

An Innovative Approach to Teacher Preparation:  
Highly-Collaborative Partnership between  
Heritage University and Educational Service District 105

---

A Special Project

Presented to

Dr. Gordon Martinen

Heritage University

---

In Partial Fulfillment

of the Requirement for the Degree of

Masters in Education

---

Stephanie Wood

Spring 2012

**STEPHANIE WOOD**

An Innovative Approach to Teacher Preparation:  
Highly-Collaborative Partnership between  
Heritage University and Educational Service District 105  
**2012**

An Innovative Approach to Teacher Preparation:  
Highly-Collaborative Partnership between  
Heritage University and Educational Service District 105

Approved for the Faculty

\_\_\_\_\_, Faculty Advisor

## ABSTRACT

The purpose of the project was to provide a factual base of information regarding effective strategies for preparing preservice teachers. With low student performance and an increased demand for accountability, information and research that inform the process of better preparing future teachers was pivotal for improvement efforts. The researcher explored how a highly collaborative residency-based model of teacher preparation impacted preservice teacher attitudes, skills, and reflective processes.

PERMISSION TO STORE

I, Stephanie Wood, do hereby irrevocably consent and authorize Heritage University Library to file the attached Special Project entitled, An Innovative Approach to Teacher Preparation: Highly-Collaborative Partnership between Heritage University and Educational Service District 105, and make such paper available for the use, circulation and/or reproduction by the Library. The paper may be used at Heritage University Library and all site locations.

I state at this time the contents of this paper are my work and completely original unless properly attributed and/or used with permission.

I understand that after three years the paper will be retired from the Heritage University Library. If I choose, it is my responsibility to retrieve the paper at that time. If the paper is not retrieved, Heritage University may dispose of it.

\_\_\_\_\_, Author

\_\_\_\_\_, Date

## TABLE OF CONTENTS

FACULTY APPROVAL .....	ii
ABSTRACT .....	iii
PERMISSION TO STORE .....	iv
TABLE OF CONTENTS .....	v
CHAPTER 1 .....	1
Introduction .....	1
Background for the Project .....	1
Statement of the Problem .....	2
Purpose of the Study .....	3
Delimitations .....	3
Assumptions .....	5
Hypothesis .....	6
Significance of the Project .....	6
Procedure .....	6
Definition of Terms .....	8
Acronyms .....	8
CHAPTER 2 .....	9
Review of Selected Literature .....	9
Introduction .....	9
Creating Effective Teachers .....	10
Traditional Teacher Preparation Programs .....	12
Research on Reform .....	16
Summary .....	22
CHAPTER 3 .....	24
Methodology and Treatment of Data .....	24
Introduction .....	24

Methodology.....	25
Participants .....	25
Instruments .....	25
Design.....	26
Procedure.....	26
Treatment of Data.....	28
Summary.....	28
CHAPTER 4 .....	29
Analysis of Data .....	29
Introduction .....	29
Description of the Environment .....	29
Hypothesis .....	30
Results of the Study.....	30
Findings .....	41
Discussions .....	43
Summary.....	45
CHAPTER 5 .....	46
Summary, Conclusions, and Recommendations .....	46
Introduction .....	46
Summary.....	46
Conclusions .....	47
Recommendations .....	47
REFERENCES .....	48
APPENDIXES .....	54

## CHAPTER 1

### Introduction

#### Background for the Project

An increased focus on student achievement has fueled the fires of educational innovation. Amplified accountability and the restructuring of failing public schools spurred action across the country as institutions and stakeholders searched for reform efforts that improved the outcomes for all learners.

Common standards for student performance were developed, assessments systems improved, and teacher accountability measures increased to meet these demands. The consideration of the functioning of the educational system had been discussed as educational leaders choose strategic plans and program changes that increased student learning. If research and results indicated the failure of our public school system, then the attention to innovative approaches for preparing preservice teachers was a launch pad for school reform. With the desired outcome of improving student learning, came the first step of improving practicing teachers and future teachers for this high-stakes profession.

The complex nature of teaching prompted much debate in regards to the critical components an effective teacher must possess. Much research had been conducted about the correlation between teacher and learner. Focusing on an educator's content knowledge and pedagogy as a means for improved student learning had been a target. Educational leaders had made the connection between



improving veteran teachers' skills and knowledge and preservice teacher outcomes. With the targeted and thoughtful alignment of preservice programs and teacher performance measures, learner outcomes would be measured in relation. By improving teacher preparation programs in the United States, student learning could be improved.

### Statement of the Problem

All students needed quality instruction delivered by a teacher that possessed content area knowledge and effective pedagogical skills. Teacher quality and performance directly impacted student achievement. Students who did not demonstrate desired achievement levels were in particular need of innovative and novel approaches for improved instruction. Without thoughtful and well-implemented instruction, these at-risk students would continue to not meet standards.

Heritage University, in partnership with Educational Service District (ESD) 105, designed a preservice teacher preparation program aimed at improved teacher performance and increased student achievement. The program focused on two underperforming schools in the lower Yakima Valley, Harrah Elementary in the Mount Adams School District and Artz-Fox Elementary in the Mabton School District.

### Purpose of the Study

The purpose of this study was to test whether preparing new teachers using a highly collaborative residency-based model of learning and providing powerful classroom instruction were effective at improving teacher performance and student achievement. By residency-based model, the researcher meant learning while doing, much like the models utilized in the preparation of other highly-specialized professions. By powerful classroom instruction, the researcher meant instruction that was highly aligned to state standards, considered and planned for the varying backgrounds and needs of individual learners, and used assessment results to reflect on and adjust instruction. Improved teacher performance was measured through informal and formal measures; including self-reflection, observation, scores on formal state content-area assessments (WEST-B and WEST-E), informal results based on project assessments (Reading, Writing, Mathematics, Science, and Pedagogy), Teacher Performance Assessment (TPA) pilot results, and the Professional Competency Assessment Instrument (PCAI). For the purpose of this study, the qualitative data collected and summarized through candidate weekly reflection was considered. This study focused on emerging themes evidenced in candidate weekly reflection.

### Delimitations

The Heritage 105 (HU105) project in 2010-2011 operated in two under-performing school districts in the lower Yakima valley. One school was Harrah

Elementary in the Mount Adams School District and the other school was Art-Fox Elementary in the Mabton School District. Thirty-eight candidates (52% Native American and Hispanic, 48% White) were placed in six classrooms in Harrah and five classrooms in Mabton. The HU105 project was based on a team approach to teaching. Three teacher candidates joined in classrooms with a core teacher to create a teaching-learning team (TLT). The TLT, along with support from content specialists at ESD105 and Heritage University, focused the work of candidates on acquiring and becoming proficient on content and pedagogical competencies identified by the State of Washington as necessary for K-8 teachers. Each TLT ensured that the K-4 students enrolled in their classrooms had individualized learning plans which were supported by superior assessment, lesson planning and design, instructional delivery, and daily and weekly accountability measures. At the end of the academic year, some candidate teams moved with their students to the next grade level thus providing more continuity of instruction.

To ensure that candidates had the depth of content knowledge to be effective first year teachers, the candidates attended case-based learning seminars each Wednesday and had the support of specialists throughout the week. The seminars were conducted by content and pedagogical specialists from ESD105, Heritage University, or drawn from educators throughout the region. Project assessment specialists tracked candidate acquisition and mastery of content on a

frequent basis and provided each TLT with information it needed to strengthen candidate learning as well as K-4 student learning. The Center for Strengthening the Teaching Profession (CSTP) assisted core teachers and other school leaders in advancing their own skills, including coaching strategies and other competencies associated with educational leadership. The University of Washington's Center for Research on Policy in Education conducted the project's evaluation and oversaw the research aspects of HU105. (McGuigan, 2010)

### Assumptions

The assumptions that formed the foundation for this study were that all core teachers were well-prepared and competent teaching professionals knowledgeable and skilled as educator with proper certification and requirements as mandated by Washington State. In addition, the teaching materials and the skills asked of the students were developmentally appropriate and at grade level as determined by Washington State grade level expectations. Another assumption was that the goal of the study, to test whether preparing new teachers using a highly collaborative residency-based model of learning and providing powerful classroom instruction, was effective at improving teacher performance and student achievement, fit within the district initiatives for improvement efforts. Furthermore, competing initiatives and grants that existed in the school system were assumed to align with the project outcomes and methods as well.

### Hypothesis

The researcher explored how a highly collaborative residency-based model of teacher preparation impacted candidates (pre-service teacher) attitudes and reflective processes during their classroom experience. The perceived levels of stress, sense of systems support, development of academic vocabulary, and team interactions were all considered as well as other key components.

### Significance of the Project

The purpose of the project was to provide a factual base of information regarding effective strategies for preparing preservice teachers. With low student performance and an increased demand for accountability, information and research that inform the process of better preparing future teachers was pivotal for improvement efforts.

### Procedure

The project spanned five years. During the first year, the following steps were taken:

1. Grant writing for project commenced (Spring 2010).
2. Grant was submitted at federal level and accepted.
3. Project leads were chosen and staff hiring began.
4. School district selected for participation.
5. Core teachers chosen and interviews conducted to select candidates.
6. Teams created and introductory training occurred (Fall 2010).

7. School year started and ongoing in-field specialist support took place.
8. Wednesday seminars were planned by team and content and pedagogy teaching occurred.
9. Baseline content knowledge and pedagogy knowledge were assessed.
10. Student data collection processes were clarified and planned.
11. Support to improve team functioning was provided (Winter 2010).
12. Data was collected and reviewed by team to monitor program effectiveness.
13. Additional support staff was brought into project to provided differentiated training to candidates and core teachers.
14. Communication systems were created and monitored.
15. Project expansion was planned (Spring 2011).
16. New candidates and core teachers were selected.
17. Plans for new faculty members to be hired developed.
18. Candidate Qualitative Data Analysis of Weekly Reflections reviewed (Summer 2011).
19. Student classroom data was analyzed.
20. Systems for improving project outcomes for the future were considered and revised.

## Definition of Terms

residency-based model. These terms were defined as learning while doing, much like the models utilized in the preparation of doctors and other highly-specialized professions.

highly collaborative. These terms were defined as working together in a joint intellectual effort to improve student learning.

## Acronyms

CCSSO. Council of Chief State School Officers

CSTP. Center for Strengthening the Teaching Profession

ESD 105. Educational Service District 105

HU105. Heritage University partnership with ESD 105

PCAI. Professional Competency Assessment Instrument

TLT. Teaching and Learning Teams

TPA. Teacher Performance Assessment

WEST-B. Washington Educator Skills Test - Basic

WEST-E. Washington Educator Skills Test - Endorsements

## CHAPTER 2

### Review of Selected Literature

#### Introduction

Teacher preparation was a critical component of school improvement efforts. The idea of impacting the system of schools by better preparing the professionals whom operated in it seemed like a logical first step, but was often ignored in reform measures. The focus had been on changing or improving the existing teachers in schools while ignoring the opportunity to produce better teachers from the start. Sarason and Fullan wrote:

Most analysts have argued that reform efforts that have ignored the preparation of teachers have been doomed to fail, as they have assumed change could be achieved without attention to the knowledge, skills, and dispositions of the primary change agents without whom little transformation is possible. (Sarason 1993; Fullan, 2001)

All too often considering the systemic changes needed to improve student learning were unnoticed as reformers focused on the quick fixes and superficial changes. The foundation of improving the public education system started with the improvement in teacher quality through reform in teacher preparation programs.

The conditions of the educational system had impacted the level of skills and knowledge required of its teachers. The need for a large number of teachers



very quickly caused preparation measures to be hastened and abbreviated. These elements of teacher preparation programs endured while other parts of the public education system were forced to change in order to prepare students for the global workforce. “The sheer need for teachers - the nation’s largest workforce - has always overshadowed the need to refine their training” was reflected on by researchers. (Ball & Forzani, 2010) Teacher preparation in the United States needed to change in order to improve learning outcomes for all students.

The literature that informed this research was organized in the following subsets a) creating effective teachers, b) traditional teacher preparation programs, and, c) research on reform.

### Creating Effective Teachers

The complex art and science of teaching had been a topic of much research. Ball and Forzani described this as the “unnaturalness of teaching”, it required a skilled professional proficient at “knowing about teaching and doing teaching” in unison. (Ball & Forzani, 2010) Describing teaching as unnatural was founded from the perspective that it required a specialized set of expertise which needed to be made more accessible to the learner. An effective teacher was encouraged to break skills apart in order for others to connect to the new learning and sense making. The multiple perspectives of a wide variety of learners in the classroom setting made the task very complicated, an effective teacher needed to see concepts and skills from the learner perspective and was required to determine

and classify what would be difficult and what would be easy in order to facilitate a higher level of understanding in others. Considering the fact that teachers operated each day in the arena of many learners, this complexity was multiplied and expanded by the diversity of learners as individuals.

In a study conducted by Ferguson and Serdyukov (2010), an attempt to name these dispositions was made. “An effective teacher must be an accomplished person, both professionally and personally. An effective teacher preparation program; therefore, should be based on a system of developed dispositions that will manifest in professional behaviors in the classroom.” (Ferguson & Serdyukov, 2010) The research highlighted dispositions in four general categories: professional, moral, attitudinal, and character.

The research conducted by Ferguson and Serdyukov was supported by the study of Decker and Kaufman in 2008. Decker and Kaufman conducted research on 397 pre-service teachers enrolled in a teacher preparation course at the University of Virginia. They studied the areas of personality and beliefs in preservice teachers. The results of the study showed that pre-service teachers scored higher on the “neuroticism scale, as such they appeared to be more anxious” (Decker & Kaufman, 2005, p. 5), they showed higher scores in the areas of extroversion, agreeability, openness, and conscientiousness. The beliefs that were uncovered in their work included the belief that a teacher-centered classroom was more desirable. This belief was held by male teachers more than

females. Teachers who planned to teach secondary school were more likely to hold the belief that teacher-directed instruction was more desirable. So and Watkins found that teacher beliefs were more malleable in the first years of teaching (2005), this would imply that molding teacher beliefs about classroom practice should occur in the training process as Decker and Kaufman recommend. (Decker and Kaufman, 2008)

Teacher dispositions (personality, values, and beliefs) had a foundational impact on student performance in the classroom. “Therefore institutions of higher education must provide teacher candidates with preparation not only in the areas of academics and pedagogy of teaching, but also in the area of dispositions.”(Ferguson & Serdyukov, 2010) As candidates in a teacher preparation move and evolve through their teacher preparation pathway, continued support needed to be provided to them to achieve congruence in their thoughts and actions in the classroom.

#### Traditional Teacher Preparation Programs

Many struggles with traditional teacher preparation programs had been evidenced throughout the last decades in education. Common struggles with teacher preparation quality included disconnected structures, overly theoretical foundations for learning, little connection made from these theories to practice, as well as variability in outcomes. (Bransford, Darling-Hammond, Lepage, 2005)

Typically, a teacher's educational experience followed this path: complete college prerequisite courses, take content area courses, complete pedagogy and theory classes, and then student teach for approximately fourteen weeks. The typical fourteen week student teaching experience included observing cooperating teacher, phasing into solo teaching over time, solo teaching with some feedback, then phasing out of teaching prior to exit from program. The student teaching experience included a very limited amount of contact time with students and the learning environment. Some more contemporary programs increased the contact time in the classroom, but not to a degree of proportionality in regard to level of expected performance and student outcome.

Boe, Cook, and Shin (2007) found that there was a positive correlation between the lengths of time spent practice teaching and beginning teacher outcomes. Teachers with extensive teacher preparation programs, extensive being defined at 10 or more weeks of solo student teaching) reported being better prepared to teach than teachers with less time spent in the classroom during the student teacher experience. (Boe, Cook, & Shin, 2007) This was reflected in the following ways:

Regarding full certification, our results based on national data clearly demonstrate that teachers with extensive preparation in pedagogy and practice teaching earned a much higher level of full certification than did those with little/no preparation. Regarding content knowledge, our results

likewise showed that beginning teachers with extensive preparation in pedagogy and supervised teaching were more likely to be teaching in the field of their subject matter expertise than were those with little/no such preparation. (Boe et al., 2007, p. 168)

The sense of preparedness and qualifications demonstrated in the areas of teaching the assigned subject matter, selecting curricular materials, planning effective lessons, using a variety of instructional methods, assessing students, and handling classroom management showed that teachers with extensive teacher preparation and practice produced better results in the classroom. (Boe et al., 2007)

Teaching programs across the nation differed in structure and implementation. It was noted in *Transforming Teacher Education*, that a key difference was the variability in standards for candidate entry and exit to and from program. The varied levels of proficiency required to show aptitude in a teacher preparation program created a wide discrepancy in new teacher quality. The lack of uniformity in standards for teacher preparation candidates created inequity and disparity in teacher skills and knowledge and consequently in student learning. (Milam, 2010)

Another consideration was the variability in teacher education curriculum and the faculty who taught it. Bransford et al. (2005) discussed that traditional programs spanned an inadequate amount of time for learning; they were

fragmented in structure in that the field work did little to bring to life the theory taught; they employed uninspiring teaching methods and outdated strategies; taught very superficially; and reinforced traditional views of schooling such as teaching in isolation not collaboration. (Bransford et al., 2005)

Evans (2010) had similar findings with regard to traditional teacher preparation programs. Traditional programs involved mostly lecture-based learning opportunities for students and this created a disconnect between theory and practice, “there is a difference between learning the theory of pedagogy and learning to apply pedagogical techniques, and application won every time.”(Evans, 2010, p. 193) Candidates reflected that “instead of having faculty ‘who haven’t been in the classroom in forever’ the courses should be taught by those who have real-life experience with the material.” (Evans, 2010, p. 193)

Even in well-renowned teacher preparation programs disparities existed. Researchers and change agents involved in the *Teachers for a New Era Initiative* at Bank Street College of Education cited issues with lack of systematic collaboration and data collection and dissemination. “Our unit of analysis was always one. It was always the individual relationship.” (Lit, Nager, & Snyder, 2010, p. 22) Evaluating the program effectiveness through a broader lens was critical for improving learner outcomes. “Thus, a primary framing - and tension – for the project involved widening our gaze from the teacher, as individual, to also

encompass the teaching of our candidates and graduates collectively.” (Lit et al., 2010, p. 22)

Research from the Bank Street College of Education showed that learning about practice while practicing the craft of teaching was much more effective. Field experiences that were embedded throughout the learning process showed an increase in teacher performance, traditional teaching programs had a culminating student teaching event prior to exiting the program. This previous approach did little to improve practice of pedagogical skills or reform instructional strategies. (Lit et al., 2010)

#### Research on Reform

Information suggested that strong teacher preparation programs supported collaboration; offered professional development for faculty members, cooperating teachers, and candidates; and supported democratic leadership styles. (Bransford et al., 2005)

Emerging teachers needed to “think pedagogically, reason through dilemmas, investigate problems, and analyze student learning to develop appropriate curriculum for a diverse group of learners.” (Bransford et al., 2005, p. 576)

Research cited in *Preparing Teachers for a Changing World* emphasized those critical elements in effective teacher preparation programs must include:

(1) shared vision of good teaching consistent with clinical coursework, (2) well-defined standards of practice and performance used to guide and design assessment of coursework, (3) common core curriculum that includes substantial knowledge of development, learning, subject matter, and pedagogy taught in the context of practice, (4) extended clinical experiences (at least 30 weeks) interwoven with coursework and closely monitored, (5) strong relationships between universities and reform-minded school districts, including common knowledge and beliefs, (6) extensive use of case study methods, teacher research, performance assessments, and portfolio examinations that relate teacher learning to classroom practice. (Bransford et al., 2005, p. 678)

The shift from an isolated lock-step learning process to a highly-collaborative interactive one with continuous connections to theory and practice, characterized the new approaches to teacher preparation.

When considering new systems for teacher preparation, the failures of initiatives in this venue needed to be considered. Without learning from what did not work in the past, repeated adversities were guaranteed. Teacher preparation reform measures failed because they were:

(1) based on extremely vague conceptions and ideologies that lacked design, (2) focused on individual change instead of institutional changes, (3) non-systemic and gave little consideration to the larger system, (4)



ignored knowledge and skill base needed to implement, and (5) directed at changing public school systems, not universities or programs.

(Bransford, et al. 2005, p. 780)

Chung and Kim cited the narrow focus in the standards-based reform movement as a major factor in teacher preparation reform failure. Chung and Kim found that “while the regulatory aspect of standards was necessary for some coherence in the teaching profession, an over-emphasis on regulatory standards will harm teachers’ autonomy and professional growth, the very things for which, ironically, reformers advocate.” (Chung & Kim, 2010, p. 371) Teacher candidates must be taught how to meet standards but still infuse their own passion and creativity into the learning process. “Implementation of standards ought not to become an end itself, but the beginning of a conversation that will stimulate preservice teachers’ critical thinking about teaching.” (Chung & Kim, 2010, p.372)

If reform measures were supportive of standards-based initiatives imbedded in the teacher preparation process, “teacher educators must provide preservice teachers with opportunities to approach the standards in both developmental and regulatory aspects so that preservice teachers could learn to be accountable, autonomous, and reflective in their work.” (Chung & Kim, 2010)

Creating a teacher preparation program that considered the research base, practical application, and existing structures was necessary for future planning.

Bransford, et al. determined that the types of programs that produced the greatest gains for learners were those that created a rich conceptual framework for teaching and learning. A balanced cognitive map of teaching addressed the essential content, the process, and the context for learning as they related to teacher development. (Bransford et al., 2005)

The ideal student teaching experience included modeling, co-planning, frequent feedback, repeated opportunity for practice, reflection upon practice, and gradual release of responsibility. The consideration of these critical components in the design of an ideal teacher preparation program was essential. A successful cooperating teacher provided strategic mentoring, found opportunities for learning, pinpointed problem areas, and probed the candidates thinking and metacognition in order to maximize student learning. (Bransford et al., 2005)

Evans results agree with these findings, “the personal relationships that teachers developed with instructors reflected a professional collegiality and cultivated informal mentor relationships. Thus, the apprenticeship aspect of a teacher preparation program is central to the success of those enrolled.” (Evans, 2010, p. 197)

Bransford et al indicated that collaborative processes were foundational for improvement. Authentic participation in teams at all levels in the school and university settings supported new teacher growth. Partnership amongst institutions furthered the idea that responsibility for teacher preparation rested

with many not just certain departments within universities. Institutions created a new approach to integration and developed “center(s) of pedagogy”; a common place where the differing interests of teacher preparation programs could coexist and collaborate in meaningful ways. The essential qualities for these centers included: (1) partnership among faculty preschool through college, (2) common vision of purpose based on democratic principles, (3) commitment to inquiry, (4) governance structure that supports mission, (4) support from existing leadership, and (5) focused goals and outcomes that are public. (Bransford et al., 2005)

The ability of faculty to work closely together to improve teacher preparation allowed for more integrated, effective approaches to teacher preparation to emerge. Quality partnerships were essential for positive change.

Brewer discussed that:

those who believe in the professionalizing of teaching – and the importance of a body of methods focused on how to teach - see teachers as skilled practitioners who should be trained in the same way as doctors, engineers, accountants, and pilots. These professionals require grounding in the profession’s methodology and applications, as required through extended supervised practice. (Brewer, 2003, p. 5-6)

Being able to practice and demonstrate competency was a critical component of a well-balanced teacher preparation program. Thomas Houlihan, Executive Director of the Council of Chief State School Officer, discussed:

Embedding performance assessment into teacher preparation is an important component in a state's transition to a standards-based licensure system. States can no longer assume the adequacy of state licensing regulations that focus on such requirements as course-counting, credit hour requirements and multiple choice tests. Instead, teacher education programs must be designed to ensure that all candidates have developed a strong foundation of both content and pedagogical knowledge can show an ability to apply this knowledge in practice, and have habituated the professional behaviors specified by their state's standards. A one-time assessment at the licensing stage cannot adequately measure habituated performance. A goal for states, therefore, should be to encourage all stakeholders in teacher preparation to work collaboratively to ensure that throughout the preparation program, prospective teachers' knowledge and classroom skills are assessed and that continual opportunities are available for them to demonstrate their knowledge and skills. (Houlihan, 2002, p. 17)

Upon examination of teacher preparation programs, the Council of Chief State School Officers (CCSSO) made recommendations for design. They must provide opportunities for candidates to develop "adequate content knowledge, adequate theoretical base, and quality clinical experience with support".

(Houlihan, 2002, p. 17) The CCSSO (2002) went on to state that a quality education for students began with the quality preparation of teachers.

### Summary

As teacher preparation evolved rapidly over the last two decades, approaches for teacher preparation that blended “intellectual inquiry, scientific investigation, and rapid advancement” developed. (Fallon, 2010) Researchers and scholars began to consider the complex response to failed teacher preparation programs of the past. Three governing themes of innovative teacher preparation program design emerged: (1) design was driven by sound evidence or data, (2) a high level of engagement with the subject matter was encouraged, and (3) “teaching was conceptualized as an academically taught clinical practice profession that requires structured support during a period of induction.” (Fallon, 2010)

As the definition of effective teaching developed, the research-based approaches to producing highly qualified teachers materialized. The causes for teacher preparation program failure were condensed into emerging themes and big ideas and strategies for eliminating these effects were employed. Variability in teacher preparation program design and output was cited as a major factor in poor performance. The lack of alignment in the systems of teacher education that produced a disconnected and overly theoretical approach to teaching and learning was identified.

Isolation as a habit or key feature in traditional teacher preparation was a contributing dynamic to lack of success. Collaboration and cooperation in and amongst all stakeholders in the process became a highly desirous skill for improving performance and learner outcomes. Democratic principles of leadership and participation were foundational to acceleration of all learners in the business of teacher preparation.

The consideration of the critical dispositions and skills a teacher candidate must have to improve student learning in the classroom was explored. The features of the individual in the areas of professionalism, morality, attitude, and character had an impact on their ability to function successfully in a collaborative system or reflective practice.

As the field of teacher education developed over time, novel and innovative approaches emerged that drew from the research-base. Critical features and components for successful teacher preparation arose; concern for improving student learning through thoughtful and well-designed teacher preparation programs became foundational for improvement efforts and school reform.

## CHAPTER 3

### Methodology and Treatment of Data

#### Introduction

The researcher's intent of this study was to determine the impact of a highly collaborative residency-based model of learning on preservice teacher attitudes and performance. By reviewing the literature regarding the history of teacher preparation programs in the United States, considering system failures and successes, and identifying key features of effective teacher preparation models, the researcher was able to define parameters of study to conduct the research described below on a small group of preservice teachers in two schools that service high-poverty students in grades kindergarten through fourth grade. The research question: how did a highly collaborative residency-based model of teacher preparation impact candidates (pre-service teacher) attitudes and reflective processes during their classroom experience was explored. The perceived levels of stress, sense of systems support, development of academic vocabulary, and team interactions were all considered as well as other key features. This chapter has been organized around the following topics: (a) methodology of study, (b) participants and how they were chosen, (c) instruments used to measure outcome, (d) design of the experiment, and (e) procedures for analysis of data.

## Methodology

The researcher used interpretive methods to conduct qualitative research with a narrative approach. Narrative data was analyzed to gain insight. (Airasian, Gay, Mills, 2005)

## Participants

The participants of this study included thirty-six preservice teachers whom are 52% Native American and Hispanic and 48% white. Twenty-six of the participants had received their bachelor's degree in another field of study and where then transitioning into the teaching profession following a previous career path. Their course of study included three semesters of field-based classroom work with content teaching one day per week. Ten of the participants had yet to complete their initial bachelor's degree and their course of study included four semesters of field-based classroom work and content-teaching.

## Instruments

The gathering device used to collect and analyze the qualitative data in this study was a 6-point weekly reflection. Participants were required to submit weekly reflections about their experiences in the project to an email address. This information was then summarized and emerging themes were identified.

The data collected were organized by building, by grade level, and by specific classroom. Trends and potential issues were identified early on and strategic plans for course correction were implemented. The data were brought to



a team meeting and building level support was designed to encourage, inspire, and support participants through this difficult work.

### Design

The research design utilized in this study was qualitative research with phenomenological methods. The purpose was to understand the candidate perspectives, experiences, and understanding of events as they related to the highly-collaborative residency-model of teacher preparation.

Candidate narratives and reflections were analyzed in order to explore emerging patterns and data from the field. These narratives and reflections came in the form of 6-point weekly reflections submitted to an outside researcher. The data were then summarized and sent back to the HU105 leadership team to be evaluated and responded to.

### Procedure

The project spanned five years. The structures and procedures that formed the foundation of this grant project changed and adapted after initial set-up during the start-up year. During the first year, the following steps were taken:

1. Grant writing for project commenced (Spring 2010).
2. Grant was submitted at federal level and accepted.
3. Project leads were chosen and staff hiring began.
4. School districts were selected for participation.

5. Core teachers were chosen and interviews conducted to select candidates.
6. Teams were created and introductory training occurred (Fall 2010).
7. School year started and ongoing in-field specialist support took place.
8. Wednesday seminars were planned by team and content and pedagogy teaching occurred. Content for these seminars were aligned with Professional Educators Standards Board for each content area.
9. Baseline content knowledge and pedagogy knowledge were assessed.
10. Student data collection processes were clarified and planned.
11. Support to improve team functioning was provided (Winter 2010).
12. Data was collected and reviewed by team to monitor program effectiveness.
13. Additional support staff was brought into project to provided differentiated training to candidates and core teachers.
14. Communication systems were created and monitored.
15. Project expansion was planned (Spring 2011).
16. New candidates and core teachers were selected.
17. Plans for new faculty members to be hired developed.
18. Candidate Qualitative Data Analysis of Weekly Reflections reviewed (Summer 2011).
19. Student classroom data was analyzed.

20. Systems for improving project outcomes for the future were considered and revised.

### Treatment of Data

The 6-point weekly reflection data was analyzed and organized around themes for two different periods during year one. The year was considered in two parts – end of semester one and summary. Data was organized around emerging themes and phenomenon was quantified.

### Summary

This chapter was designed to review the methodology and treatment of data related to the impact of a highly-collaborative residency-based model on teacher preparation and candidate experience and perceptions. The researcher used interpretive methods to conduct qualitative research to review and make meaning from the weekly 6-point reflection instrument to study the thirty-six preservice teachers that participated in year one of the HU105 project.

## CHAPTER 4

### Analysis of Data

#### Introduction

Once the data were collected in relation to the impact of a highly-collaborative residency-based model on teacher preparation and candidate experience and perceptions, the researcher analyzed the data to determine the impact of the study. The analysis was organized around the following topics: (a) description of environment, (b) hypothesis, (c) results of the study, (d) findings, and (e) discussion.

#### Description of the Environment

The Heritage 105 (HU105) project in 2010-2011 operated in two under-performing school districts in the lower Yakima valley. One school was Harrah Elementary in the Mount Adams School District and the other school was Art-Fox Elementary in the Mabton School District. Thirty-eight candidates (52% Native American and Hispanic, 48% White) were placed in six classrooms in Harrah and five classrooms in Mabton. The HU105 project was based on a team approach to teaching. Three teacher candidates joined in classrooms with a core teacher to create a teaching-learning team (TLT). The TLT, along with support from content specialists at ESD105 and Heritage University, focused the work of candidates on acquiring and becoming proficient on content and pedagogical competencies identified by the State of Washington as necessary for K-8 teachers.

Each TLT ensured that the K-4 students enrolled in their classrooms had individualized learning plans which were supported by superior assessment, lesson planning and design, instructional delivery, and daily and weekly accountability measures. At the end of the academic year, some candidate teams moved with their students to the next grade level thus providing more continuity of instruction.

Data were collected in the form of a weekly reflection from each candidate throughout this first year. The data were then summarized and examined for common themes and dispositions that emerged throughout the highly-collaborative experience.

#### Hypothesis/Research Question

The researcher explored how a highly collaborative residency-based model of teacher preparation impacted candidates (pre-service teacher) attitudes and reflective processes during their classroom experience. The perceived levels of stress, sense of systems support, development of academic vocabulary, and team interactions were all considered as well as other key components.

#### Results of the Study

The researcher found that at the end of semester one the following areas had been reflected on by the candidates as significant components of the work: clarity in project mission and vision, team changes, structures, student growth,

feedback, collaboration, communication, and emerging theories based on experiences.

Issues around clarity of mission and vision emerged as members, including ESD faculty, HU105 faculty, Heritage University faculty and others, provided support in the field. The structures of communication were not well developed in year one of the grant project and this caused people to have misinformation, lack of information, or unresolved differing viewpoints around project implementation. When support was provided to core teachers and candidates in the field, the necessity for a timely response made it inefficient for staff to check their thinking with other staff members prior to advising. This caused a mismatch in mission and vision of the work and confusion and frustration for many when the statement had to be retracted and the consequent action had to be redirected. These types of situations caused some to be skeptical of the statements made by staff. Trust was impacted by this lack of clarity.

The data showed that in Harrah Elementary, the Kindergarten and fourth grade team suffered the most with this differing of perspectives and lack of clarity. It caused relationship struggles that resulted in some classroom assignment changes and caused much frustration with the Harrah core teachers and candidates. (Appendix A)

Changes in team members had a significant negative impact as well on the morale and culture at Harrah Elementary. At the Kindergarten level, frustration

was expressed and much upheaval was experienced when substitute teachers replaced core teachers in a long-term substitute situations. These team changes caused further lack of clarity around mission and vision and it became very evident in this case where the substitute teachers had little knowledge of the goals and implementation of the HU105 project. Other team changes in the fourth grade caused candidate isolation and distress when their team was dissolved due to core teacher issues. The three candidates were moved to different classrooms and different school districts. (Appendix A)

At the third grade level the candidates felt that their team changes were positive. Their first grade classroom was dissolved due to core teacher issues and they were added to the existing third grade team. They felt it was positive because the classroom that they moved from lacked structures and procedures that created a manageable and engaging environment. (Appendix A)

The creation of structures was found to be a significant component of the project. Structures around teaching schedules, co-teaching, co-planning, modeling, and observation allowed candidates to feel a sense of preparedness and confidence in the execution of lessons. They reported feeling empowered and supported by these structures and that this translated to a positive impact on student learning. Communication structures also helped to alleviate some of the issues around mission and vision.

Positive results on student growth helped to sustain candidates through the difficult work of teaching and invigorated, renewed them emotionally during trying times. Candidates reported excitement and an increased sense of efficacy with data, formal or informal, that suggested student growth. This was reported as motivating and emotionally sustaining.

Feedback was also found to be a critical component to the work. Since they reported an increase in self-efficacy and a revived feeling from receiving feedback, it made sense that they desired more of it. Candidates reported that feedback helped them to make critical improvements in teaching, helped them see growth in themselves and students, and that they desired to know what they needed to do to make improvements in the classroom. They reported that feedback from each other, core teachers, staff, and building administration was all useful to making gains.

Collaboration created in the candidates a sense of belonging, support, and cohesion. Candidates at all grade levels reported a sense of unity brought about by the formation of the relationships in their teaching teams. These relationships helped them through the difficult times of changes and confusion. The mentoring relationship with core teachers at the third grade level was reported as a valuable support for understanding the teaching profession and feeling included as an important member of the school.



Communication was a significant issue in project implementation. Candidates reported that clear expectations from core teacher and program were needed and that with this candidates were able to set accurate goals for improvement. This increased their sense of self-efficacy around classroom practices. Open and honest conversations with team members were essential for growth and could be used as a powerful tool for improvement. It also became very important for team members to confront other members' lack of consistency and poor performance. If this did not happen in a timely manner, teams had huge blow-ups that caused major disruptions in learning for all.

The emergence of theories about learners and learning was spawned by candidate experience. They hypothesized and tested classroom practices in the true nature of action research with their well-developed teaching experiences. The amount of time in the classroom setting had a tremendous impact on candidate ability to develop theories about teaching.

Candidate reflections at Artz-Fox Elementary showed that team changes were viewed more positively and that in teams that had no changes, and highly developed sense of team was reported. The fourth grade was the only grade level with team changes and they were reported as very positive for all involved.

(Appendix B)

The development of structures around co-planning, co-teaching, preparation, and a schedule for teaching was reported as increases a candidate's

sense of security and self-efficacy. They felt better prepared to design lessons and teach students. They reported that preparation was the key to success with students.

Evidence of student growth inspired and helped sustain candidates through the difficult work of teaching. They reported the use of data to reflect on practice as a positive tool and that student growth surpassed all expectations. Candidates felt a sense of accomplishment and reported feeling “speechless” when seeing significant gains in student learning and this generated further excitement for the profession.

Feedback was critical for quality teaching. Candidates reported that immediate feedback helped them to refine their practice and increase skills and confidence. Both giving and receiving feedback on a regular basis was reported as helpful. It increased their sense of competence and was sought out and welcomed by candidates.

Collaboration was reported as a positive component at the first grade level and that it increased their sense of belonging and connectedness. At that fourth grade level, candidates reported feeling not highly collaborative in their team and that issues between team members caused them to feel not connected to the other members in their classroom. This caused many interventions to need to occur in the classrooms that expressed a lack of unity in their team.

Open and honest communication was reported as essential for improving empathy and connectedness to team members and core teachers. Candidates consistently reflected the importance of honest conversation, but often times lacked the skills to facilitate these in particular in teams that lacked trust and connections.

At the kindergarten and second grade level, candidate reflections demonstrated well-developed theories about teaching and learning. They reported that frequent feedback and the high levels of collaboration fostered their understanding of learners and learning. At the fourth grade level, where team unity was an issue, correlations between theory and practice were not drawn.

(Appendix B)

The cumulative candidate responses showed that key components such as core teacher, teamwork, content, and miscellaneous were critical in the work of the project. Central themes emerged from candidate reflections in these four areas.

The core teacher was a critical component for candidate growth in the HU105 project. The core teacher's ability to create organization and structures around the teaching experience, to facilitate team-teaching strategies, and to build the unity of the teaching team were reported as significant in successful implementation. The cumulative end-of-year summary data for Harrah

Elementary and Artz-Fox Elementary in the area of core teacher was shown in

Table 1.

Table 1

End-of-Year Candidate Reflection Themes for Harrah Elementary and Artz-Fox Elementary

Key Component:	Core Teacher
Organization	Well-prepared, clear expectations improved team efficacy and improved overall sense of satisfaction from learning experience
Team-Teaching	Involvement, influence, and feedback in the classroom were critical in accelerating learning in a team-teaching model
Team Building	Strong communication skills and conflict resolution strategies needed to lead a team.

The research showed that teamwork was another component in the work. Multi-level support, communication, and flexibility all added to the sense of collaboration within and among teams. The cumulative end-of-year summary data for Harrah Elementary and Artz-Fox Elementary in the area of teamwork was shown in Table 2.

Table 2

End-of-Year Candidate Reflection Themes for Harrah Elementary and Artz-Fox Elementary

Key Component:	Teamwork
Multi-Level Support	Support provided by ESD faculty, HU105 faculty, district personnel and administrators was invaluable.
Communication	Mismatched mission and vision amongst HU105 project and districts created a need for more effective communication strategies in order to better support candidate growth.
Flexibility	The ability to consider multiple viewpoints and needs and make immediate adaptations and changes to the project was critical.

The importance of content development was also reflected on as a critical component in the Hu105 project. The process for teaching candidate’s content and pedagogy in weekly seminars was highly effective and translated to immediate application in the field. Feedback and reflection also noted as important in content development. The cumulative end-of-year summary data for Harrah Elementary and Artz-Fox Elementary in the area of content was shown in Table 3.

Table 3

End-of-Year Candidate Reflection Themes for Harrah Elementary and Artz-Fox Elementary

Key Component:	Content
Education	Weekly seminar enriched candidate knowledge and skills that was easily transferable in the classroom. The content changed the way candidates thought and taught.
Observation	One of the most powerful learning tools for candidates was being observed and given feedback as well as observing others.
Reflection	The more reflective a teacher was the more creative they were in the classroom. Reflective processes strengthened candidate decision-making in the classroom.

The miscellaneous results showed critical learning around the areas of professionalism, vocation, and competitive influences. The cumulative end-of-year summary data for Harrah Elementary and Artz-Fox Elementary in the area of miscellaneous was shown in Table 4.

Table 4

End-of-Year Candidate Reflection Themes for Harrah Elementary and Artz-Fox Elementary

Key Component:	Miscellaneous
Professionalism	Candidates developed an ability to set conflict aside for the betterment of students. They practiced and refined strategies for maintaining a professional stance during difficult times.
Vocation	Candidates reported that they love the teaching profession and the colleagues with whom they work, as well as students and families. The experiences affirmed their desire to teach.
Competitive Influences	As different skill levels emerged in candidates, collaboration and cooperation was challenged.

## Findings

The findings suggested that in a highly collaborative residency-based model of teacher preparation the disposition and characteristics of the core teacher are very important. Table 1 showed that a core teacher's ability to set clear expectations, to be well-planned, and to communicate effectively were essential for leading novice teachers through the terrain of the educational landscape. It was important for the core teacher to build their team through the use of a myriad of team-building strategies. An effective core teacher planned with and taught with the candidate in order to grow their skills and support their acquisition of essential teacher dispositions. The feedback given to the candidates during this process was critical to developing their reflective processes.

Table 2 showed that teamwork was another key component reflected on by candidates. Multi-level support was provided to all candidates by ESD faculty, HU105 faculty, Heritage University faculty, district support professionals, and administrators as well as some outside consultants. The variety of supports offered a unique opportunity for each candidate to have individualized and targeted assistance with content, pedagogy, and assessment. This component was supportive but also problematic. Communication systems needed to improve to better align the mission and vision of the work in the field. With so many support professionals in the system, it was very common to have candidates experience confusion around messages. In response to this confusion, it became essential for



candidates to develop a very powerful sense of flexibility. They learned to change course at a moment's notice but during the process they experienced much frustration.

The research in Table 3 showed that how the candidates learned the content in the project was very effective. They experienced most of their learning in the classroom setting through observations of others, observations of themselves with feedback, and through team meetings. They did reflect that they learned a great deal from the weekly pull-out seminars taught by HU105 faculty. The research also showed a strong positive correlation between the level of candidate reflection and the impact they had in the classroom in regards to creativity and decision-making.

Other miscellaneous dispositions shown in Table 4 were reflected upon by the candidates throughout the project. They reported developing many skills and strategies around professionalism as they worked through difficult situations in the field. Conflict resolution strategies and positive communication skills emerged through this difficult work. A strong sense of passion for the profession was evidenced as well. Many candidates reflected that they had found their calling in the classroom and reported a strong emotional connection with their students and their families, and their colleagues and faculty. Supportive relationships developed in spite of some reports of competitive influences. Competitive

influences developed more in classrooms where the core teacher struggled to build the team.

### Discussion

The HU105 project highlighted the importance of a highly skilled core teacher in the development of pre-service teachers. Ball and Forzani found that an effective teacher must be proficient at “knowing about teaching and doing teaching” in unison. (Ball & Forzani, 2010) Their research emphasized the unnaturalness of highly effective teaching and showed that a specialized set of skills was required for significant student growth. This research supported the findings of the HU105 project in that it highlighted the need for a very effective core teacher for candidate growth and student success.

The impact of candidate attitudes and beliefs on success was a critical feature demonstrated in the findings. The candidates willingness and ability to work collaboratively, cooperate with others, be flexible in the face of change, and their openness for feedback and improvement all were reflected upon as key findings. These dispositions and attitudinal tendencies were critical for successful participation in a highly-collaborative residency model of teacher preparation. Ferguson and Serdyukov found that teacher attitudinal dispositions were an indicator of student growth in the classroom and So and Watkins suggested that these desired dispositions should be fostered in a pre-service teacher preparation program. (Ferguson & Serdyukov, 2008; So & Watkins, 2005) Findings connect

to this research in that growing the desired teacher dispositions of collaboration, openness to feedback, and passion for teaching and learning are key features of the HU105 project.

The unique structure of HU105 that requires candidates practice the craft of teaching between 1400-2500 hours during their residency experience helped candidates make the connection between the theories taught in weekly seminar and classroom practice. They developed their own theories about teaching and learning based on this extended classroom experience. Bransford et al. found that teacher preparation programs failed because they were unable to make this connection between theory and practice for preservice teachers. Bank Street College of Education also found that learning about practice while practicing was very effective in preparing dynamic classroom teachers. This extended clinical experience with multi-level support was cited as a key component for success by candidates. (Bransford et al., 2005; Lit et al., 2010)

The HU105 project was a partnership between Heritage University, the Educational Service District 105(ESD 105), and the Center for Strengthening the Teaching Profession. This multi-layered support system for preparing teacher offered candidates dynamic support in content, pedagogy, and classroom implementation. Bransford et al. found that effective teacher preparation models were characterized by highly-collaborative partnerships. They also noted that effective models focused on multi-level system changes; not just changes in the

public school system, but changes in university and program practice. The HU105 project heralded a new teacher preparation program design for Heritage University. (Bransford et al., 2005)

### Summary

The research showed that a highly collaborative residency-based mode of teacher preparation helped beginner teachers to develop pedagogical skills and content knowledge as well as flexibility, professionalism, good communication, collaboration, a love for the profession, reflective practices, and a general awareness of the critical issues in education.

## CHAPTER 5

### Summary, Conclusions, and Recommendations

#### Introduction

The need for innovative approaches to teacher preparation was answered by the HU105 project, a highly-collaborative residency-based teacher preparation program aimed at better preparing classroom teachers for high impact teaching in the neediest of schools. Research conducted around candidate dispositions and reflections gave us insight into the critical components of an effective model.

#### Summary

The researcher determined that the core teacher was a critical component for successful implementation; the development of highly successful new teachers begins with a highly successful experienced teacher. Another critical component of a successful program was systemic collaboration, a system absent of any obtrusive hierarchy, a system that used everyone's knowledge and skills to make improvements and build connections. This level of collaboration was enriched by highly structured and comprehensive communication. Support for learners came from many inputs and was individualized and responsive. This helped everyone to grow at a rather impressive rate. The utilization of innovative, progressive support specialists, accelerated learning.

## Conclusions

This research implied that a highly collaborative residency-based model of teacher preparation depended a great deal on core teacher skills and attitudes for success; that teamwork and a high level of collaboration promoted candidate growth and this was evidenced through self-reflection; that content teaching that successfully married theory and practice was essential for learning; that feedback was necessary for improvement; and that changes to teacher preparation at Heritage University that involved multi-layer partnerships helped create a system for preparing teachers that better addressed the issues of under-performing schools.

## Recommendations

The researcher recommends that more universities and educational service districts partner together to deliver a similar model of teacher preparation on a grander scale. This is already in the works in Washington state in that a summer institute is being considered that would bring interested universities together with the HU105 faculty to develop plans for their implementation across the state.

The researcher also recommends that core teachers be carefully selected considering their potential impact on candidates. A weak core teacher leading a team of candidates, typically struggled with clear expectations, clear communication, and with building an effective and cohesive team.

## REFERENCES

- Airasian, P., Gay, L., Mills, G. (2005). *Research design: Competencies for analysis and application*. (pp. 210-355). New Jersey: Prentice Hall.
- Arthaud, T., Aram, R., Breck, S., Doelling, J., & Bushrow, K. (2007). Developing collaboration skills in pre-service teachers: a partnership between general and special education. *Teacher Education and Special Education*, 30(1), 1-12.
- Ball, D., & Forzani, F. (2010). Teaching skillful teaching. *Educational Leadership*, 68(4), 40-45.
- Ball, D., & Forzani, F. (2010). What does it take to make a teacher? *Phi Delta Kappan*, 92(2), 8-12.
- Boe, E., Cook, L., & Shin, S. (2007). Does teacher preparation matter in beginning teachers in either special or general education?. *The Journal of Special Education* , 41(3), 158-170.
- Bransford, J., Darling-Hammond, L., LePage, P., Hammerness, K., & Duffy, H. (2005). *Preparing teachers for a changing world: what teachers should learn and be able to do*. San Francisco, CA: Jossey-Bass.
- Brewer, T. (2003). The "grand paradox" in teacher preparation and certification

policy. *Arts Education Policy Review*, 104(6), 3-10.

Bristor, V., Kinzer, S., Lapp, S., & Ridener, B. (2002). The teacher education alliance (tea): a model teacher preparation program for the twenty-first century. *Education*, 122(4), Retrieved from <http://search.ebscohost.com.libdb.heritage.edu/login.aspx?direct=true&db=muh&AN=704778&site=ehost-live>

Chung, H. & Kim, H. (2010) Implementing professional standards in teacher preparation programs in the United States: Preservice teachers' understanding of teaching standards. *KEDI Journal of Educational Policy*, Vol. 7(2), p355-377.

Darling-Hammond, L. (2005). Teaching as a profession; lessons in teacher preparation and professional development. *Phi Delta Kappan*, 87(3), Retrieved from <http://search.ebscohost.com.libdb.heritage.edu/login.aspx?direct=true&db=muhAN=1870305&site=ehost-live>

Decker, L., & Kaufman, S. (2008). Personality characteristics and teacher beliefs among pre-service teachers. *Teacher Education Quarterly*, Spring(2008), Retrieved from <http://proquest.umi.com.libdb.heritage.edu/pqdweb?index=259&did=>



- Evans, L. (2010). Professionals or technicians? teacher preparation programs and occupational understandings. *Teachers and Teaching: Theory and Practice*, 16(2), 183-205.
- Ewbank, A., Foulger, T., & Carter, H. (2010). Red bull, starbucks, and the changing face of teacher education. *Phi Delta Kappan*, 92(2), 25-28.
- Fallon, D. (2010). The golden age of teacher ed. *Phi Delta Kappan*, 92(2), 33-35.
- Fraser, J. (2010). A tale of two futures: a fable of teacher education in the United States, 2025. *Phi Delta Kappan*, 92(2), 29-32.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Wiley.
- Ferguson, T., & Serdyukov, P. (2010) Teacher Dispositions: What Kind of Candidates Do We Have in a Teacher Preparation Program, and How Can We Make Them Better? *Journal of Research in Innovative Teaching*, Mar2011, Vol. 4 Issue 1, p106-119.
- Huang, G. (2006). Informal forum: fostering active learning in a teacher preparation program. *Education*, 127(1), Retrieved from <http://search.ebscohost.com.libdb.heritage.edu/login.aspx?direct=true&db=muh&AN=2826628&site=ehost-live>

Houlihan, T. (2002). State collaboration and teacher preparation reform.

*Spectrum:*

*The Journal of State Government, Summer(2002), 16-17.*

Kent, A.M. (2005). Acknowledging the need facing teacher preparation programs:

responding to make a difference. *Education, 125(3)*, Retrieved from

<http://search.ebscohost.com.libdb.heritage.edu/login.aspx?direct=true&dbmuh&AN=16712138&site=ehost-live>

Lancaster, J., & Bain, A. (2007). The design of inclusive education courses and

self-efficacy of preservice teacher education students. *International*

*Journal of Disability, Development and Education, 54(2)*, 245-256.

Levine, A. (2010). Teacher education must respond to changes in America. *Phi*

*Delta Kappan, 92(2)*, 19-24.

Lit, I., Nager, N., & Snyder, J.D. (2010). If It Ain't Broke, Why Fix It?

Framework and Processes for Engaging in Constructive Institutional

Development and Renewal in the Context of Increasing Standards,

Assessments, and Accountability for University-Based Teacher

Preparation. *Teacher Education Quarterly*, Winter 2010, 15-34.

- McGuigan, Dr. Corrine. (2010). Hu105 project overview. Unpublished raw data, Department of Education and Psychology, Heritage University, Toppenish, Washington.
- Milam, J. (2010). (re)envisioning teacher education. In V. Hill-Jackson & C. Lewis (Eds.), *Transforming Teacher Education* (pp. 3-57). Sterling: Stylus.
- Moore, L., & Sampson, M. (2008). Field-based teacher preparation: an organizational analysis of enabling conditions. *Education, 129*(1), Retrieved from [http://search.ebscohost.com.libdb.heritage.edu/login.aspx?direct=true&db=muh&AN=34\\_38332&site=ehost-live](http://search.ebscohost.com.libdb.heritage.edu/login.aspx?direct=true&db=muh&AN=34_38332&site=ehost-live)
- Nelson, C., & Harper, V. (2006). A pedagogy of difficulty: preparing teachers to understand and integrate complexity in teaching and learning. *Teacher Education Quarterly, Spring*, 7-21.
- Piercey, D. (2010). Why don't teachers collaborate? a leadership conundrum. *Phi Delta Kappan, 92*(1), 54-56.
- Ratcliff, N., & Hunt, G. (2009). Building teacher-family partnerships: the role of teacher preparation programs. *Education, 129*(3), Retrieved from

<http://search.ebscohost.com.libdb.heritage.edu/login.aspx?direct=true&dbmuh&AN=3738538&site=ehost-live>

Sarason, S.B. (1993). *The case for change: Rethinking the preparation for educators*. San Francisco: Jossey-Bass.

Snelgrove, E. (2010, January 13). Heritage 105: you are learning it by doing it. *Yakima Herald Republic*, pp. 1A, 6A.

So, W., & Watkins, D. (2005). From beginning teacher education to professional teaching: A study of the thinking of Hong Kong primary science teachers. *Teaching and Teacher Education*, 21, 525-541

Washington State, Office of Superintendent of Public Instruction. (2010). *District and school improvement initiative* Olympia, Washington: Retrieved from [www.k12.wa.us/Improvement/SDII/default.aspx](http://www.k12.wa.us/Improvement/SDII/default.aspx)

## APPENDIX

### Appendix A

#### Semester One Candidate Reflection Themes for Harrah Elementary

Key Components:	Kindergarten	Third Grade	Fourth Grade
Clarity in Mission/Vision	Differing Perspectives - Relationship Struggles Substitute issues - lack of clarity around mission and vision of project		Differing Perspectives - lack of consistent vision of classroom management
Team Changes	Changes in Team Members - Energy it takes to make connections, team-building, feeling of cohesion	Changes in Team Members - felt the changes were positive	Changes in team - isolation created from the disbanding of the other 4th grade team
Structures	Scheduling - develop a plan, increases confidence, sense of preparedness, and security	Co-teaching, Co-planning model with feedback - empowered and supported by this model, seeing positive impact	
Student Growth	Student Growth - Invigorates, renews, energizes candidates; excitement and increase sense of efficacy;	Student Growth - Motivating, emotionally sustaining	
Feedback	Feedback - Need more from core teacher and program, desire to know what they need to do to make improvements	Feedback - from each other, increases the sense of efficacy	Feedback - critical for improvement and growth, new and revived feeling
Collaboration	Team-building, sense of belonging and cohesion	Mentoring relationship with core teacher - help	

---

		candidates to understand the profession of teaching and feel part of system	
Communication	Clear Expectations from core teacher and program - Goal setting, improve sense of efficacy	Communication - Open and honest conversations with team members essential for growth, changes dynamic of their team interaction	Communication - Honest conversations used as a powerful tool for improvement, confront team members about lack of consistency
Emerging theories based in experience	Developing own theories of teaching and learning based on experiences		

---

## Appendix B

### Semester One Candidate Reflection Themes for Artz-Fox Elementary

Key Components:	Kindergarten	Second Grade	Fourth Grade*
Team Changes		No Team Changes - more highly developed sense of team (Is there a correlation?)	Team Member changes viewed positively
Structures	Co-planning Co-teaching model - improves lesson design, eases preparation for learning, and improves execution/learning; Preparation - key to success with students		Schedule - Increase sense of security
Student Growth	Student Growth - Inspiring, helps them sustain hard work, sense of accomplishment, feeling "speechless"; Excitement over success	Student Growth - Use data to reflect	Student Growth - surpassing expectations
Feedback	Feedback - Immediate, helps them to refine skills and practices; After each lesson, increases confidence	Feedback - Giving and receiving on a regular basis, thrive on feedback and seek it out, Increases confidence and competence	Feedback - Helpful
Collaboration	Team-building - Collaboration with other kinder team increases sense of		Not highly collaborative within grade level team; issues with

	belonging, connectedness		team members expressed, collaboration increases level of support and confidence
Communication	Honest conversations improve their empathy and connectedness to team members and core teacher		Reflect on need for and importance of honest conversations
Emerging theories based in experience	High levels of practice, feedback and reflection increasing the candidate generation of theories about learning and pedagogy	Creating theories based on experience, reflections are more complex, further developed (byproducts of more feedback?)	lack reflective thinking in their 6- point reflection, very episodic reporting, correlation between theory and practice not drawn