



A National Collaborative Research Agenda for Professional Development Schools and Similar School-University Partnerships

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The Research Agenda at a Glance

The development of the research agenda described in this document was funded by a grant from the American Educational Research Association (AERA)¹ and supported by Georgia State University. The research agenda was developed collaboratively by a group of scholars, researchers and practitioners who met together over a period of nine months from January-September 2022. The purpose of these meetings was to craft a research agenda designed to mobilize, guide and support a collaborative and coordinated national effort to strengthen the quality and quantity of evidence related to Professional Development Schools (PDSs) as exemplars of school-university partnerships and to other School-University Partnerships (SUPs). We focus not only on PDSs in this agenda, but also on those SUPs that have similar goals or purposes, such as the improvement of teacher preparation, the revitalization of ongoing professional learning for teachers, a quality education for all students and collaborative research. Henceforth, we use PDSs-SUPs to denote our focus.

The research agenda, which evolved from these meetings, presents a set of compelling research questions organized into four topic areas and two categories of questions as seen in the chart below. The four topic areas are: 1.) the systems and structures that characterize PDSs-SUPs, 2.) equity and social justice, 3.) the national teacher shortage and 4.) policy issues. The two question categories are differentiated by their focus on description or on outcomes and impact. These topic areas and question categories were not determined *a priori*; rather, they emerged from participants' suggestions and recommendations. Notes from discussions held during convenings, along with participants' follow-up written comments, were reviewed by planning team members in a collaborative and iterative process. This review resulted in the topic areas and question categories presented in the research agenda. Table 1 depicts the structure of the research agenda, and one example question is included in each box of the chart. The full complement of research questions is included in narrative form in the research agenda section of this document.

Table 1. Sample Questions for Each Research Agenda Topic Area

Questions that focus on...	TOPIC AREAS			
	Systems and Structures	Equity and Social Justice	Teacher Shortage	Policy Issues
<i>Description</i>	What are the elements and structures associated with PDSs-SUPs?	What are the affordances and constraints to equity-focused practices in PDSs-SUPs?	What role do school and university partners play in teacher recruitment, preparation, induction and retention?	What policies function as affordances and constraints for equitable teaching practices in PDSs-SUPs?
<i>Outcomes and Impacts</i>	How does serving as a mentor teacher in a PDS/SUP impact a teacher's practice?	How does an equity lens impact recruitment and retention, especially for teachers of color, in PDSs-SUPs?	Does preparation in a PDS increase retention for teachers? For leaders?	What is the impact of policy changes to state teacher certification requirements on PDSs-SUPs?

Introduction

Along with many current reforms and initiatives in education, the ultimate goal of the work we present here is to improve the educational experiences and outcomes for students in the P-12 system of public education. As teachers and teacher educators, we are interested in the ways in which our research and inquiries can inform understanding and provide direction for improvements in the educational process. The research agenda presented in this document is different from other reform efforts because of its explicit and pervasive focus on partnerships between P-12 settings and institutions of higher education.

Partnerships between various agencies and institutions are common today in educational settings. These partnerships are frequent components of both teacher preparation and of research, which seeks to inform educational practices and improve educational experiences and outcomes. Before presenting a collaborative research agenda for educational partnerships in the United States, it may be instructive to step back and consider the broader landscape that contains these interactive spaces. A more complete perspective will enable, and in fact require, us to clearly delimit the boundaries of our investigation.

We would argue that partnerships and collaborations can be categorized in two ways: 1.) by the institutions or groups involved in the joint venture and 2.) by the purpose or presumed outcome for which the partnership has been established (Smith, 2021). For the purposes of this document, we suggest that there are three broad types of institutional settings that may be engaged in educational partnerships with one another. These are institutions of higher education (IHEs), P-12 school settings and community organizations, including governmental offices, social service agencies, businesses and non-governmental organizations.

As a result of the interactions among these three types of organizations, there are four possibilities for partnerships:

1. Partnerships between IHEs and school settings
2. Partnerships between school settings and community organizations
3. Partnerships between community organizations and IHEs
4. Partnerships that involve IHEs, school settings and community organizations

In addition to the organizations or institutions involved in any given partnership, the purpose for which the partnerships have been created and maintained is of primary importance in distinguishing among them (Smith, 2021). Although all partnerships, as part of the larger educational community, are concerned with improving the educational opportunities of students, they may have as their central focus the improvement of teacher preparation, the revitalization of ongoing professional learning for teachers, the provision of health supports for children and families, research to determine the strongest curriculum and most efficacious teaching strategies, or systemic change like the simultaneous renewal of education, among many other possible goals. Notably, many partnerships may choose to address multiple goals.

In essence, there are three overarching purposes that may be used to structure the work of an educational partnership: 1.) research, 2.) student support and 3.) teacher education. Of course, these purposes are not mutually exclusive; they may co-exist and are, in fact, often supportive of one another. Nonetheless, distinguishing among the stated purposes may provide a lens for clarifying a picture of partnerships. Using this framework, PDSs and those SUPs that are similar in purpose can be viewed as educational partnerships between an IHE and a school setting for all three possible purposes: research, student support and teacher education.

At this juncture, it should be noted that the terms “teacher education” and “teacher preparation” are often used interchangeably; however, the two are different. Teacher education is inclusive of teacher preparation and encompasses the professional career span of teachers beginning in certification/licensure and continuing through retirement. Teacher education should thus be conceptualized as one extensive continuum of professional learning (Feiman-Nemser, 2001).

Because teacher education exists across such a long timespan and within many different settings, there is enormous variety in the field. Within teacher preparation alone, there are programs housed in colleges of education at large research-intensive universities and in small liberal arts colleges; there are also teacher preparation programs sponsored by large school districts and charter school networks as well as for-profit colleges and universities. Teacher preparation programs also vary in terms of the length of time needed to receive certification/licensure and the amount of support, financial and otherwise, provided to teacher candidates. There is even more variety in the programs of professional learning available to practicing teachers. These educational opportunities may range from single didactic sessions to long-term, inquiry-based, collaborative learning experiences and may be offered under the auspices of many different organizations.

The possibility of partnering with other organizations or institutions adds another element to the varied landscape of teacher education. The fields of teacher education and school-university partnerships, while potentially quite separate, intersect in the space commonly referred to as clinical practice for teacher preparation. Over the last decade and a half, major organizations in teacher education have called for a complete overhaul of teacher preparation advocating for centering clinical practice in the certification curriculum which has necessitated an increase in partnerships between schools and universities, specifically with colleges or schools of education (American Association for Colleges of Teacher Education [AACTE], 2018; National Council for the Accreditation of Teacher Education, 2010). While clinical practice has struggled for recognition because of its nested marginalization (Nolan, 2022), this vision of teacher preparation is not a new concept; in fact, its role in teacher certification has been in existence for more than 200 years (McIntyre and McIntyre, 2020).

More recently, in the mid-1980s throughout the 1990s, there was a rebirth of school-university collaboration in the preparation of teachers. Thanks to the work of scholars like John Goodlad and organizations like The Holmes Group and the National Network for Educational Renewal, the idea of PDSs was born (Rutter, 2011). PDSs are a specific example of school-university partnerships for teacher education and were conceptualized as intentional partnerships focused on both teacher preparation and ongoing teacher education that would simultaneously renew schools and colleges of education. PDSs were viewed as comprehensive and intentional partnerships and have been recognized as “exemplars of practice” (AACTE, 2018, p. 9). The research agenda presented in this document is directed at PDSs and other school-university partnerships with similar purposes and goals. These types of partnerships occupy a unique location in the landscape of American education as they foreground the importance of teacher education at all levels and champion the use of inquiry as a strategy for learning and innovation.

Rationale for the Research Agenda

In the decades since PDSs were first envisioned and established, there have been many empirical studies, historical reviews and scholarly critiques of the PDS initiatives and research (e.g., Abdal-Hagg, 1998; Breault and Brault, 2012; Catelli, 2021; Darling-Hammond, 2005; Neapolitan and Berkeley, 2006; Neapolitan, 2011; Rutter, 2011; Snow et al., 2016; Zenkov et al., 2016). Such reviews and critiques of PDS research have provided the community with a wealth of knowledge and recommendations for advancing research in and on PDS partnerships. Based on an examination of these critiques and recommendations, we have determined that at this point in the evolution of the field, there is a need for a more collaborative and coordinated national effort to strengthen the empirical evidence related to the effectiveness, impact and outcomes of PDSs and school-university partnerships.

Specifically, the field will benefit from research studies and projects that cross partnerships, regions and networks to advance research and meet the challenges we now face in American education. The crafting of a national research agenda developed through a series of virtual and in-person convenings of academic and practitioner researchers has been an innovative vehicle through which to address the significant problems that now beset the American system of education.

Purpose

The purpose of this agenda is to create a vision for future research, along with guideposts that can facilitate our growth as a field and as an inclusive community. A well-drawn picture of needed research will encourage both experienced and novice researchers to explore new terrain and revisit longstanding dilemmas with revitalized perspectives. Specifically, the research agenda is designed to enable scholars and researchers to see how a wide variety of questions, theoretical frameworks and methods might be coordinated and work in concert to create a broader understanding of PDSs-SUPs and their impacts. By articulating both the major issues that confront us and the different types of methods that can be used to investigate these issues, this research agenda will support individual studies along with an inclusive and expansive approach to the development of the field.

In sum, the research agenda was conceived to provide support and direction to a wide variety of individuals and groups interested in PDSs and other SUPs that have comparable goals, denoted in this document as PDSs-SUPs. We expect that the audience for this agenda will include students, higher education faculty, teachers, administrators, policy makers and researchers seeking funding as well as funding agencies interested in providing financial incentives for much-needed research.

The Development of the Research Agenda

This research agenda was developed through an intentionally recursive process that allowed for the inclusion of many voices and the ongoing and collaborative refinement of a set of questions that merited and, in fact, demanded attention. This process began in 2017, when the chair of the American Educational Research Association's (AERA) PDS Research Special Interest Group (SIG) set a goal of creating a national research agenda. The then-chair of the SIG, Linda A. Catelli,

solicited assistance from Susan Ogletree, director of Georgia State University's Center for Evaluation and Research Services, to secure funding and general support to develop a national research agenda. At the time, the director also served as the SIG's research liaison to the National Association for Professional Development Schools (NAPDS). This new position had been conceptualized and designed by Rebecca West Burns, who was an active officer in both the NAPDS and the PDS Research SIG/AERA. The intent was to bring the two entities closer together in a collaborative, research-focused arrangement. In preparation for a national research agenda for PDSs, the chair and the research liaison worked together to host presentations, publish articles (e.g., Catelli et al., 2019; Ogletree, 2018) and conduct surveys at the 2018 and 2019 annual conferences of the NAPDS and at the 2019 annual meeting of AERA.

In March 2020, Georgia State University and the PDS Research SIG/AERA submitted a grant application to the AERA for a three-day research conference. In September 2020, they received the award and would receive funding for the research conference and project, along with Georgia State University's financial contribution. Because of the COVID-19 pandemic, AERA suspended all in-person research conferences and requested from each grantee an adjusted plan with new dates; an adjusted plan was submitted and accepted. Thus, what has come to be known as the AERA-GSU funded project to advance PDS-SUP research and craft a national research agenda occurred through a series of five virtual meetings and a culminating in-person research conference at Georgia State University in September 2022.

The process to draft a national research agenda began a year before in February 2021, when a letter of announcement along with a "call" and a list of application requirements was sent to PDS leaders, practitioners, researchers, and scholars around the United States. The letter and call solicited their participation in a research conference to advance PDS and SUP research and their assistance in distributing the information to colleagues. The application form included the following eligibility requirements:

- At least a master's degree in a discipline, field or some area of study in education or field related to education
- Experience conducting a research or action research/inquiry study in or on a PDS partnership, or any other type of collaboration (e.g., community-school partnerships, teacher residencies)
- A working knowledge of one or more types of research (e.g., quantitative, qualitative) or research methodologies and approaches (e.g., designed-based research, longitudinal)
- Experience participating in a school-university or PDS partnership or in any other collaborative arrangement (e.g., research-practice partnerships, teacher residencies).

In addition, applicants were asked to submit their curriculum vitae, an abstract of a proposed paper to present at the conference and a paragraph stating why they wanted to participate in such a conference. Applications were reviewed by a planning committee² using a form that included criteria and a scoring system. Of the professionals who submitted applications, 25 individuals were chosen and selected to present their papers at the conference to advance PDS-SUP research and craft a national research agenda. These individuals were from five different regions in the United States: Northeast, Southeast, Southwest, Midwest and West.

Five virtual meetings held in January, February, March, May and August 2022 led to the in-person conference at Georgia State University in September 2022. The January virtual meeting took place over the course of three days, and the four remaining virtual meetings were held for two hours each. The January meeting featured paper presentations from 25 scholars, researchers and practitioners followed by in-depth discussions and Working Seminar I. The major sources of data drawn from January's three, half-day virtual meeting included a.) 25 papers presented at five plenary sessions, b.) recordings of small, breakout-group discussions, c.) notes and recordings from whole-group discussions and d.) oral and written responses to questions from Working Seminar I. The 25 plenary papers were placed on Google Drive and available for all participants to read. In addition, a worksheet for Working Seminar I was sent to all presenters. This worksheet asked participants to respond to a variety of questions and prompts, such as, "Are there national and/or research needs that PDSs and SUPs should respond to? If yes, name two."

Because the January convening was virtual, it allowed more than 50 professionals to participate in the conference activities. Ten research topics emerged from the conversations held in January: Normalizing equity; characteristics of PDSs; teacher recruitment, preparation and retention; P-12 student learning and achievement; practicing teachers; boundary spanning; school-based teacher educators; leadership; political impact; and instruments, tools and measures. During the remaining virtual meetings, these topics and related research questions were discussed, adjusted and refined. A summary of the five virtual convenings' activities may be found in Appendix A, and the program agenda for each meeting is in Appendix B.

In September 2022, participants were able to gather in person for three days at Georgia State University in Atlanta, Ga. At the conference, the planning committee presented the most recent draft of the research agenda using a protocol from the School Reform Initiative (<https://www.schoolreforminitiative.org/protocols>). Participants met in small groups to discuss their thoughts and reactions, which were subsequently shared with the entire group. These conversations, along with responses to a digital survey, revealed points of consensus and disagreement about recommended changes to the document. All conference attendee comments were recorded. Other conference activities included a leadership panel presentation, an examination of the Collaborative Report and Rating Inventory (CoRR-I) and scheduled time slots during the conference for participants to join one of four groups focused on investigating a particular research topic and/or set of questions. The four groups were 1.) boundary spanning as a role and an activity, (2) educator recruitment and retention with special emphasis on educators of color, 3.) policy issues and new considerations and 4.) exploring research topics and ways for PDSs to interface with other types of school-university partnerships (e.g., research practice partnerships (RPPs), community school partnerships and teacher residencies).

As a result of this lengthy, multifaceted and iterative process of asking questions, soliciting feedback, consolidating information and conducting three working seminars, a research agenda for PDSs-SUPs emerged. The group worked collaboratively in varying structures and settings to interrogate our understandings, critique our purposes and to foster the evolution of an agenda that we hope will propel us forward as scholars, researchers and academic practitioners.

Guiding Principles for PDS-SUP Research

We propose six guiding principles as a defining feature of the research agenda we present in this document. Taken as a group, these principles foreground the importance of inclusiveness, diversity, true partnerships, honesty and transparency to facilitate a shared journey toward greater understanding and a more socially just and equitable future for all.

- 1 The Principle of Worthy Purpose.** The first principle makes explicit the need for research to be responsible, ethical and intentionally focused on creating a better world. This principle precedes all the others because at the beginning of any inquiry, it is incumbent upon us to ask ourselves, *Whose voices are heard or silenced in this research? Whose interests are served by this work?* (Cochran-Smith, 2012). *Whose world view is represented?* (Freire, 1970/2018). In addition, when guided by this principle, researchers will investigate important questions (Zeichner, 2005) that are relevant to the concerns of teachers and to the policies that support meaningful learning for all students (Borko et al., 2008; Florio-Ruane, 2008).
- 2 The Principle of Collaboration.** The animating force behind this research agenda is the fundamental belief that our field's efforts will be more powerful and have greater impact if we work together to explore problems and search for solutions. In addition, the research agenda itself is devoted to investigating and supporting the work of partnerships between schools and institutions of higher education. Therefore, a commitment to collaboration is an essential ingredient of any research inquiry inspired by the agenda we propose. Finally, a commitment to collaboration and true partnership can only be realized when all stakeholders (i.e., school partners and university faculty) are included at every stage of the research process.
- 3 The Principle of Transparency.** The third principle requires that all research be transparent about the study's goals, the theoretical framework used to structure the research and the previous literature relevant to the question(s) under investigation. Authors of empirical studies, conceptual analyses and in-depth descriptive pieces must clearly articulate the purpose of their work along with the theories and prior scholarship that provided the foundation for their investigation.
- 4 The Principle of Explicit Language.** Similarly, the fourth guiding principle asserts that all investigations should be explicit about their language and provide precise definitions of all terms used. The diversity of researchers and the variety of configurations of school-university partnerships has challenged efforts to manifest a shared lexicon for research in the field. Therefore, it is necessary that scholars are clear and forthcoming about the meaning they ascribe to the terms they use and that they are consistent in their explanations and analyses.
- 5 The Principle of Variety.** The fifth principle advocates that a wide variety of methods be used to investigate the questions contained in this research agenda. Because different methods may be useful to examine similar questions, this principle demands that researchers are candid and explicit about the methods they use to conduct their research. Researchers should be specific and should thoroughly describe all aspects of the methods

used, from literature searches and participant selection to instrumentation and analysis. This principle also requires that we acknowledge the power and place of practitioner research in advancing the field of PDS-SUP research.

- 6 The Principle of Respect and Humility.** The final principle insists that our research attend closely to the context in which we conduct our studies (Bryk, 2015; Kaplan et al., 2020), value the perspectives and knowledge traditions of all stakeholders and participants in the research process (Cochran-Smith, 2012; Darling-Hammond, 2016; Penuel and Farrell, 2016) and recognize that each piece of research is but one strand in a complex web of imperfect knowledge and understanding (Dresden, under review).

The Research Agenda

The agenda presented here includes research questions organized into four topic areas of interest and two categories of questions. The four topic areas are 1.) the systems and structures that characterize PDSs-SUPs, 2.) equity and social justice, 3.) the national teacher shortage and 4.) policy issues. The two question categories in this agenda are differentiated by their focus on description or on outcomes and impacts. These topic areas and question categories were not determined *a priori*, but emerged from participants' suggestions and recommendations. Notes from discussions held during convenings, along with follow-up written comments from participants, were reviewed by planning team members in a collaborative and iterative process. This review resulted in the topic areas and question categories presented in the research agenda.

With the goal of providing support and guidance to a diverse audience of people interested in research on PDSs-SUPs, the agenda strikes a balance between rigid structure and inclusivity. In addition to the four topics and two question categories, the agenda includes questions that might be addressed by individuals who have different roles, different interests and who use a wide variety of research methods and approaches.

Finally, the research agenda presented here should be regarded as a scaffold for an entire field of study and a large number of investigators rather than viewed as a checklist for any individual or group. There are many more questions than can be investigated by any single person or collective of people, and these questions will not be answered, or even fully explored, in a few short years. The agenda is meant to span time and place in order to inspire collaborative efforts and strengthen both our resolve and our impact.

Topic 1 – Structures and Systems

Questions that Focus on Description

- What are the elements and structures associated with PDSs-SUPs? Create a descriptive typology (and consider levels or degrees of engagement).
- What characterizes effective leadership for PDSs-SUPs (from schools/districts' and universities' perspectives)?
- What characterizes effective teacher education in PDSs-SUPs (from schools'/districts' and universities' perspectives)?
- What characterizes the climate and culture of PDSs-SUPs?
- What is the relationship between and among university leadership/school leadership characteristics and PDS-SUP characteristics?
- What are the current struggles and challenges of PDSs-SUPs and those who work in them?
- How do PDSs-SUPs persist? What are the characteristics of successful partnerships?
- What are the connections and relationships among different types of educational partnerships and collaborative research settings (e.g., PDS and research practice partnerships, PDS and teacher residencies, etc.)?

Questions that Focus on Outcomes and Impact

- How do PDSs-SUPs support professional identity and agency for teachers? How do PDSs-SUPs elevate teachers' voices?
- How does serving as a mentor teacher in a PDS/SUP impact a teachers' practice?
- What is the impact of the work of boundary-spanners in PDSs-SUPs? What are the affordances and constraints of their work?
- How do PDSs, RPPs, and similar SUPs influence teacher engagement with research?
- What is the impact of PDSs-SUPs on student engagement and learning?
 - What are worthy outcomes of student experiences in a PDS-SUP? How might these outcomes be measured?
 - What is the logic model that explains how PDSs-SUPs influence student outcomes?
 - What is the impact of PDS-SUP teacher preparation on student learning?
- What is the impact of teachers in PDSs-SUPs on student learning?

Topic 2 – Equity and Social Justice

Questions that Focus on Description

- What are the affordances and constraints to equity-focused practices in PDSs-SUPs?
- How is equity conceptualized by different stakeholders (teacher candidates, classroom teachers, administrators, etc.) within a PDS-SUP?
- What kind of support do leaders in PDSs-SUPs provide to others so that they can enact equitable teaching practices?
- How do PDSs-SUPs build capacity for social justice teaching among the following stakeholder groups to advance equity?
 - *Teacher candidates.* For example, what do asset-based pedagogies and dispositions look like in a PDS-SUP setting?
 - *Classroom teachers.* For example, what are the problems of practice when addressing issues of equity and social justice?
 - *School-based teacher educators (SBTEs).* For example, how do SBTEs support teachers in PDSs-SUPs to engage in equitable teaching practices designed to support social justice?
 - *Institutions of higher education faculty.* For example, how can faculty be supported to do the work to engage with students from historically underrepresented groups?

Questions that Focus on Outcomes and Impact

- How does an equity lens impact recruitment and retention, especially for teachers of color, in PDSs-SUPs?
- How do equitable pedagogical strategies impact the learning of students in a PDS-SUP?
- How are conceptualizations of equity informed or re-formed based on practices understood through inquiry in a PDS-SUP?

Topic 3 – The National Teacher Shortage

Questions that Focus on Description

- What role do school and university partners play in teacher recruitment, preparation, induction and retention?
- What are the affordances and constraints of teacher recruitment, preparation, induction and retention in PDSs-SUPs?
- How are mental health and self-care practices implemented in PDSs-SUPs for all stakeholders?

Questions that Focus on Outcomes and Impact

- What is the impact of a PDS-SUP on recruitment for teachers? For leaders?
- What is the impact of a PDS-SUP on retention for teachers? For leaders?
- Does preparation in a PDS-SUP increase teacher retention?
- Does the co-teaching model used in PDSs-SUPs support recruitment? retention?
- What is the impact of the work of boundary-spanners on recruitment and retention?
- What is the impact of mental health supports provided by PDSs-SUPs on teacher candidates? On teachers? On leaders?

Topic 4 – Policy Issues

Questions that Focus on Description

- What role do local, state and national policies play in the organization and practice of PDS-SUP partnerships?
- What policies function as affordances and constraints for teacher recruitment? For teacher retention? For leader recruitment? For leader retention?
- What policies function as affordances and constraints for equitable teaching practices in PDSs-SUPs?
- What would a national policy and credential look like for a PDS-SUP school-based teacher educator?

Questions that Focus on Outcomes and Impact

- What is the impact of policy changes to state teacher certification requirements on PDSs-SUPs?
- How do PDS-SUP stakeholders impact policies that are related to teacher evaluation at the school and district levels?
- What is the impact of more equitable admittance policies for teacher candidates in PDSs-SUPs on classroom practice?
- How will policy changes in professional learning requirements impact classroom practice in PDSs-SUPs? How will these changes impact needed financial resources?

Conclusion

With the goal of making educational partnership work more accessible, more productive, more meaningful, and more sustainable, we conclude by making the following recommendations:

1. That future research articulate the specific context of the partnership under investigation and clarify the institutions or organizations involved
2. That future research acknowledge the purpose behind the partnership and foreground the intention of the partnership
3. That future research clearly explain all elements of the research process including methods, frameworks and goals

Finally, as our years long collaborative journey stands, not at the end but a resting place before the real work begins, we call upon our colleagues, and pledge ourselves, to engage in a research process that asks important questions, grounded in a set of guiding principles and an unwavering commitment to the communities that we serve.

Notes

¹The AERA-GSU Research Conference and project was funded by the Education Research Conference Program of the AERA and Georgia State University. Without such support, we would not have been able to have the many excellent scholars, researchers and practitioners come together to develop the PDS-SUP national research agenda. Any opinions, findings or recommendations expressed in this document are those of the project's principal and co-investigators (listed on page 17) and do not necessarily reflect the views of the funding organizations.

²For the original conference, there were seven members of the AERA-GSU Conference Planning Committee responsible for developing and conducting the three-day research conference in Atlanta, Ga.: Gwendolyn T. Benson, Georgia State University; Rebecca West Burns, University of North Florida; Linda A. Catelli, City University of New York at Queens College; William Curlette, Georgia State University; Janna Dresden, George Mason University; Joseph Feinberg, Georgia State University; and Susan Ogletree, Georgia State University. When the conference was extended to include five virtual convenings, the committee increased its membership to include master's and doctoral-degree students Yasmine Bey, Dia Carlis, Nurah Moffett and Hannah Scarbrough, Georgia State University; and Jennifer McCorvey, University of South Florida.

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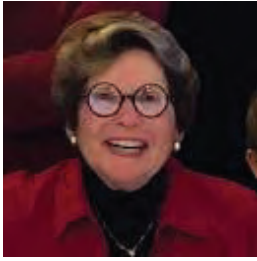
The Planning and Steering Committee (*in alphabetical order*)



Gwendolyn Benson, Ph.D., former associate dean of Georgia State University's College of Education & Human Development, currently serves as principal investigator of a \$7.2 million Teacher Quality Partnership grant and a \$1.3 million Bill and Melinda Gates Foundation grant. Dr. Benson's responsibilities have included working closely with rural and urban universities and school districts to support teacher recruitment, preparation and retention. She has worked with the development of the Professional Development School model through partnerships with school districts in metro-Atlanta, rural school districts and international locations, including South Africa, Zambia and Liberia. Dr. Benson has consulted with numerous school districts and presented her work at national and international conferences. Through grants that have been awarded over the last 20 years, she continues to partner with school districts throughout the state of Georgia. She has also worked with Fulbright Teacher Exchange Programs and Cultural Exchange Programs with the University of Johannesburg in South Africa, and continues to seek funds to support future programs for international students. Her work with the Atlanta Housing Authority, a champion for the national Jumpstart site at Georgia State University and a board member of Georgia's VOICES for Children helps move lives forward.



Rebecca West Burns, Ph.D., is the Bill Herrold Endowed Professor and Director of Clinical Practice and Educational Partnerships for the University of North Florida's College of Education and Human Services. She is the principal investigator for Project PREP: Partnering to Renew the Educator Pipeline, a \$6.5 million federal Teacher Quality Partnership grant from the U.S. Department of Education. Her community-engaged scholarship is situated within clinically based teacher education, where she studies supervision, school-university partnerships and teacher leadership. In particular, her research is aligned with national calls to transform teacher education by increasing clinical practice and school-university collaboration. She has received national recognition for her exemplary school-university collaboration and her impact on urban education. Her recent books include "Advancing Supervision in Clinically Based Teacher Education: Advances, Opportunities and Explorations" (2022); "(Re)Designing Programs: A Vision for Equity-Centered, Clinically Based Teacher Preparation" (2021); the second edition of Carl Glickman's best-selling book, "Leadership for Learning: How to Bring Out the BEST in Every Teacher" (2020) and "Clinically Based Teacher Education in Action: Cases from Professional Development Schools" (2020).



Linda A. Catelli is an emerita at the City University of New York (CUNY) at Queens College. She holds a B.A. from Hunter College and a M.A. and Ed.D. from Teachers College, Columbia University. She was nationally recognized and honored as one of 56 professors from around the nation as a “pioneer” in school-college collaboration by the then-American Association for Higher Education. She received the Faculty Achievement Award from CUNY for creative achievement in school-university partnerships; and received the Pride Award and the American Educational Research Association’s (AERA) PDS Research SIG’s Claudia A. Balach Award for collaborative research with her school colleagues. Dr. Catelli has published numerous articles, research papers, chapters and books in education, teacher education and school-university partnerships, and has made over 95 research paper presentations at national and international conferences, including 22 consecutive years of research presentations at AERA’s annual meetings. She founded and directed school-university partnerships at the Agnes Russell Lab School at Teachers College, Columbia University, at CUNY/Queens College and at Dowling College. Her recent book is entitled, “Change and Improvement in School-University Partnership Settings: Emerging Research and Opportunities.”



William Curlette, Ph.D., is a professor emeritus from Georgia State University, where he was a faculty member in the research, measurement and statistics section of the Department of Educational Policy Studies and professor in the Department of Counseling and Psychological Services. He has consulted with school systems, worked with foundations on grants related to education and served as co-PI on various teacher education federal grants. Dr. Curlette is a Diplomate in Adlerian Psychology and was co-editor of *The Journal of Individual Psychology* for 19 years. During his 45 years in Georgia State University’s College of Education & Human Development, he held various administrative positions, including chair of the Department of Educational Policy Studies, director of the Center for Educational Research, college research director, college graduate studies director and coordinator of the graduate certificate in program evaluation.



Janna Dresden, Ph.D., is a clinical professor emerita from the University of Georgia (UGA) and an adjunct faculty member at George Mason University. She is co-editor of “The Cambridge Handbook of School-University Partnerships” and co-chair of the NAPDS Publications Committee. Reflecting her deep commitment to integrating theory and practice, Dr. Dresden has alternated between roles in academia and in environments of practice throughout her 40 years in education. After receiving her doctorate, she spent 10 years as a public elementary school teacher. Upon her return to academia, she was on the faculty at Auburn University and served as a clinical professor and founding director of the Office of School Engagement at the University of Georgia for 11 years. She actively supports research initiatives in the field, and her scholarship focuses on clinical practices in teacher education, partnerships, the impact of test-based accountability on teaching and learning, teacher agency and voice, and teacher educator professional learning.



Joseph R. Feinberg, Ph.D., is an associate professor of social studies education at Georgia State University. He also serves as past-chair for AERA Professional Develop Schools (PDS) Research SIG, founding board member and treasurer for PDS SERVE/SASUP and president for the Georgia Council for the Social Studies (GCSS). The Southeastern Association of School-University Partnerships (SASUP) is affiliated with NAPDS and provides resources, professional development and advocacy for the southeastern region.

Prior to joining the faculty at Georgia State University, Dr. Feinberg taught social studies at Campbell High School in Smyrna, Ga. As a teacher, he received the Martin Luther King Humanitarian Award from Campbell High School, which recognizes excellence in humanitarian service to the school and community. He also received the Gwen Hutcheson Outstanding Educator Award from the Georgia Council for the Social Studies in 2016.



Susan L. Ogletree has served as director for the Educational Research Bureau and the Center for Evaluation and Research Services at Georgia State University for the past 20 years, and has worked in both K-12 and university teacher education programs. She has served as co-PI for four U.S.

Department of Education grants focused on the improvement of preservice and in-service teachers with a total of over \$30 million in funding. She has worked collaboratively with the six largest school districts in metro-Atlanta and more than 24 rural school districts in south Georgia. Dr. Ogletree has consulted in South Africa, Liberia, Zambia and Jordan, providing leadership and grant writing training for principal/faculty institutes at the University of Liberia, Durban Institute of Technology, Northwest University, Richfield Graduate Institute of Technology, the University of Johannesburg and the Ministry of Education for Cote D'Ivoire. Most recently, she has worked in partnership with the University of Jordan and the University of North Georgia on a U.S. State Department-funded project to improve spoken English skills and English pedagogy for Jordanian teachers of English.

Conference Participants

AERA-GSU PDS Research Conference - Participant List

Steering and Planning Committee	
Benson, Gwendolyn (Co-Investigator)	Emerita, Georgia State University
Burns, Rebecca (Co-Investigator)	University of North Florida
Catelli, Linda A. (Co-Investigator)	Emerita, The City University of New York at Queens College
Curlette, William (Co-Investigator)	Emeritus, Georgia State University
Dresden, Janna (Co-Investigator)	George Mason University/Emerita, University of Georgia
Feinberg, Joseph (Co-Investigator)	Georgia State University
Ogletree, Susan (Principal Investigator)	Georgia State University

Note: The above-named individuals served as project co-investigators, with Susan Ogletree serving as the principal investigator for the conference grant and project.

Presenters	
Baker, Melissa	University of South Carolina
Barker, Kim	Augusta University
Cormier, Dwayne	Virginia Commonwealth University
Faison, Morgan	University of Georgia
Garin, Eva	Bowie State University
Jacobs, Jennifer	University of South Florida
Leckie, Alisa	Georgia Southern University
Lewis, Somer	University of North Carolina Wilmington Watson
Lynch, Megan	The Pennsylvania State University
Mallette, Dawn	Colorado State University
Norris-Bauer, Nancy	William Paterson University
Polly, Drew	University of North Carolina, Charlotte
Rinck, Jennifer	University South Florida
Rice, Elisabeth (Lisa)	George Washington University
Roselle, Rene	Sacred Heart University
Sebald, Ann	Colorado State University
Smith, Elizabeth	University of Tulsa
Smith, Monica	University of Hawaii at Manoa
Stierman, Catherine	Clarke University
Trinh, Ethan	Georgia State University
Wentworth, Laura	California Education Partners
Whitford, Ellen	Georgia Southern University
Yendol-Hoppey, Diane	University North Florida
Zenkov, Kristien	George Mason University

Doctoral Students and Planning Committee Support Personnel	
Bey, Yasmine	
Carlis, Dia	Georgia State University
McCorvey, Jennifer	University of South Florida
Moffett, Nurah	Georgia State University
Perez, Jennifer	University of South Florida
Scarbrough, Hannah	Georgia State University

Contributing Attendees	
Babalola, Nicole	University Of Kansas
Boozer, Bil	Georgia State University
Cosenza, Michael	California Lutheran University
Curcio, Shelly	University of South Carolina
Fothergill, Wendy	Colorado State University
Giambo, Debra	Florida Gulf Coast University
Gilbertson, Erica	University of Georgia
Gomez, Diane	Manhattanville College
Gonzalez-Mattingly, Norma Linda	Mount Mercy University
Green, Norma	Georgia State University
Harmon, Mike	Georgia State University
Hill, Geraldine	North Carolina Central University
Lewis, Angela	Colorado State University
Linderholm, Tracy	Georgia Southern University
Louzano, Paula	Universidad Diago, Santiago, Chile
Luo, Feiya	University of Alabama
North, Marcus	Georgia State University
Raines, Rhonda	Florida State University
Searle, Juliana	Colorado State University
Thiele, Julie	Wichita State University
Trigatti, Paula Arce	Rice University
Veazie, Mina	Georgia State University
Wages, David	Portland Public Schools
Wall, Amanda	Georgia Southern University
White, Brittany	Georgia State University
Williams, Gwendolyn	North Carolina Central University

Appendix A: Summaries of the Five Virtual AERA-GSU Research Conference Meetings

January 2022 Virtual Meeting Summary

The January meeting featured presentations by participants, followed by in-depth discussions and Working Seminar I. The major sources of data drawn from the Jan. 3 half-day virtual meeting included a.) 25 papers presented at five plenary sessions, b.) recordings of small breakout-group discussions, c.) notes and recordings from whole-group discussions and d.) oral and written responses to questions from Working Seminar I. The 25 plenary papers were placed on Google Drive and available for all participants to read. In addition, a worksheet for Working Seminar I was sent to all presenters. This worksheet asked participants to respond to a variety of questions and prompts. For example, they were asked, “Are there national and/or research needs that PDSs and SUPs should respond to? If yes, name two,” and “Please identify two potential research topics for your partnership that may be common to other partnerships in different regions.”

Ten topics emerged from the conversations held in January. These 10 topics were normalizing equity; characteristics of PDSs; teacher recruitment, preparation and retention; P-12 student learning and achievement; practicing teachers; boundary spanning; school-based teacher educators; leadership; political impact; and instruments, tools and measures.

February 2022 Virtual Meeting Summary

Participants were asked to choose three of the 10 topics generated during the January conversations and participate in three rounds of a “Knowledge Café” protocol to discuss the following questions:

- Why did you select this topic? What interests you about it?
- What connections can you find to others in this group?
- Why does this topic matter for the national PDS research agenda?

At the end of the meeting, the full group reconvened to share any potential research questions that emerged during the small group discussions. The group reflected on the implications of the discussions for developing a national research agenda and considered what steps were needed next.

March 2022 Virtual Meeting Summary

Participants were again arranged into small groups for Working Seminar II. They were asked to focus on a.) refining research topics (making statements of what the group was most interested in), b.) clarifying topics and creating subtopics and 3.) formulating two to three initial researchable questions derived from (or related to) a research topic. Researchable questions were defined as questions that are:

- **Reasonable** – The question or questions are doable
- **Appropriate** – The research question(s) relate to or are derived from the research topic
- **Answerable** – Data can be gathered or found that will answer the question(s)
- **Specific** – At this initial stage, researchers strive to have the question(s) include measurable indicators of success or the desired outcome

In addition, groups at the March 2022 meeting were asked to comment on the seven cross-cutting national needs or issues which emerged from a review of written responses from January’s Working Seminar I worksheet; comments from the breakout groups of the Knowledge Café in February; group discussions; and the plenary papers presented at the meeting in January. These seven cross-cutting national needs or issues were 1.) the shortage and retention of teachers; 2.) professionalism and teaching in the current context (ethical and legislative concerns); 3.) increasing teacher diversity; 4.) equity (policy for equity change); 5.) race (teaching topics about race in the classroom); 6.) gender justice; and 7.) social justice and equity.

Following the February and March meetings, Janna Dresden and Rebecca West Burns, members of the planning committee, conducted an extensive review of each participant’s input and used this information to develop the first draft of a research agenda. At this stage, all questions proposed by members of the group were included in the agenda.

Following the February and March meetings, Janna Dresden and Rebecca West Burns, members of the planning committee, conducted an extensive review of each participant's input and used this information to develop the first draft of a research agenda. At this stage, all questions proposed by members of the group were included in the agenda.

May 2022 Virtual Meeting Summary

Participants were provided with a description of the process used to develop the draft agenda, along with a first draft of the research agenda. The steps in the process we implemented were as follows:

1. We reviewed and included all participants responses from the February and March meetings for developing the agenda.
2. We reorganized the framing categories into eight topics and five cross-cutting issues.
 - a. Topics
 - i. Characteristics of PDSs and SUPs
 - ii. Teacher preparation, recruitment and retention
 - iii. Practicing teachers: their roles, activities and learning
 - iv. Boundary spanning
 - v. School-based teacher educators
 - vi. Leadership
 - vii. Political interface and impact
 - viii. Measures and tools for research
 - b. Cross-Cutting Issues of National Importance
 - i. Equity and social justice
 - ii. Teacher shortage
 - iii. Mental health for all groups
 - iv. Status of public education, university-based teacher preparation and the professional standing of teachers
 - v. P-12 student learning
3. We created a matrix of topics and issues and placed most research questions and additional comments into one of the boxes of the matrix.
4. There were a couple sets of questions that did not fit neatly into the matrix, but they were not eliminated.
5. All questions were then reorganized into one of six framing categories: the five cross-cutting issues of national importance and one additional category from the list of topics.

6. Then all responses were reviewed to make sure that they were included in the revised schema.
7. Questions within each category were consolidated and reorganized.

Groups of participants at the May meeting were asked to work collaboratively to consider the guiding question: *How could this first draft of the national research agenda be made more coherent/manageable/user friendly/productive/significant/impactful?* Participants were also asked if any topics or issues were missing from the draft agenda.

After the May meeting, the planning committee again worked to consolidate and organize participant feedback. Many comments had similar concerns or shared similar suggestions, so they were grouped accordingly. The feedback was divided into ideas that would help to direct the shared research agenda and provide guidance that would be more appropriate for individual research studies. A summary of this feedback is shown below:

1. Issues to Address in Research Agenda

- a. Topics varied in depth, breadth and comprehensiveness
- b. Issue of organizational structure of the agenda
- c. Issues of priorities
- d. Who's the audience? How will this agenda be used?
- e. Questions were of different grain-size
- f. Issue of order or sequence to questions
- g. Missing is the role of leadership to support and sustain partnerships
- h. Two important direct quotes
 - i. Let's not fall into the trap of only researching questions framed by others.
 - ii. There is a tension between how much detail vs. how much ambiguity is needed for people to see themselves in the agenda.

2. Issues Better Addressed in Individual Research Projects

- a. Issue of definitions and common language
- b. Research needs to attend to outcomes
- c. Looking across the country will be helpful
- d. We need to investigate prior research

This feedback proved invaluable and was used by the committee to craft the research agenda presented in this document. Following the May meeting, participants were asked which topics they would most like to investigate. The results of that questionnaire (shown below) were also used to structure the final draft of the research agenda.

	1 st choice	2 nd choice	3 rd choice	Total
Structures and Systems	7	3	8	18
Equity	6	8	5	19
Teacher Shortage	7	5	3	15
Mental Health	1	1	0	2
Status and Policy	2	3	1	5
Student Learning	0	3	3	6
Totals	23	23	20	

August 2022 Virtual Meeting Summary

The August meeting was devoted to capacity building and sharing of information that might prove useful to those interested in enacting the agenda and conducting research studies on or about PDSs. First (and as part of Working Seminar III), committee member Linda Catelli created a sheet of information and slides for reviewing different types of research methods, approaches and studies and distributed them to participants prior to the meeting. At the meeting, committee members Bill Curlette and Susan Ogletree provided participants with an in-depth introduction to the Collaboration Report and Rating Inventory (CoRR-I). The purpose of the CoRR-I is to create a comprehensive system for data collection and analysis that could be used to assess school-university partnerships as one aspect of a future research agenda. In addition, committee member Joe Feinberg and Susan Ogletree shared their experience with writing and implementing grants focused on partnership work.

Appendix B: Program Agendas for Meetings

AERA-GSU Research Conference

Part I: Virtual Plenary Sessions – Jan. 19-21, 2022

Advancing PDS Research: Exploring a Collaborative National Research Agenda – 3-Day Plan

	Tuesday, Jan. 18	Wednesday, Jan. 19	Thursday, Jan. 20	Friday, Jan. 21
11:30 – 12:00		Conference Site Open for Presenters, Committee Members, Facilitators and Others		
12:00 – 12:10		CONFERENCE Welcome – Principal and Co-Investigators	Principal and Co-Investigators	Principal and Co-Investigators
12:15 – 1:15	Planning Committee and Facilitators	PLENARY SESSION I PAPERS (5 Presenters)	PLENARY SESSION III PAPERS (5 Presenters)	<u>12:15 – 12:55:</u> PLENARY SESSION V PAPERS (3 Presenters)
1:20 – 1:30		10- Min. Whole Group Presenter Discussion	10-Min. Whole Group Presenter Discussion	<u>1:00-1:30:</u> 30-Min. Whole Group Presenter Discussion
1:30 – 2:00		30-Min. Small Group Discussion – Four Breakout Groups	30-Min. Small Group Discussion – Four Breakout Groups	30-Min. Small Group Discussion – Four Breakout Groups
2:00 – 2:10		BRIEF BREAK – 10 Min.	BRIEF BREAK – 10 Min.	BRIEF BREAK – 10 Min.
2:15 – 3:05			PLENARY SESSION II PAPERS (4 Presenters)	PLENARY SESSION IV PAPERS (4 Presenters)
3:05 – 3:25		20-Min. Whole Group Presenter Discussion	20-Min. Whole Group Presenter Discussion	
3:30 – 4:00		30-Min. Small Group Discussion – Four Breakout Groups	30-Min. Small Group Discussion – Four Breakout Groups	<u>3:30 - 4 p.m.</u> Summary and Plan for Part II AERA-GSU Research Conference In-Person 9/2022
4:00 – 4:15		Day’s Wrap-Up	Day’s Wrap-Up	Planning Committee
4:15 – 4:30		Planning Committee	Planning Committee	

Linear Agenda

Part I: All Virtual Plenary Sessions – Jan. 19-21, 2022

Tuesday, Jan. 18

12:15-1:15 p.m.

Planning Meeting with Committee and Facilitators

Wednesday, Jan. 19

12-12:10 p.m.

Conference Welcome (Principal and Co-Investigator Included)

12:15-1:15 p.m.

Plenary Session I

“Southeastern Professional Development Schools Research Consortium: A Comprehensive Southeastern PDS Research Agenda”

M. Baker

“In Pursuit of Responsible Professional Development School Research”

J. Dresden

“The Past is Prologue Part II: A Trend and Content Analysis of PDS Dissertation Research Between 1990-2021”

E. Garin and D. Yendol-Hoppey

“Not Alone in the Universe: Connecting PDSs to the Broader P-20 Partnership Landscape”

E. Smith

“The Power of School-University Partnerships During a Pandemic”

D. Mallette and A. Sebald

1:20-2 p.m.

Group Discussions

2-2:10 p.m.

10-Minute Break

2:15-3:15 p.m.

Plenary Session II

“What are the Conditions Under Which Research-Practice Partnerships Support Teacher Practice?”

L. Wentworth

“One Professional Development School Network’s Assessment Journey”

N. Norris-Bauer

“Nurturing Teacher Candidates’ Culturally Responsive Teaching to Micronesian Students in Hawaii’ PDS”

M. Smith

“Examining Impact of Embedded, Multi-Semester Internship on Teacher Education Candidates’ Self-Efficacy for Culturally Responsive Teaching”

D. Polly

“Supporting Queer SLIFE Youth: Initial Queer Considerations”

E. Trinh

3:20-4 p.m.

Group Discussions

4-4:30 p.m.

Planning Committee Meeting

Thursday, Jan. 20

12-12:10 p.m.

Principal and Co-Investigators

12:15-1:15 p.m.

Plenary Session III

“Engaging in Responsible Research in and on PDSs: Disrupting the System”

R. West Burns

“Confronting Racism for the Purpose of Conducting Responsible PDS Research”

M. Faison

“Examining the Cultural Competence of Educational Stakeholders within PDSs/SUPs”

D. Cormier

“More Than Formalized Structures: Towards Shared Understanding and a Comprehensive Mission of Promoting Social Justice”

M. Lynch

“Developing as Equity-Centered Teachers Through Job-Embedded Professional Learning Within PDS”

J. Jacobs and J. Rinck

1:20-2 p.m.

Group Discussions

2-2:10 p.m.

10-Minute Break

2:15-3:15 p.m.

Plenary Session IV

“Boundary-Spanners’ in Literacy Education: Roles, Activities, Supports, Constraints and Futures”

K. Zenkov

“Interprof. Edu Research: Improving Collaboration Between Teachers and Health Professionals in Support of Students and Families”

K. Barker

“Defining and Credentialing the Expertise of School-Based Teacher Educators (Cooperating Teachers)”

R. Roselle

“Professional Development Schools: A Mechanism for Enhancing the Impact of Professional Development”

A. Leckie

“Gaps, Opportunities and Potential for Teacher Education Research in the Professional Development School”

E. Whitford

3:20-4 p.m.

Group Discussions

4-4:30 p.m.

Planning Committee Meeting

Friday, Jan. 21

12-12:10 p.m.

Principal and Co-Investigators

12:15-1:15 p.m.

Plenary Session V

“Anchor Collaboratives and PDS: The Future of Learning and the Education Profession in Southeastern North Carolina”

S. Lewis

“The Impact of a Middle Grade Professional Development School on Teacher Training and Retention”

C. Rowan Stierman

“The Complexity of the School Based Teacher Educator Role”

E. Rice

“Georgia State University Special Presentation”
W. Curlette and S. Ogletree

1:20-2 p.m.

Group Discussions

2:15-3:15 p.m.

Working Seminar I (virtual)

Crafting a National Research Agenda: Describing Context and Identifying Research Topics

3:20-4 p.m.

Summary of Part I and Plan for Part II, blended (in-person and remote) AERA-GSU Research Conference, Atlanta, Ga., Sept. 16-18, 2022

4-4:30 p.m.

Planning Committee Meeting

February 2022 Virtual Meeting

12:30-12:40 p.m.

Welcome and Introductions

12:40-12:45 p.m.

Directions for Knowledge Cafe (breakout rooms)

12:45-1:05 p.m.

Knowledge Cafe Session 1

1:05-1:25 p.m.

Knowledge Cafe Session 2

1:25-1:45 p.m.

Knowledge Cafe Session 3

1:45-2:05 p.m.

Reporting Out – Facilitators Share Points of Interest

2:05-2:25 p.m.

Whole Group Discussion

2:25-2:30 p.m.

Closing and Dates for Future Meetings

Virtual Meeting Plan

- Three rounds of breakout sessions (so participants can choose up to three different groups)
- Each topic is presented twice
- Breakout sessions last 20 minutes each
- The slides for each breakout session have a space to record the facilitator's name, group members' names and thoughts and ideas generated during their conversation. This will automatically give us a brief record of what happens during the meeting.

The topics available during the **first session** of the Knowledge Café will be:

- Normalizing Equity
- Characteristics of PDSs and SUPs
- Teacher Recruitment, Preparation and Retention
- P-12 Student Learning and Achievement
- Practicing Teachers
- Boundary Spanning
- School-Based Teacher Educators

The topics available during the **second session** of the Knowledge Café will be:

- Normalizing Equity
- Characteristics of PDSs and SUPs
- Teacher Recruitment, Preparation and Retention
- Leadership
- Political Impact
- Instruments, Tools and Measures

The topics available during the **third session** of the Knowledge Café will be:

- P-12 Student Learning and Achievement
- Practicing Teachers
- Boundary Spanning
- School-Based Teacher Educators
- Leadership
- Political Impact
- Instruments, Tools and Measures

March 2022 Virtual Meeting
AERA-GSU Research Conference Virtual Meeting – March 31, 2022

12:30-12:35 p.m.

Welcome and Introductions

12:35-12:45 p.m.

Organization and Directions for Working Seminar II

Working Seminar II will be devoted to three activities:

1. Refining research topics – making statements of most interest/creating subtopics
2. Formulating 2-3 initial/general researchable questions from the research topics
3. Identifying the 7 cross-cutting national needs/issues for the research agenda

The meeting is organized in three sessions. During the first two sessions, the group will be asked to return to (or select) their topic of choice and affinity group in a breakout room to participate in activities one and two above.

12:45-1:20 p.m.

Session 1 – Topics-Breakout Rooms 1-7

1. Refining Research Topics
2. Formulating Initial Researchable Questions

1:20-1:30 p.m.

Whole Group Convenes

Facilitators/Recorders Report 1-2 Researchable Questions

1:30-2 p.m.

Session 2 – Topics-Breakout Rooms 1-8

1. Refining Research Topics
2. Formulating Initial Researchable Questions

2-2:10 p.m.

Whole Group Convenes

Facilitators/Recorders Report 1-2 Researchable Questions

2:10-2:20 p.m.

Session 3 – Identifying Crossing-Cutting National Needs/Issues for the Research Agenda

1. Briefly explain how the seven cross-cutting needs/issues were derived

2. Mention that all seven will be included in the research agenda and hopefully be developed and used for cross-partnership/regional studies and grant projects
3. Have group members briefly comment on the seven.

2:20-2:30 p.m.

Next Steps

Explanation of Plans for Subsequent Meetings in May, August and September

Notes

1. Each topic-breakout group should quickly choose a facilitator and a recorder, if needed.
2. The slides for breakout rooms should identify the session, room number and research topic, have a space to record the names of the facilitator and other people in the group, and have spaces to record the group's work for activities one and two.
3. Researchable questions are: Reasonable (doable); appropriate (relate to/derived from the topic); answerable (data can be gathered/found to answer the question(s); and specific (have measurable indicators and desirable outcomes).
4. List of topics for session one and two that are repeated are the research topics that received the larger numbers of votes of interest – people choosing the topic for the Knowledge Café (see document Knowledge Café: Responses and Rankings).
5. The seven cross-cutting national needs/issues were derived from a review of written responses from January's Working Seminar I(A) Worksheets – Task #1(see document Worksheet Responses); written responses from breakout groups of the Knowledge Café (see document Knowledge Cafe); group discussions; and the plenary papers.
6. The seven cross-cutting national needs/issues are: The shortage and retention of teachers; professionalism and teaching in the current context (ethical and legislative concerns); increasing teacher diversity; equity (improving policy for equity change); race (teaching topics about race in the classroom); gender justice; and social justice and equity.

May 2022 Virtual Meeting

Constructing a National PDS Research Agenda – May 5, 2022

12:30-12:35 p.m.

Welcome and Setting the Stage for the Day

- Presentation of Draft National Research Agenda
- Feedback Protocol
- Sharing of Information about Concurrent Initiatives
- Considering Next Steps: Concerns and Action Items
- Plans for Meetings in August and September

12:35-12:40 p.m.

Presenters explain the feedback protocol purpose: To engage participants in providing feedback on a draft of a tentative national PDS research agenda.

12:40-12:45 p.m.

Presenters share links to the draft of a national research agenda and how it was constructed. End with the guiding question: *How could this draft national PDS research agenda be made more coherent/manageable/user-friendly/productive/significant/impactful?*

12:45-12:55 p.m.

Document review (individual work): Participants have time to review the document explaining the process that was used to construct the draft research agenda and the draft research agenda itself. Participants will be encouraged to use this time to make notes that address the central question posed by presenters. They also can note possible questions they have and any possible areas of redundancy.

12:55-1 p.m.

Clarifying questions: Participants have the opportunity to ask clarifying questions. These are usually yes/no or simple response questions.

1-1:25 p.m.

Discussing the work (break into four small groups): The presenters/facilitators listen silently and take notes on the slide for their group. Each group's participants discuss what they saw and noted on the document as they try to answer the guiding question: *How could this draft national PDS research agenda be made more coherent/manageable/user-friendly/productive/significant/impactful?*

Possible sentence stems to guide the discussion:

1. It seems important that...
2. Considering the goal, I appreciate...
3. I want to make sure we keep...
4. I wonder if...
5. Something we might consider addressing is...
6. Something that might be missing is...
7. One assumption I see is...
8. I question I have is...

1:25-1:45 p.m.

Reflection: Each small group facilitator presents a summary and reflects on what they heard.

1:45-2:05 p.m.

Information about concurrent initiatives, including the Southeastern Consortium, current grants (TQP and SEED), white papers based on the nine essentials, ATE Inquiry projects and the Cambridge Handbook of School-University Partnerships.

2:05-2:20 p.m.

Whole group conversation about concerns: What will it take to make this hypothetical agenda an active reality?

2:20-2:25 p.m.

Homework: Complete the Google Form.

2:25-2:30 p.m.

Plans for August and September 2022

**Note: This protocol drew upon the Tuning Protocol and the Consultancy Protocol from the School Reform Initiative: <https://www.schoolreforminitiative.org>.*

The Tuning Protocol: <https://schoolreforminitiative.org/doc/tuning.pdf>.

The Consultancy Protocol: <https://schoolreforminitiative.org/doc/consultancy.pdf>

August 2022 Virtual Meeting

AERA-GSU Research Conference Virtual Meeting – Aug. 4, 2022

2:30-2:35 p.m.

Welcome

Organization and Directions

Working Seminar III will be devoted to three activities:

1. Presenting and discussing the Collaboration Report and Rating-Inventory (CoRR-I) for PDSs and SUPs.
2. Increasing participant capacity to write grants for multi-site research investigations and cross-partnership/regional collaborative projects.
3. Reviewing different types of research, methods and studies, along with identifying newer research approaches

The meeting is organized in three sessions. Conference members will participate in individual/whole and small group activities to further our progress on a national research agenda.

2:35-3:05 p.m.

Session 1 – CoRR-I for PDSs and SUPs

Presentation by William Curlette and Susan Ogletree

3:05-3:20 p.m.

Individual/Small Group Discussions on CoRR-I

Facilitators/recorders assist groups and take notes on slides

3:20-3:30 p.m.

Whole Group Convenes – Feedback and Discussion about the CoRR-I

3:30-4 p.m.

Session 2 – Grant Writing for Multi-Site Research Investigations and Cross-Partnership and/or Regional Collaborative Projects

Presentation by Gwen T. Benson, Susan Ogletree and Joe Feinberg

4-4:15 p.m.

Whole Group Discussion and Q&A

Facilitators/recorders take notes on slides

4:15-4:25 p.m.

Session 3 – Reviewing Different Types of Research, Methods and Studies, Along With Identifying Newer Research Approaches

Presentation by Linda A. Catelli

4:25-4:30 p.m.

General Information About the Next Research Conference Meeting – Sept. 16-18 in Atlanta, Ga. (in-person and virtual)

**September 2022 In-Person and Virtual Meeting
AERA-GSU Research Conference – Sept. 16-18, 2022**

Friday, Sept. 16

1-1:15 p.m.

Welcome and Introductions

(Box lunches available prior to opening)

1:15-1:35 p.m.

Ice Breaker Protocol

1:35-2:45 p.m.

Presentation of the Research Agenda through the Learning From Speakers Protocol

2:45-3 p.m.

Snack Break

3-4:45 p.m.

Initial Planning for Collaborative Research Projects

During each round, participants will choose to focus on questions related to description, outcomes or policy and will meet with others in a small group. Participants will be given a list of prompts to guide their discussions in these groups.

Round 1 – Topic 1: Systems and Structures (3:10-3:30 p.m.)

Round 2 – Topic 2: Equity and Social Justice (3:30-3:50 p.m.)

Round 3 – Topic 3: Teacher Shortage (3:50-4:10 p.m.)

Whole Group Discussion (4:10-4:45 p.m.)

4:45-5 p.m.
Looking Ahead to Saturday

6-8 p.m.
Dinner at Thrive Restaurant

Saturday, Sept. 17

8:15-9 a.m.
Breakfast

9-10 a.m.
CoRR-I Presentation
Bill Curlette and Susan Ogletree

10-10:15 a.m.
Break

10:15-11:15 a.m.
Leadership Panel Conversation

11:15-11:45 a.m.
Potential Grants Presentation
Joe Feinberg and Susan Ogletree

11:45 a.m. - 12:30 p.m.
Lunch Break (boxed lunches provided)

12:30-2 p.m.
Research Groups Meet to Plan Research Projects

2-2:15 p.m.
Snack Break

2:15-4:30 p.m.
Research Group Meetings Continue

4:30-5 p.m.
Groups Report on Completed Work Plans

6-8 p.m.
Dinner at Alma Cocina

Sunday, Sept. 18

9-10 a.m.
Groups Report on Collaborative Research Plans

10-10:30 a.m.

Small Group Discussions to Reflect on Plans

10:30-10:45 a.m.

Break

10:45-11:15 a.m.

Whole Group Discussion

11:15 a.m. - 12 p.m.

Presentation About Plans for an Edited Book

Whole Group Discussion

12:30-4:30 p.m.

Research Groups Meet to Plan Research Projects