022). The Commissioner and Lt. Governor said the students’ efforts were “history making” as the Pennsylvania Department of Education plans to replicate the project. Bysiewicz emphasized that the students “helped to start a national movement to give students the power to and the voice to change their schools and their communities...” She further noted her hope that students recognized “how creative the ideas were and how innovative they were” (Equity and Excellence in Education, 2022, 19:32). The leaders encouraged students to be civically engaged, advocate for themselves, and register to vote (Equity and Excellence in Education, 2022, 18:00).

Student Voice and the Future of FTA

Student voice is highly valued by our school community and state leadership. During a May 2022 FTA meeting, students provided insights on the value of FTA and gave suggestions for future enhancements. Emma, a former FTA club leader provided input via [video recording](#). Her comments reflect her current perspective as a college student preparing to be a teacher. In her recording, Emma details a variety of experiences beginning in her middle school years to the present (E. Sands, personal communication [recording], April 2022). Remarking on her FTA experience, she stated:

Not only did it reaffirm that that’s what I wanted to be doing with my life, it gave me the skills I needed to be successful – public speaking, classroom management – all of those very foundational skills that I still use in college. ... There are a bunch of volunteering opportunities that came through FTA and I took as many as I could and I am so thankful that I did because those are the experiences that have truly enriched my life. I wrote my college essay about a tutoring experience that I got through FTA.

Emma recounted her experience with research as an FTA member, noting that she wrote about that research experience for her honors essay. Emma believes that the experiences she had as an FTA member “shaped” who she is and her “love for education.” Emma encouraged students to continue to take advantage of every opportunity they have through FTA.

Emma’s contribution to the May meeting sparked FTA club members’ interest in expanding opportunities for members. Students wanted to explore possibilities for working with professors and students from university teaching programs. FTA leadership met after the close of the school year, via Zoom, to follow-up on the May discussion. The conversation focused on the following two questions: (1) What do you think of having a partnership between FTA and higher education institutions? What value do you think these relationships will bring to our club? (2) What opportunities or projects would you like our club to engage in as part of these partnerships? Students who were unable to participate through Zoom provided input on a google form.

Responses to Question 2 included:

- Considering the goals and values of FTA, connecting students to their future careers, I think this would be more than sensible. After all, any students looking to eventually pursue a career in education will need to enter a higher ed institution, so it makes sense for them to already form that connection prior to their time after high school. Any method of getting ahead of the game and creating an advantage for an individual’s career path would be advantageous for both the student and the students that individual will connect with.
- I believe that a relationship of that caliber would be amazing. This would help further show to students that we have a voice at school and that the school board is hearing our issues with the school!
- I think having a partnership between FTA and higher Ed institutions is a great idea and almost critical to the focus of our group and club. These relationships will bring a higher level of involvement and allow us to take a deeper look into this profession. It will bring many opportunities for us that will prove to be beneficial later in our careers. Overall, this will help our club get to the next level and involve all of its members in a deeper part of the profession.

Responses to Question 2 included:

- I would like our club to start looking outward and look into bigger opportunities to explore the career path the club values. With the help of the partnerships we would have a more expansive variety of places to visit to explore more of the profession.
- Even just small connections and partnerships would create an advantage for anyone going into the field of education. It could be as minimal as having meetings with students who are already in college for these careers or performing research projects in the classroom using various collaboration methods with colleges and other higher ed institutions.
- We need to see other schools beyond our community. Working with university education programs and going into urban school with professors and students is an experience that would be very valuable. We need to see and experience more diverse schools.
- Having opportunities to meet with higher ed people, like we do with the Climate Committee and the BOE would allow us to bring up points that lead to schools’ future success.

The club advisor supported the students' position on partnership with higher education. He expressed that developing such a partnership could serve as an exemplar for other schools.

He noted:

Through this opportunity I envision students having access to the coursework and expectations of the teacher preparation programs available in the state, and through building connections with program directors, professors, and students they will be able to better direct their education and involvement at BHS to be more prepared for higher education. Higher education institutions can also benefit from this partnership by identifying skills that they would like to see in their candidates and informing our club on how we can better foster desirable skills from high school. Through this positive feedback loop, in which we will communicate transparently we'll be able to develop a pipeline to get strong and motivated future educators, strengthen the quality of teacher preparation programs, inspire high school students to pursue our altruistic career, and very likely be able to mitigate teacher shortages and contribute to a more diverse workforce. (personal communication, July 5, 2022)

Conclusion

Students in the BHS FTA club represent talent and hope for the future. How many equally talented students would pursue teaching careers if they had opportunities as described?

Collaborative relationships between PDSs and FTA clubs are a strategy for combating teacher shortage. Garcia and Weiss (2020) describe strategies addressing issues primarily disrupting to practicing teachers and do not target the "pipeline" and its substantial economic impact. The PDS-FTA collaboration proposed offers a cost-effective bridge to the professional pipeline.

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Collaboration to Promote Social-Emotional Learning: Promoting Resilience During the COVID-19 Pandemic

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Abstract: A long-standing, traditional teacher professional development relationship was expanded to involve school mental health professionals in supporting the implementation of a Multi-Tiered System of Support (MTSS) and fostering social-emotional learning district-wide. The ultimate goal of the collaboration was to foster a balanced focus on social-emotional, behavioral, and academic student success throughout the district. The goal for the first year of the collaboration was to develop and support MTSS within the context of the American School Counseling Association's National Model for Comprehensive School Counseling and the National Association of School Psychologists Practice Model. This paper describes the partnership and how the infusion of SEL informed the school district's responses to the pandemic.

KEYWORDS: social-emotional learning, Multi-Tiered System of Support, professional development schools, pandemic

NAPDS NINE ESSENTIALS ADDRESSED:

Essential 1: A Comprehensive Mission: A professional development school (PDS) is a learning community guided by a comprehensive, articulated mission that is broader than the goals of any single partner, and that aims to advance equity, antiracism, and social justice within and among schools, colleges/universities, and their respective community and professional partners.

Ball State University (BSU) has a unique relationship with Muncie Community Schools (MCS). One of the benefits of this partnership is access to collaboration, resources, and expertise to mutually support the mission of the local school district and of the university. An opportunity to infuse social-emotional learning for pre-K-12 education came about through the innovative partnership. The SEL implementation plan informed the MCS response to the pandemic.

Comprehensive mission

BSU is located in east central Indiana, grew out of teacher preparation roots and achieved university status in 1965 with the addition of non-teacher education programs. Recent enrollment at the university was reported as just below 16,000 undergraduate and 6,000 graduate students (76% White, 9% Black or African American; 6.5% Hispanic/Latinx; 3.8% multiracial; 55% female; 61% eligible for need-based financial aid) (BSU, 2020). The university established the Office of Teacher Education Services and Clinical Practice (OTES-CP) to achieve goals consistent with the National Association of Professional Development Schools (NAPDS) first essential: the development of “a learning community guided by a comprehensive, articulated mission that is broader than the goals of any single partner, and that aims to advance equity, antiracism, and social justice within and among schools, colleges/universities, and their respective community and professional partners” (NAPDS, 2021).

Teachers College at BSU also created a clinical practice network to support the aforementioned broader mission, and the network consists of approximately 20 regional schools, including the local schools in MCS. These schools “work with a dedicated faculty liaison who collaborates on field experiences within the school, provides site-specific professional development, and leads school-based research tied to school improvement documents” (BSU, n.d.). Within the network, MCS represents an urban school district with total Kindergarten-Twelfth Grade (K-12) enrollment of just under 5,000 students (57% White; 21.5% Black/African American; 15% multi-racial; 5.3% Hispanic/Latinx; 58.4% of students identified as economically disadvantaged; 22.8% have an identified disability, 2% English learners) (IDOE, 2022).

Innovation and reflective practices

In July 2018, as a result of state legislative actions, BSU and MCS began a unique partnership with the goal of transforming the district into a national model for innovative and holistic educational practices. This partnership was built on established professional development school (PDS) relationships between the university and the school district. Following this legislative action, an Academic Innovation Council comprised of leaders within the university and school district was formed and charged with guiding the attainment of the following innovative goals: to engage and embrace the ideas of all the stakeholders in development of an academic innovation and financial viability plan; to develop strategies and wrap-around services to strengthen academic performance; to embolden educators and staff to pursue innovative teaching practices and partnerships; to develop a streamlined process for university and district educators to use when conducting research projects; to celebrate and share the transformative work happening as a result of the partnership; and to build community support for the school district. These goals are reflected in the MCS district’s current strategic plan. The two foundational principles of the strategic plan include: culturally responsive practices and continuous, aligned, strategic professional learning. These foundational principles are expressed across five operational pillars: 1) high-quality pre-kindergarten education; 2) recruitment, development, and retention of educational leaders; 3)

student-centered teaching and active learning; 4) social and emotional learning; and 5) family and community engagement.

As reflected in the OTES-CP mission, the university has historically focused on elementary and secondary education programs, with the goal of supporting “the professional development of teachers and the training of future educators” (BSU, n.d.). As such, each school in the district has worked with a teacher educator PDS liaison for many years. This model was recently expanded to include school mental health professionals, specifically school psychologists and counselors, after the advent of the BSU–MCS Partnership. Mental health professionals were included in the new model to support the social-emotional learning (SEL) operational pillar of the district’s strategic plan. Toward this end, in addition to the already established education PDS liaison relationships and initiatives, two SEL liaisons were assigned to the district: a school psychology educator and a school counselor educator. The existing PDS structures formed a foundation upon which to develop SEL strategies and support, and a solid base to inform the university and school district’s responses to the pandemic.

Structure of the partnership

Within the aforementioned expanded PDS structure, the BSU–MCS partnership emphasized advancing SEL by providing a cohesive framework to enhance the ongoing collaboration, implementation of evidence-based strategies, and reflection of SEL in practice through the Multi-Tiered System of Support (MTSS) process in conjunction with comprehensive school counseling, as outlined by the American School Counselor Association’s (ASCA) National Model (ASCA, 2019) and the National Association of School Psychologists Practice Model (NASP, 2020). The MCS-BSU partnership adopted an improvement-by-design approach, which outlines specific steps for infusing cultural values, developing procedures, conducting decision making at the local school level, and fostering professional collaboration to inform the MTSS process (Bohanon et al., 2016). The MCS staff and BSU liaisons collaborated with each other to support and facilitate changes to attain the goals of the MCS strategic plan’s SEL operational pillar.

Prior to the BSU–MCS partnership, the district’s implementation of the MTSS framework proved ineffective at the district level and was inconsistent across buildings. The district’s percentage of students struggling with chronic absenteeism was three percent higher than the stage average. Further, in and out of school suspension rates for the district exceeded state averages by 5.8% and 6.1%, respectively (IDOE, 2022). The gaps in the process led to missed opportunities to provide effective tiered support and early intervention for students. Given the high percentage (23%) of students eligible for special education services, it was clear to leadership that a strategic, district-wide plan would be essential in order to address the breadth of student needs within and across buildings.

In order to support the district in addressing these concerns using an MTSS framework, BSU SEL liaisons attended weekly building-level MTSS meetings and monthly SEL leadership team meetings. The MCS SEL leadership team included the two SEL liaisons, the special education director, three school psychologists, one school counselor, and one board-certified behavior analyst (BCBA). The MTSS building-level teams included the school psychologist, school counselor, a building-level administrator, a behavior consultant (behavior coach or BCBA), the student assistance coordinator, the family navigator, and the academic interventionists. While attending the weekly MTSS meetings, the BSU SEL liaisons offered ideas for effective tiered support, provided access to resources, and modeled a problem-solving approach to support MTSS

team members (Elksnin & Elksnin, 2003). During the monthly SEL district leadership meetings, the BSU SEL liaisons worked with the district leadership team to identify barriers to effective MTSS implementation (e.g., misalignment between academic elements in the strategic plan) and best practices for SEL. For example, the liaisons worked with the district leadership team to identify a universal screening instrument that could be used to systematically identify students at low, moderate, high risk for social-emotional challenges in the classroom (e.g. Student Risk Screening Scale-Internalizing Externalizing; Drummond 1994; Lane & Menzies, 2009). The BSU liaisons also helped the team identify systemic barriers (e.g. lack of adequate resources, incomplete or inconsistent use of restorative practices), and provided professional development about the role of SEL in fostering the student mindsets and behaviors as the cornerstones for academic success (ASCA, 2020). Finally, the BSU liaisons reinforced strengths and identified areas of growth for both the district and school level leadership teams. In an annual comprehensive, district-wide assessment, liaisons provided school-specific and district wide data and recommendations to support development and ongoing successful implementation of MTSS, infusing social-emotional considerations in addition to academic learning. Individual schools were evaluated using the Multi-tiered Systems of Supports Needs Assessment (McIntosh & Goodman, 2016) and the district leadership team conducted a Strengths-Weaknesses-Opportunities-Growth (SWOT) analysis. These data were summarized in an internal report to the district leadership team with the goal of using the data to inform ongoing implementation of the district’s strategic plan.

District priorities in light of the pandemic

Shortly after these structures had been established the pandemic began and created a situation that no educator or student was prepared for. The district schools, like others in the country, had to quickly pivot to virtual instruction and various forms of hybrid learning. Many teachers were not prepared for the dramatic shift and had a steep learning curve. Teachers learned to work on virtual platforms and harnessed the power of online apps and extensions that they might have never used before. An additional challenging aspect of hybrid instruction was assisting families in accessing the instruction and using the technology that MCS was able to provide for home use. Many of these families had not previously had access to Wi-Fi at home or had never used a learning management system before. The technology challenges our teachers encountered were similar to those reported by Francon and colleagues (2021). Many students essentially disappeared during the pandemic, and teachers were stressed about those students’ well-being and safety. Teachers reached out to families, trying to establish contact with them and to encourage their participation in the virtual learning process, but many families were facing dire circumstances as a result of the pandemic and were not able to fully participate in their children’s virtual learning activities.

Then in the second year of the SEL partnership and pandemic, new challenges arose for teachers as students returned to in-person learning. Some students had spent up to 18 months in virtual learning, with limited or no access to social interactions with their peers, except through a virtual platform. Students thus returned to school with anxiety and dysregulation related to the mass trauma event they were experiencing (Brooks et al., 2020). Many students returned to school with delayed or diminished self-management skills (Patrick et al., 2020). Classroom teachers attempted to create safe, caring learning environments, but what they had done in the past did not always work in the 2021–2022 school year. Burnout of teachers became an urgent concern.

Pressley (2021) identified four factors contributing to teacher burnout, including: COVID-19 anxiety, current teaching anxiety, anxiety communicating with parents, and perceived lack of administrative support. These factors were evident in our district and contributed to challenges in establishing our schools and classrooms as a safe environment. Teachers shared that they were experiencing burnout symptoms, including high levels of stress and anxious feelings, which in turn fostered learning environments characterized by similar affective states in many students. Next, while the need for teacher self-care was evident to school leaders, self-care initiatives implemented by school leaders frequently were experienced by teachers as patronizing in the face of “initiative fatigue.” “Self-care” was seen as an unrealistic expectation in the face of ongoing administrative demands such as advanced lesson planning and conducting additional assessments for academic progress monitoring. Student achievement and degree of progress were high-stakes outcomes for MCS and the MCS-BSU partnership. Finally, even when schools were invested in providing Tier 2 and 3 interventions, staffing challenges made it difficult to offer interventions with fidelity. For example, prior to the pandemic the district had a substitute fill rate of 88% but during the pandemic that number fell to 71%. This discrepancy was due to the combination of a higher need for substitute teachers (due to teacher absences) and fewer substitute teachers available to cover absences.

As a result, the SEL leadership team made it a priority to focus on supporting trauma informed, Tier 1 SEL during the second year of the partnership instead of the originally planned goal of developing or refining Tier II and III interventions. Therefore, the SEL and MTSS teams focused on supporting implementation of high-leverage, trauma-informed Tier 1 supports in the general education classroom that initially focused on helping teachers implement self-regulation and co-regulation strategies. Then MTSS teams identified and supported teachers in utilizing other trauma informed, Tier 1 SEL classroom strategies. These strategies included having support personnel and school mental health professionals “push into” the classroom versus pulling students out of the classroom for interventions.

Professional development efforts addressed trauma-informed MTSS concepts and implementation in several ways. First, the concept and key principles of trauma-informed MTSS was the focus of a whole-day training at the beginning of the 2021-22 academic year for all school staff. Throughout the year, professional learning communities (PLCs) discussed implementation strategies. In addition, trauma-informed MTSS was included in professional development activities on monthly early release days, and came up for discussion during MTSS team meetings. For example, in one elementary school the BCBA reviewed the impact of trauma on self-regulation and co-regulation during PLC meetings. Following this training, the BCBA and school counselor supported teachers as they applied the concepts within classrooms. The BCBA and school counselor encouraged and supported in modeling co-regulation in the classroom. The school counselor and practicum students provided visuals for all teachers to use in their classrooms. Staff collaborated on the development of regulation stations within classrooms and throughout the building, and school counselors delivered classroom guidance lessons (using material from the evidence based library on BSU’s campus that is described below) on any topic individual teachers weren’t comfortable teaching. The school counseling and psychology practicum students were concurrently enrolled in a graduate level course on youth trauma and crisis counseling. These BSU students were able to work with teachers and their own supervisors to apply the knowledge and skills they were learning in their coursework to their “real world” practicum settings.

Partnership as a “shared resource”

There are shared values within the school–university partnership that inform the SEL programming, which we have been working collaboratively to identify and enhance. The university has a clear commitment to community engagement. Based on that value, the university actively encourages students, faculty, and staff to be involved in the local schools as partners and resources. The university highlights community-based learning experiences for students and formally recognizes and rewards faculty efforts fostering community engagement within our professional education preparation programs. From the university’s perspective the community is a resource because it provides post-secondary students with an opportunity to gain the real world experiences needed to be career ready. From the school district’s perspective the university provides knowledge, skill and time as resources to support their employees and enhance their K-12 student’s learning outcomes.

There are two academic programs that have been instrumental in supporting SEL implementation within the context of trauma-informed MTSS: school psychology and school counseling. Student psychologists and counselors are placed in schools as part of their routine practicum training. In these roles, students are involved in MTSS meetings and in implementing Tier 2 and 3 interventions. The students have knowledge about SEL curriculum and student support services from their graduate coursework, and in the MTSS teams, they are able to apply their knowledge and offer additional resources to support teachers, school counselors, school psychologists, and the MTSS team as a whole. Students are able to listen to the needs and concerns expressed in MTSS meetings and then meet with their university supervisors to develop potential solutions, seek resources, and then bring those tools and strategies to the MTSS team and to classroom teachers.

In this way, the practicum placements in school counseling and school psychology not only afford BSU students with an opportunity to develop their professional skills under the supervision of licensed school mental health professionals, but also provides many MCS students with an opportunity to receive SEL interventions and support that the district might otherwise not be able to provide. The BSU students have been able to fill gaps and provide direct mental health support and social-emotional skills development across Tiers 1, 2, and 3 during the pandemic. This supervised service delivery benefits the MTSS team members, pre-K-12 students, and graduate students alike.

Further, a large collection of evidence-based SEL curriculum and interventions is housed in a university-run clinic staffed by the school counseling and psychology faculty. All the resources are available for use by the teachers, school counselors, or school psychologists within our clinical practice network. The students who attend the MCS MTSS meetings routinely check out these resources and make them available to the schools. The students have learned how to implement the interventions through their course work. They then can gain skill with implementation in their practicum sites. In doing so they are modeling these evidence-based practices (when there is a need for such), and after developing proficiency they can provide professional development for teachers seeking to learn how to implement the SEL curriculum and interventions in their classrooms. Additionally, the partnership provided an opportunity for students to engage in resource development for their placement schools and the district. The advanced school psychology students recognized a need for developing a warehouse of user-friendly resources to support implementation of MTSS using best practices. So they worked with their site supervisors to develop a “how to” manual that provides guidance and strategies for implementing MTSS across

the Tiers. The students continue to update the manual as needed with input from the MTSS teams about what additional resources their schools might need, and they provide professional development with teachers on implementation of the supports across levels.

Conclusion

The initial goal for this partnership was to establish comprehensive MTSS that fostered both social-emotional and academic learning. The pandemic altered our focus by establishing a need to implement trauma-informed SEL within the context of MTSS. By adding the mental health liaisons, we were able to enhance a culture of caring for our teachers and students, and we unintentionally (or maybe intentionally) created a collaboration across academic and SEL staff, so that teachers are more familiar with and have more trust in support staff and school mental health professionals as colleagues. We hope to be able to continue this work which highlights how partnerships, teamwork and collaboration are the keys to embedding SEL competencies into evidence-based educational practices. We also hope the partnership described herein can provide a model for other PDS partnerships who want to expand their liaison relationships to include school mental health professionals in order to promote both academic success and SEL skills that enhance all students' college and career readiness.

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Implementing Self-Care Assignments as Means of Caring for Preservice Teachers

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Abstract: In this article, a first-year teacher educator reflects on the intentional design and inclusion of self-care assignments in the training of preservice teachers (PSTs). Using students' discussion posts and in-class conversations, this article explores the benefits of encouraging self-care among PSTs. Specifically, the author notes the self-reported changes in the preservice teachers' dispositions and in their attitudes toward their classrooms and students.

KEYWORDS: pre-service teachers, first year teachers, self-care, professional development schools

NAPDS NINE ESSENTIALS ADDRESSED:

Essential 2: Clinical Preparation: A professional development school (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.

Implementing Self-Care Assignments as Means of Caring for Preservice Teachers Contextualizing the Practice

With the return to the classroom after teaching remotely during the early phases of the pandemic, districts across the country were besieged by teacher shortages (Bill et al., 2022; Carver-Thomas et al., 2022). This was likely fueled by the continued decline in teachers' quality of life as their increased responsibilities pose more stressors with fewer rewards (Lizana et al., 2021; Pressley, 2021). Unfortunately, preservice teachers (PSTs) are also asked to bear the weight of these shortages. Though not classified as certified teachers, PSTs carry many of the same responsibilities of the classroom and as many emotional connections with students as their mentors do. Additionally, preservice teachers are also full-time college students at a time when college students report declining health and increased stress (Czeisler et al., 2020; Huckins et al., 2020). In other words, not only are PSTs expected to learn the nuances of teaching, but they must also balance the responsibilities of coursework and extracurricular activities, which exacerbates their already difficult and intense classroom experiences. The intersection of these two identities necessitates additional instructional measures within clinical experience courses that foster PSTs' well-being to prevent their burnout. This becomes especially necessary as teachers and students navigate the potentially traumatic experiences of the pandemic.

Unfortunately, while there is an emphasis on preparing teachers to attend to the mental well-being of their students through strategies in social-emotional learning and trauma informed instruction (Minkos & Gebler, 2020; Ressler et al., 2022), there is a lack of attention given to fostering this same mentality of self-care and social emotional learning for both certified educators and PSTs (Carr et al., 2018; McLean et al., 2020; Ressler et al., 2022). Consequently, as PSTs transition to early career teachers, they are more susceptible to mental health struggles (McLean et al., 2017). Thus, greater attention needs to be given to supporting PSTs' mental well-being through the development of programs that foster PSTs' self-care and emotional awareness (Carr et al., 2018; Miller & Flint-Stipp, 2019; Ressler, 2022).

The author of this piece is a first-year teacher educator working with PSTs studying middle and secondary English at a midsize, private university in the Texas. Having taught in both middle and secondary classrooms, I understand well the struggles involved in balancing the role of teaching with the necessity of caring for one's self. Consequently, in working with PSTs, I draw heavily upon Noddings' care ethics (2012), knowing that attention, response, empathy, and receptivity form the foundation of caring relationships. With this understanding, the aim of educators, especially teacher educators, should not be only to impart knowledge, but to cultivate an atmosphere of relation and reciprocity in which students feel comfortable to openly confront their struggles, knowing they will be heard and supported. Building an atmosphere of care contributes heavily to the development of teacher identity, for teacher identity is shaped by the negotiation of personal and professional influences (Sachs, 2005; Beauchamp & Taylor, 2010). When teacher educators emphasize professional development to the neglect of personal development when working with PSTs, the continued stress and pressure ultimately leads to the PSTs' burnout (Nias, 1996; Wenger, 1998; Galton & Macbeath, 2008; Day & Qing, 2009; Said, 2014). The message is clear: if

teacher educators want to minimize the negative effects tethered to the teaching profession, they must attend to both the PSTs' professional *and* personal identities.

In Fall 2021, when my PSTs were concurrently navigating the new and abundant responsibilities of their daily, 8 a.m.-4:30 p.m. teaching internship and the requirements of a methods course they attended on Monday evenings, nurturing the PSTs' personal identities became increasingly necessary. While the instructor of the methods course was confident in the overlap of her assignments with the requirements of the internship, the interns found themselves stretched thin and frustrated. This resulted in Friday seminars (which I conducted and were intended for the modeling of new teaching strategies and reflection on the week) becoming a forum for complaints and frustration. Committed to preparing my PSTs through clinical practice, I listened to and provided support to them through assignment reductions and extended due dates, but I knew this was neither sustainable nor helpful to their growth.

The National Association for Professional Development Schools (NAPDS) offers nine essentials to guide the continued growth and development of PSTs and the university-school-community partnerships. Of these, Essential 2 states that a PDS should embrace the preparation of educators through clinical practice, and Essential 4, states that the PSTs' clinical practice should be guided by a PDSs' commitment to reflective practice, responsive innovation, and generative knowledge. Drawing from these essentials and in response to my students' stress, I developed an assignment that I believed might foster better work-life balance for PSTs. This article explains the activity, and discusses its impact on students' well-being, and its implications for future practice.

Description of Practice

After a fall semester of students feeling overwhelmed and their repeated reports of crying and late-night work sessions, I realized students needed to be held accountable for taking care of themselves. I developed a graded, weekly self-care assignment in which the interns were asked to commit one hour of their week to an activity that was not related to school work or teaching. This meant the activity could not involve homework, lesson planning, or no grading. Beginning January 29th, each PST uploaded an image and a brief description of the activity in which she participated to a discussion board on our school's digital learning management system (LMS). Although this added a due date to their calendar, the required upload ensured the PSTs actually took time to rest and allowed them to see their peers outside of their internship and seminar. The images served as a reminder of their humanity and identity outside the classroom—elements of self that can easily be lost when dedicated to one's students. Although I understood the value of this assignment, I wanted to ensure my interns saw the value as well.

In the last week of February 2022, I added a reflective question to the weekly discussion board. I asked my PSTs to consider the following question:

Has this process had any impact on your perspective? Well-being? Classroom demeanor? No matter the answer, please reflect on why you think this has/has not impacted you and how this process might be improved.

This question served two purposes. First, it led the students to reflect-on-action (Schon, 1983) so they could see how caring for themselves is linked to how they care for others. Second, because the assignment was new, it provided feedback for me, the instructor, regarding the alignment of outcomes with my objective for the assignment. Convinced the assignment fulfilled its purpose, I decided to carry it over into the first two weeks of March.

For our PDS partners, the second week of March coincides with spring break, so rather than continuing with a weekly due date, I combined the first two weeks into one discussion post. Students were given the instructions shown in Figure 1.

Figure 1

Instructions for Spring Break reflection

DUE MARCH 18th

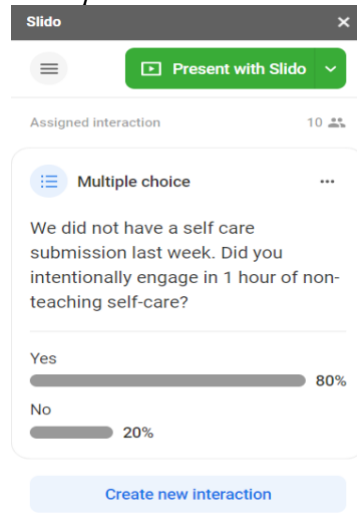
This is a reflection on the first two weeks of March. Be sure to answer each question.

- I want you to reflect on why this break was or was not necessary and how this time impacted your perspective about school/life.
- Do you think the break will have the same impact on your students?
- What do districts neglect when they remove holidays or replace snow/weather days with virtual class days?
- Share some of the most exciting, enjoyable, or relaxing things you did with your time (It's refreshing to see that y'all exist outside of the classroom!). Remember, the goal of this activity is to GET AWAY FROM SCHOOL! Unless it brings you great joy and comfort, please do not spend your break working on school stuff.

Although still focused on the PSTs experiences, the prompt in Figure 1 also encouraged PSTs to consider not only the the impact of rest on teachers, but on school-aged students as well. Furthermore, they were prompted to consider the large-scale implications of removing holidays from school calendars. The latter question was brought forth by experience. The previous spring, a severe winter storm resulted in a one-week school shutdown. Consequently, snow days and spring breaks were removed from the school calendars to make up the lost time. Unsurprisingly, the PSTs (then teaching associates) and other student populations felt the weight of continuous schooling and the burnout stemming from being overworked. I wanted the interns to be aware that if a break was rejuvenating for them, it might have similar effects on their students.

The spring break assignment was our last self-care post. In the hustle and bustle of the semester, I failed to create discussion board posts past March 18th. When the students started asking about them, I took the opportunity to poll my students on whether they continued reserving one-hour for personal activity despite the lack of a formal assignment compelling them to do so. The poll (Figure 2) showed that all but one student willingly engaged in acts of self-care in the absence of formal accountability (the one “no” response was accidental and was corrected by the student). One student spoke up and said that these assignments were helpful for her because they forced her to stop and take care of herself, which improved her attitude toward her classroom and her interactions with her students. This student was not the only one who benefitted from the self-care activity in this way. Other students’ responses to the reflective discussion show similar attitudes and outcomes.

Figure 2
Slido poll



Impact of the Practice

Although I intentionally created this self-care assignment, I worried that formalizing self-care might become tedious and burdensome to the PSTs; however, their reflection responses proved otherwise. For our end-of-February reflection (Table 1), the PSTs reported that the self-care assignment forced them to pay attention to how they were spending their time and helped them recognize that caring for themselves enabled them to better care for their students. They also mentioned that they enjoyed seeing what their peers were doing via their uploaded images (Figure 3). Our spring break reflection (Table 2) prompted similar responses but also facilitated considerations of how breaks can be meaningfully implemented to mitigate students' and teachers' stress throughout the school year. There was a consensus that removing breaks and holidays and replacing them with virtual class days only adds to teachers' and students' burnout. Several PSTs also mentioned that while they believed that students require breaks for some students, schools provide a safe haven from challenging home lives. Ultimately, self-care helped PSTs solidify their identities outside the classroom and resulted in their more humanizing conception of both teachers and students.

Table 1

End-of-February reflection - Responses copied from the learning management system discussion board

Student 1	The process helped to remind me that it is okay to take time for myself to recharge. I really appreciate this assignment holding me accountable. I have had a hard time ever since I transferred to [University] with making friends and this process has helped me feel more connected to my classmates. Also, I agree with [R.] that it makes me happy to see everyone else taking time for themselves during the stress.
Student 2	This process has helped me stop and think about what I do for self-care and how much time I spend doing it. The process requires us to put intentional thought into what we do that is not required. For that reason, I find it beneficial. It is also fun seeing other peoples' photos.

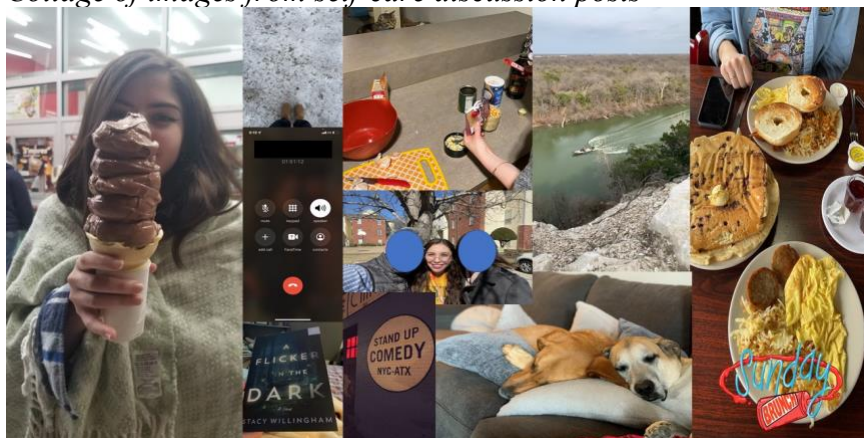
Student 3	This small assignment has helped me recognize how important taking time for myself truly is. During the craziness of Sing, I was shocked to find that it was difficult to find an hour that was spent just for me. With this project I have been intentional about taking time for myself and taking my mind off of school. I will definitely take this practice into my experience next year as I am on my own and without the friendly reminders from my peers to take time for myself!
Student 4	I think this process has definitely helped me be more aware of how I'm doing to better care for myself. It is easy for me to overlook or recognize that I need to take a break or rest. I think it's also a good reminder to my students to take a moment to breathe and refocus doing things they love if I model the same thing. It is so easy to let burnout and fatigue sneak up, but incorporating this into my weekly schedule has enabled me to fight fatigued by making a better "work-life" balance.
Student 5	This assignment has honestly brought so much light to my semester. It has helped me focus on taking time for myself that isn't related to school or work. I have been able to set aside some time for myself, friends, family and my relationship. I think it has over-all made my attitude towards school a lot more positive and energized. I think that this is very important since without the right mindset or positive mental health, then I am doing my students a disservice. Also, I think it is important for every student to learn how to take time for themselves, and I think this would be a really fun thing to include in a classroom! I am thankful for this assignment and I look forward to completing it every week!
Student 6	The weekly self-care assignment has reminded me that in order to best serve my students, I need to take care of my mental, emotional, and physical health. It has been easy for me to get sucked in to the world of teaching to the point where it has often felt like I no longer am a college student; this feeling was overwhelming and lead to significant anxiety and stress concerning school. This mindset has been difficult for me because I feel as though I am missing out on college experiences like getting coffee with friends before class, having class with friends, walking around campus, and being involved on campus. However, this semester has been significantly better than the last and I am working to put more of an emphasis on taking care of my own needs. This assignment has pushed me to still pursue some of these "college student-y" things that I have missed like taking walks around campus, going to Baylor events, and getting coffee with friends on Friday mornings :)
Student 7	I don't know that it's necessarily affected my wellbeing or classroom demeanor but it has helped me realize that I do still have time to "live life" the way I want to outside of teaching and school which I appreciate.
Student 8	In my junior year, I really struggled to find a routine and time for myself during my day. I wanted to make a commitment to myself this year, with all the wedding planning and school that I would make sure to take time for myself and do things outside of just school and my typical responsibilities. I am so glad I did. I have never felt so at peace with balancing school and my life outside of that. Making sure to have time for myself, and protecting that time has changed this year for the better for me.
Student 9	This was able to impact my well-being because it allowed me to get a breath of fresh air, as I am an outside type of gal. I love being with the students all week, but I really do value my outside time. No matter how busy I am on the weekend, I make it a priority to spend some quality time outdoors.

Table 2*Spring Break Reflection - Response excerpts copied from LMS discussion board*

Spring Break Reflection - Response Excerpts	
Student 1	<p>This spring break was 100% necessary. I spent most of my time either relaxing with friends or going out. I made a deposit on a new car, went on my first hike, did a 24-hour reading marathon, went to an arcade, saw the new Batman movie and Cyrano, and more. Whenever school is in session, I am usually too tired at the end of the day to do anything fun, and the weekends go by so fast that I just want to relax. This break really improved my mental and physical health, and I know I am rejuvenated to finish out the semester. Whenever districts take away our holidays and breaks and replace them, they neglect our mental health and motivation. Whenever employees and students don't receive proper breaks, their levels of burnout increase dramatically, and start to disengage with their learning. Considering this point of the semester, right before testing, I am hoping that this break had a similar impact on my students as it did for me.</p>
Student 2	<p>Spring break was a good reminder that it is okay and healthy to take time away. Even though I do love teaching and being with my students, I am realizing that needing a break is not a bad thing but better enables me to give more of my best for them. I hope that the break was as beneficial for my students; however, I am not naive to realize that they all don't have the luxury of being in an atmosphere that creates less stress because school may be their safe space. I hope they were well cared for and enjoyed time away from their commitments at school (academic and extracurricular). In time away from school for a week, I think they will come back with greater energy to focus and work with excellence. I remember throughout my elementary through high school education waking up early to watch the news to see if school was cancelled for weather, it always brought so much excitement to find out there was a snow day and to have an extra surprise day off from school. I think neglecting that is harmful to students. It inherently takes away opportunities from them to be a kid and enjoy the snow or one day holidays.</p>
Student 3	<p>I definitely think this break was very necessary. It gave the teachers and the students time to relax and catch up on any sleep and rest they may have needed. This is also super helpful as we are about to have STAAR testing to giving them this time off allows us to jump back in and have students that aren't mentally so exhausted. This allowed me personally to recharge and get my life in order to prepare for STAAR week!!</p> <p>I think the students needed the break as well and appreciated it. However, I feel that they almost seem more tired coming back as they messed up their sleep schedule. They did say that they enjoyed the time off though which is what matters in the long run.</p> <p>When districts remove holidays, they take away the human need to rest. It is exhausting for students and teachers to go to school for 8 hours a day for 5 days a week for so many months. It is so necessary to take time away from the things that stress us out so having even a week break makes a huge difference for teachers and students.</p>

<p>Student 4</p>	<p>I think the break has a similar but somewhat different impact on students. Right around this time, I feel students are overwhelmed with state and district testing. Therefore, the break provides them a chance to not worry about school, tests, assignments, etc. for a while. As a result, it allows students to come back refreshed and focused for the rest of the semester (or we hope!).</p> <p>I think districts neglect the positive impact of a personal life. I feel like as a teacher, we are always seen as that - a teacher. While that is not always a bad thing, I think everyone needs a small break every once in a while to flip their professional switch off and just relax and focus on other things in life. Therefore, when districts take away holidays or weather days, it takes away more opportunity for both teachers and students to take a break from their responsibilities and reset.</p>
<p>Student 5</p>	<p>I strongly think the break for students is a vital time to recharge. A lot of my students have confided in me with their mental health struggles and it shows in the classroom as well. This break gives students a chance to recognize their health needs and put school as second priority.</p> <p>Districts fail to acknowledge that students need the chance to have self care just as much as the teachers do. I think districts need to consider how social and emotional factors play into learning as well. Student's can't function at their best learning capacity without a break to relieve stress.</p>
<p>Student 6</p>	<p>I think that the break was necessary. I needed time away to recharge and get ready for the final push for the spring semester. This break allowed me to work on things that I haven't had as much time to do over this semester. However, I feel that the break came too early this year and would have preferred it a week or two later in March. It felt like we had just gotten into the swing of things and then went on break. I think spring break is necessary for students as well; however, I notice that it takes about a week or two to get students back into the swing of things. With STAAR tests so close, I think spring break would be better suited after STAAR tests for students. It has really been a struggle for them to come to school and be participates in class after a week-long break with no structure.</p>

Figure 2
Collage of images from self-care discussion posts



Implications and Discussion

By formalizing an activity that should come naturally, I was able to encourage my interns to make time for themselves and to spend time developing their personal identities. Rather than promoting a split self, the reflection questions I posed intentionally tied self-care to classroom attitudes and practices, thus fostering a more humanizing perspective of teachers and students. When PSTs were able to see the value of taking time to enjoy their personal interests (e.g., dogs, friends, the outdoors, ice cream), they were empowered as teachers and were able to reflect on the intersection of personal identity and professional practice in ways that inspired consideration of how to incorporate similar activities in their own classrooms.

Ultimately, the self-care assignment, developed through care ethics in response to the PSTs' overwhelming stresses, helped the PSTs feel more satisfied with their experiences in the classroom. The PSTs reported feeling rejuvenated, recharged, and ready to reengage their students in the classrooms. At a time when burnout and teacher shortages abound, assignments like this can help PSTs find and maintain their balance despite the challenges associated with carrying out the responsibilities related to in-service experiences and university course expectations.

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Riding the Waves of Change: Supporting Teacher Leadership and Resilience

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Abstract: Teacher leadership is critical for building capacity and improving student learning. With the demands placed upon school principals, shared leadership is a necessary component of high performing schools. However, sustained teacher leadership is only possible if we attend to the well-being of teacher leaders, and the pandemic has brought significant challenges to teacher resilience. Through a partnership with thirteen school districts in our region, a council was created to provide a professional development opportunity for current and aspiring teacher leaders. Through this council, faculty from the university offered a seminar on building teacher leader resilience. Teacher leaders are continually faced with impediments to resiliency (daily stressors, lack of time, sickness, competing priorities, loss of control), but with intention, they can employ strategies to increase resilience. Attending to key areas of emotional intelligence positively impacts resilience and provides a path for teacher leaders to help colleagues develop greater resilience, too.

KEYWORDS: Professional Development Schools, PDSs, school-university partnerships, PDS research, PDS history, PDS definitions

NAPDS NINE ESSENTIALS ADDRESSED:

Essential 3: Professional Learning and Leading: A PDS is a context for continuous professional learning and leading for all participants, guided by need and a spirit and practice of inquiry.

Riding the Waves of Change: Supporting Teacher Leadership and Resilience

Fostering the growth and development of teacher leaders is a vital aspect of building leadership capacity in schools. Seasoned teacher leaders are passionate educators, strong decision-makers, and ultimately have a high impact on student outcomes (Hattie, 2003). Supporting teacher leadership is an important role of school principals, district leaders, and university partners because a distributive leadership approach is necessary for successfully leading schools in the 21st century. Aligning teacher leadership opportunities with teacher interest and innovation allows teachers to feel more empowered to create lasting change for students (O’Shea, 2021). However, sustained teacher leadership is only possible if we attend to the well-being of teacher leaders, and the pandemic has brought significant challenges to teacher resilience.

Teaching has always required significant emotional investment, but the challenges of COVID-19 increased the emotional energy teachers needed to expend. The sudden switch to virtual teaching required new instructional approaches and new ways of building relationships with students. As teachers returned to the classroom, many returned to students needing more social and emotional support (Pressley et al, 2021). When motivating and engaging students became more challenging, many teachers experienced compassion fatigue (Wuest & Subramaniam, 2021). In order to effectively teach students impacted by trauma, teachers must develop their own emotional resilience.

Partnership Context

Appalachian State University partners with 13 school districts/public school units in Western North Carolina through our Reich College of Education Public School Partnership (PSP). Meetings are held quarterly with a variety of key stakeholders making up our Public School Partnership Governing Board. This past year, the Public School Partnership jointly offered a Partnership Leaders Council professional development program to support and offer nurturing pedagogy to aspiring teacher leaders who plan to serve as leaders in their school districts.

This unique partnership between P-12 school districts and Appalachian State supports the overall growth and development of teacher leaders through programs such as the Partnership Leaders Council. The following article will describe an effort to support educator resilience as part of our partnership work. This work aligns with NAPDS Essential Standard #3, Professional Learning and Leading, as the program supports continuous professional learning for teachers. Such work is also guided by teacher interest and a desire to support one another through strong collaborations, respectful relationships, and teacher resilience practices.

A Unique Partnership

The Appalachian State University Public School Partnership (PSP) was established in 1987 to improve education in the local and regional public schools. The PSP focuses on the enhancement of teacher preparation and the professional development of teachers. The PSP Governing Board meets quarterly and is currently composed of thirteen public school unit superintendents, the PSP Director, the Reich College of Education Dean, Associate Deans, and Assistant Dean, as well as the Director of the Mathematics and Science Education Center (MSEC) in the Reich College of Education and representation from the Northwest Regional Educational Service Alliance (NWRESA).

The mission of the PSP is to provide equitable resources and support for all educators and students. One aim is to ensure all students have access to high-quality teaching. In 2021-2022, the

PSP has focused on “Innovations for Equity,” by bringing stakeholders together to identify, elevate, collaborate and scale innovative approaches to educational needs. One intent is to create regional solutions to contextual challenges that help to ensure equitable solutions to topics such as teacher shortages that are faced by all. Developing teacher leaders is a crucial part of this mission, and much of that work was recently addressed through the work of the Partnership Leaders Council. Although the original purpose of the Partnership Leaders Council was to connect and grow educational leaders in the areas of diversity, equity, and inclusion through shared resources, professional development, and recruitment experiences, it became evident through small group breakout discussions and pre-assessment survey data that participants needed more focused time to develop their own capacity and resiliency to do this leadership work.

Partnership Leaders Council

During the 2020-2021 academic year, the Partnership Leaders Council (PLC) provided a professional development opportunity to current and aspiring teacher leaders. The original intent was to focus on building teacher leadership capacity in partnering school districts. Led by a steering committee of faculty, staff members, and practitioners, quarterly sessions were offered to support teacher leadership growth. Participants completed an application process and were nominated by their university advisors or the superintendents in their districts. Each of the thirteen public school units contributed 3-5 interested teacher leaders for participation in the Partnership Leaders Council training program. The PLC quarterly sessions offered were focused on topics derived from a participant questionnaire; however, small group breakout conversations within those quarterly sessions often indicated a need for participants to dive deeper into matters of social and emotional wellness. Subsequently, the PLC leaders felt the need to provide more space and support for such topics. The leaders collected feedback in a survey that indicated a need for a session related to teacher leader resilience, as indicated by a response of 65% of participants wanting to explore this topic further.

Teacher Leader Resilience

Teaching and leading are grounded in the building of caring relationships. Meeting the academic, social, and emotional needs of students has always required a high degree of emotional energy, but the demands of the work have intensified due to challenges related to COVID-19. Many teachers have experienced compassion fatigue and secondary trauma (Wuest & Subramaniam, 2021). Plagued by physical and emotional exhaustion, teachers may feel ill-equipped and may question their own competence. In order to meet the needs of those they teach and lead, teachers must attend to their own wellness and resilience. Resilience is the ability to adapt, cope, and rebound in the face of difficulty (Aguilar, 2018). Resilience is also a protective factor in mitigating stress, and it can be strengthened with intention and attention.

The Resilience Training Session

In planning our session, we considered best practices in professional development and adult learning. Our teacher leader participants were self-directed and intrinsically motivated. The participants were P-12 pre-service and practicing teachers interested in leadership who volunteered and were recommended by their college advisors or their Superintendents. They came into our session with clear goals in mind, to acquire strategies for increasing their own resilience and to identify ways to lead their colleagues toward greater resilience. They wanted solutions that related

directly to their current professional challenges. Effective professional development emphasizes both active and interactive learning experiences (Hunzicker, 2011). Therefore, we, as two faculty members and the Director of Public School Partnership, planned a session that would involve them in discussion, problem-solving, and reflection related to their goals. We chose content and visual representations that would engage them cognitively and emotionally. Capitalizing on their prior knowledge, we integrated many opportunities for sharing their own experiences around resilience.

As leaders, knowledge of self and others is a powerful place from which to make decisions and respond to challenges. Understanding emotions, thoughts, beliefs, and habits is key to building resilience (Aguilar, 2018). With that in mind, we focused our session on concepts related to understanding and managing emotions. Emotional intelligence is the ability to understand and manage emotions in ways that help relieve stress, communicate effectively, empathize with others, overcome challenges, and de-escalate conflict (Goleman, 1995). We chose to organize our session content around four key areas critical to building resilience: Self-awareness, Self-management, Social-awareness, and Relationship management.

Self-Awareness

Self-awareness involves knowledge of different aspects of the self, including traits, behaviors, and feelings. It includes the ability to recognize and name emotions. According to sociologist Brene Brown (2021), in order to connect with others, we must first be connected with ourselves. Making sense of our own feelings and experiences requires knowing how emotions show up in our bodies, understanding the relationship between thoughts and emotions, and examining our reactions. When teachers develop awareness of their own emotions, they are better able to connect with students. Therefore, we included tools for naming and understanding emotions, such as Plutchik's Wheel of Emotions, in our session. Psychologist Robert Plutchik created Plutchik's Wheel of Emotions, which consists of 8 basic emotions: joy, trust, fear, surprise, sadness, anticipation, anger, and disgust (Plutchik, 2001). Each primary emotion has an opposite, and each emotion can exist in varying degrees of intensity. For example, anger is annoyance when it is least intense and rage when it is most intense. Emotions are complex, and being able to name distinct emotions is a helpful skill. With the increased demands brought on by COVID-19, teachers can benefit from attending to their own emotions.

Self-Management

Self-management is the ability to recognize how emotions impact behavior. It allows leaders to make thoughtful decisions about how to respond to events rather than reacting. Psychologist Shauna Shapiro (2020) calls this practice "mindful pausing." A moment of pause between a stimulus and a response can make the difference between a thoughtful response and a regrettable reaction. However, pausing is easier said than done. The limbic system, which controls emotions, is typically the first to respond in a stressful situation, causing us to react automatically and quickly instead of slowly and thoughtfully. But a pause gives the reasoning prefrontal cortex time to get moving. A pause gives leaders the space to see a situation clearly and choose a response, rather than automatically reacting in ways that may not serve them, others, or the situation. In the midst of a busy school day, challenges are often dealt with expediently, but not always effectively. Increased demands brought on by COVID-19 tempt teachers to quickly move through the day without pausing. Therefore, we incorporated tools for practicing mindful pausing into our session. We also shared a practice of periodically checking in on emotional states by assessing feelings and

corresponding thoughts. We suggested that teacher leaders pair this exercise with another routine task, such as filling up a water bottle. Checking in on their own emotional states throughout the day allows leaders to make adjustments and move to a more powerful state (Aguilar, 2018).

Social Awareness

Social awareness is the ability to accurately pick up on others' emotions and understand their states (Bradberry et al, 2009). This kind of empathy influences how teachers and leaders interact with students and colleagues and can help to build trust and strengthen relationships. Connecting with others in meaningful ways is a path to greater resilience (Wuest & Subramaniam, 2021). Therefore, we included several strategies for checking in with others in our session. For example, allowing a few minutes for each person to share celebrations and challenges at the beginning of a class or meeting can provide insight into emotional states. It's important to recognize that students and colleagues bring their whole selves into classrooms and schools, and events at home impact the ways they engage. Students needed additional empathy and support as they transitioned back into face-to-face instruction after school closures.

Relationship Management

The quality of relationships influences the level of resilience, particularly when facing a crisis. The more quality social support teachers and leaders can draw upon from family and friends, the more flexible and resilient they can be in stressful situations (Goleman, 1995). Having a support system in place provides a greater sense of efficacy and optimism (Aguilar, 2018). Because relationships are the main source of quality social support, learning to care for and properly manage relationships is an essential skill for building resilience. A few committed high-quality relationships can provide more resilience-building support than dozens of superficial low-quality relationships. However, high-quality relationships require ongoing attention and maintenance. We encouraged session participants to consider prioritizing relationships by scheduling time to focus on significant family members and friends.

Supporting a Resilient Community

An additional key area for teacher leaders to consider is how to foster a sense of community within the school. A thriving community is supportive, safe, and builds a sense of trust between its members. Leaders can support communities by encouraging members to understand their sphere of influence in their professional and personal lives. In other words, what are the things they can control, and what lies outside of their control? Supporting teacher resiliency means engaging in critical conversations about focusing on areas that *can* make the most impact. Conversely, worrying about areas beyond their control will drain teachers' energy. Reflecting on what is draining and what is energizing helps support resilience. Leaders can encourage teachers to let go of frustrating issues that are truly beyond their control and focus on those they can change (Aguilar, 2018). Time Management is also within an educator's control and is a crucial strategy to manage difficulties and maximize resilient outcomes (Mansfield et al., 2015). Building relationships, long-range planning, reflection, and teacher self-care are areas that teachers and leaders often forget to intentionally plan into their schedule (Robbins & Alvy, 2014). These activities support personal growth, organization, and resilience.

Results

Each participant received a PLC journal and specific prompts to reflect after each session. Participants also were asked to submit a video reflection at the conclusion of the year-long program. Data collected as a result of the resilience presentation included anecdotal data from participants. Participant A stated, “This presentation was exactly what I needed tonight.” Other students felt like the presentation was timely and relevant to their present-day needs. They seemed to appreciate the time and space to reflect in a way that was helpful. Participant B stated, “I appreciated the time and space to reflect on my own resilience as it relates to my position as an educator.” Another participant was appreciative of the encouragement she received during the session, as it was helpful to hear that she was not the only one struggling with specific aspects of resiliency and that there were strategies she could use to help herself. Participant C was reminded to “take care of yourself, so you can take care of your people, you can't pour from an empty cup.” Participant D stated, “When we look at ourselves we understand our context and learn to build resiliency.” Several participants felt that the content was relatable and transferable. At the end of the session, participants chose one strategy to implement in order to focus on building their own resiliency. Students reflected on their plan to implement their new strategy in their individual journals.

Recommendations

There continues to be a need for resilience training for teacher leaders and school administrators, as they strive to support students with multi-faceted needs as a result of Covid. Professional learning communities focused on increasing teacher resilience are a promising extension after a professional development session. Teachers involved in professional learning communities have reported a sense of renewal and recommitment to their students and the profession (Dallas, 2006). The structure itself serves to provide a greater sense of collegiality and less isolation. The community provides a means for conversations to help teachers understand and implement resilience-building strategies. Extending the learning around resilience in the context of a professional learning community is a recommended next step.

Conclusion

Teaching and leading have always been challenging, but the pandemic has exacerbated those challenges. Physical and emotional exhaustion breeds feelings of inadequacy and helplessness. In order to meet the needs of those they teach and lead, teachers must attend to their own wellness and resilience. Teacher leaders are continually faced with impediments to resiliency (daily stressors, lack of time, sickness, competing priorities, loss of control), but with intention, they can employ strategies to support the development of resilience. Attending to key areas of emotional intelligence can positively impact resilience while assisting teacher leaders in helping those they teach and lead develop greater resilience, as well.

In response to the expressed needs of teacher leaders in our Partnership Leaders Council, we offered a session focused on strategies for building resilience. Teacher leadership offers the potential for providing equitable resources and support for all students in our partnership districts. However, sustained teacher leadership is only possible if we attend to the well-being of teacher leaders. Participants responded positively to our initial offering, and we plan to continue supporting the resilience of teacher leaders through future initiatives in our ongoing Public School Partnership.

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Pedagogy of Care: Mentoring Preservice English Teachers Through a Creative Reflection Task

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Abstract: Two teacher educators and two preservice teachers reflect on a culminating creative reflection activity with suggestions for adapting the practice in future teacher education classrooms and implications of the benefits of group reflection practices, particularly in times of crisis. We noted how reflection can help students craft an ideal future self, the importance of building community in teacher education courses, the resilience of school-university partnerships even during virtual education, and the use of care as an intentional teaching practice.

KEYWORDS: pre-service teachers, teacher educators, reflection, school-university partnerships, resilience

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.

Contextualizing Our Practice

In the contemporary school climate—amid COVID, aftereffects of remote teaching, and resulting trauma in both students and teachers—in-service teachers report feeling more stressed than ever (Author, 2021; Perper, 2020; Fleckman et al., 2022; Yurt, 2022). Clinical teaching experiences have changed in many ways as a result of this stress. Some of the most notable shifts include the evolving preservice teacher (PST)/mentor teacher relationship (Shivers et al., 2022), an increased need for PST supports (Helmsing et al., 2022), and the changed pedagogical reasoning required of both in-service teachers and PSTs (Author et al., 2021).

As a result of the changes in field experiences, supporting PSTs has necessarily changed, both from the perspectives of their mentor teachers as well as from the perspective of teacher educators. In describing a strategy for supporting PSTs, the teacher educator authors of this piece thought there could be no voices more important to include than their own. To that end, we had two of the PSTs in our class write alongside us to convey the impact of this practice on their identity as both student and teacher. Their voices compose the *impact* section, and their keen eyes added value and a form of member checking through the rest of the article.

The teacher educator authors of this piece work with PSTs studying secondary English at a midsize private university in Texas. We teach in the tradition of Noddings (2012), who argues that care forms the foundation of ethics, and Freire (1963), who literally wrote the book on humanizing Pedagogy as a means for liberation. Good teaching by design must emphasize and support the wellbeing of the students. As we intentionally model teaching strategies in methods courses and PST seminars, we also intentionally model a culture of care through nurturing pedagogy for our PSTs. As we reflect on our own practices as teachers and teacher educators, we realize the vital component that reflection has served in our teaching lives and identities. The literature supports this assertion; reflection enables PSTs to grow in their teaching and to envision their ideal future teaching identities (Beauchamp & Thomas, 2010; Canabate et al., 2018; Dewey, 1903; Gomez, 1996; Ó Gallchóir et al., 2018; Reilly, 2005; Rogers, 2002). Since higher levels of job satisfaction and self-efficacy can have mitigating effects on stress and burnout (Yurt, 2022), the need to adequately prepare PSTs becomes even more vital.

Of the nine essentials described by the National Association for the Professional Development Schools (NAPDS), we were drawn to two which clearly align with our pursuits in supporting our students through a pedagogy of care through a creative reflection assignment: a PDS should embrace the preparation of educators through clinical practice (Essential 2), and that the clinical practice should be guided by a PDS relationship's commitment to reflective practice, responsive innovation, and generative knowledge (Essential 4).

To meet our responsibilities as teacher educators to prepare our PSTs through clinical practice, we responsively engaged in providing impromptu supports as their emotional needs arose. The explanation of our nurturing pedagogy ensues in three parts: first, a description of our supportive practice; second, the impact of this practice on our PSTs, written by them; and finally, a discussion of the implications of our practice in light of the existing literature.

Description of the Practice

Our students were in a junior-level course that serves as the first semester-long clinical experience in their certification area. PSTs met with one another and us, their instructors, on Monday mornings and then taught and observed in secondary ELAR classrooms Tuesdays–Fridays for the duration of the field experience. As they moved through the semester, we noticed

that more than in previous years, they seemed overwhelmed, stressed, and defeated. Though they still had much of the same campus supports through site coordinators and experienced mentor teachers, the demands of COVID and other environmental concerns tested the resilience of the PSTs and educators around the state. Because of this observation, rather than a written reflection paper submitted asynchronously on our online learning management software, we planned a culminating reflection activity. The activity featured three main components: connection, food, and reflection.

The first component, connection, was met in two main ways. First, we met with our in-person students in an outdoor picnic space on campus, while our three virtual students joined in via Zoom. Until this meeting, all our interactions were virtual, which felt limited and disconnected. We wanted to emphasize the relationships between the PSTs and with us as the instructors. To that end, we provided seating at tables that allowed for social distancing. We also included computer screens at the tables to ensure the inclusion of our virtual students and promote informal interaction between the in-person and virtual groups. The beginning of our activity was intentionally unstructured so the PSTs could get comfortable and unwind among peers. We immediately noticed a change in behavior. Where on Zoom students were fairly reserved, only offering responses and commentary when prompted; gathering together in person naturally facilitated free-flowing dialogue and laughter that was missing from previous sessions. To continue fostering this fellowship, we provided reflective opportunities through food and creative expression.

When the PSTs entered the courtyard, we encouraged our in-person students to load up their plates on their way to their seats. We offered a mix of comfort foods, like donuts and juice, breakfast sandwiches and fruit. Our virtual students were emailed gift cards to chain restaurants in advance so they could obtain their own breakfast and join us in our time of fellowship. The foods they chose for breakfast affected the first informal reflection in our conversation. Students found the food at the 12 o'clock position on their plates and answered the corresponding questions (see Table 1). Some of the successes shared included gaining confidence in teaching and building relationships with their students. Words of wisdom each tended toward the theme of remembering to breathe and trying to work ahead whenever possible. After a half hour of food and conversation, we brought out art supplies and shared the collaborative Google Slides presentation with reflection questions and an assigned slide for each student.

Table 1.
Food selection and corresponding reflection question

Food at 12:00 position of plate	Reflection question
Donut	biggest success in teaching this year
Fruit	words of wisdom for future PSTs in this course
Breakfast sandwich	a funny story from your clinical field experience
empty/other	[wild card] pick your favorite

Our PSTs used the Slides presentation and craft supplies to respond to an open-ended prompt reflecting on the semester: visually represent your semester teaching through the mixed media or through an online creation tool. The options of either the provided materials or the online

tools was an intentional choice to make the assignment more approachable for our virtual PSTs. After about 15 minutes for creation, the PSTs then took a photograph of their creation and added it to their assigned slide of the collaborative slide deck (see Figures 1–4). The structure of this activity (or lack of structure) allowed for a variety of interpretations to the prompt. One student chose to focus on skill representative words they recognized as essential to classroom teaching (Figure 2). Another harnessed the humor of memes to capture the range of emotions they experienced throughout the semester (Figure 3). Others focused on the relationships between the teacher and the students or the teacher and the school (Figures 1 & 4). The varied responses demonstrate the benefits of truly open-ended reflective tasks for PSTs: differentiation of media as well as of response resulted in artifacts as touchpoints for deep conversation and connection, whether through shared knowledge of popular television shows or discussions about ourselves as multifaceted creatures as modeled by a die.

Figure 1.



Figure 2.



Figure 3.



Figure 4.



The following section describes the impact of these reflective tasks from the perspectives of the PSTs who participated in them.

Impact of the Practice—The PSTs’ Perspectives

In our program, the spring semester of junior year is the first experience being in the field. Our experience was exciting and stressful all at once, just like trying anything else for the first time. In addition to learning to teach for the first time, we were practicing our teaching in COVID-protocol classrooms with some students in person, some virtual, and some on the roll as virtual but noticeably absent, and a large snowstorm overwhelmed the roads and power grid in Texas, shutting down school and leaving several of us stranded in our homes. By the end of the semester, each of us was exhausted. Despite the excitement and joy of teaching, the workload of trying to balance homework for coursework as an undergraduate student while simultaneously working in K–12 schools was challenging.

At the end of the spring semester, we had a special class where we all came together to talk, reflect, eat breakfast and craft. Of course, the real substance for this activity was the reflection (although the food was a welcome substance, too). The reflection activities and end-of-year

breakfast and craft session that our cohort completed at the end of the semester was a great way to reflect on the clinical teaching experience and to gear up for the senior year full-time internship. This time of reflection and fellowship was important in helping to form close relationships. As teachers, we value reflection as part of everyday life. It's one of those good-for-the-soul habits that benefits anyone practicing it. We were lucky enough to experience and practice reflection as part of our field experience seminar course; it was built in throughout the course and culminated in this final activity so that we could reflect as individuals and as a group. The whole event provided a real sense of comradeship—we had all experienced the trenches of being a teacher for the first time while COVID ran rampant on the streets and snowstorms froze our homes—and made us feel connected to one another, reminding us that we weren't ever really alone in our experiences and thoughts. It was so nice to know that more than just my mentor teacher knew what I was going through and to be able to discuss my experience with people in other contexts, grade levels, and campuses. The activity was great because we weren't just celebrating ourselves, we were celebrating and uplifting each other. We were one big disco ball reflecting one another's light. Our cohort of ELAR PSTs has been the strongest support network throughout the challenges of the past two years and stayed consistent even as our campus placements and mentor teachers shifted. The friendships created among our cohort have been so valuable because we are all sharing a similar experience in being a teacher and a student—this experience is one that few can fully understand without being in the position themselves. The many challenges of balancing work and school have been lessened because of the support and encouragement from our PST cohort. Relationship building opportunities like breakfast together, reflection, and other fun activities like crafting have provided opportunities for our cohort to grow closer together.

Group reflection is more complicated than individual reflection, because when reflecting with others, we had to be vulnerable with our colleagues and step outside of our own experiences to consider things from another perspective. Truthfully, it was something that before this experience we were unfamiliar with. This reflection activity was one in a long string of reflective tasks that helped us to grow in the skill of reflecting on our teaching and our teaching selves, and to check in with ourselves and our peers, encouraging others and taking note of what we needed to experience success and to stay healthy. The culminating reflection breakfast had us all together, celebrating and reflecting as a unit by sharing experiences and thoughts. The reflections we made throughout the semester, including the last big reflection activity we did together in person, contributed to the fond memories we have of that mess of a school year and our confidence in ourselves as teachers moving forward.

Implications and Discussion

We recommend a practice like this one to teacher educators across disciplines and geography but want to underscore that part of what made this reflective activity so effective was its responsiveness to our students. Similar tasks should take into account the needs of the PSTs as a whole group and as individuals. Outside its replicability, the implications of this practice are four-fold.

First, teacher educators can introduce reflection as a means for creating an “ideal teaching self” (Beauchamp & Thomas, 2010). Students’ reflection-on-action (Schon, 1983) prompts self-awareness and forward thinking, for they are able to intentionally engage how their perceptions have changed, what adjustments they will make going into a new year, and whether or not they feel prepared for their future classroom. This is particularly useful for PSTs as they navigate

evolving identities amid communities of veteran teachers (Beauchamp & Thomas, 2010). Purposeful reflection allows for deeper understanding of the PSTs personal commitments in the classroom. For example, the students who created the bear (Figure 1) and “Go Panthers!” illustration (Figure 4) explored their commitment to students and the school community. They emphasized the power of relationships in creating meaningful teaching experiences. The students who created the meme-based piece (Figure 3) and cube (Figure 2) dove into the nuances of their identities as instructors in the classroom and what skills—namely humor, adaptability, and an abundance of effort—they should foster for future classroom success. We certainly will be using this in-person creative reflection rather than asynchronous reflection papers when teaching this class in future semesters.

Second, as emphasized in our PSTs’ description of the impact of the activity, reflection is a community-building practice. This activity underscores the need for relationships and care during clinical experiences. Three specific actions, exemplified in this activity, contribute to the relationships necessary for sustaining a strong partnership during turbulent times. As course instructors, we were attuned to the emotional needs of our PSTs. In other words, we saw they were stressed, and we adjusted instruction to ensure they had space to breathe and unwind. This space was created through intentional fellowship. Not only did we eliminate the separation and disconnect that can be common in classes held over Zoom by meeting for our final class in person, but we also attempted to create a more natural gathering during which we ate and conducted casual, relational conversations outside of a physical classroom space, which further created an informal environment. Because some students still opted to participate in this activity remotely, we worked diligently to break down virtual barriers, recognizing that resilience is nurtured through the cultivation of reciprocal and mutually beneficial partnerships.

Third, virtual PST responses to the reflection activity reveal much about the school–university partnerships’ resilience. Though traditional practices required PSTs to be physically present in the classroom, our partner campuses went above and beyond to accommodate virtual PSTs, who taught in-person students while they themselves were remote. The PSTs planned lessons using online collaborative tools so students could collaborate in real time, removing the barrier of not being able to see student desks or papers easily during classwork. The clinical instructors hosting the PSTs met via video conferencing platforms like Zoom and Teams as well as by phone, text, and email. Site coordinators at each PDS campus checked in with the virtual PSTs and provided troubleshooting for technology with the clinical instructors. The way that we all worked together to support the PSTs and the clinical teacher while navigating the relationship appeared again and again in our reflective conversations (Figure 3 nods to some of these successes and challenges). While the perspectives in this article omit the vital voices of mentor teachers and site coordinators, the crucial role they played in supporting the PSTs was evident throughout the conversations and products in the reflection activity.

Fourth, and most encouragingly, care and, consequently, the hope born from knowing one is cared for, can serve as an intentional teaching practice and can be operationalized through small, intentional actions by teacher educators. Teacher educators must provide spaces in which students can reflect not only on growth and struggles, but on the humorous experiences and positive outcomes occurring in classrooms as well. The breakfast reflection questions provided students an opportunity to encourage each other and remind themselves that though the struggles of pandemic teaching were abundant, so were the moments of joy and light.

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Integrating Flourishing within PDS Partnerships to Support Students’ Mental Health and Wellbeing

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Abstract: Considering the critical need to support students’ mental health and wellbeing, this article outlines a standards-based approach that integrates flourishing within a high school English/Language Arts classroom and supports clinical practice and professional development in a professional development school (PDS). Using the book, *The Bean Trees*, the university liaison, mentor teacher, and intern worked together to co-teach a lesson that integrated flourishing, while also meeting curricular objectives. Moreover, the university liaison and mentor teacher used a gradual release model to support the student intern’s clinical practice. Lastly, the three stakeholders reflected on their clinical and professional learning. Implications for integrating flourishing in content areas to support students’ mental health and wellbeing through university-school partnerships are discussed.

KEYWORDS: professional development schools, partnership, flourishing, wellbeing

NAPDS NINE ESSENTIALS ADDRESSED:

Essential 2: A PDS embraces the preparation of educators through clinical practice;

Essential 3: A PDS is a context for continuous professional learning and leading for all participants, guided by need and a spirit and practice of inquiry

Essential 4: A PDS makes a shared commitment to reflective practice, responsive innovation, and generative knowledge.

Integrating Flourishing within PDS Partnerships to Support Students’ Mental Health and Wellbeing

Although high school students’ mental health has been particularly impacted by the COVID-19 pandemic (Thakur, 2020), research prior to the pandemic found that one in five youth meet criteria for a mental health disorder that impedes functioning across their lifetime, with anxiety being the most prevalent diagnosis (Merikangas, et al., 2010; Rossen & Cowan, 2014). Even for those students who do not meet the criteria for a mental health disorder, the absence of a mental illness does not necessarily signify good mental health (Keyes & Haidt, 2010). According to Keyes and Haidt (2010), “anything less than flourishing is associated with worse outcomes for individuals with and those free of mental illness” (p.102). Although there are multiple conceptualizations of flourishing (Witten et al., 2019), there is broad consensus that key components of flourishing include: (a) Mental and Physical Health, (b) Meaning and Purpose, (c) Close Social Relationships, (d) Character and Virtue, and (e) Happiness and Life Satisfaction (VanderWeele, 2017). Given that over half of adolescents are not flourishing (Van Schalkwyk & Wissing, 2010), it is imperative to integrate flourishing into PK-12 education.

Professional Development School (PDS) partnerships can serve as a unique pathway towards supporting professional growth of PDS partners and promoting PK-12 students’ flourishing. Focusing on NAPDS Essentials, 2, 3, and 4, we highlight an innovative, standards-based approach to support high school students’ flourishing within a PDS high school’s English/Language Arts (ELA) classroom. Moreover, we describe the gradual release and reflection processes used to support interns’ clinical practice and teaching, while affirming flourishing of PK-12 students in PDS partnerships. Lastly, we reflect on lessons learned as a demonstration of our commitment to continuous learning for all participants involved.

Integrating Flourishing in K-12 Content Areas

Given the impact that adolescent experiences can have on an individual’s future functioning, schools are critical in supporting student flourishing (Norrish et al., 2013). Researchers and practitioners have documented the need for an integrated approach to promote flourishing within school communities (Norrish et al., 2013; Seligman, et al., 2009). Larson and Chaturvedi (2021) suggested using a standards-based, multi-tiered approach to promote and support flourishing across three levels in schools. For instance, Tier-I supports include integrating flourishing within content; Tier-II focuses on providing supports to a small group; Tier-III includes mentoring and coaching as individualized supports (Larson & Chaturvedi, 2021). The *Education for Flourishing Standards* (see Figure 1; Larson et al., 2020) can guide educators across all three tiers in making instructional decisions to promote flourishing in schools (Larson & Chaturvedi, 2021). Using this multi-tiered support framework, integrating flourishing into classroom curricula is an example of a Tier-1 approach, whereby students engage with content related to the five domains of flourishing (VanderWeele, 2017). We used bibliotherapy (see Elley, 2014; Maich & Kean, 2004; McPherson-Leitz, 2018) to embed flourishing across academic curricula while also aligning with academic standards. The sections below describe how one PDS partnership team planned, implemented, and reflected on a lesson that integrated flourishing in an ELA 9/10 classroom.

Context, Setting, and Population

The “PDS team” consisted of a university liaison, mentor teacher, and intern. The university liaison was an assistant professor of special education at a local university; the mentor teacher was a special education teacher and member of the PDS coordinating council at “Great River High School” (pseudonym); the intern was receiving credentials for certification in ELA at “Our Lady University” (pseudonym), but at the time was fulfilling a long-term sub position in the ELA 9/10 classroom where the integrative approach took place. Generally, the university liaison is responsible for mentor training and support. Given this role, the university liaison trained the mentor teacher in flourishing as part of a larger PDS initiative at the school. The mentor teacher is generally responsible for supporting the intern’s clinical experience. In this case, both the mentor teacher and the university liaison supported the intern’s knowledge of flourishing and provided guidance on lesson implementation.

Great River High School has been a PDS partner with Our Lady University for over ten years. As one of thirteen high schools in this Mid-Atlantic County Public School district, Great River serves over 2,200 students each year. The majority of the school’s population are White (74%), followed by students who are Hispanic (9%), African American (8%), multi-racial (6%) and Asian, Pacific Islander, Alaskan (<5%). Teachers in the school are considered highly qualified – tenured and experienced – and staff turn-over is minimal each year. The university’s PDS partnerships support school improvement efforts in a reciprocal relationship. One school improvement plan foci is supporting students’ mental health and increasing students’ sense of belonging. Mental health and close social relationships are key components of flourishing (VanderWeele, 2017). As a response to this identified need, the university liaison and mentor teacher discussed ways to integrate flourishing in ELA 9/10 classroom. These discussions were the impetus for planning, implementing, and reflecting on integrating flourishing within the classroom.

Planning the Lesson: Responsive Innovation (Essential 4)

The *Education for Flourishing Standards* (Larson et al., 2020) were integrated with the Maryland College and Career Standards (MSDE, 2020) to create the lesson plan described in the following pages. The Maryland College and Career Standards were informed by the Common Core State Standards and guide content around what students should know and be able to do at various points during their time in school (MSDE, 2020). Integrating and combining the *Education for Flourishing Standards* (Larson et al., 2020) with the *Maryland College and Career Standards* (MSDE, 2020) across all content areas can be accomplished using a step-by-step process (see Figure 2).

Step 1: Selecting the Content Standard

The PDS partners selected the Reading Literature 9-10.3 Standard from the Maryland College and Career Ready Curriculum Framework (MCCRCF) for ELA (MSDE, 2020). Specifically, the standard reads: “Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme” (MSDE, 2020).

Step 2: Identifying the Resource

The PDS team identified *The Bean Trees* by Barbara Kingsolver (1989) as the resource to support the content standard because the characters experienced multiple or conflicting motivations. This text also had the potential to provide insight into flourishing.

Step 3: Connecting the Objective to Flourishing

Connecting the MCCRCF and the *Education for Flourishing Standards*, the PDS team created the following lesson objective: “By the end of the lesson, students will be able to evaluate characters’ abilities to flourish by analyzing specific examples of flourishing from the book, *The Bean Trees*.” During the lesson, students were responsible for defining flourishing for each domain (HF1.1, 2.1, 3.1, 4.1, 5.1, 6.1) and analyzing resources to draw connections between (character) actions and each domain of flourishing (HF1.4, 2.4, 3.4, 4.4, 5.4, 6.4).

Step 4: Writing the Lesson

The PDS team used the three stages of backward design to plan the lesson (McTighe & Wiggins, 2012). Specifically, they identified the desired results, determined formative and summative assessments aligned to the objective, and planned meaningful instructional activities aligned with the objective and the assessments (Drost & Levine, 2015; McTighe & Wiggins, 2012). The PDS team drafted the lesson plan based on the elements outlined in the required university lesson plan template, which is used by teacher candidates in methods courses and internship experiences (see Figure 3).

Teaching the Lesson: Supporting Clinical Practice (Essential 2)

The gradual release of responsibility model (Pearson & Gallagher, 1983; Mann et al., 2020) was modified to support clinical practice and intern learning (see Figure 4). In the traditional gradual release model of instruction suggested by Pearson & Gallagher (1983), a teacher shifts from assuming all the responsibility for performing a task to supporting students in assuming responsibility for task performance. Mann and colleagues (2020) suggested a similar process in co-teaching in professional development schools. To support clinical practice, we used a gradual release model that included three steps: 1) modelling, 2) co-teaching, and 3) release.

This lesson was taught four times. The university liaison and mentor teacher co-taught and modeled the first and second lesson implementation for the intern. During the first implementation, the intern took notes on the lesson’s structure and identified questions she had about the content related to flourishing (e.g., “Can the examples you use from the book to highlight a domain of flourishing be related to more than one domain?”). During the second implementation, the intern focused on processes and activities used to formatively assess and engage students (e.g., questioning). After each implementation, the PDS team evaluated student engagement and understanding of the lesson objective.

During the third iteration, the intern co-taught the lesson with the mentor teacher while the university liaison observed. After the third iteration, the intern was asked what she perceived to go well. She identified five strengths: (a) her one-on-one engagement with students, (b) her animated reading of examples from the book, (c) her movement around the room, both when reading and when the students worked in groups, (d) her preparedness to teach the lesson, and (e) her expressed gratitude towards students for their participation. She also identified three areas for improvement: (a) using transitions; she said she needed a cue from her mentor teacher to move

from one activity to the next; (b) soliciting more participation; she recognized the same students were responding; (c) classroom management, especially with regards to students having their phones out; she was uncertain as to how to address that behavior. After talking through each strength and challenge, the PDS team decided that she would focus on questioning strategies to solicit student participation during the teaching to the last class.

During the fourth lesson, the intern taught the lesson independently. After the lesson, the intern reflected on what went well and upon what she wanted to improve. She observed that student participation increased based on the strategies shared during the last debrief. When asked to clarify which strategies she used, she mentioned: (a) saying, “yes, why?” (b) using non-verbal participation options (e.g., thumbs up/ down), and (c) walking around to review what students had written *before* the group discussion and saying, “Oh, I like that response. Say that during our discussion.” The intern cited that she wanted to improve her pacing and time management. Again, the PDS team talked through each strength and challenge.

In reviewing student work samples with the intern, the PDS team agreed that students could define flourishing and evaluate characters’ abilities to flourish by identifying specific examples from the book, thereby meeting the lesson objective. Moreover, the team discussed how the lesson allowed students to analyze their individual flourishing by completing and discussing (broadly as a group) their reflections of the *Human Flourishing Index- Adolescent Version* (VanderWeele, 2019; see Appendix B). During the discussion, the PDS team recalled that many students said the index allowed them to “look deeper” at themselves. One student commented that he had never thought about the statements on the index before. Taken together, these student comments highlight preliminary benefits of using such an index with students.

Reflecting on the Lesson: Professional Learning (Essential 3)

After the final lesson, the PDS team also reflected on their individual learning experiences. Specifically, the university liaison asked each PDS team member to respond to three questions: (a) How did this experience support your professional learning and/or clinical practice? (b) How could the experience have been improved to better support your professional learning and/or clinical practice? (c) What additional reflections about the experience would you like to add? Below is a synthesis of the responses offered by each PDS team member based on those guiding questions.

Supporting Clinical Practice: An Intern’s Perspective

The intern noted that the experience supported her clinical practice by building her skills as a reflective practitioner (Badiali & Titus, 2010). Upon reflection of teaching the *Flourishing and the Bean Trees* lesson, she reported beginning to understand her students more deeply, which changed her perspective and influenced her decisions about various behavior management and instructional strategies she would use in the future.

In reflecting on the students’ discussion of the *Human Flourishing Index*, particularly in relation to the physical health domain, the intern said she never realized the extent to which sleep deprivation affected her students. She noted feeling more sympathy for her students whose heads went down during class and vowed to use gentle reminders, more engaging instruction, and provide support around time management skills (rather than more reactive or punitive strategies) in the future. To this end, the intern suggested giving the *Human Flourishing Index* to students earlier in the semester so teachers could know what areas students need support in and

consequently what practices would be most helpful to include during instruction. She also suggested having students set and evaluate goals related to their own flourishing.

Most notably, the intern also recognized the importance of delivering relevant curriculum, which is foundational to both effective behavior management and instruction (Nagro et al., 2019). The intern reported increases in students' participation during these lessons and attributed these changes to the novel's relevancy when examining it through a flourishing lens. Integrating flourishing in curriculum elevates relevancy (Brighthouse, 2008; Reiss & White, 2013). In this instance, students were encouraged to reflect about their own lives through the actions of characters in *The Bean Trees* for the purpose of knowing how they could flourish in their own lives. Moreover, the intern expressed receiving insightful input from students about the novel's characters. In short, integrating flourishing into the lesson not only helped students dive more deeply into the novel's characters- thereby meeting academic standards, but also helped build their knowledge about their individual flourishing- thereby aligning with the *Education for Flourishing Standards* (Larson et al., 2020). The intern suggested that in the future, flourishing could be integrated throughout the year using other literature.

Finally, the intern noted learning strategies for increasing participation, managing transitions, and improving her questioning, thereby making subtle but significant choices that she and the PDS team believed would help establish relevancy and prompt deeper thought about effective pedagogy and teaching methods. She said having feedback before the final lesson was also helpful to increase her confidence and replace worries with instructional strategies that made her delivery stronger (Smith, et al., 2016).

Supporting Professional Learning: A Mentor Teacher's Perspective

Scholarship on mentoring suggests that co-teaching during the internship experience enhances student learning (Badiali & Titus, 2010). In the approach described in this article, the PDS team ensured collaborating during the planning, implementing, and reflecting stages. The mentor teacher noted how the relationship between the university and the high school, "keeps things fresh" and introduces new insight on educational pedagogy. She also noted how integrating flourishing into the curriculum "brings our educational system into 2022," with an emphasis on student wellbeing. The mentor teacher believes integrating the *Education for Flourishing Standards* is essential so students can reflect on their own flourishing: "As [students] are introduced to the characters in their novels, they realize that they are not alone and that all human beings are presented with challenges." Moreover, the mentor teacher explained that integrating the flourishing standards into curriculum fosters community and connection between students and teachers, making classrooms safe places for students to work through challenges. The mentor expressed becoming more open to welcoming future interns in her classroom because it "heightened the learning experience for students." Lastly, the mentor teacher noted that using the gradual release model could provide interns with confidence integrating the flourishing standards to curriculum on a weekly basis, thus making flourishing part of their teaching and supporting K-12 students' wellbeing.

Responsive Innovation: A University Liaison's Perspective

The university liaison acted as an instructional coach for both the intern and the mentor teacher. Specifically, the university liaison is a Senior Fellow of the Community of Practice (CoP) at the Human Flourishing Program at Harvard University. She invited the mentor teacher to join

the CoP and also to attend the *Education for Flourishing Conference* as a panelist and attendee in 2020. After the conference, the university liaison and the mentor teacher worked together to integrate flourishing into the school as part of the PDS partnership. In addition to providing additional support and guidance around the content (i.e., flourishing), the university liaison also served as a liaison between the intern, mentor teacher, school, and university (Smith et al., 2016). Despite her supportive role, the university liaison also expressed benefitting professionally from the experience.

The liaison expressed moving from a theoretical understanding of integrating the *Education for Flourishing Standards* (Larson et al., 2020) towards practical application in a PDS partnership. She recognized that she could have given more opportunities for the intern and mentor teacher to lead and learn, especially during the planning phase- as much of the initial planning was done by the university liaison and reviewed by the other team members for feedback. In the future, the university liaison would advocate for more balance during planning since there are numerous benefits associated with co-planning (i.e., partnership buy-in and insight into what students need).

Another important lesson for the liaison was her collaboration with the university's PDS Coordinator prior to and following the experience. During these meetings, the PDS coordinator helped the university liaison to unpack some important aspects to improve and support the PDS partnership. For instance, the PDS Coordinator consistently encouraged the university liaison to be more explicit about how decisions made during this innovative experience were linked to research.

Discussion

The purpose of this paper was to present the process used by one PDS partnership to integrate the *Education for Flourishing Standards* (Larson et al., 2020) to support students' mental health and wellbeing. After participating in this collaborative experience, all PDS stakeholders – the intern, the mentor, and the university liaison – emphasized the benefits of integrating flourishing using the *Education for Flourishing Standards* (Larson et al., 2020) within a PDS model. In addition, the collaboration was effective in supporting clinical practice and professional learning.

The experience enhanced the intern's active participation in the school and PDS community and in the shared decision-making process of educating PK-12 students. Using a gradual-release model, this process allowed the intern to connect university coursework to clinical experience in preparing for her future role as a high school ELA teacher. In addition to the intern's active participation in the lesson's planning and execution, both the mentor teacher and university liaison reported personal and professional growth resulting from the collaboration. Participating in the collaborative process promoted the mentor teacher's active reflection as she answered questions about her professional decision-making before, during, and after the co-taught lesson. She reported being more thoughtful and deliberate in planning the lesson and reflecting on student learning as the lesson unfolded. She admitted that this might not have occurred had she not been provided with the opportunity to work with her PDS partners. The university liaison reported moving towards a practical application of the innovative practice, as well as developing her understanding of using instructional coaching to improve the PDS partnership. Taken together, this experience allowed all three partners to share in the creative application of an innovative practice that promoted leadership capacities and skills.

Finally, all stakeholders contributed to current school improvement efforts focused on supporting students' mental health and increasing students' sense of belonging, two key

components of flourishing, at the school. Incorporating both theoretical and practical knowledge in aligning state academic and flourishing standards, PDS partners addressed the unique context and culture of teaching and learning at the school. The classroom acted as a living laboratory as PDS partners applied an innovative strategy to generate new knowledge about teaching and learning. Modeling the process of serving as both leaders and learners, the PDS team advocates replicating this strategy and integrating flourishing across other content areas and grade levels in PDS partnerships.

Limitations

Although the stakeholders of the process reported benefits of participation, it is necessary to address certain limitations. For instance, more training around the concept of flourishing could have been provided to the intern. In the future, we would recommend providing training to the intern and including the intern into the other flourishing integration efforts in the school building. Additionally, this was only one lesson in an entire school year. We would recommend beginning with the concept of flourishing earlier on in the school year and integrating flourishing into several lessons throughout the year. Before committing to this endeavor, however, we wanted to ensure that the process was feasible. Lastly, we do not know the extent to which students were satisfied with this approach or the extent to which it supported their flourishing. Future studies should take student perspectives about the lesson and process into consideration.

Conclusion

The COVID-19 pandemic highlighted the existing need to support students' mental health and wellbeing (Thakur, 2020). In this particular case, the PDS partners worked together to support both academic and overall wellbeing needs using a Tier-I integrative approach whereby the concept of flourishing was brought to the forefront of an ELA classroom's content. The PDS team planned the lesson using research-based frameworks and concepts (i.e. bibliotherapy; Elley, 2014; Maich & Kean, 2004; McPherson-Leitz, 2018), backwards mapping (McTighe & Wiggins, 2012), and a modified gradual release co-teaching model (Pearson & Gallagher, 1983; Mann et al., 2020) to support decisions throughout their process of planning, teaching, and reflecting. Moreover, aligning the work to PDS Essential 3 encouraged the team to intentionally reflect on their professional learning. Lastly, the processes used to integrate flourishing into a high school classroom as a response to identified students' mental health and wellbeing needs could be replicated in other PDS partnerships, classrooms, content areas, and grade levels. In the future, we hope that more PDS teams work together to disseminate the work that they are doing to support the mental health and wellbeing of their students by integrating flourishing across school curricula and practices.

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Figure 1

Education for Flourishing Standards (Larson, Chaturvedi & Lee, 2020)

<p>Standard I: Happiness and Life Satisfaction</p> <p>HF1.1: Define happiness and life satisfaction.</p> <p>HF1.2: Identify factors that promote happiness and life satisfaction.</p> <p>HF1.3: Apply tools of flourishing to increase happiness and life satisfaction.</p> <p>HF1.4: Analyze resources and draw connections between actions and happiness/ life satisfaction.</p> <p>HF1.5: Evaluate various strategies that contribute to happiness and life satisfaction.</p> <p>HF1.6: Create an action plan to increase happiness and life satisfaction.</p>	<p>Standard IV: Character and Virtue</p> <p>HF4.1: Define character and virtue.</p> <p>HF4.2: Identify factors that promote character and virtue.</p> <p>HF4.3: Apply tools of flourishing to increase character and virtue.</p> <p>HF4.4: Analyze resources and draw connections between actions and character/ virtue.</p> <p>HF4.5: Evaluate various strategies that contribute to character and virtue.</p> <p>HF4.6: Create an action plan to increase character and virtue.</p>
<p>Standard II: Mental and Physical Health</p> <p>HF2.1: Define mental and physical health.</p> <p>HF2.2: Identify factors that promote mental and physical health.</p> <p>HF2.3: Apply tools of flourishing to increase mental and physical health.</p> <p>HF2.4: Analyze resources and draw connections between actions and mental/ physical health.</p> <p>HF2.5: Evaluate various strategies that contribute to mental and physical health.</p> <p>HF2.6: Create an action plan to increase mental and physical health.</p>	<p>Standard V: Close Social Relationships</p> <p>HF5.1: Define close social relationships.</p> <p>HF5.2: Identify factors that promote close social relationships.</p> <p>HF5.3: Apply tools of flourishing to increase close social relationships.</p> <p>HF5.4: Analyze resources and draw connections between actions and close social relationships.</p> <p>HF5.5: Evaluate various strategies that contribute to close social relationships.</p> <p>HF5.6: Create an action plan to increase close social relationships.</p>
<p>Standard III: Meaning and Purpose</p> <p>HF3.1: Define meaning and purpose.</p> <p>HF3.2: Identify factors that promote meaning and purpose.</p> <p>HF3.3: Apply tools of flourishing to increase meaning and purpose.</p> <p>HF3.4: Analyze resources and draw connections between actions and meaning/purpose.</p> <p>HF3.5: Evaluate various strategies that contribute to meaning and purpose.</p> <p>HF3.6: Create an action plan to increase meaning and purpose.</p>	<p>Standard VI: Financial and Material Stability</p> <p>HF6.1: Define financial and material stability.</p> <p>HF6.2: Identify factors that promote financial and material stability.</p> <p>HF6.3: Apply tools of flourishing to increase financial and material stability.</p> <p>HF6.4: Analyze resources and draw connections between actions and financial and material stability.</p> <p>HF6.5: Evaluate various strategies that contribute to financial and material stability.</p> <p>HF6.6: Create an action plan to increase financial and material stability.</p>

Figure 2
Integrating Flourishing within Content Areas

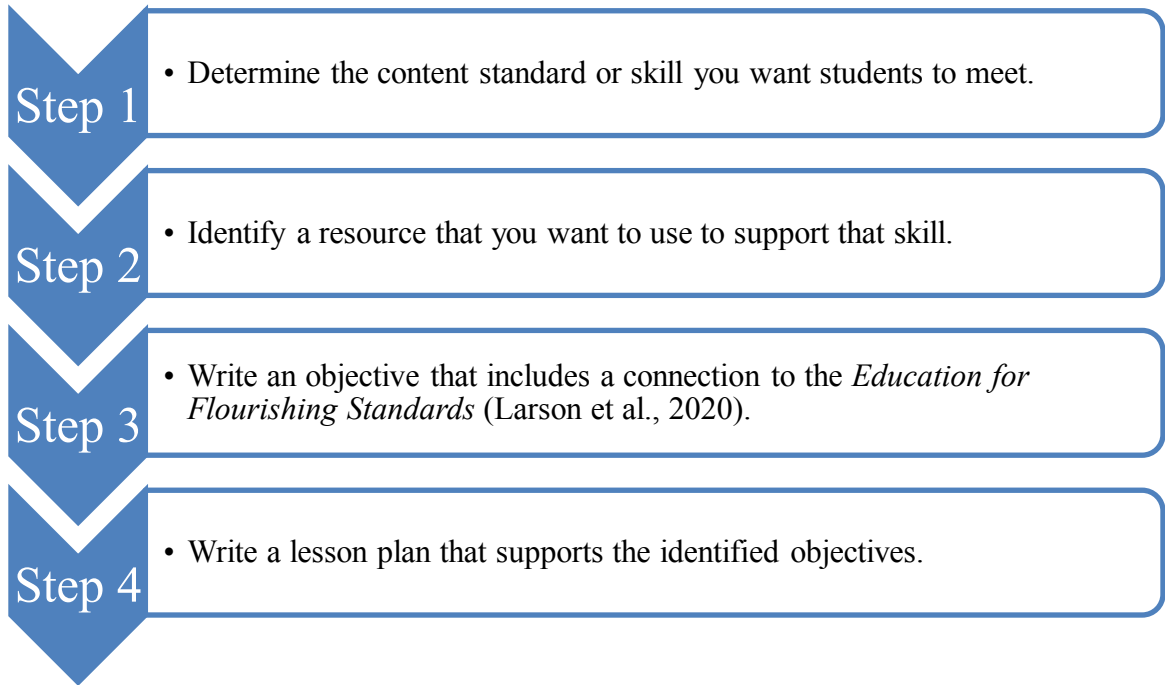


Figure 3Flourishing and *The Bean Trees* Lesson Plan

Teacher Name: (Mentor), (Intern), and (University Liaison)	Student Grade Level: Grade 10
Subject: General Education Co-taught ELA classroom	

Section One: Value of the Lesson

<p>Student Focused Instructional/Content Standard:</p> <p>Name of Content Standard: Maryland College and Career Ready Curriculum Framework English Language Arts</p> <p>Standard: RL3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (SC, 9-10)</p>
<p>Education for Flourishing Standard(s): Identify standard and connection to standard</p> <ul style="list-style-type: none"> • HF1.1, 2.1, 3.1, 4.1, 5.1, 6.1: Define flourishing for each domain • HF1.4, 2.4, 3.4, 4.4, 5.4, 6.4: Analyze resources to draw connections between (character) actions and each domain of flourishing
<p>Teacher Focused Professional Standards: Danielson Framework Components</p> <p>Name of Professional Standard: Instruction</p> <p>Description of Standard: In the classrooms of accomplished teachers, all students are highly engaged in learning. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and the learning of others. Teacher explanations are clear and invite student intellectual engagement. The teacher’s feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.</p>
<p>Central Focus / Essential Question: What does it mean to flourish? To what extent are various characters in <i>The Bean Trees</i> flourishing?</p>
<p>Lesson Objective: By the end of the lesson, students will be able to evaluate characters’ abilities to flourish by analyzing specific examples of flourishing from the book, <i>The Bean Trees</i>.</p>

<p>Formative Assessments: Students will be formatively assessed during the lesson by...</p> <ol style="list-style-type: none"> 1. Defining terms pertaining to flourishing. 2. Discussing examples from their own lives that pertain to each of the domains of flourishing. 3. Identifying examples from the book related to each of the flourishing domains. 4. Justifying how the examples from the book are related to the flourishing domains. 5. Selecting a character with which they most identify in terms of their flourishing and justifying their response. 	
<p>Summative Assessment: Students will be assessed at the end of the lesson by completing ONE of the following questions:</p> <p>Pick one character from <i>The Bean Trees</i>. Are they flourishing? Why or why not? Justify your response by using at least two examples from the book and at least two domains of flourishing. <i>Example:</i> [Character] [is/ is not] flourishing. To flourish means [put into words your understanding of flourishing]. [Character]...</p> <p>Pick one character from <i>Bean Trees</i>. Identify one flourishing domain that they are most successful in and one domain that they may want to improve. If you were friends with them, how might you guide them to improve on that domain? <i>Example:</i> [Character] [is/ is not] most successful in the domain of [identify domain] and less successful in the domain of [identify domain]. If I were friends with them, I would ask them to...</p>	
<p>Academic Language Demands (What language/vocabulary do <u>students</u> need in order to understand, communicate, and/or perform this lesson? What FUNCTION of language are you addressing? What syntax or discourse are related to the lesson?)</p>	<p>Academic Language Support (What supports or scaffolding will <u>you</u> provide for students to be successful with the academic language demand?)</p>
<p>Vocabulary and/or Symbols</p> <p>Flourishing</p>	<p>Provide a web for the term “flourishing.” This will include the domains of flourishing outlined by VanderWeele (2017) which include physical and mental health, character and virtue, meaning & purpose, happiness and life satisfaction. Students will sort these terms with their corresponding definitions. Students will discuss examples from their own lives.</p>
<p>Language Function: Justify</p>	<p>Teachers will provide a graphic organizer that asks students to identify examples of flourishing from the book that are aligned with each domain. Students will justify their example concept of flourishing using key words from the definitions provided.</p>
<p>Syntax and/or Discourse: Using the definitions as well as the graphic organizer, students will be asked to reflect on the question: “Pick one</p>	<p>Teacher will provide topic sentence starters for students (i.e., [Character] [is/ is not] flourishing.</p>

<p>character from <i>The Bean Trees</i>. Are they flourishing? Why or why not? Justify your response by using at least <u>three</u> examples from the book and at least <u>two</u> domains of flourishing.” Students may volunteer to share their exit tickets.</p>		<p>To flourish means [put into words your understanding of flourishing]. [Character]...</p>
Instructional Sequence	Approx. Time	Procedure
Planned Beginning	20 minutes	<p>Teachers will ask students what they know about the term, “flourishing” (i.e., What does it mean? Where have they heard the term? etc.).</p> <p>Teacher will ask students to complete Harvard’s <i>Human Flourishing Index- Adolescent Version</i> (VanderWeele, 2019). Discuss what areas they are doing well in and what areas they want to improve. Teacher will debrief with the class:</p> <ul style="list-style-type: none"> • What are your general thoughts about the survey? • What did you learn about yourself? • What areas are you doing well? • What areas would you like to improve? • What actions can you take to improve your flourishing?
Development of New Learning	~10 minutes (each step)	<p><u>Step 1</u>: Teacher will review the definitions of flourishing and the graphic organizer with students:</p> <p><u>Step 2 (Teacher Model)</u>: Teacher will read four examples from the book, <i>The Bean Trees</i> and ask students which domain(s) of flourishing each example is related to. Students will justify their responses.</p> <p><u>Step 3 (Pairs/ Small Groups)</u>: Students will work in groups to find other examples from the book that are related to each of the flourishing domains.</p> <p><u>Step 4 (Whole Group)</u>: Sharing and discussion will occur. Pairs/ small groups will share their examples with the whole class.</p>
Planned Ending or Closure	10 minutes	<p>First, the teacher will ask students to explain what they learned today and how that was relevant to their lives.</p> <p>Next, the teacher will ask students, “Which character do you <i>most</i> identify with in terms of their flourishing? Students will be asked to discuss examples of flourishing from their own lives that relate to the character with whom they identified.</p> <p>Next, the teacher will ask students to complete the exit ticket.</p> <ul style="list-style-type: none"> • Pick one character from <i>The Bean Trees</i>. Are they flourishing? Why or why not? Justify your response by using at least <u>three</u> examples from the book and at least <u>two</u> domains of flourishing. <ul style="list-style-type: none"> • Example: [Character] [is/ is not] flourishing. To flourish means [put into words your understanding of flourishing]. [Character]... <p>OR</p>

		<ul style="list-style-type: none">• Pick one character from Bean Trees. Identify one flourishing domain that they are most successful in and one domain that they may want to improve. If you were friends with them, how might you guide them to improve on that domain?<ul style="list-style-type: none">• Example: [Character] [is/ is not] most successful in the domain of [identify domain] and less successful in the domain of [identify domain]. If I were friends with them, I would...
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Appendix A

Flourishing and the Bean Trees: Graphic Organizer

Directions: Use the graphic organizer below to identify examples of flourishing in the book. Then, justify why each of those is an example (or non-example) of flourishing.

Flourishing Domain	Definition (Chaturvedi, 2020)	Example from the Book	Justification: How is this example connected with the concept of flourishing?
Physical Health	a state when we are using our physical body to its fullest potential		
Mental Health	“good” mental health is a state where we are responding to life instead of reacting to it		
Financial and Material Stability	having the ability to pay for the basics (food, shelter, utilities) and still have money for unexpected bills, emergencies and retirement. Confident and stress-free about meeting monthly expenses; spending less than you earn		
Close Social Relations	having relationships that are satisfying and fulfilling and that help us be the best version of ourselves		
Character and Virtue	having the wisdom do the right thing at the right time; being a just and courageous person		
Meaning and Purpose	having an understanding about why we are born, what we are here to do, and how to get there by using our unique talents, gifts, and skills		
Happiness and Life Satisfaction	having the understanding and skills to live a life that is fulfilling and satisfying; taking the “long-view” of life and working towards a more lasting state of peace, happiness, and contentment		

Appendix B

**Flourishing Index—Adolescent Version**

Please respond to the following questions on a scale from 0 to 10:

1. Overall, how satisfied are you with life as a whole these days?
0 = Not Satisfied at All, 10 = Completely Satisfied
2. In general I consider myself a happy person.
0 = Strongly Disagree, 10 = Strongly Agree
3. In general, how would you rate your physical health?
0 = Poor, 10 = Excellent
4. How would you rate your overall mental health?
0 = Poor, 10 = Excellent
5. Overall, to what extent do you feel the things you do in your life are worthwhile?
0 = Not at All Worthwhile, 10 = Completely Worthwhile
6. I am doing things now that will help me achieve my goals in life.
0 = Strongly Disagree, 10 = Strongly Agree
7. I always act to promote good in all circumstances, even in difficult and challenging situations.
0 = Not True of Me, 10 = Completely True of Me
8. I am always able to give up some happiness now for greater happiness later.
0 = Not True of Me, 10 = Completely True of Me
9. I am content with my friendships and relationships.
0 = Strongly Disagree, 10 = Strongly Agree
10. I have people in my life I can talk to about things that really matter.
0 = Strongly Disagree, 10 = Strongly Agree
11. My family has enough money to live a truly decent life.
0 = Strongly Disagree, 10 = Strongly Agree
12. How often do you worry about safety, food, or housing?
0 = Worry All of the Time, 10 = Do Not Ever Worry

These 12 items have been adapted for use with adolescents (generally 12-18 years old, but possibly younger) to assess several important domains of flourishing including: Happiness and Life Satisfaction (Items 1-2), Mental and Physical Health (3-4), Meaning and Purpose (5-6), Character and Virtue (7-8), and Close Social Relationships (9-10). A sixth domain, Financial and Material Stability (11-12) is an important means to sustain the other domains over time. The background and motivation for most of these items and the flourishing domains can be found in: VanderWeele, T. J. (2017). [On the promotion of human flourishing](#). *Proceedings of the National Academy of Sciences, U.S.A.*, 31:8148-8156. Four items from the original flourishing measure were considered unsuitable for children and the following new items were adapted from other measures. Item 2: Lyubomirsky, S., & Lepper, H. (1999). A measure of subjective happiness: Preliminary reliability and construct validation. *Social Indicators Research*, 46, 137-155. Items 6 and 10: Carle, A., McIntosh, H., Moore, K. A., Lippman, L., Guzman, L., Ramos, M. F., Kuhfeld, M. Ryberg, R. & Caal, S. (2014). *Flourishing Children: Defining and Testing Indicators of Positive Development*. New York, NY: Springer. Item 11: Patrick, D. L., Edwards, T. C., & Topolski, T. D. (2002) Adolescent quality of life, part II: Initial validation of a new instrument. *Journal of Adolescence*, 287-300. This material is still under development. If citation is needed please use: VanderWeele, T.J. Measures of community well-being: a template. In: M. Lee, L.D. Kubzansky, and T.J. VanderWeele (Eds.). *Measuring Well-Being: Interdisciplinary Perspectives from the Social Sciences and the Humanities*. Oxford University Press, forthcoming. Human Flourishing Program, at Harvard University Program Website: <https://hfh.fas.harvard.edu/>

**Reimagining Resources:
Creating Spaces that Explore Multicultural Literacies**

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Abstract: This manuscript describes the ways in which we, university professors and directors, reimagined and transformed existing university classrooms to become shared spaces where the cultural identities of children of historically marginalized communities are recognized as rich contexts for learning. A summer camp for emergent bilinguals (Camp *Somos*) and The Williams Family Multicultural Literacy Collaborative (The Literacy Collaborative) invite unique connections between our university and partnership schools. In these spaces, children’s cultural identities and multicultural literature are central to the physical environment, curriculum development, and program experiences. Camp *Somos* and The Literacy Collaborative celebrate diversity in caring, inclusive, and equitable spaces.

KEYWORDS: multicultural education; multicultural children’s literature; school-university partnerships; bilingual education

NAPDS NINE ESSENTIALS ADDRESSED:

Essential 1: A Comprehensive Mission: A professional development school (PDS) is a learning community guided by a comprehensive, articulated mission that is broader than the goals of any single partner, and that aims to advance equity, antiracism, and social justice within and among schools, colleges/universities, and their respective community and professional partners.

Essential 3: Professional Learning and Leading: A PDS is a context for continuous professional learning and leading for all participants, guided by need and a spirit and practice of inquiry.

Essential 8: Boundary-Spanning Roles: A PDS creates space for, advocates for, and supports college/university and P–12 faculty to operate in well defined, boundary-spanning roles that transcend institutional settings.

Essential 9: Resources and Recognition: A PDS provides dedicated and shared resources and establishes traditions to recognize, enhance, celebrate, and sustain the work of partners and the partnership.

Reimagining Resources: Creating Spaces that Explore Multicultural Literacies

“If you build it, they will come.” Ray Kinsella’s mantra (*Field of Dreams*, 1989) ran through our minds as we sought ways to build strong collaborations and respectful relationships between our university and local schools. As professors and directors at a university, we are committed to creating culturally responsive and sustaining learning contexts within and among our partnership schools. Essential 4: Reflection and Innovation states “A PDS makes a shared commitment to reflective practice, responsive innovation, and generative knowledge” (NAPDS, 2021). Doing this innovative work requires that we think outside the box, as we seek to identify and utilize resources readily available to us in new and creative ways. For us, this meant transforming existing university classrooms to shared spaces (expanding boundaries) where the cultural identities of children of historically marginalized communities are recognized as rich contexts for learning (expanding knowledge). Providing unique connections between our university and partnership schools, the summer camp for emergent bilinguals (Camp Somos) and The Williams Family Multicultural Literacy Collaborative (The Literacy Collaborative) are intentionally designed to celebrate diversity in caring, inclusive, and equitable spaces.

Literature Review/Conceptual Framework

How do we create and sustain culturally responsive learning contexts that are inclusive, caring, equitable, and that celebrate diversity? This question guides our work as we intentionally seek to address educational inequities that harm students of historically marginalized communities. “Opportunities to gain access to the most generally useful knowledge have traditionally been poorly distributed within and among most schools” (Goodlad, Mantle-Bromely, & Goodlad, 2004, p.30). We work to disrupt that narrative with our partnership schools by providing spaces for children where they are seen, heard, and valued through culturally relevant and culturally sustaining teaching practices (Alim & Paris, 2017; Ladson-Billings, 1994). Of critical importance to these practices is the centering of “linguistic, literate, and cultural pluralism as part of schooling for positive social transformation” (Alim & Paris, 2017, p. 1). Culturally sustaining teaching utilizes culturally authentic texts and materials in ways that are designed to “build, extend, and sustain students’ local and cultural knowledge” (Nash, Panther, & Arce-Boardman, 2017, p. 605). These tenets guide our decisions as we select texts and materials, develop curriculum, and plan experiences.

Through the careful selection of read-alouds, reader response activities, and classroom materials, we provided mirrors (Bishop, 1990) for children to see themselves and share their lives. It was important to us that we focus on multicultural literature in these spaces as most of what children see in classrooms and marketing materials highlight the works of White authors and illustrators (McNair, 2008). Therefore, our intention was to strategically select texts and experiences that cultivate a space for children “where who they are and what they know is understood and treated with respect” (Fu, Hadijoannou, & Zhou, 2019, p. 28). Collaborating with school partners, teacher educators, PK-12 educators, and teacher candidates, our hope is that the Camp Somos and The Literacy Collaborative centralize and honor the voices and cultural identities of students.

Camp Somos

Our camp, located in a University early childhood laboratory school, offers an engaging and creative space for young emergent bilingual children to develop biliteracy skills (Spanish and English). Camp Somos prioritizes young children’s cultural and linguistic identities in a joyful,

caring space that intentionally reflects the lives and values the linguistic repertoire of the emergent bilingual campers (Figure 1). According to one camp teacher, “*The children are the heartbeat of this classroom. They choose which language to speak at any given time; their photos are on the wall; they are choosing the topic of their books that they are creating in the book center; their family portraits are hanging on a bulletin board in the classroom.*”

Campers are organized into two groups: kindergarten and first grade; and second and third grade. Two teachers, one bilingual and one English-speaking, and two University faculty work in each classroom. Additionally, bilingual peer mentors, ages 11 through 16, provide support to the teachers and campers by setting up materials, engaging with the children, and facilitating activities (Figure 2). Many of the campers are transported to and from camp via school bus, donated by a partnership school. The bus stop is conveniently located at a Hispanic church within walking distance for most campers. The curriculum focuses on cultural identity and includes camp meetings (to share bilingual children's books, sing, and dance), center activities (art, music, blocks, dramatic play, manipulatives, science, reading, writing), and outdoor/gym play (Figure 3). High-quality picturebooks created by Latinx/Hispanic authors/illustrators (many of which were bilingual or translingual), multicultural art materials, and a book-binding machine were foundational resources. For example, after reading a selection of books including *Viva Frida* (Morales, 2014), *How Alma Got Her Name* (Martinez-Neal, 2014), *A Billion Balloons of Questions* (Moreno, 2022), and *¡Esquivel! Un artista del sonido de la era espacial* (Wood, 2016), campers created cultural x-rays (Short, 2009) by decorating outlines of their bodies with images and words that reflected aspects of their personal and cultural identities (Figure 4). Additionally, campers created books that captured aspects of their cultural x-rays in more detail (Figure 5).

To date, Camp *Somos* has experienced much success. “*I do not know what magic you all use, but my child says he wants to come to the camp every day and all summer,*” one mother explained to the camp teacher. Camp *Somos* teachers and researchers who do not come from the same cultural and linguistic backgrounds as the campers have expanded their knowledge of strategies for getting to know children and families, designing culturally relevant and sustaining classroom environments, and creating and implementing culturally relevant and sustaining curriculum. The number of camp participants doubled and we are now hosting camp for two weeks instead of just one. We are hopeful that Camp *Somos* will continue to grow and flourish, generating valuable insights regarding biliteracy and bilingual education in an inclusive context.

Figure 1

Two campers joyfully read Un caso grave de rayas, the Spanish translation of David Shannon’s A Bad Case of Stripes (1998).



Figure 2

Camp Somos participants



Figure 3

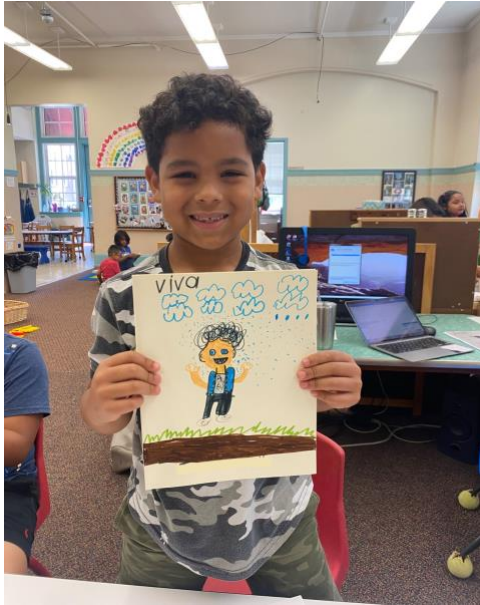
Camper exploring sea shells during center time.



Figure 4

One camper's cultural x-ray



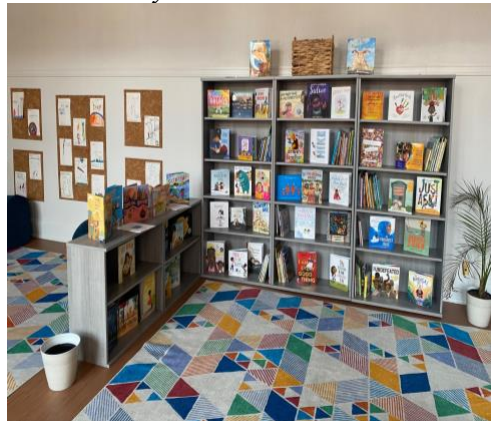
Figure 5*One camper’s book*

The Literacy Collaborative

The Literacy Collaborative is designed to be an inspirational space that encourages, promotes, and sparks a love for literacy for PK-12 students in our community. Placing an emphasis on multicultural literature, we created a caring, equitable space where children and educators (current and future) read and respond to books that reflect a wide variety of cultures (Figure 6). As we envisioned The Literacy Collaborative, we embraced a broad definition of literacy that included engagements like bookmaking, digital literacies, storytelling dramatizations, music, and art. In this inclusive environment, multicultural books and engagements allow readers to explore and celebrate literacy experiences that honor ethnic, cultural, and social diversity. One Saturday morning, children from a partnership school studied Oge Mora’s (2019) award-winning picturebook *Saturday*. We began our day by having children select picturebooks from the shelves that hold the hundreds of multicultural titles to find a book to which they could relate. They then introduced themselves to us through the books; one child shared *Drawn Together* (Lé, 2018) and another shared Derrick Barnes’s (2020) *I am Every Good Thing*. Then, we read *Saturday*. As they read about the misadventures of a young girl and her mom, children discussed what they like to do with their caregivers on the days they spend together. Children then created their own pages of text and used multicultural art materials to create collage illustrations. They wrote a brief biography for an About the Authors page and we scanned each illustration. Using a book-binding machine, we created published copies of books for each child to take home and one to add to our library.

The strategic inclusion of “collaborative” in The Literacy Collaborative reflects the wide variety of stakeholders involved. Participants include partnership schools, other community agencies, university faculty and students, and Camp Somos campers. Professional authors and storytellers enhance and extend children’s love and craft of language and literacy through engagements. The Literacy Collaborative also serves as a resource for university classes. For

example, the class in Figure 7 explored multicultural literature and discussed the power of reading children’s books that reflect the lives of learners often underrepresented in picturebooks. Likewise, the university students’ explorations of multicultural children’s literature offered a window, expanding their worldviews beyond their own experiences. Additionally, university students volunteered to work with children in the events that we hosted, which provided hands-on literacy experiences for these education majors. In this unique space, students of all ages develop critical literacy skills and explore new ways to apply them.

Figure 6*The Literacy Collaborative***Figure 7***An early childhood class explores multicultural children’s literature.***Resources to Create and Sustain Culturally Responsive Learning Contexts**

As we began envisioning both of these spaces, we recognized the wealth of resources available to us. These supports enabled us to build innovative spaces that are inclusive, caring, equitable, and celebrate diversity. College leadership encouraged us to dream big, supported us throughout our planning and implementation, and spread the word about our exciting innovations. We thought creatively about how to use existing physical spaces in our building. Camp Somos is housed in the college’s early childhood laboratory school during the summer, when the school was closed. With the support of the Dean and our IT department, we were able to repurpose an out-of-date computer lab that was seldom used for The Literacy Collaborative. Through the generous financial support from donors and funded grants, we renovated the space, purchased multicultural materials and children’s literature, and supported the overall operations of Camp Somos and The Literacy Collaborative. Both innovative spaces provide opportunities for collaboration with our extensive Partnership Network (teachers, students, and administration). For example, a district provided transportation, schools recruited students, and teachers participated in camp and

engagements. Using creative problem solving, we re-imagined existing resources and sought new opportunities to create inclusive spaces that invite culturally responsive learning contexts.

Lessons Learned

Reflecting on our journey in creating these spaces, we learned the following lessons:

- Focus on the resources that ARE available to you (not on those that are missing). Considering possibilities instead of limitations enabled us to creatively approach the opportunity to reimagine and innovate.
- Collaboration is key. Find ways to draw together a wide variety of stakeholders, capitalize on their strengths, and highlight the positive outcomes for all involved.
- Situate yourself as a learner. In anchoring quality multicultural literature as central to curriculum and creating learning experiences that honor and respect children’s cultural identities, we continue to grow in our understanding of culturally responsive pedagogy.
- Identify strategies to create buy-in from community and school partners so that more children can experience these innovations. This has been a limitation for us and one we continue to problem-solve.

We hope that these lessons offer support to others who will engage in similar endeavors.

Looking Ahead

In considering these innovative spaces, our vision is not to recreate school settings based on mainstream education norms, but to utilize students’ strengths as they engage in literacy experiences that value cultural identities and spark joy (Love, 2019). As we continue to reflect (Essential: Reflection and Innovation) on our practices and experiences in Camp Somos, we look forward to collaborating with our university’s World Language Studies programs and deepening our partnership with the Dual Language Immersion program in a local school district. Additionally, we believe sharing our growing understandings about emergent bilingual learners and implications for classroom practices can make a broader impact on pedagogy in our partnership schools. The Literacy Collaborative provides extensive opportunities to expand our multimodal literacy engagements for PK-12 students in our Partnership Network (Figure 7). Initial engagements targeted elementary-aged children and we look forward to working with older audiences of historically marginalized students. Additionally, The Literacy Collaborative will serve as a demonstration site for teacher candidates as we share multicultural literature and literacy practices (Figure 8). We hope that others might be inspired to think about ways they could create similar, innovative shared spaces with partnership schools to create and sustain culturally responsive learning contexts that are inclusive, caring, equitable, and celebrate diversity.

Figure 8

Senior intern reading Fry Bread (Mallard, 2019) with kindergartners.



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Culturally Responsive Pedagogy in a Hawai'i PDS: Preparing Teacher Candidates to Work with Students from Micronesia

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Abstract: This article highlights the work of a culturally responsive pedagogy (CRP) Professional Development School (PDS) initiative aimed at promoting teacher candidates' abilities to understand and work effectively with elementary-aged Micronesian students in Hawai'i. Findings from this research reveal that a PDS centered on CRP improved teachers' abilities to work with historically marginalized youth. TCs developed cultural understanding and defined culturally responsive dispositions. To enact CRP, TCs conducted research and used small group instruction to inform relationships with students. The article concludes with implications for PDS work in diverse schools.

KEYWORDS: Culturally responsive pedagogy, Elementary education, Professional development schools, Teacher candidates, Micronesian Islanders

NAPDS NINE ESSENTIALS ADDRESSED:

Essential 1: A Comprehensive Mission: A professional development school (PDS) is a learning community guided by a comprehensive, articulated mission that is broader than the goals of any single partner, and that aims to advance equity, antiracism, and social justice within and among schools, colleges/universities, and their respective community and professional partners.

Essential 2: Clinical Preparation: A PDS embraces the preparation of educators through clinical practice.

Introduction

The Native Hawaiian or other Pacific Islander (NHPI) demographic category includes individuals who have “origins in Hawai’i, Guam, Samoa, or other Pacific Island entries such as the three countries of Micronesia (i.e., Republic of Palau, Republic of Marshall Islands, and the Federated States of Micronesia (US Census Brief, 2010). The merging of Pacific Islander ethnic groups into one demographic category leads to overt historical marginalization of people who speak less common indigenous languages. Micronesia, a subregion of Oceania, consists of thousands of small islands in the West Pacific. Micronesians migrate to the US-mainland for better health care, education, and employment opportunities (Hawai’i Appleseed Center, 2011). The *Freely Associated States* (FAS) is a label given to three independent countries that have ties to the United States under the *Compacts of Free Association* (COFA) (Kosrae, Yap, Pohnpei, and Chuuk). COFA allows Micronesians to live and work in the US for an indefinite period of time without needing a visa or green card (Hawai’i State Department of the Attorney General, 2007); a “benefit” given since the US uses Micronesian island atolls for nuclear weapons testing. Currently, Micronesians are Hawai’i’s fastest-growing ethnic demographic, but are also the student population that teachers feel the least prepared to work with (Hawai’i Department of Education [HIDOE], 2021; Lee 2018). A handful of Hawai’i public schools are more than 25 percent Micronesian, these schools are clustered in urban, Title 1 schools in the central Honolulu areas of O’ahu (Hawai’i Advisory Committee, 2019). Most Micronesian students in Hawai’i speak Chuukese or Marshallese and enter the classroom with little English proficiency, are chronically absent, are at a high risk of dropping out, and are suspended more often than their peers (Matsuda, 2016). The Hawai’i Department of Education is committed to better preparing teachers for meeting the needs of Micronesian students, and teacher preparation programs (TPPs) shoulder a large part of the responsibility. To our knowledge, no research has been done to describe how TPPs prepare teacher candidates (TCs) for working with Micronesian students. This research aims to fill the gap in the literature and will report on a PDS initiative aimed to better prepare TCs for working with Micronesian elementary students.

Background

A PDS centered on TC preparation for working with Micronesian students was forged by a relationship between the first author and a school principal (fifth author). The school principal works at an urban, Title 1, public, elementary school that has a student population that is over 30% Micronesian. School data revealed that the pandemic had exacerbated academic achievement gaps in reading and math for Micronesian youth. TPP faculty met with the school principal using the *Core Ingredients* (Burns et al., 2016) to guide planning. A PDS grounded in situated learning and culturally responsive pedagogy ensued with the goal to prepare a cohort of undergraduate TCs for working with Micronesian youth.

Situated Learning in a PDS: Linking Theory to Practice

In a situated learning environment, knowledge is socially constructed via apprenticeship within a community of practice (Lave & Wenger, 1991). A PDS recognizes the criticality of theory-to-practice connections in preparing TCs (Allsopp et al., 2006). School sites create spaces where “theory and practice not only meet but where each way of knowing and understanding the world enriches the other” (Dresden et al., 2016, p.68). Situated learning theory is used in this research to explore the following questions:

1. What do TCs learn about CRP as they participate in a PDS aimed at supporting students from Micronesia?
2. How do TCs enact CRP to work with students from Micronesia?

Culturally Responsive Pedagogy (CRP)

CRP is the predecessor to all other “remixes” of culturally responsive teaching, pedagogy, and sustainability (Ladson-Billings, 2014). CRP occurs when teachers use the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them (Gay, 2018). Heine (2002) notes that schools that are culturally responsive for Micronesian youth recognize prior schooling expectations and cultural mismatches. Teachers need to understand that the Micronesian culture is primarily affected by diaspora (Spencer, 2013); a mass migration of people who must settle far away from their homelands. Micronesian students often perform below grade level on tasks that require native English proficiency because an indigenous language is spoken at home (English is not introduced on the islands until the 4th grade). Additionally, Micronesian families have an inadequate understanding of the U.S. school system since there are no attendance laws in Micronesia. Micronesian students prefer to engage in collective reasoning over individual decision-making. Pedagogical planning that includes investigations on students’ heritage islands and migration stories are precursors needed for teachers to enact meaningful CRP for Micronesian students.

CRP in School-University Partnerships

TCs who work with diverse student populations need to develop culturally responsive dispositions (values, commitments, or ethics) to combat the racial disparities that exist between students and teachers, and the theories supporting culturally responsive pedagogy and the practices that educator’s model in the classroom (Edwards, 2011). Dispositions and the field experience are connected (Truscott & Obiwo, 2020), TCs who work in diverse schools are more equity-based and socially conscious to benefit students. Villegas and Lucas (2002) affirm that culturally responsive, socioculturally conscious educators, “understand” how learners construct knowledge, and “know” about the lives of youth (p. 20). Although studies in teacher education recognize a need for TCs to “know” their students and develop empathetic dispositions, Warren (2018) concludes that TPPs should focus less on cultural responsiveness as an identity marker to be achieved and instead prepare TCs to cultivate teaching orientations and habits centered on responding flexibly to diverse students’ moment-by-moment. Others (Truscott & Obiwo, 2020) reiterate the importance of deliberate field placements so TCs may engage in clinical practice in diverse urban schools to develop equity-based dispositions.

Explicit theory-to-practice connections support TCs’ understandings of CRP in PDS contexts. Eick and McCormick (2010), described a book study where TCs read chapters to prepare for working with Black and Hispanic students. TCs who completed the book study were more cognizant of teaching in a diverse classroom and reasoned instructional strategies needed to be congruent with student culture. Myers and Jenkins (2020) reported on PDS efforts made to discuss race with kindergartners and undergraduate TCs. TCs were paired with a kindergartner for one hour each week during the semester, observed the classroom teacher delivering lessons on race, then participated in discussions to consider implications for them as future educators. Myers’ and Jenkins’ research demonstrated how university coursework may be linked to the field to establish theory-to-practice connections within a PDS.

Methods

Phenomenological research is understanding the lived experiences from one person's perspective (Moustakas, 1994). We applied phenomenology in this study to explore what TCs learned about CRP through participation in the PDS and how TCs applied CRP to work with students from Micronesia. The first-hand account of people's experiences is a hallmark of phenomenology (Moustakas, 1994). The purpose of this phenomenological investigation is to describe the universal essence of individuals' experiences with intentionality (direction of experience towards things in the world). Findings are allowed to emerge, rather than being imposed by an investigator (Naubauer, 2019).

Context

The TPP is a two-year program that culminates with a Bachelor's degree in Elementary Education and teaching licensure. TCs may elect to complete dual-license tracks in special education, early childhood education, or multilingual learning. First through third semester, TCs take methods courses and complete classroom-based field experiences. Field experiences take place twice a week on Wednesdays and Thursdays and include monthly seminars.

A total of three schools participated in the PDS to better prepare TCs for working with Micronesian students in grades K-5. School sites had student populations that were at least 25% Micronesian, making it highly likely that TCs would teach Micronesian students. An interdisciplinary approach was used to promote TC's understanding of CRP in the PDS. Method instructors in multilingual learning, math, reading, and writing methods collaborated to create field-based assignments that allowed candidates to use theory or instructional strategies to work with Micronesian students in the field. For example, TCs read chapters from *Making Sense of Micronesia* (Hezel, 2013), as well as other readings on Micronesian diaspora (Spencer, 2019) to support their understanding of student culture in the field.

Participants

Twenty undergraduate TCs participated in the research (19 females; 1 male) that spanned the 16-week semester. Participants (TCs) were college juniors in the first semester of the TPP. Ethnically, 36% of TCs identified as two or more races, 28% identified as Asian, 18% identified as Caucasian, and 18% identified as Native Hawaiian; Sixty-four percent of the cohort spoke or were exposed to a language other than English at home with the most popular languages spoken being Japanese, Korean, and Ilocano. None of the TCs were Micronesian nor spoke a language from Micronesia. Participants were provided with informed consent and agreed to take part in this research.

Data Collection and Analysis

Data included six focus group interviews, and 60 journal entries (three per TC). Focus groups took place during week 13 on Zoom, were 60 minutes in length, and were recorded and transcribed. TCs completed open-ended online journals to reflect on their classroom experiences over the course of the semester. Journals were completed online. Data were uploaded into *Dedoose*.

We analyzed data in two phases. In phase one, we distributed journal excerpts amongst us using *Holistic* and *InVivo* coding (Saldaña, 2021) to identify self-standing units of data where TCs (a) discussed understanding of CRP or (b) detailed applications of CRP. During the process, we made sure to bracket potential biases and assumptions (*epoché*) (Moustakas, 1994) using the

Dedoose memo tool. Next, we collaborated to discuss coding until 95% interrater reliability was reached. Phase one resulted in a codebook where “Understanding” and “Enacting” were used as parent codes to categorize 11 child codes. In phase two, we triangulated focus groups to corroborate the codebook and allowed new codes to emerge. To do so, we merged child codes that represented similar ideas to create themes that answered our research questions: What did TCs learn about CRP as they participate in a PDS aimed at supporting students from Micronesia? And, how did TCs enact CRP to work with students from Micronesia?

What did TCs learn about CRP as they participate in a PDS aimed at supporting students from Micronesia?

The PDS provided various opportunities for TCs to see culturally responsive pedagogy in their classroom. TCs learned about CRP by engaging with the mentor teachers about classroom practices to develop a cultural understanding of students. Mentor teachers served as a springboard for candidates to better understand teaching and learning for Micronesian students. TCs’ classroom observations and conversations with mentors about culturally responsive practices included incorporating students’ culture into a lesson or how to actively engage students. For example, one candidate observed that her mentor teacher used students’ non-verbal cues as a formative assessment during instruction: “They [Micronesian students] get really overwhelmed if they feel like they don’t understand what’s going on and shut down. I feel if you’re a culturally responsive teacher you’re aware of this situation. This is what I’ve seen my mentor do.” Another TC reported that her mentor teacher shared:

... knowing what’s going on at home culturally, emotionally, etc. helps him [mentor teacher] adapt his teaching style accordingly. For example, some parents have expressed to him that they feel he gives too much homework, and that in their household, when their child comes home from school, they consider it “family time” and don’t want thier time together to be obstructed by homework.

The classroom provided a space for TCs to see CRP in action, and to reflect on the practices that their mentor teachers used to work with Micronesian students.

TCs acknowledged that some Micronesian cultural norms do not align with US schooling expectations. As one TC expressed, “culturally in her home country school attendance is treated differently and her parents don’t understand the US school system. I’m starting to be happy she showed up to begin with instead of nitpicking for her tardiness.” TCs became aware that concepts like attendance and time were aligned to the US schooling system and were not universal constructs known or practiced by all cultures. as TCs began to notice cultural differences between Micronesia and U.S. schooling, they also noticed differences within an ethnic group: “...not all Chuukese students are going to be the same because some of them grew up here, some of them grew up in Chuuk, some of them grew up in other places like on the mainland.... [Their upbringing] really affects their culture and how they learn.” TCs understood that information on students’ lived experiences was needed to inform the culturally responsive practices used in the classroom.

In addition to learning about the students, TCs culturally responsive dispositions were informed. TCs began to view CRP as a teaching strategy for student-centered learning and credited CRP with dispositions such as empathy, respect for students’ cultural backgrounds, open-mindedness, support, and appreciation for students’ native language. One TC voiced: “It is

imperative to draw on the cultural knowledge, backgrounds, and experiences of our students in order to make the learning more meaningful for them.” With a growing awareness to be culturally responsive, TCs learned about the importance of connecting to students by inquiring about students’ cultural customs, using students’ native languages in class, and getting to know students’ interests.

When TCs started defining CRP, they discovered that “it is not something that is simple and could be learned in a day but it is something that takes trial and error over a great period of time”. TCs pointed out the cultural learning that teachers and students experience together. They embraced cultural diversity, and reflected on perspectives that were different from their own. As one TC shared, “Overall, I’ve learned that culturally responsive teaching is a mindset, it’s part of your philosophy, it’s a lens you look through when you’re teaching every lesson, looking at every student”. Another TC expressed, “culturally responsive teaching is a process. It requires awareness. It is not something that is done accidentally. It has to be intentional and requires lot of background knowledge and dedication.” Learning about CRP in the context of the PDS, reminded TCs to be intentional with their teaching, to reflect on their actions, and to be familiar with students’ culture before making instructional action.

How did TCs enact CRP to work with students from Micronesia?

The PDS prompted TCs’ research on Micronesian culture. TCs enacted CRP by getting to know their students and conducting research on cultural information that they encountered in the field. TCs turned to their mentor teachers as sources of knowledge on Micronesian culture: “When I want to know more about Micronesian students in my classroom, I ask my mentor teacher for background information.” While other TCs used their mentors to understand nuances of Micronesian students’ behaviors, “a lot of times. I’ll ask my mentor teacher why is this student coming late, is there a reason for this? And she’ll give me a lot of info”. Although most TCs asked their mentor teachers for information on Micronesian students, it was unclear if TCs turned to their mentors for information because mentors were easily accessible or because mentors were knowledgeable in Micronesian culture.

TCs used the internet to research topics relating to Micronesian culture as they came up in the field: “I do my own research using the internet to keep up with the news as far as major events, as well as [Micronesian] history.” Most TCs used *Google* to search topics that came up during class discussions, “I overheard my Chuukese students wondering if Chuuk had a national anthem. I Googled it on my cell phone and found out that they do.”

Other TCs referenced academic literature, “The readings from my classes gave me perspective on how misunderstood Micronesians can be if the teacher doesn’t take their culture into consideration.” Another TC utilized the University’s library database to obtain information, “I learned how to use the university library database in one of my classes. I look for academic literature on Micronesian culture when I have questions.” The above excerpts demonstrate the power of interdisciplinary collaboration in PDS work. TCs utilized information-gathering strategies obtained across their teacher preparation courses to understand students in the field.

TCs shared CRP actions that detailed small group instruction and how to develop interpersonal relationships with Micronesian students. As one TC stated: “Whenever I work in small groups with the students, that’s when I’m able to gain the most cultural knowledge.” Other TCs implemented small groups to learn more about the languages from Micronesia, “I know they [Micronesian students] speak Chuukese at home. I ask them how to say words in Chuukese, but they get really shy about it, maybe because a teacher has never asked them to talk in their native

language before?” TCs shared experiences demonstrate the role small group work plays in CRP enactment, TCs noticed the benefits of teacher-student dialogue in developing trust and gathering knowledge on Micronesian student culture as an outsider looking in.

Discussion

Findings from this research reveal that a PDS centered on CRP improved TCs’ abilities to work with historically marginalized youth. When it came to learning about CRP, TCs developed cultural understandings and defined culturally responsive dispositions by observing their mentors and reflecting on classroom observations. To enact CRP, TCs conducted research and used small group instruction to inform relationships with students. TCs developed an awareness that CRP and conducting research go hand-in-hand, reasoning that students who are of the same ethnicity may have different cultural practices.

Our study findings corroborate the benefits of using CRP in PDS contexts. Warren (2017) contends that teacher education programs fail to mention the substantial possibilities of empathy for strengthening a TC’s ability to enact CRP. The TCs in this study developed empathetic dispositions about Micronesian students, however one semester was not enough to see their empathetic feelings in action. A longitudinal study where TCs interact with local community organizations outside of the classroom may prove to be more fruitful so TCs may do the introspective work needed to challenge their own beliefs and trends in their teaching behaviors. Moreover, we urge TPPs to consider ways to scaffold CRP across the semesters beginning with dispositions and exposure to diverse student populations before TCs are expected to enact CRP and reflect on CRP instruction.

The TCs included in this study shared that their frames of reference changed; they began to view Micronesian students more positively, and understood that students’ cultural differences did not align with US schooling expectations (e.g., attendance). TCs noticed that students of the same ethnicity had different cultural practices. This finding echoes Eick’s and McCormick’s (2010) work where TCs who participated in a book study stopped viewing and treating students equally. While it is clear that this study better informed TCs about Micronesian students’ unique cultural needs, it is unclear if Micronesian elementary students’ academics improved because of the PDS. More phenomenological research is needed to detail PK-12 student’s experiences with CRP in a PDS. To date, few studies directly connect culturally responsive pedagogy with its impact on student academic learning (Sleeter, 2012).

Mentor teachers are an integral piece of PDS work that cannot be ignored. The TCs in this study frequently turned to their mentors for cultural knowledge. When designing PDS work to mitigate problems in practice, intentional planning is needed at the forefront to ensure we are working to improve student learning and combat systemic racism, not just working to fulfill field placement requirements. Intentional mentor teacher and TC pairings are needed. Mentors need to know what CRP is and should practice (or should want to practice) CRP in their classrooms. Additionally, field supervisors need to provide details to mentor teachers before the semester begins. Mentor teachers should collaborate in deciding on these actions and should work with field supervisors as equal partners. It is important to note that the TCs included in this study began to see a connection between research and practice; turning to Google, their mentor teachers, or other resources to investigate cultural wonderings. This phenomenon reveals an avenue of investigation that needs further exploration: How may inquiry support TCs’ understandings of CRP in PDS work?

Hawai‘i is home to a “super-diverse” culture (Wyatt, 2017). The abundance of diversity on O‘ahu allowed us to easily find and use diversity to promote TC learning in our PDS work. Most of the TCs included in this study identified as being culturally and/or ethnically diverse and were frequently exposed to cultures that differed from their own; a phenomenon which may not be as easy to replicate if the study were conducted on the US mainland. Still, exposure to diversity is just one part of the equation needed to create culturally responsive educators. As teacher educators, it is our kuleanaⁱ to ensure that TCs are learning about and continuously interacting with student cultures that they are unfamiliar with and that opportunities for critical discussion are included so TCs can make sense of classroom observations. Our research illustrates that PDS work is fruitful when it aims to solve problems in practice. We encourage other teacher preparation programs to use CRP in PDS work and for teacher education faculty to design clinical practice around individual school sites’ needs to better prepare TCs for working with historically marginalized youth.

ⁱ Kuleana (koo-lay-ah-nah) is the Hawaiian word for responsibility.

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