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Critical Issues in Teacher Education

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LOOKING BEYOND THE LICENSURE IN TEACHER PREPARATION PROGRAMS: PLANNING SCHOOL-BASED EXPERIENCES AIMED AT REDUCING TEACHER BURNOUT

by

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Abstract

A great number of novice teachers leave the profession within the first five years of teaching. Reasons for teacher burnout are usually related to low morale among novice teachers, students' lack of attentiveness and willingness to learn, behavior management, and the bureaucracy dominating schools. Novice teachers complete teacher preparation programs that require teacher candidates to conduct a set number of hours of field experiences in schools followed by a defined period of clinical practice (student teaching); unfortunately, many still leave the profession after just a few years of actual teaching. This is a review and analysis of literature that address teacher burnout as well as effective school-based practices that focus on effective instruction and self-efficacy as ways to overcome classroom management problems and burnout on the job.

Introduction

Historically, the process for becoming a teacher has been a state-mandated, college-driven process. Requirements for teacher preparation can vary drastically from state to state. Despite the fact that teaching has historically not been a well-paying and well-respected career, many individuals are attracted to teaching as a career. Most new college graduates have successfully found teaching jobs immediately after graduation, but soon leave the profession due to the recurring phenomenon of teacher burnout. Given this reality, teacher educators appear to have missed the mark because the focus of teacher education programs has been the *preparation* of new teachers. Teacher burnout begins after newly hired teachers join the workforce, so one can argue that prevention of teacher burnout is the responsibility of school systems and, to a great extent, it is. However, considering that research shows many teachers indicate most of their preparation for teaching took place during school-based experiences (Dunn, Ehrich, Mylonas, & Hansford, 2000), it is crucial that school-based activities be carefully designed or redesigned to incorporate elements of good teaching practices that address some of the problems leading to teacher burnout. This requires closer examination of the focus points found in research regarding reasons for teacher burnout and the effective school-based strategies that target the phenomena that have repeatedly been noted as causes contributing to teacher burnout—namely, classroom management and the teacher's emotional well-being.

Elements of Teacher Preparation Programs

Teacher preparation programs are typically composed of elements of theory, pedagogy, and application. Teacher candidates study theories of learning and instruction, pedagogy of teaching, and the application of theories in real classrooms. The practical aspect of teacher preparation takes place in school settings and includes a variety of activities such as observation of teachers, tutoring, teaching one-on-one, teaching single lessons to a class or classes, and culminates with a clinical practice or student teaching experience. Although various terminologies have been used to describe school-based experiences, such as clinical experience, field experience, student teaching, and clinical practice, herein, all activities taking place in the school setting, regardless of duration and nature, will be referred to as school-based activities.

The amount of time spent at schools and the procedures for conducting school-based learning are as varied as teacher education programs. The number of hours prescribed or recommended for school-based learning varies from state to state and is ultimately decided by teacher education program personnel. In some programs, methods courses are taught at the P–12 schools where teacher candidates move from theory into practice or vice versa in the same day. However, most methods courses are taught at the university and then teacher candidates individually visit a P–12 school and prepare reports of the school-based activities, which are presented or discussed during the university class period. The final experience in a teacher preparation program is usually a semester-long, school-based practice that leads to program completion, a licensure or certificate, and usually a degree. After all this investment of time, energy, and money, it is unfortunate that for many who secure a teaching job after graduation, their career ends quickly due to burnout.

Common Causes of Teacher Burnout

Emotional burnout has been a common phenomenon affecting individuals who work under pressure and especially those who work with groups of people. In 1976, Maslach defined burnout as emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment. The same definition applies to teacher burnout today. Statistics related to teacher burnout reveal that an alarming number of teachers leave the profession every year. Data on teacher exodus vary; however, statistics indicate that one in four teachers leave the profession within the first three years of employment (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2008; Lloyd & Sullivan, 2012). After five years, forty to fifty percent of all teachers leave the profession (Alliance for Excellent Education, 2005; Ingersoll, 2007; Lloyd & Sullivan, 2012).

Although a great number of disgruntled, burned out teachers leave the profession, some remain as teachers for many years or even until retirement. The damage done as a result of teacher burnout is enormous. When teachers leave the profession in the early years of employment, all the capital and educational investment used to prepare them for the profession is lost (Bitsadze & Japaridze, 2014). Burned out teachers who continue teaching, and many do without being emotionally invested and passionate enough to engage effectively in the education of their students, potentially harm the educational and emotional well-being of their students (Evers & Tomic, 2003). School systems also lose because they have invested in the induction of teachers into the profession. Systemic planning, the education of teacher candidates during teacher preparation years, and support throughout their early years of teaching are extremely important to maintaining a well-qualified teaching force that is satisfied with their careers.

Bitsadze and Japaridze studied the extent and nature of teacher burnout among male and female teachers in Georgia and described the reduction in the number of teachers. According to Bitsadze and Japaridze (2014), "during 2010–13, the total number of teachers has decreased from 79,891 to 68,670. During three years, a total of 11,221 teachers were out of the profession" (p. 8). Bitsadze and Japaridze (2014) noted that some reasons for teacher burnout are: class size; level of emotional exhaustion, which is more prevalent among female teachers; depersonalization and reduction of achievement for male teachers; the ability to keep the locus of control on the teacher; school climate, and the style of administration.

They also pointed out that the profession is not as attractive to the younger generation as it once was, and the number of college students pursuing studies in education has drastically decreased in the last several years.

Lloyd and Sullivan (2012) presented a detailed case study of one novice math teacher who left the profession after two years of teaching. The researchers' analysis of the novice teacher's journey and struggles is in line with trends prevalent in reports of teacher burnout. A major factor contributing to the teacher's burnout was her inability to handle the enormity of her responsibilities without compromising her own emotional and social well-being. The teacher attributed some of her students' lack of interest in working to the best of their abilities to her own lack of success in motivating the students, thus personalizing her students' problems. She interpreted her supervisor's advice about the students' lack of motivation as a suggestion that, if she wanted to better handle the pressure of teaching, she had to compromise her values regarding helping all students succeed. Within a short period of time after beginning her career as a teacher, she moved from being "empathetic in teaching to being apathetic" (Lloyd & Sullivan, 2012, p. 146) which led to her decision to leave the profession. The research addressed the eternal optimism promoted in teacher preparation programs and the mismatch between theories. A really good teacher finds ways to reach every child and teacher preparation programs need to paint a realistic picture of teaching while giving future teachers a wide array of approaches and strategies to meet the needs of all students. A review of factors contributing to teacher burnout helps focus on the causes of this phenomenon and seeks solutions that are practical.

Factors Contributing to Teacher Burnout

Some of the factors that appear repeatedly as contributing to teacher burnout are: classroom management, stress caused by teachers' lack of success in motivating students to learn, low pay, and lack of support from administrators. Some decades ago, Andrews (1970) criticized four-year teacher preparation programs, specifically the notion that a few weeks of student teaching will prepare a teacher candidate to teach. More recently, Cassel (2001) reaffirmed that "inadequate teacher preparation" (p. 102) was one of the factors contributing to teacher burnout.

Teacher preparation programs have changed and now rely on significantly more school-based experiences followed by a whole semester or even whole school years of clinical practice. In addition, these increased experiences provide positive role modeling from mentor teachers and ways to apply new practices that may enhance the candidates' readiness to undertake the challenges of the job. Addressing factors such as inadequate pay are beyond the control of teacher education programs. However, teacher education programs can address other factors commonly reported by teachers who leave the profession as causes of teacher burnout such as classroom management, the ability to deal with personal emotions, and becoming stressed out. Based on the research and survey data indicating the positive consequences of school-based practices in teacher preparation, discussion of the methodical implementation of effective management through instructional skills as well as the development of self-efficacy is warranted.

Beyond Graduation: Elements of School-Based Practices

Designing school-based activities that are targeted, goal oriented, and efficient is crucial to better preparing teacher candidates. School-based experiences need to be the conduit for theories taught in college classes and the practical application of these theories in schools. Sending teacher candidates to schools to observe, tutor, or prepare and deliver small lessons prior to clinical practice is educational and necessary, but is not sufficient. School-based activities need to be authentic in the way teacher candidates experience all aspects of a teaching career. Teacher preparation programs instill pride and passion for teaching in teacher candidates, but should also help candidates take into consideration all factors that play a role in their students' lives which are beyond their control such as family, students' interests, and school resources.

During school-based activities, teacher candidates should be exposed to reflection and learning about good practices in teaching, but also to stressful situations such as working with difficult to manage or unmotivated students, administrators who are either too busy or not focused on supporting teachers, and unsupportive families. It is equally important for teacher candidates to understand that teaching all children is stressful, but developing resilience and self-advocacy are essential tools for handling stress. Resilience, the ability to place the locus of control on oneself, and recognizing small steps as achievements are crucial in sustaining the enthusiasm and motivation to move forward in a teaching career (Lloyd & Sullivan, 2012). Recommendations emerge that focus on school-based practices that address effective classroom instruction conducive to a managed learning environment and the development of resilience to help deal with the stresses of teaching.

Behavior Management in Practice

Classroom management has always been reported as a challenge by practicing and burned out teachers alike. In the literature, the definition of a "well managed classroom" varies. Unal and Unal (2009) (as cited in Sempowicz & Hudson, 2011) defined "three dimensions of classroom management to include managing instruction, people, and behavior" (p 304). Teacher educators and teachers have realized that classroom management is less of a challenge when instruction is well planned and students are engaged in learning. The concept of a managed classroom has shifted from a classroom wherein all students are quietly listening to one person, to a classroom wherein students are actively engaged in learning and interacting with each other and with the teacher. It is also expected that students may easily get off task and interrupt the flow of activities. Managing a classroom becomes exceedingly difficult when students are disrespectful to the teacher, to each other, and when they do not follow directions. Research indicates that an essential element of classrooms that are "well-managed" and where learning and teaching takes place involves respect among teacher and students (Sprick, 2009 as cited in Sempowicz & Hudson, 2011). Many teacher preparation programs offer courses in classroom management, but the application of management practices and sound instructional strategies that keep students engaged takes place during school-based activities. As a result, it is essential that teacher candidates be placed with mentor teachers who have good rapport with students and practice effective instructional skills that result in well-managed classes. Mentor teachers play an instrumental role in the development and preparation of future teachers because the practical aspect of the job is filtered through their performance in their classrooms and their mentoring styles and personal attributes in connecting with and supporting the teacher candidates during their school-based experiences (Sempowicz & Hudson, 2011). The importance of the role that mentor teachers play in the effective development of teacher candidates has been discussed by Ballantyne and Mylonas (2001). In their evaluation of programs offered in remote areas where university professors have limited access to teacher candidates, Ballantyne and Mylonas explained the importance of the role played by mentor teachers who can assist in a collaborative approach to teaching. Teacher

candidates, while learning from the mentors, become a colleague and learn to apply the problem-solving skills essential for teaching.

Sempowicz and Hudson (2011) suggested designing school-based activities where the teacher candidate works closely with a mentor teacher who has effective instructional skills and personal attributes and involves the candidate in discussions about approaches to instructional planning and delivery methods that engage students and lead to positive outcomes for students and teachers alike. The design of school-based experiences should involve the teacher candidate in observing effective and "positive classroom management procedures and strategies" (p. 307). These are then analyzed and discussed by the mentor and mentee so that over time, the teacher candidate can focus on the positive aspects of management and make a connection between theories of instruction and management and the application of these theories in the classroom.

Development of Resilience in Handling Stress

Stress is another factor routinely reported by novice teachers as the cause of their burnout. Haberman (2004) underscored that teaching has become an increasingly more stressful job. Difficulties associated with teaching have increased due to working with students whose parents are not very involved in their children's lives and sometimes are absent altogether, a teacher evaluation system based on achievement tests, having the same expectations for novice teachers as experienced teachers, lack of support from administrators, and finally, unmotivated students. Heightened levels of stress vary from individual to individual and can be debilitating and lead to teacher burnout.

Stress is caused, or increased, when novice teachers become irritated and angry by the behavior of other individuals, or aspects of the school system that are beyond their control. Teacher preparation programs should emphasize theories that help candidates learn how to reduce the stress of working with others by learning to attribute problems to the right cause and not get stressed out if there are situations they cannot control, thus practicing resilience. It is during these school-based practices that they can see effective mentor teachers practice attributes of resilience and self-efficacy.

The development of resilience through theory and practice is the best prevention for teacher burnout (Tait, 2008). The more teacher candidates become involved in all aspects of school life, the more likely they will experience ease in teaching (Spooner, Flowers, Lambert & Algozzine, 2008). In theory and practice, teacher candidates should learn to embrace the difficulties of teaching as "challenges rather than threats" (Bandura, 1986, 1997 as cited in Tait, 2008, p. 59). Once again, the importance of the design of the school-based activity and the role of the mentor teacher becomes evident in teacher preparation. Discussions between mentor teachers and their mentees about problem-solving skills as they observe the day-to-day operation of a school build the self-confidence that is conducive to working in a stressful environment.

The characteristics or human attributes that are essential for dealing with stress and can be systemically incorporated into school-based experiences are resilience, perseverance, reflection, and optimism. School-based experiences are opportunities to observe and practice strengthening human traits such as resilience by expecting teacher candidates to set realistic goals with the understanding that planning is the best first step in teaching, even though they should always be prepared for obstacles that would hinder the implementation of their plan. Candidates should be ready to problem solve and move on by working around those obstacles. Practicing resilience includes moving beyond observation early in the

teacher preparation process, tutoring, becoming involved in planning for instruction, and assisting the mentor teachers in implementing lesson plans. These activities give mentors and mentees the opportunity to observe or implement their plans in the classroom, learn about the diversity of obstacles, and practice solving problems in an effort to continue the instruction. Carefully designed, proficiency-based, closely supervised school-based experiences spanning over a few semesters will help teacher candidates develop resilience and self-efficacy.

Journaling as an Impetus for Communication and Solution Finding

Uline, Wilson, and Cordry (2004) suggested writing journals as a practice that provides opportunities for mentor teachers and teacher candidates to discuss issues, brainstorm possible solutions, and address teacher candidates' concerns. Teacher candidates are required to journal their experiences in the schools and reflect upon them. Their journals and reflections are communicated and discussed with mentor teachers. Discussions between mentors and mentees are aimed at reducing teacher candidates' apprehension and directing their attention to solving problems and considering difficulties associated with teaching as a challenge and not a threat (Lloyd & Sullivan, 2012). In the process of writing and discussing journals, teacher candidates can be assigned to respond to prompts that focus on their own feelings and beliefs about different situations. Analysis of responses to such prompts is an opportunity to address teacher candidates' apprehensions, fears, and anxieties (Doyle, 1997 as cited in Uline et al., 2004).

Setting Realistic Goals and Perseverance

A great majority of teacher candidates state that an interest in making a difference in the lives of students is the main reason they chose to pursue the teaching profession. Even though interest in making a difference is a genuinely noble ideal and must be applauded, accomplishing this can be problematic unless teacher candidates learn about the possibilities and limitations encountered in any profession when other human beings are involved.

A good mentor-mentee relationship can be beneficial at the beginning and throughout the mentee's career because it involves practicing setting realistic goals, evaluating these goals along the way, and modifying them when needed. Mentor teachers know that reality for a novice teacher is not the same as that of an experienced teacher. Novice teachers need to realize that they still have much to learn and need to measure their achievements by meeting small challenges one at a time. A novice teacher's hard work may result in one student passing the course with flying colors and another student barely passing it. The key to knowing whether or not a student has achieved the intended learning outcome is to use effective assessment methods to learn where students are at the beginning and during instruction, and then use a summative assessment at the conclusion of the class or unit.

Conclusion

The review of best practices in teacher education and positive reports about learning indicate the need for well-designed, school-based experiences that connect theory and practice in teacher preparation. Preparing candidates for the challenges of teaching must be at the heart of school-based activities. Collaboration between teacher education preparation programs and schools can lead future teachers to a better understanding of how to handle students' behavior problems and manage stress, thus decreasing teacher burnout.

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COLLABORATION ACROSS CULTURES AS A TEACHING TOOL
by
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Abstract

Teachers must be able to embrace global complexity and prepare children for a world, which is yet to emerge. Risk-taking is needed for teachers to embrace the collaborative options that international collaboration offers. An international, reflective, collaborative project between teachers teaching and learning in four countries created an empowering space where questions were asked and courage to learn was promoted. The project exposed teacher candidates to cross-cultural collaboration, gave them tools to develop their thinking, and created models for working collaboratively across cultures. This action research project, anchored in Schön's reflective practice, brought together via technology U.S. teacher candidates, and colleagues from Finland, Ghana, and South Korea. Focus was on knowledge building and understanding cultures, and collaborating with colleagues across the globe. Collaboration can change the thinking of pre-service teachers about the world and move them toward greater cultural proficiency.

How to have courage to start an international collaborative project? As our world is changing, our working life and experiences in it are rapidly transforming. Porous boundaries between countries, professions, tasks, and challenges are evident.

The 21st century skills call for interdisciplinary core subjects such as global awareness, continuous learning and innovation skills (Framework for the 21s century). Teachers especially need this. Communication and technology, not to mention the ability to work with an abundance of information resources are becoming more important. Life and career skills include flexibility and adaptability to new situations and challenges. Dealing with uncertainty requires social and cross-cultural skills. Global awareness and ability to function in the global reality (Noddings, 2005) are integral to the skillset of a competent teacher.

The authors of this article had previously worked with a two-way cross-cultural project in a semester-long technology-supported relationship between Finnish and American high school students and American teacher candidates. The highlight was a 10-day visit by the Finnish high school students to Illinois that included a variety of activities designed by teacher candidates: high school and university student shadowing, cultural experiences, participation in local events, accommodation in local families, and a reflective celebration party. Encouraged by that successful experience, where students from both countries are still, after several years, conversing with each other through Facebook, we set up this project with multiple cultures involved. With the realities of financial constraints on face-to-face traveling experiences, technology can bring the world into classrooms as a vicarious experience when face-to-face real-time experiences are harder to organize.

Why Were These Partners Chosen?

Personal connections and experiences lend believability and depth to experiences. In setting up cross-cultural experiences, participants may be mandated to participate, may be reluctantly coaxed into them, or may participate voluntarily. To mandate an experience between entities does not guarantee success. Knowledge

of, and trust established between collaborators goes a long way in getting things accomplished, even when realities of distance bring complications into the equation.

Heljä's trip to Keimyung University in South Korea and a subsequent visit from South Korean colleagues to the USA started the conversation of including South-Korean colleagues. The Ghanan connection was borne out of a serendipitous visit of a friend of a graduate student, just heading to Ghana as a Peace Corps volunteer. The Ghanan teacher and South-Korean professor with her teacher candidates turned out to be sources of information.

The most profound partnerships may arise from even closer personal connections with friends and family: the authors of this article are a mother-daughter team living on opposite sides of the Atlantic, who have through several collaborative projects brought intercultural experiences to hundreds of students. In addition, Heljä facilitates a Global Scholar program with an Internationalization Committee at the university, has taken groups of students on Study Abroad trips, and team-teaches an interdisciplinary course on Professionalism Across Cultures. Laura works as International Affairs Coordinator as well as English teacher at her secondary school; in this capacity, she has helped organize several international projects, including an EU-funded Comenius project; has helped form a partnership among schools for facilitating projects and exchanges called European Partners in Education, which to date includes five European countries; and has served as advisor to dozens of high school students applying for university studies abroad.

This article describes a cross-cultural project as teacher action research. Action research is especially fruitful for a practical question a teacher has about a pedagogical dilemma in their teaching. Action research is a systematic way of collecting and analyzing data to see how a certain pedagogical approach works in the classroom (Johnson, 2008).

Our main action research question was: What are the benefits to teacher candidates in participating in a semester-long international collaboration? The aims of this action research project were:

1. to prepare pre-service teachers to experience international collaboration in preparation for their profession,
2. to give teacher candidates tools for developing reflective practice in global experiences through technology, and
3. to create models for working together across cultures.

Theoretical Framework

This project is anchored in the work of Donald Schön (1987); in this project, pre-service teachers practice being reflective practitioners and develop cross-cultural competencies for their future profession. A reflective stance is particularly valuable for teachers, who need to learn to think on their feet, to relate to a multiplicity of issues daily and to solve problems independently. A guiding principle in accredited teacher education programs in the United States (accredited by the National Council for the Accreditation of Teacher Education) is that they are built on faculty-designed conceptual frameworks that at the overall level direct the practice of professional preparation of teachers. In this program those foundational concepts are becoming an effective teacher and advocate, a life-long learner and a reflective practitioner. Teacher candidates engage in reflective practice throughout their coursework and these courses focused on methods of teaching are part of this. The conceptual framework explains this as follows:

Reflection must be incorporated into teachers' daily practice as a part of their professional lives so that practice, curriculum theory, and instructional theory are integrated (Dewey, 1998;

Kemmis, 1985; Wilska-Pekonen, 1998). Candidates need to craft and continually review and modify their philosophy of education that guides them during their development as teachers. They engage in reflective practices, such as writing portfolio reflections and reflective journals, as part of their self-evaluation and growing understanding of how the different skills and knowledge they are learning contribute to the instructional process and their roles as emerging professionals. Candidates are expected to include reflection about their learning, practices, and connections with the profession beginning early in their preparation programs, and continue through student teaching. They learn the critical role reflection plays in their development and improvement as teachers, and develop reflection as a habit of mind. (Bradley University Conceptual Framework)

The teacher candidates also are required to be working toward functioning in the global environment.

The conceptual framework for both the undergraduate and graduate programs rests upon professional practice within a community that is no longer primarily focused in a localized way, but is by necessity and choice, global in nature. Candidates must develop a knowledge of diversity at many levels, including those culturally, philosophically, and economically different from those in which candidates may have the most familiarity and comfort, and come to value the challenges and richness offered in those situations. Cross-cultural competencies (Lindsay, Robins, and Terrell, 2003) facilitate teacher candidates becoming communicators, collaborators, and embracing diversity while creating opportunities for children and youth to function in the global community. Candidates should be literate in terms of using available tools to make their teaching relevant in a global context, including applications of resources, educational technologies, and emerging communication technologies (Jukes, McCain, and Crockett, 2010).

Reflection is a way to approach professional learning after an experience as a vital way to explore the personal and professional self (Schön, 1987). As teacher candidates encounter a set of experiences, they learn to integrate personal and professional voices in their experiences as a teacher. Reflection-in-action occurs during learning where teacher candidates are building new understanding by participating in activities. Reflection-on-action is reflecting after the event, and building a repertoire to discuss the learning. Reflection is a vehicle of promoting thinking about what professionals do in their work. In this project colleagues worked on understanding cultures and issues in social studies instruction and collaborating with colleagues across the globe to become familiar with the culture and professionalism in each other's countries while sharing their own. Jacobs (2010, p.31) reports the recommendation of members of the Curriculum review, which suggested that when teaching social studies a "global perspective be developed." Reflection-in-action occurs in the context of the practice of teaching. Although there is uncertainty in situations, that uncertainty according to Schön (1987) should not be a threat or a sign of weakness but it "links the art of practice in uncertainty and uniqueness to the scientist's art of research (p. 69).

Methodology

Methodologically this work was an exploratory pilot project in teacher action research, where 27 teacher candidates, three elementary and middle school teachers in Finland and Ghana, three education professors in South Korea and the United States sought to learn with and from each other. Cochran-Smith and Lytle (2009) term this practitioner inquiry, which describes collaborations between educator, university-based colleagues and other educators. Practitioner inquiry is built on the assumption "that the relationships of knowledge and practice are complex and distinctly non-linear" (p. 41). "Teacher researchers work in inquiry communities to examine their own assumptions, develop local knowledge by posing questions and gathering data, and - in many versions of teacher research- work for social justice by using inquiry to insure educational opportunity, access and equity to all students" (p. 39). This project created an opportunity for future teachers to experience international collaboration through the use technology.

When teachers make their work public and open to critique from their peers Cochran-Smith and Lytle (2009, p. 44) liken it being more "like improvising a dance than climbing a set of stairs." Indeed, it is messy and complex but empowering for the people involved. While teacher candidate curricular knowledge (Polikoff, 2013) in social studies was not the main focus of this project, increasing it was an intended byproduct of the project in the larger context of the program design.

Data Collection and Analysis

The two groups of American teacher candidates met together at the start of the semester. They had a three-hour introduction to Finland, the home country of one of the professors as an introductory and exploratory sample experience of what types of experiences and information they might learn from and research in relation to the countries in question: Finland, Ghana, and South-Korea. We discussed economics, politics, geography, anthropology, etc. as a way to develop essential questions (Wiggins, McTighe, 1999) through which they could approach this topic if they were writing a curriculum about this country for their future classrooms. Later in their semester they used this approach to design their own integrated thematic unit plans not based on this project. Initial thinking questions were given in this meeting to launch investigation and research on the cultures of countries involved. Collaborators were introduced and communications with collaborators occurred via email and Skype. Teacher candidates were in cross-course teams and met to discuss their approach to the task of learning about the different cultures and countries through their research as well as their collaboration with colleagues in the three countries chosen for the project.

Although teacher candidates were free to pose any question they were interested in, they were assigned to think about the following questions as they embarked on the project:

> 1. How are teachers viewed in your culture? What professional qualities are considered important?
> 2. As a teacher, what part do you play in your students becoming good citizens?
> 3. How is the idea of a global community seen in your country and your schooling?

Collaborative reflections were written and analyzed and in-depth information and experiences were orally shared with each other. Based on their research of social studies areas and the countries and cultures, teacher candidates came up with questions to the persons involved with their particular country group. One group of teacher candidates created a collaborative reflection with a practicing teacher from another country on topics of learning environments and professionalism. The other teacher candidate group only participated in developing the PowerPoint presentations and knowledge sharing with everyone. Using the research information and information gleaned from the contacts with the country representatives, groups of teacher candidates mixed within the two courses created PowerPoints for their own future classrooms about the three different countries we collaborated with. The PowerPoint presentations were shared with all of the teacher candidates from two courses with a discussion of the learning in the project and thinking about a future international project in their own future classroom. Embracing the 21st century skills, the presentations were to show use of interactive tools to gain knowledge, to make sense of interactions, and to learn about culture through the lens of the social studies areas.

Research data gathered in the project were: teacher course design in the form of a syllabus, questions created by teacher candidates, collaborative reflection papers, and research-based Social studies focused Power Point presentations. Documents were analyzed to see emerging patterns in relation to teacher reflective practice, and information revealed in relation to cultural knowledge about the cultures and countries involved. The analysis showed somewhat differing issues depending on what perspective or lens was used. In table 1, the analysis is shown based on the project aims to scrutinize the similarities and differences of results as a summary. Issues rising from communicational challenges were documented by the teacher/action researcher, and discussed among collaborators as far as what worked and didn't work in relation to the goals of the project. In preparation for the collaborative reflection teacher candidates sent and received emails and had Skype discussions, which they used to write their collaborative reflections and to create their presentations. For example, the Ghana group researched the country's history, geography, government, politics, demographics, culture (such as social roles, family patterns, languages spoken, clothing etc.), media, economy, technology, natural resources, education religion and health.

Results

In the fast-paced increasing complexity of global and international skills and competencies needed for working life, teachers need to prepare themselves to embrace the collaborative options that international work offers not with timidity but with a bold intention to work and learn from all others. This experience of working in collaboration with international partners was the first time for all of the teacher candidates. Some went on Study Abroad trips after this experience, although none to the countries involved in this project. The value of student learning in this project was seen in the reflections the teacher candidates wrote while collaborating with the international colleagues and after the collaboration ended.

The teacher candidates' awareness of their own cultural backgrounds as well as their awareness of cultural differences – particularly differences in how teaching and professionalism are viewed – developed significantly through their interactions with the foreign partners. Our South-Korean counterpart had her students write reflections on practical dilemmas to discuss developing professionalism; although our students were able to interact with the South-Korean professor, we were not able to interact with the South-Korean teacher candidates due to differing semester breaks and schedules. One American teacher candidate wrote:

> I had asked [the teacher] if her school promotes collaboration with other colleagues. She explained that in Asian countries, collaboration with other staff members harmoniously is a very important competency. One of the most interesting things I found from our conversation is her perspective

of what schools are looking for between the United States and South Korea. "If I want to get a job and go for an interview in the U.S., I should look independent and self-confident. But here you need to look humble and collegial." This statement is very interesting to me because I believe in the United States, collaboration may be seen as a weakness.

Another teacher candidate, after getting going on the project and connections, sees how these opportunities could change the way in which she is being prepared to become a teacher:

> Through this experience… I have learned more about South Korea's educational system and what they believe in. There were a few similarities between the two countries, but I found the differences to be more interesting and valuable. For example, even though it pertained to the South Korean University, I felt having the students at the University apply what they have learned through the classroom curriculum by interacting with young children is a valuable experience for not only the college students, but also the children. I wish I had more opportunity to have those experiences earlier in my education classes. Having a global network is also something I wish was brought into the education classes sooner. Already I am benefiting from this experience by learning how each country differs from each other and ideas we can take away from each other to implement into our own classrooms.

Our experience with our Ghanan connections was the weakest due to the fact that the teacher's work responsibilities made her "vanish into the bush" (email correspondence) and there were frustrations in trying to get a regular flow of communication established. However, even small efforts of collaborative and international nature can shift teacher candidates' thinking and open up a more inquiring attitude. The lack of communication is an experience as well. Our teacher candidates felt incredibly lucky not to have the challenges that teachers in Ghana face.

> Education is not encouraged by the parents. All these experiences provide barriers for children in their whole development. Teaching is viewed as a stepping stone job. Teaching is considered a job to get until something better comes along. *Teacher Candidate*

Even as teacher candidates are slowly widening their worldview, they notice things in relation to the very different things about learners' opportunities in Ghana: What really caught my attention is the fact that children have a very limited worldview. Many of them have never seen a computer or have running water. Children believe Americans have "lots of money, two cars, the best schools and they kill people." For the most part this is an accurate description of America. These children clearly have a lot of potential but they are not being invested into. *Teacher candidate*

Even as teacher candidates recognize the "limited worldview" of others, they become aware of their own limited experiences as well as their own biases based on limited life experiences. Awareness of one's own values is something that several teacher candidates brought up in their reflections:

> I cannot imagine growing up in environment that does not value education. I grew up in a household of highly educated people who instilled this value in my life. Education has allowed me to grow so much as a person I do not know where I would be without the guidance. *Teacher Candidate*

Connections and comparisons with Finnish teachers' working life brought these reflections:

> Getting the opportunity to collaborate with teachers from Finland was a great learning experience, because I have never done anything like this

before. I got to learn about these collaborators' life before working in Finland, what they teach now, how their school is set up, and what they like to do in their free time. It was great to relate what life is like in Finland and compare it to the American life and schools. *Teacher Candidate*

Being able to communicate with Laura about her classroom management skills and ask other questions about what life is like in Finland was a great experience. I very much enjoyed getting a chance to talk with teachers who are across the pond about their schools and teaching styles in their country to compare to how we teach in America. *Teacher Candidate*

Discussions with teachers from Finland validated the teacher candidates' emerging understanding that teachers have great professional capital in Finland: teachers in Finland are well respected and have a high status in the society (Hargreaves and Shirley, 2012), a much different situation from the experience with teachers in Ghana. This allowed the American teacher candidates to place their own experiences of school culture in a continuum; they felt grateful to be taking their place in the teaching profession in a culture where teachers are respected more than they are in Ghana, but also saw something to strive for – that teachers could be respected even more, as in Finland.

Many of the participants in the project agreed that a longer-term timeframe would have allowed for more in-depth cultural understanding and truly learning to know everyone involved. "Enriching the higher education curriculum with a variety of learning approaches, project work, and interactive experiences would be a beneficial change for the sake of learning culturally and socially welcoming interactive practices (Pajak 2003). Empowered teachers are very important not only for students but also to the higher education communities and the entire collaborative community network." (Antola Crowe and Kohl, 2007)

By itself reflection is not enough to increase what Cooper, He and Levin (2011) term *critical cultural competence*. Teachers also need to address misconceptions and personal beliefs for valuable changes to occur. However, this cross-cultural collaborative experience and analysis of the work showed how important even a seemingly truncated one-semester experience can be in changing the thinking of teachers who have had limited exposure to other countries and cultures. If there was a chance to develop international collaboration over a longer period of time, teacher candidates could deepen their own concepts of culture as well as extend the limits of their understanding. Even though the United States is a multicultural society and rich opportuni ties abound, many teacher candidates' prior experiences can be very mono-cultural. Some teacher candidates do not even realize they are not really being exposed to the cultural richness that clearly exists close by.

Developing Tools for Reflective Practice in Global Experiences through Technology

Technology is a great tool for exploring realities in other countries when we can't be there physically. Although email can be viewed as "so yesterday" (Tapscott, 2009, p. 46), it provided a useful platform for teacher candidates to start piecing together what they had learned in their research about the countries and putting a personal, human face to the experiences of people in that culture. Skype was also used in interactions. Because of time zone differences there was no requirement for a particular amount of Skyping. Our biggest technology challenge was the lack of technological access in Ghana, combined with a lack of responsibility within the group of teacher candidates. "The student who said she would be the liaison and coordinator of the group sent out three emails but failed to help guide the group

when it came down to creating the PowerPoint. I emailed the group and created an additional PowerPoint but the assignment fell through due to [lack of communication]. I found myself not caring much about the project because there was nothing more that could be done in getting the PowerPoint complete." (Teacher candidate). We found it very interesting that the communication problems we had locally were mirrored in relation to the long-distance international connection! With our contact in Ghana, people were more understanding and forgiving, trying to explain the difficulty with the challenging circumstances and culturally related hardships. Locally, frustrations were felt because teacher candidate colleagues (some of whom had been in the same courses before) were nonresponsive, undependable, or trusting others in the group to take charge and finish the project work. However, task-accomplishment, designing a project and seeing it through to its completion are experiences that teachers as professionals must confront daily in their future classrooms. Learning to reflect on the processes as well as the content in learning gives teacher candidates tools to think about potential challenges from the perspective of their own future students.

As reflective practitioners, teacher candidates learned how cultural proficiency is a continuum described by the work of Lindsay, Robins and Terrell (2003) depicting movement from cultural destructiveness through cultural incapacity, blindness to cultural precompetence , competence and cultural proficiency based on how culture is being esteemed and how one sees differences in cultures.

From initial ideas of cultural incapacity and blindness, this project propelled teacher candidates forward toward cultural competence and proficiency, as seen in the previous verbatim excerpts from teacher candidates. Initially some had difficulty in seeing that they themselves were cultural beings. As a result of working with others, they began to gain perspective of how they are seen by others, and how they can see themselves as cultural beings. It would have been an interesting follow up with the teacher candidates who chose to go on a Study Abroad trip to see if this project gave any benefits as they negotiated face-to-face encounters in another culture.

We experienced challenges in keeping a multi-part, unwieldy project together. All persons involved were extremely busy professionals. In our experience we have found that these busy colleagues are exactly the ones who say yes to these types of projects because they trust the possibility of beneficial results and enjoy the process (even when messy and non-linear) and the connection making that enriches their own lives. The excitement is that you never know what you will learn and from whom and how, which prepares our teacher candidates for the world of uncertainty that the students they teach are living every day. Learning in the end is richer than one hopes to dream about, while designing the aims of the project. How to work with different academic schedules, frameworks and purposes was another challenge we faced. The more people involved, the more complicated the practical issues become. One semester turned out not to be long enough and the semesters in each country did not match well. Collaborative work via technology can be exhausting, overwhelming, and taxing, but rewarding – much like teaching in general. Collaborators want to carefully plan the semesters they want engage in an international project with full energy.

Creating Models for Working Together across Cultures

In strengthening teacher proficiencies in teacher education and planning for future projects, we wanted to create ideas for teacher education that would be worth developing as new teacher candidates face the challenges of the 21st century in their own classrooms. For teachers to help their students live in the global world, they themselves need to live as a world citizen and have the active capacity to work with and learn with and from others from different cultures. In the following table, we have indicated the important issues we discovered in relation to the project goals: looking at the analysis of data from the teacher/collaborator perspective and the teacher candidate perspectives; the challenges we experienced; and ideas we gleaned from this experience to create a model of effective cross-cultural collaboration to move forward into future collaborative international projects.

Table 1. What did we learn about cross-cultural collaboration as a teaching method?

Project Goals	Teacher/Collaborator perspective	Teacher Candidate perspective	Challenges	Lessons Learned
1. Preparing teacher candidates to experience international collaboration	-Find out teacher candidates' prior experiences -Ensure commitment from teacher candidates and collaborators -Discuss motivation and connection to self as a life-long learner	-" do something I have not experienced before" -Develop enthusiastic attitudes -Acquire a more global perspective on education -Understand that "Collaborating with an individual from a different culture requires patience and persistence"	-Find partners who have the commitment to continue throughout the experience -Work around differing academic breaks and schedules -Leave time to compensate for communication lag times and unexpected changes	-Build capacity and enable opportunities -Build (social, cultural, pedagogical, and content) knowledge and learn cross-culturally savvy approaches
2. Developing tools for reflective practice in global experiences through technology	-Be specific and supportive in how reflective practice can be accomplished -Be clear about time frames and goals from each collaborator's perspective	-Use multiple avenues of contact (Skype, emailing) to strengthen the variety of information that international collaboration can offer	- Encourage every teacher candidate to become a leader rather than allowing some to remain followers	-Create samples of a variety of reflections for analyses and uses - Create opportunity for self-analysis and knowledge, to reflect on one's own knowledge base and cultural identity -Keep meticulous track of all communication
3. Creating models for working together across	-Create personal and professional networks for international colleagues to work	-Start early in teacher preparation to build global awareness and	-Accept that each collaborative relationship has its idiosyncratic dynamics and	-Chart beginning knowledge levels of teacher

| cultures | together from different cultures -Be flexible and open to unexpected, serendipitous networking opportunities and connections -Be open to learning outcomes: what is planned is not always the learning that will occur | the opportunity to bring global experiences into the classroom -Utilize existing resources to strengthen a variety of international interactions and to practice attitudinal preparedness for such interactions | energy, which cannot predict how people respond, behave or communicate throughout the project's span -Accept that risk-taking is intimidating, and learning to welcome those risks takes time | candidates -Provide multiple, deepening opportunities for cross-cultural collaboration throughout teacher preparation -Be open to flexible processes with willingness to devise plans when changes do occur -Build trust and commitment, the essentials in successful collaboration -Share learning with all collaborators |

Antola Crowe, H. and Robinson, L. (2013), Collaboration across cultures as a teaching method. Presentation at the Teacher Education Policy in Europe Conference, Helsinki, Finland.

Discussion

New teachers need to be ready to learn and to act on what they learn, and they need to develop a strong professional ethos rooted in caring about children as well as in critical perspectives on practice. When teacher candidates enter the teaching field, they will need to understand that regardless of what they have learned in their programs, they need to be ready to learn and continue learning (Lytle, 2013). Global awareness and cross-cultural skills will be near the top of the priority list in professional development, although many might not have become aware of this need in the early stages of their teacher preparation. Teacher educators and policymakers will find that international collaboration allows teacher candidates to practice multiple needed proficiencies such as communication skills, working with a variety of people, learning to know and appreciate cultures as well as sharpening the skills of self-reflection and self-appreciation as a professional. What it takes to collaborate is like "improvising a dance" (Cochran-Smith and Lytle (2009, p. 44)) using multiple skills and while each experience could be different, each experience, even when deemed a failure, will teach teacher candidates to become more proficient and confident. When creating structures and policies for teacher preparation, programs can integrate technology use with international collaboration. Starting as a participant in a project with specific tasks and individual experiences creates space for teacher candidates to prepare networks for the future and envision such collaborations with their students.

Our work showed that even a one-semester experience *can* change the thinking of teachers about the possibilities in learning in an international collaboration. The richness of teacher experience across cultural boundaries showed promising suggestions for the future of developing and widening professional self-knowledge and worldview. The awareness of realities in other countries also forces future teachers to articulate more poignantly what their own experiences are, and what makes a difference to them. In a continuum of increasingly demanding collaborations, teacher candidates could create an international collaborative project with a class of children and find a class across the world to learn with.

Is it worth the toil to set up cross-cultural collaborations? Our answer is an emphatic yes! Regardless of the challenges, difficulties and hardships, it is worth the effort. The voice of one of the teacher candidates substantiates this sentiment:

> I feel like I have a more global perspective on education and challenges faced by teachers in various countries. It reminds me of the important role teachers have in education. It is critical that we have enthusiastic attitudes and create safe and welcoming environments as best as we can. *Teacher Candidate*

The expression "as best as we can" is the important message of perseverance that remains the key for teachers setting up experiences in teacher preparation programs. Even if it does not go perfectly, it is still important to attempt cross-cultural collaboration. Through the courageous collaborative processes we learn – if not what we set out to learn exactly, then something else, something unexpected, something surprising; things that support our understanding of the humanity of all people. What buoys international collaboration is persistence, serendipity, an open mind, a sense of humor, and a willingness to deal with complicated realities, while modeling courage and inquisitive opportunities. By doing so we build reflective capacity in children, in ourselves, and in our collaborators.

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PRACTICE MAKES PREPARED: SCAFFOLDING PRE-SERVICE TEACHERS FOR THE EDTPA THROUGH AN AUTHENTIC METHODS COURSE EXPERIENCE
by
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Abstract
The educative Teacher Performance Assessment (edTPA) has recently become a requirement for teacher licensure in several states. Elementary and special education teacher candidates at a small, private, Midwestern university participate in an authentic, co-taught, practice edTPA in a science methods course as an embedded support for the consequential edTPA completed in the student teaching semester. Four elementary pre-service teacher candidates took part in this phenomenological, qualitative study of the effectiveness of this support. Findings yielded several themes pertaining to preparation to become an effective educator, embedded supports in the education program, and programmatic and field transferability. Based on the findings by theme, implications for the teacher education program improvement are discussed as well as next steps for future research.

The question of, "What makes an effective teacher?" has been one teacher preparation programs have been struggling with almost since their inception. States and institutions of higher education have been trying to identify and measure what knowledge, skills, and dispositions pre-service teachers need to have to be successfully prepared for the field in many ways. For example, some States have implemented licensure or certification policies that mandate preservice teacher candidates pass certain standardized tests, such as the Texas Examinations of Educator Standards (TExES), Test of Academic Proficiency (TAP), or Praxis exams. Over the past two decades, there has been an investigation into using performance assessments in teacher education programs, such as the Performance Assessment for California Teachers (PACT) in 2001 and leading up to the movement for a national, standardized performance assessment called the educative Teaching Performance Assessment (edTPA) in 2013. At present, 639 Educator Preparation Programs in 35 states and the District of Columbia are participating in the edTPA (Stanford Center for Assessment, Learning, and Equity (SCALE) & American Association of Colleges for Teacher Education (AACTE), 2015b).

With the advent of this new, standardized, performance assessment as part of teacher certification or licensure, teacher preparation programs will need to review the scope and sequence of their curricula to ensure the professional growth of their teacher candidates into effective educators and, in turn, edTPA proficiency. Each program will take a different approach to preparing and scaffolding its teacher candidates. At a small, Midwestern university, faculty and administrators have been planning for the consequential implementation of the edTPA for the past four years and have been making changes to the curriculum along the way. For example, there was a new course added as a seminar to help guide candidates in navigating the process of the edTPA. In addition, teacher candidates now complete a Context for Learning, a required component of the edTPA, in each of their school practica. In the program's instruction and assessment course, candidates design lesson plans in which they accommodate for certain types of students present in their classrooms (English Language Learners, physical disabilities, etc), a process that is mirrored in

the edTPA requirements. Perhaps the most comprehensive preparation for the edTPA, though, lies in the project completed in the methods of teaching science course where candidates actually complete a "practice" edTPA in the semester before student teaching.

In the science methods course, candidates are put into groups by the methods instructor based on the candidates' perceived content area strengths. This process ensures balance among perceived subject area expertise. In addition, teacher candidates are required create a group proposal for a learning segment, after which they attend "boot camp sessions" on each of the edTPA tasks, after which they create lesson plans and assessments and authentically teach and videotape their lessons at a university partner school. After completing the instructional portion of the edTPA, the candidates then analyze student data and reflect on their teaching before completing all of the commentaries and required documents in each task of the edTPA. The purpose of the practice edTPA during the methods semester is for the teacher candidates to gain vital exposure to the edTPA language and structure as a group prior to completing the project individually for licensure. This study investigated teacher candidate perceptions of preparedness for the edTPA after having completed this project.

Background of the edTPA

Stanford University faculty and staff at the Stanford Center for Assessment, Learning, and Equity (SCALE) developed the edTPA to ensure teachers are ready to teach when they enter any classroom, whether it is in an urban, rural, or suburban school (SCALE, 2015a). The edTPA is designed to be a multiple measure performance assessment aligned with state and national standards, such as the Common Core State Standards (National Governors Association, 2012), Next Generation Science Standards (Achieve, Inc, 2013), and the Interstate Teacher Assessment and Support Consortium (InTASC). The edTPA is endorsed by the American Association of Colleges for Teacher Education (AACTE) and has partnered with SCALE to continue to promote and share the edTPA (SCALE, 2015a). In addition, SCALE has partnered with Pearson Evaluation Systems as the provider for the electronic platform through which edTPA portfolios are submitted, scored, and results reported.

The edTPA is a subject-specific assessment with versions in 27 licensure areas (SCALE, 2015a). Most versions contain three tasks (planning, instruction, and assessment) and 15 rubrics (usually five per task). Candidates submit evidence and documentation of their teaching proficiency that include commentaries, lesson plans, videos of their teaching, and student work samples (SCALE, 2015a). The rubrics use a point value scale of one to five, with one being not ready to teach and five indicating an accomplished beginning teacher. For assessment purposes, states set their own policy as to how the scores are used for licensure. For example, some states have a minimum score that a candidate must reach to be licensed, while other states use the edTPA as part of a program completion without a distinct cut score.

Research in Support of the edTPA

The case for the edTPA as an effective measure of teacher competency lies rooted in the research on teacher performance assessments. Darling-Hammond (2010) maintains that the expectation that all students will learn to high standards will require a transformation in the ways in which our education system attracts, prepares, supports, and develops expert teachers who can teach in more powerful ways—a transformation that depends in part on the ways in which these abilities are understood and assessed. (p. 2)

Darling-Hammond discusses two performance based assessments for in-service teachers, the National Board Certification and the Connecticut BEST assessment (2010). Research conducted on these two assessments indicates that teachers who successfully complete them have a greater positive impact on student achievement than teachers who do not. The same positive effects on student achievement are seen in pre-service teachers who successfully complete the Performance Assessment for California Teachers (Performance Assessment for California Teachers, 2015). Developed by the California PACT Consortium, the PACT assessment is used in measuring overall pre-service teacher effectiveness (2001). Research studies on the PACT conducted by Darling Hammond (2010) and Wei & Pecheone (2010) have indicated that teachers' PACT scores are indicative of teacher effectiveness in terms of student achievement gains in ELA and Math. Darling-Hammond argues that these same types of performance assessments should be standardized and used in measuring pre-service teacher candidate effectiveness on a national level. The Teacher Performance Assessment Consortium (TPAC) who first collaborated on the TPA, the precursor of the edTPA, based their model on the one developed by the PACT consortium (Darling-Hammond, 2010).

These two studies are but two presented in support of the construct validity of the edTPA in a large scale literature review conducted by SCALE (2014). Scale asserts "The bibliography supports the validity arguments demonstrated through content validation, job analysis studies, and factor analyses conducted during edTPA pilots and field testing" (p. 2). Within their review of the literature, SCALE cited annotated bibliographies of 22 foundational research studies and scholarly works in support of the effectiveness of teacher performance assessments. Additionally, research articles were presented in support for each of the areas assessed in the 15 rubrics for the edTPA.

Finally, SCALE conducted a field test of the actual edTPA instrument itself in 2013. The report analyzed more than 4,000 submissions for the field test across licensure areas. Scorer interrater-reliability coefficients ranged from .83 to .92. Candidate scores were highest in the planning task, then the instructional task, and lowest in the assessment task, which is consistent with results of other studies documenting that assessment is generally a challenging area for pre-service teachers (SCALE, 2013).

Institutions may vary in the way their programs prepare teachers, but with so many states adopting a national standardized performance assessment, an investigation into what scaffolds and supports institutions have put in place to help candidates be successful in passing the edTPA is warranted. SCALE (2014) has set forth guidelines for formative supports for institutions to implement with teacher candidates throughout their programs in the preparation for the edTPA process. They include providing teacher candidates with handbooks, rubrics and other relevant documents, engaging candidates in formative experiences aligned with the edTPA, explaining the rubrics and using them in formative experiences, and offering candidate seminars focusing on the skills and abilities identified in edTPA, such as an Academic Language seminar (SCALE, 2014). Institutions across the United States have woven these supports into their programs in a myriad of different ways, and a few have done research studies (Manning & Sheel, 2014; Burns, Henry & Lindauer, 2015; Meuwissen, Choppin, Shang-Butler, & Cloonan , 2014) to determine the effectiveness of the supports and scaffolds they have integrated.

Manning and Sheel (2014) conducted a study to determine the effects of the supports implemented at Teachers College in New York on candidate edTPA scores. Supports in place for the 2013-2014 implementation of the edTPA included general college-wide supports such as graduate assistants, information sessions for

candidates, technology support, and candidate focus groups (Manning & Sheel, 2014). Subject-specific pedagogical supports included new lecture and laboratory courses, parallel portfolio assignments, and workshops facilitated by graduate assistants for specific handbooks. Scores from the 228 candidate portfolios submitted by the institution indicate that 95% of the candidates passed (minimum 2.73 rubric average), 68% achieved mastery (minimum 3.2 rubric average), and 5% did not pass. The scores indicate that the embedded supports may have contributed to the overall success rate of the pre-service teacher candidates.

In an action research study conducted by Burns, Henry, and Lindauer (2015), 58 student teachers and their cooperating teachers were surveyed regarding the model used at their institution for support and development of an edTPA portfolio. Teacher candidates completed and submitted an edTPA for scoring to Pearson, even though it was not consequential for licensure at that time in their state. The model of edTPA support used included strategic field placements, partnerships with local schools to offer support to cooperating teachers, practice with knowledge and skills required by the edTPA, and practical support from the university. Candidates were placed in select partnership schools to complete a practicum in the semester before student teaching; they completed an entire practice edTPA during this semester. Candidates "looped" and stayed in the same classroom while they completed another edTPA during their student teaching semester, which they submitted to Pearson for scoring. Results from the surveys indicated 100% of teacher candidates felt supported by faculty in this model of edTPA implementation, citing the seminar during student teaching, seminar instructor, fellow student teachers, and looping as the most effective supports (Burns et al., 2015). Teacher candidates reported that the practice edTPA was useful in working out details with technology, such as videotaping and uploading files.

Meuwissen, Choppin, Shang-Butler, & Cloonan (2014) surveyed 104 pre-service teachers in Washington and New York states about their experiences with and perceptions of the edTPA. Participants reported that the most helpful preparation activities for the edTPA were: 1. Participation in an edTPA-like product or project, using the prompts rubrics as guidelines, 2. Group discussions about the edTPA with other candidates, and 3. Participation in a seminar or workshop about edTPA preparation. Respondents were also asked how teacher education programs could better support the candidates through the edTPA process. The most common response given was to begin preparing teacher candidates for the edTPA process earlier in their programs. In addition, one-third of respondents stated that "the process for completing the edTPA should be clearer or more transparent" (p. 12).

Methodology

Since the edTPA is a relatively new initiative, there has been little empirical research done on its impacts on practice and programming (Meuweissin et al., 2014). Most of the studies that have been done have used quantitative data from surveys and edTPA scores. This qualitative study will investigate, in depth, teacher candidates' perceptions of the effectiveness of participation in and completion of a practice edTPA as preparation for the edTPA portfolio process.

The participants in this qualitative study were four elementary education majors who went through a traditional undergraduate program. All four were Caucasian females, ages 21 – 24. Amy received an endorsement in special education; Annie received an endorsement in English as a Second Language; and Rachel received an endorsement in middle school mathematics. Kelly was a transfer student who had attended a junior college and another institution prior to transferring to the university in which this study took place.

The four teacher candidates were asked by the researchers to participate in the study at the end of their final student teaching semester—the semester after they had completed their practice edTPAs and after they had completed their final edTPA portfolio during their student teaching. Purposeful sampling was used for participant selection in this study (Creswell, 2005; Kvale & Brinkman, 2009); these particular candidates were chosen for this study because the researchers found through having them in methods classes that they would likely add information-rich cases to the study based on their engagement in the practice edTPA process, thus allowing the researchers to study their perceptions more in depth (Mertens, 2010). These candidates also participated in a presentation on their edTPA experiences with the researchers at a local teacher education conference shortly before the focus group interview. As a result, data collection flowed naturally after the conference presentation and allowed the researchers to discuss the participants' perceptions in-depth while the practice edTPA, which was the topic presented at the conference, was still fresh in the minds of the participants.

Approximately two weeks before the focus group interview, a questionnaire about the embedded supports and candidates' perceptions of the practice and final edTPA experiences was distributed electronically to the participants in the study. The participants completed the questionnaire and returned them electronically. The researchers used the results and information from the questionnaires to develop and guide their proposed interview questions.

A focus group interview with all four participants was conducted at a neutral location. The two researchers had a list of questions to ask during the focus group, which was informed by the results from the pre-focus group questionnaire. The interviewers asked additional questions to follow up, extend, or clarify participant answers (Bogden & Biklen, 2007; Kvale & Brinkmann, 2009; Siedman, 2006). Since the researchers were also instructors in the classes where the practice edTPA took place, the researchers recognized this and attempted to bracket any bias during the interview process (Bogden & Biklen; Creswell, 2005; Fischer, 2009). The interview lasted approximately an hour and a half and was audiotaped and later transcribed. Each researcher coded the interview transcript separately. Then both researchers met and discussed the codes until consensus was achieved on the interpretation of the data (Bogden & Biklen, 2007). Codes were then collapsed into themes and supporting quotes identified.

Prior to any data collection, informed consent forms were distributed, discussed, signed, and collected from the participants in the study. In addition, all names of participants reported are pseudonyms.

Analysis and Findings

The pre-focus group questionnaire and the follow-up focus group interview delved deeply into the perceptions of the four participants for this qualitative study. Data analysis of the pre-focus group questionnaire and focus group transcription yielded several themes shared by the four participants. These themes, which are discussed throughout this section, include participants' perceptions of the role of the edTPA in preparation to become an effective educator, participant perceptions of the embedded supports for the edTPA throughout their methods course and final student teaching semester, and participant reflections on programmatic and field transferability of the edTPA.

All four participants perceived both the practice edTPA and final edTPA to be effective preparatory experiences from which they grew immensely as educators. Overall, the candidates believed that their edTPA experiences afforded them a

robust set of experiences from which they learned a great deal about themselves and their abilities as teachers.

From a professional standpoint, the candidates perceived the edTPA to have helped them refine their competency and put their skills into practice in a more authentic way than they may have otherwise experienced. Specifically, the authentic teaching experience of the practice edTPA during the methods semester provided an experience they would not have otherwise had, since they were not able to co-teach or engage in any team-based edTPA experiences in the field as part of their student teaching. As Rachel described in her pre-focus group questionnaire, "the edTPA allows student teachers to take the time to reflect on his or her teaching more in-depth [than] any other activity we have done." Amy explained that she viewed the edTPA as "something teachers should be doing anyway," as not only does it walk teacher candidates through the process of teaching a chosen concept, but it also incites ample reflection on one's teaching practice in general.

Because the practice edTPA was completed in an authentic setting in elementary classrooms within a local partner school, the candidates were able to see and use "real time" data as a means for differentiating for a variety of learners within the context of their classrooms. Kelly articulated her belief that the edTPA showcased her ability "to think through an idea and [reflect upon] whether the [students] are meeting the objectives of the lesson" and then make adjustments to her instruction. Rachel's perspective mirrored that of Kelly, as Rachel explained, "[My group] had a skeleton [for our learning segment], but then based on what happened that day, we changed it to better meet the needs of the students for the next day." Being able to adapt instruction based on student need was experienced by all four candidates. As Amy explained, "[My group] had to adapt and be flexible to be successful." She noted that the practice edTPA taught her "a lot" about flexibility and differentiation.

Another area in which the candidates perceived they grew professionally was with regard to being able to showcase themselves well during a job interview. Annie articulated in her pre-focus group questionnaire that she believed, "the edTPA is a great experience to talk about in an interview since there is so much that you can discuss [from the content of the project]." Indeed, all four candidates agreed that when engaging in a mock interview session during their final student teaching semester as part of the Professional Growth Seminar course, the three tasks of the edTPA (planning, instruction, and assessment) were points of discussion with those with whom they were interviewing.

All four candidates said that they included artifacts from the practice and final edTPAs in their interview folios to support their answers to interview questions. It was noted by the candidates that the artifacts from their practice edTPAs were especially of value considering they were actually taught to real students. Kelly, for example, explained that had it not been for the practice edTPA, she would not have been able to include any Kindergarten artifacts that had been used in practice for her interview folio because none of her student teaching experiences had been at the Kindergarten level.

The personal growth experienced by all four candidates was unique to the individual candidate. Their main areas of growth, however, came from their ability to collaborate with their peers and growing in self-efficacy.

For all four candidates, the practice edTPA was the first time they had been able to engage in a daily scope and sequence for co-planning and co-teaching with their peers. The co-teaching groups were chosen by the methods instructors based on the candidates' perceived content areas of strength. While all four candidates noted that they initially wished they could have chosen their own groups for the project, they all agreed that having instructor-chosen groups more closely mirrored the realities of the field. While some groups initially struggled with working together, all groups eventually overcame these struggles and found ways to work together successfully. As a result, the four candidates from the focus group expressed the belief that the groups should be chosen for candidates in the future.

Kelly described her experiences working with her group:

Having to work together and figure it out for the social aspect [was helpful]. The idea that we are going to have to work with other teachers and we won't always get it our way all the time…you have to fit into things you're given [as a teacher], so it was helpful to experience that.

Annie interjected an agreement by saying, "We're not going to get to pick who we work with in the field. You get an interview, you get the job, you take it." This type of immersion experience helped Rachel, who identified herself as very shy and introverted. Rachel explained, "I learned to speak up more. [The practice edTPA experience] helped me build skills that I'm going to need as a teacher. I know it helped build me as a person." As the candidates grew together as a team, they also grew as individuals.

Experiencing professional and personal growth during the practice edTPA helped to build the candidates' perceived sense of self-efficacy as reflective practitioners, and it also eased feelings of trepidation that came with approaching the project. All four candidates noted in their pre-focus group questionnaires that the practice edTPA made them feel less overwhelmed and more confident overall in taking on the final edTPA for licensure despite all four reporting feeling "nervous" or "scared" when initially faced with the practice edTPA in the methods course. Kelly described how the practiced edTPA boosted her confidence:

Completing the [practice edTPA in methods] greatly helped me with my ability to complete the edTPA individually [during student teaching]. I was not overwhelmed with understanding what [the rubrics] were asking me to do. I was able to focus on my students more and complete the tasks. [The practice edTPA] helped me to understand the importance of thinking critically about what I want my students to take out of a learning segment and how I am able to make sure they met the objectives.

Overall, Kelly described the practice edTPA as "a confidence-builder."

Rachel, Annie, and Amy also agreed that the completion of the practice edTPA boosted their overall sense of self-efficacy as they approached their final edTPA for licensure. Rachel stated, "I felt more confident in the [final] edTPA" because of her preparation, while Annie described feeling confident due to having "a better understanding of what [she] needed to accomplish" before beginning the final edTPA. Amy, too, articulated that the practice edTPA "helped prepare [her] to be able to do the final edTPA."

Embedded Supports

The methods instructors designed a series of supports to be included in the scaffolding process of preparing the pre-service teachers for the final edTPA for licensure. Within the pre-focus group questionnaire and the focus group interview, the candidates articulated which supports were effective, neutral, or not effective.

Numerous supports that were put in place for the practice edTPA were noted as effective by the teacher candidates, including the opportunity to co-teach with peers, receiving an edTPA handbook with annotated notes, engaging in "edTPA boot camp sessions," creating foldables summarizing research-based best practices, and engaging in professional discourse with members from the College of Education. Foldables are three-dimensional study organizers that help students organize, remember, review, and learn new information.

Among the top supports as noted by the candidates was the ability to complete the practice edTPA with a group prior to completing an edTPA individually for licensure. Kelly described comfort in being able to "rely on each other" in her group, while Annie stated, "it was great to collaborate with others before taking it on by myself." Rachel noted that the group collaboration was one of the supports that "helped to build her confidence the most." Amy described her co-teaching experiences as valuable, too:

> If I would have had to do an individual edTPA without ever having done a group one, I would have been way too overwhelmed. Having that extra support [from my peers] was a huge help and made me more confident when I actually got to do [the final edTPA].

Through co-planning and co-teaching, the candidates experienced a sense of comfort based on the support they received from their peers.

Another highly-valued support was an edTPA handbook which included annotated notes from the instructors as they taught the boot camp sessions, which are described in the next section. As Annie described, the handbook gave her "something to look back to" when she was working through the practice edTPA with her group, and Kelly described the annotated notes, which clarified points of the edTPA prompts and rubrics, as helping her to "make sense of the language of the edTPA." Rachel echoed this sentiment by stating, "The annotated notes were great…[especially] if you weren't quite sure what a certain wording meant."

To prepare candidates for completing the practice edTPA, the methods instructors co-taught a series of "boot camps" to highlight the key components of each of the three edTPA tasks. All four candidates described the boot camps as a very effective support, particularly in conjunction with the handbook and annotated notes. Annie explained that the boot camps illustrated for her "exactly what [she] needed to do." The candidates all agreed that the handbook would be too overwhelming without explicit instruction, and explicit instruction would be too confusing without concrete evidence to refer back to during work time.

To assist the students with the process of justifying their instructional decisions, the methods instructors guided the candidates in creating foldables within which they could log summaries of theories and research-based practices for major areas of teaching, including content areas, differentiation, assessment, classroom management, ed psych, etc. The candidates noted that the foldables were helpful in streamlining their thoughts and creating a quick reference guide. Amy reflected on her use of the foldable for the practice and final edTPAs, saying, "In the long run, the foldable benefitted me the most. I wish we started it [before methods]!" Annie and Rachel agreed that they wished they had started the foldable earlier in their program so they could have had the opportunity to build a more robust summary of all they had learned.

As a culminating experience for the practice edTPA, the methods instructors invited the College of Education faculty, staff, and administration to a class session in which the candidates presented their projects and engaged in professional discourse about the three tasks of the practice edTPA. Amy described this experience as boosting her confidence when she stated, "I wasn't sure if I was so confident in my ability to be able to explain or talk about [our project]…when I knew what to say, it showed me how far I had come in the program." All four candidates felt that the experience of the poster sessions mostly helped to prepare them for the reflective process of teaching and preparing for job interviews.

Listed as neutral supports were daily written reflections throughout the practice edTPA learning segment and the methods instructors co-teaching the boot camp sessions. The candidates described these embedded supports as non-integral to their preparation for successful completion of the edTPA.

Each day of the practice edTPA learning segment, the candidates would spend time with the science methods instructor reflecting upon that day's instruction. As part of the reflection process, candidates were asked to fill out a reflection sheet in which they discussed how their lesson tied to best practices, how they differentiated for a variety of learners, and what their next steps for instruction should be based on formative assessment data. The candidates described feeling as though the reflections felt "kind of redundant" (Amy) and merely provided proof for the instructor that their reflections were on the right track.

While the candidates acknowledged that the methods instructors had different strengths with regard to the various components of the edTPA, they did not feel as though the boot camp sessions had to be co-taught. Kelly's description summarized the thoughts of the group when she explained, "As long as whoever is teaching it knows what they're talking about, I don't know that [the edTPA] necessarily *needs* to be co-taught."

Based on feedback from the candidates, there were three supports described as being ineffective in terms of preparing the candidates to successfully complete the edTPA. The ineffective supports included academic language, the edTPA rubrics, and peer mentoring opportunities.

Academic Language

Academic language was noted by all four candidates as a resounding area in which greater support is needed. The instruction that was provided by one of the methods instructors was described as being "confusing" (Rachel) and "unclear" (Amy), and candidates described often feeling as though they had more questions than answers with regard to academic language. Annie identified the need for greater academic language support and explained, "I'm still confused on that" even after completing her final edTPA for licensure.

The 15 edTPA rubrics were referred to during boot camp sessions, and candidates were encouraged to review each rubric when writing their responses to the corresponding questions from the tasks. Annie explained, "There are so many [rubrics] and it's hard to take them all in at one time." The other three candidates echoed their agreement. Annie and her peers felt more comfortable with the rubrics after receiving additional instruction and support prior to completing their final edTPA for licensure, at which time Kelly explained, "We felt more prepared."

As part of the methods experience, candidates were encouraged to interact with those who had completed the practice edTPA and/or the final edTPA for licensure previously. Rachel noted that these interactions were "overwhelming," and seeing the stress that her peers were experiencing exacerbated the feelings of anxiety that Rachel was already experiencing as she approached the practice edTPA. While the other three candidates felt neutral about their interactions with peers who had completed the edTPA previously, they felt that peer mentoring as a support was not effective.

Needed Supports

While reflecting on the embedded supports for the practice edTPA, the candidates were asked if there were any areas in which more support was needed or if they could identify any additional supports that might be helpful in completing the edTPA. The candidates focused on two main areas for discussion: team-building and programmatic scaffolding.

In terms of team-building, because the candidates arrived to their methods semester with varying levels of comfort with one another, they collectively wished

that more opportunities had existed for them to engage in team-building activities with their teaching teams. Rachel explained,

> At the beginning of classes, doing some more intimate getting-to-know you stuff with your group before diving in to the [practice edTPA] would be really nice. I mean, I had never really even heard of one of my partners before and then I had to work so closely with her. That was hard.

Having more opportunities to engage in team-building, according to the candidates, all of whom expressed their agreement with Rachel's assertion, would have helped the candidates to gain a greater awareness of each other's personalities and make it easier to work with one another throughout the project.

While some scaffolds were noted to be in place in the elementary education program, such as an annual retreat each fall for new education majors to build a community of learners and embedded assignments that incorporate components of the edTPA, the four candidates all wished that more scaffolds for the edTPA were in place from the time they began their education programs. The candidates recognized that they were prepared for the edTPA in the sense that they were well-versed in content and pedagogy; however, all four agreed that more explicit connectivity would create a more seamless experience for future candidates.

Programmatic and Field Transferability

Despite wishing they had more opportunities for scaffolding leading up to the edTPA, the candidates all recognized that some scaffolds were in place, such as creating a context for learning for practicum experiences in the field, analyzing assessment data in an instructional planning and assessment course, among others within their education program. This allowed them to make connections at various points throughout their education program as well as in their field experiences.

All four of the candidates noted that they used their handbook and annotated notes from the practice edTPA to help them as they worked through their final edTPA for licensure, even though none of the candidates completed a science-based edTPA for licensure. As Kelly described, "I looked back at my annotated notes for my [final edTPA] because even though it was math and the [practice edTPA] was science, they still helped." Additionally, the candidates were able to apply the feedback they received on their practice edTPAs from the methods instructors and use it to improve their performance on the final edTPA. Annie explained that the annotated notes and instructor feedback, "clarified a lot of the parts of the rubrics. It helped us to process what we were seeing, and I think I knew better what the rubrics were asking for." Amy added, "I learned where I needed to be more specific [because of instructor feedback]."

In terms of the edTPA as preparation for the field, the candidates were certain that the edTPA linked directly to the practices in which they will engage in the field related to planning, instruction, and assessment. While Amy noted that she does not intend to write up her reflections on the various tasks of the edTPA as she plans, teaches, and assesses in the field, she believed that she would use the reflective processes of the edTPA in practice. She described,

> I know I am going to use it in the classroom each day, just looking at what my students know, what I want them to know, how I am going to teach this, how my lessons will build on each other, and also the assessment piece…it's not going to be as put together as the edTPA at the end, but I'm still going through the same process.

The rest of the group agreed, especially with regard to using daily assessment data to differentiate for diverse learners when planning subsequent learning experiences.

Recommendations and Conclusions

The findings of this study provide insight for teacher education programs with regard to preparing pre-service teacher candidates for the edTPA. The following sections provide implications for practice among teacher preparation programs and opportunities for future research.

Based on the findings of this study, it is recommended that teacher education programs, specifically those planning to implement a practice edTPA experience for candidates, embed more "getting-to-know-you" and team-building activities to further cultivate an effective community of learners among the candidates through socialization. It is also recommended that teacher education programs allow candidates the opportunity to create a log of theories and best practices throughout their education program in such a way that the information can be referred back to more easily in future semesters. Rather than laboriously perusing stacks of textbooks, candidates could keep a running list of notes from which they can gain ideas and insight while planning lessons and reflecting on their instruction during their final student teaching and edTPA experiences.

Based on the findings of this study, it is recommended that candidates receive more academic language support for the edTPA, as it was noted that candidates' confusion perpetuated throughout the practice edTPA and final edTPA alike. Providing the candidates with more examples and opportunities to identify the language function, vocabulary, syntax, and discourse within their class projects and field experiences could provide an effective scaffold, especially if started early in the teacher education program. Additionally, embedding the language and content of the edTPA rubrics in a simplified, scaffolded manner throughout the teacher education program is recommended.

Finally, it is recommended that teacher education programs provide greater opportunities for candidates to be able to mentor one another throughout the various stages of the edTPA preparation process. For example, candidates who have recently completed the practice edTPA could come back and discuss the process with new candidates at the beginning of their methods experience. This would allow candidates to have more formal time to ask questions and seek advice from those who have gone before them, as was discussed when the candidates were reflecting on their previous interactions with their peers who had recently completed the final edTPA. The candidates who were interviewed for this study were among the first to have completed the practice edTPA in the methods course, so they did not yet have a support group to refer to who had completed the practice edTPA.

While the findings of this study expand scant research on the edTPA, the topic studied warrants additional inquiry. For example, the current study could be expanded longitudinally to include perspectives of the teacher candidates as they complete their first year teaching to delve more deeply into the transferability of the edTPA content into the field. Additionally, the current science edTPA could be studied from a content-specific lens, particularly given the future of the practice edTPA, which will integrate STEM and the Next Generation Science Standards (Achieve, Inc., 2013). This will better-prepare the candidates for the rigors of the field that will be in the beginning phases of implementation when they enter the field after graduation, as the Next Generation Science Standards have been adopted by many states, including the state in which this study took place (Achieve, Inc.). Additionally, with STEM being a movement backed by the federal administration (National Research Council, 2014), candidates who are prepared to integrate STEM into their instruction will be better-equipped to integrate meaningful STEM experiences into the curricula (Bybee, 2013).

Conclusion

With the edTPA becoming more prevalent as a licensure requirement in states, teacher preparation programs need to ensure their candidates are prepared for the performance assessment. Teacher preparation programs must take the steps necessary to plan and implement scaffolded learning experiences for teacher candidates throughout their programs to be able to successfully complete the edTPA. Specifically, teacher candidates should be provided with opportunities to engage in co-planning and co-teaching authentic learning segments to students encompassing knowledge and skills encompassed by the edTPA in relation to the edTPA tasks under the tutelage of their instructors in preparation for completing the experience on their own for licensure. The practice edTPA that was embedded into a science methods course experience showed positive impact on the four teacher candidates who were interviewed for this study. Looking forward, as the edTPA becomes consequential for teacher licensure, it is more important than ever that pre-service teacher candidates are provided with opportunities to engage with edTPA content and discourse in authentic ways, guided by instructors who are experienced with teaching the edTPA, in order to have the best possible chances for success.

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PRODUCTIVE DISRUPTION IN TEACHER EDUCATION: IMPLEMENTING A PERFORMANCE ASSESSMENT
by
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Abstract
Teacher performance assessments, such as the edTPA, provide one snapshot of a teacher candidate's ability to plan student-directed lessons, instruct content with engaging and interactive methods, and assess and analyze student learning. The assessment is authentic and subject-specific, with explicit and extensive expectations for performance. Ultimately, it is causing a productive disruption in teacher preparation. New conversations about outcomes expected for beginning teachers are now occurring using a common language within and across disciplines, causing faculty, supervisors, cooperating teachers, and teacher candidates to attend to teaching practice in a shared way. This essay describes how the early implementation of the edTPA has brought key stakeholders together to focus on common standards for beginning teaching practice and how data from an early edTPA implementation study guide curricular improvements. The essay concludes with a discussion of the connections between performance assessments for teacher candidates and teacher evaluation systems in P-12 schools.

Teacher education faculty across the nation are engaged in a new assessment initiative to develop and implement an educative teacher performance assessment, the edTPA. The purpose of the edTPA is to gauge a candidate's readiness to teach from a complex examination of their performance with respect to planning, instruction, assessment, academic language, and analysis of teaching. The edTPA seeks to determine whether a candidate can demonstrate proficiency in engaging students in understanding concepts and using reasoning or problem-solving skills in the content area from a subject-specific perspective (SCALE, 2013).

Candidates develop an edTPA portfolio based on a learning segment (a series of three to five lessons) that they complete during their student teaching or teaching internship. The portfolio includes several sources of evidence from which candidate performance is evaluated. Sources include information about the context for learning, lesson plans, responses to commentary prompts that address instructional decisions and reasons for those choices, a brief video sample of their teaching that demonstrates their ability to engage students in understanding, and instructional artifacts to develop student learning such as student work samples. The portfolio is examined by independent scorers and assessed with fifteen rubrics distributed across three tasks: planning, instruction, and assessment (SCALE, 2013).

With leadership and support from Stanford University's Center for Assessment, Learning and Equity (SCALE) and the American Association of Colleges for Teacher Education (AACTE), the national effort to develop the assessment began in spring 2010 with the debut of the edTPA (SCALE, 2013). This debut acted as a "smoke test" to collect user feedback from candidates and mentors in order to refine the commentary prompts and rubrics. The history of participation and level of implementation varies among participating higher education institutions. The number of institutions and rates of participation have grown through subsequent phases of field testing. An important factor influencing participation is the nature and extent of state policy regarding the assessment. As early as 2010, several states were developing policy to include the edTPA as a requirement for licensure, program completion, and/or program review, beginning for some in the 2013-2014 academic year.

A few states were "early adopters" of the edTPA, passing legislation in 2011 that stipulated the use of a teacher performance assessment for program completion effective September 1, 2015. The statement often disseminated was "The edTPA is 'plan A' and there is no 'plan B'." Higher education institutions moved at different rates to begin piloting the assessment, but we had our first candidates create edTPA portfolios in Spring, 2011. This fairly extended window for implementation has given us time to examine our efforts and consider their effects and potential effects on our programs.

In this essay we consider how implementation of the edTPA affects our practices in teacher education in relation to organizational culture. Specifically, we discuss how the edTPA helps teacher education faculty, clinical supervisors (CSs), teacher candidates, and cooperating teachers (CTs) attend to teaching practice in a shared way. One significant effect of using the edTPA is that it focuses our attention on teaching practice as *engaging students in understanding*. Another is a function of the performance narratives conveyed by the assessment's rubrics, as they help us set our sights together on a richly detailed standard for beginning practice. Our early experiences with the edTPA provide opportunities to reflect on the gaps and overlaps between what has been our traditional practice and what the new assessment involves. It is a moment of productive disruption that prompts us to consider what we have taken for granted. Finally, we will discuss how the edTPA aligns with the new teacher evaluation system and deepens the professional dialogue between teacher preparation and our P-12 partners.

Organizational Culture
In 1984, Schein defined organizational culture as "the pattern of basic assumptions that a given group has invented, discovered, or developed in learning to cope with its problems of external adaption and internal integration, and that have worked well enough to be considered valid, and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems" (p. 3). We believe this concept provides the conceptual framework behind our essay for organization learning and change. It lays the foundation as a perspective on how to promote excellence within teacher preparation programs. As a faculty we have to analyze our past and present behaviors and philosophies to determine their contribution to our way of thinking and ability to solve problems (Argyris, 1991; Schein, 1984). Consequently, this reflection changes our future outcomes.

Along these lines, it is important to note that an awareness of assumptions oftentimes taken for granted can evolve into patterns of consistency (Schein, 1984). This consistency simultaneously becomes common practice within a faculty. Social cohesiveness of values and analysis structure within an organizational culture can lead to organizational effectiveness (Meek, 1988). This conceptual framework leads us to further discuss our common values and expectations as a community of stakeholders with vested interests in teacher preparation.

Common Values . . . Ambiguously Defined?
Teacher preparation at our institution has long functioned with a general consensus about expectations for beginning practice as expressed in our student teaching assessment rubric. The instrument was developed and approved by the faculty through our shared governance mechanisms, the Council for Teacher

Education and its subcommittee the University Teacher Education Assessment Committee. The instrument prompts us to examine predictable aspects of teaching performance, from communicating effectively to seeking professional development opportunities to demonstrating accurate content knowledge and differentiating instruction. It captures and represents the faculty's shared values for beginning teaching, regardless of content area. Programs exercise the option to add additional considerations relevant to their discipline and content standards.

Since we have a shared student teaching assessment, it suggests we have similar expectations for the skills and abilities our candidates should demonstrate. In other words, we care about the same general qualities with respect to student teaching performance, which is reassuring. It speaks to a sense of being a professional community with shared norms for practice. The fact that we came to our consensus pretty easily further underscores that observation.

However, there is another side to it. It is also fair to say that the apparent consensus masks underlying unresolved tensions about our expectations for candidate performance. A critical appraisal of our assessment rubric could argue that it is a somewhat superficial level of examination, an assessment rubric that speaks in overly general terms (e.g., communicates effectively, demonstrates professional practice consistent with an appropriate philosophy of education) and provides an umbrella for a range of performance (i.e., unacceptable, satisfactory, proficient, or exemplary). Rubric indicators clearly point to aspects of performance, essentially claiming "territory we care about," but the descriptors are unintentionally ambiguous, allowing for people to care about them in different combinations and to different extents. In other words, the student teaching assessment we could approve by consensus might be written only to the level of detail the faculty could agree upon fairly easily.

Likewise, we might mislead ourselves about the extent to which we share understanding of the performance standards the rubric provides. Certainly program faculty, CSs, CTs, and candidates themselves have access to the same student teaching rubric, but they may not "read" it against teaching performance in the same way. Here is a case in point. As part of our ongoing efforts to monitor the quality of our program assessments, we asked CSs, CTs, and candidates to each rate the candidate's teaching performance. Comparing means across various rubric indicators, we found a consistent pattern: across programs, CSs' ratings were lowest among the three groups (although still satisfactory), followed by the candidates and then the CTs. On 15 of 19 indicators (80 percent), the CSs had the lowest mean score; on every indicator (100 percent) the CSs rated candidate performance lower than the CTs. This demonstrates another dimension of ambiguity with the instrument we have been using, or more specifically the way we approach the seemingly straightforward practice of assessing student teaching performance. Our instrument simply asks for summative judgment regarding the candidate performance level: choose unacceptable, satisfactory for a novice teacher, proficient for a novice teacher, or exemplary as one might see from an experienced teacher. There is no mechanism, however, to substantiate the selected performance level, so we receive data about the judgment but no information about what led the observer to that conclusion.

Assessment of teacher candidate performance is easily taken for granted as part of the student teaching experience, such that we overlook shortcomings to the practice. Pausing to look more carefully and critically, the limitations of overly general performance descriptors and the lack of an evidentiary base (Hill, Rowan, & Ball, 2005) are apparent in our current practice. As we began to implement the edTPA, we were able to see both of these issues more clearly because their rubrics are more elaborate and specific and because the assessment prompts evaluators to identify specific evidence from the portfolio to support a performance rating.

Common Language and Expectation

The edTPA is an assessment that examines a specific aspect of teaching practice, namely engaging students in content understanding. Certainly there are other important aspects of being a productive professional educator (e.g., collaborating with colleagues and families) and there are other valid approaches to teaching and learning (e.g., didactic instruction). The fact that these are not considered by the edTPA does not diminish their value to effective professional practice. There are also personally held and/or programmatically embedded preferences for professional practice that are not represented in the edTPA, and again, to no detriment of their value or merit. The focus of the edTPA emerged from the question, what competencies are essential and non-negotiable to beginning teaching practice? Through extensive collegial deliberation, the answer that emerged is that candidates must be able to demonstrate their ability to intentionally engage students in understanding content.

Drawing from the constructs examined by the edTPA rubrics, we see that the assessment offers a specific breakdown of effective teaching. To begin, effective teaching practice follows from knowledge of students' strengths, needs, assets, and prior learning. It is neither "one size fits most" nor based on a deficit framework. Effective teaching is responsive and specific to the students in one's classroom. Next, effective teaching is intentional. A significant purpose of teaching is to build content understanding (Ball, 1990; Shulman, 1986; Wilson, Shulman, & Richert, 1987). Effective teaching most likely involves good relationships with students, but at least some, if not most, of the time, those relationships should be directed toward developing greater competency with the subject matter at hand. The edTPA advances a particular and unique additional consideration of effective teaching with respect to content understanding as it examines the candidates' efforts to provide support for academic language demands, the subject-specific ways of organizing and expressing knowledge and understanding (Ball & Forzani, 2011). Finally, effective teaching practice incorporates appropriate assessments to track student learning and provide useful feedback to guide future learning. This framing of effective teaching has specific implications for courses and experiences in teacher preparation programs (Darling-Hammond, Newton, & Wei, 2013).

One area of impact from the edTPA is the use of a common language. This is particularly different for teacher education, since past practice has often included jargon that differs based on faculty choice or philosophical lens. Many teacher education programs were unaware that the lack of a common language of teaching limited professional discourse, not only across disciplines, but within disciplines. Experience with edTPA immediately highlights the importance of a strong foundation in the common language for teacher candidates (Darling-Hammond, 2012) as well as faculty, CSs, and CTs (Peck, Singer-Gabella, Sloan, & Lin, 2014). In addition to well-defined language of the edTPA constructs, the descriptions of performance levels are also clearly defined. The articulation of performance levels is another example of edTPA's creation of common language across teacher education. This common language becomes the crucial foundation for an agreement of expectations inherent to the edTPA.

Specifying clear expectations for performance of a beginning level teacher is the cornerstone of edTPA. The expectation for performance is clear through the common language of the constructs and performance levels, as well as a required score for demonstration of success (i.e., SCALE (2013) recommended states set the

pass rate no higher than 42 out of a possible 75). With a clear target in place, collegial dialogue and evaluation of current program expectations can occur. One area of expectation that has been made clear through edTPA is the expectation for effectiveness with both the learner who is struggling as well as providing challenge to the advanced learner. Another critical area of expectation is the expectation for assessment to directly inform instruction, such that candidates provide evidence of the full cycle of teaching and learning (Darling-Hammond & McLaughlin, 2011). Having this anchor of edTPA allows programs to move forward in preparing candidates for a concrete level of expectation. It serves to make clear the target for which to aim. The structure of the edTPA breaks apart the components of the teaching cycle, which facilitates candidate development. These discrete components can be more purposefully taught and assessed throughout program preparation and then ultimately applied during student teaching.

Furthermore, the format of the edTPA, which includes video and other artifacts of the candidate's teaching as well as written commentary, also provides the expectation for the way in which a candidate needs to demonstrate their proficiency. For example, rather than variations of required assessments such as exams, research papers, or limited observation, the edTPA requires written expression as well as authentic performance evidence. The edTPA has also led to a shift in candidate responsibility. As the edTPA is evaluated directly on the evidence provided, candidates are responsible for providing solid evidence. There is less discussion over subjective evaluation and more focus on the evidence provided. This expectation now impacts teacher education as assessments earlier in preparation programs begin to reinforce this same intent and use the same language requiring candidates to "provide the evidence" to match the stated expectations.

Common language and agreed upon expectations naturally lead to an increase in shared accountability. This accountability goes beyond the high stakes nature of the edTPA. The multidimensional edTPA has heightened the need for a partnership among teacher candidates, CTs, CSs, and faculty. All stakeholders are invested in reaching acceptable performance levels. There is more sharing of roles and expertise in the preparation for edTPA. Course content and faculty expertise cannot stand alone. For example, all must be invested in clinical experiences. All must be involved in teaching and modeling effective (now more clearly defined) instructional practices. All must require candidates' instructional choices to be matched to learner strengths and needs and all levels of preparation must provide clear connections to research and theory.

Stakeholders Coming to Terms

With edTPA reinforcing the importance of a partnership among teacher candidates, CTs, CSs, and faculty, teacher education programs are reevaluating their consistency in instruction, similarity in expectations, and uniformity in practices for shared accountability. We conducted an edTPA pilot study with 41 undergraduate student teachers working toward special education licensure to determine areas for curricular improvements in addition to holding local evaluation training to educate faculty and supervisors on the edTPA competencies. Feedback from the pilot study and local evaluation training provided valuable information all leading toward an increase in shared expectation.

Faculty Contributions

Since university faculty prepare teacher candidates for the planning, instruction, and assessment elements of the edTPA prior to their student teaching experience, CSs and CTs need to be aware of the instruction that teacher candidates have received. There needs to be consistency in expectations and

methods of best practice for engaging students in learning so teacher candidates have the tools and knowledge to meet or exceed beginning teacher requirements during student teaching. Teacher candidates, on the other hand, need to be held accountable to apply what they have learned throughout their program. The common language provided by the edTPA should be used throughout courses and clinical experiences to build this connectedness and focus on student learning. Similarity in lesson plan formats, emphasis on evidence-based instructional strategies, and opportunities for data collection and analysis throughout the program of study will help teacher candidates be prepared to submit their very best beginner teacher work in their edTPA portfolio. For example, when each instructor or supervisor expects measurable lesson objectives to be written in a different way, teacher candidates lose sight of what is best practice, which in turn affects their performance as effective teachers. The point is not solely or even primarily instrumental—to pass the edTPA. It is deeply substantive to grasp and embed a sense of teaching as engaging students in learning.

Most university courses have standards to cover throughout the course and university instructors have specific skill sets they want their teacher candidates to develop. The edTPA, in particular, brings attention to critical skills expected of beginning teachers that can be integrated into most courses if they are not already there. First, teacher candidates should have a positive outlook building on the abilities of their students. They should not have a deficit view or make excuses for students' weaknesses because of their culture, socioeconomic status, community, or disability. Teacher candidates should clearly describe their students' self-efficacy skills when writing about them and instructing them. This positive tone and work towards long-term outcomes requires and demonstrates respect and confidence in their students. Second, critical thinking and problem solving skills are needed to justify learning targets, instructional supports, evidence-based strategies, and data-based decisions. University instructors have to encourage teacher candidates to develop these skills through their class discussions and assignments throughout their educational program. Initial lesson plans may be quite long as teacher candidates provide justification for their decision making process, so instructors can evaluate the soundness of their reasoning in addition to the choices themselves. Third, research skills and knowledge of learning theories enhance teacher candidates' ability to think critically and solve problems. Candidates should know where to look for peer-reviewed research and how to interpret and apply it as a justification for their instructional decisions. Fourth, assignments throughout the program should include opportunities to make effective instruction visible. Performance assessments rely on video evidence, so teacher candidates need practice capturing video with audible sound, editing a clip down to the allotted amount of time, compressing video, and reflecting on the instruction seen in the video. This is not only an edTPA requirement; it is a good habit for reflective teaching. Specifically, they need practice operationalizing what it *looks* like to engage students in understanding, which is a good habit of effective teaching. Finally, teacher candidates should have an awareness of the continual cycle of planning, instructing, and assessing. This cycle requires reflection and data-based changes to promote learning. Changes should be more than just reteaching and more practice; they should include changing the criteria to increase rigor, incorporating generalization strategies, and using different supports and or instructional methods. The most effective teachers are those that reflect and make necessary changes based on the assessment data and research (Darling-Hammond, 2012).

With these critical skills expected of all beginning teachers in mind, course projects and assignments should provide a reliable evaluation of teacher candidate work. University instructors need to base assignment grades on evidence provided by the teacher candidate. Once assignments are returned, teacher candidates should clearly see the evidence that resulted in a high score and lower quality or missing evidence that resulted in a low score. Grading should be objective and feedback should state ways for improvement on future assignments or teaching practice opportunities. Grading consistency based on specific evidence will set the bar high for teacher candidates and establish a high expectation from the beginning of their program.

Cooperating Teachers' Ideas

CTs also play a role in this partnership as the teacher candidates are instructing in their classrooms. After the student teachers completed their edTPA in the pilot study, we surveyed their CTs (special education teachers) to determine how the edTPA was similar to or different from their classroom expectations. Thirty-four percent of the CTs responded (n=14) and several themes were identified from the data. First, the CTs felt there were similar expectations between the edTPA and their own lesson planning and classroom instruction. While the edTPA required more detail and explanation, CTs indicated that the development and implementation of multiple lesson plans to form a learning segment that met lesson objectives is a similar classroom expectation. The edTPA expectation to attend to individualized, differentiated instruction was also similar to what is expected in CTs' instruction. In addition, evidence-based strategies have to be used during instruction and data needs to inform future instruction. The CTs thought the teacher candidates were well-prepared to develop data-driven lessons based on the students' needs. Second, multiple CTs stated they would appreciate an edTPA review session along with the teacher candidate and supervisor. They thought this was important to ensure everyone in the partnership was on the same page and had consistent expectations. Third, along with communication, there needs to be effective collaboration to solve logistical problems as they arise. The CTs recommended the edTPA be implemented during the student teaching semester early enough to allow time for unexpected delays (i.e., student absences, school closures due to the weather) and to plan around school breaks and standardized testing. However, the edTPA lessons should occur after the student teacher has familiarized himself or herself with the learners and curriculum. Overall, the CTs thought the edTPA was aligned with the reality of current practice in classrooms.

Teacher Candidates' Suggestions

The teacher candidates in the edTPA pilot were also surveyed and had a 55 percent response rate (n=22). They shared that they appreciated the support they received from their CS. They said their CS answered their questions and specifically helped identify appropriate learning targets. In addition, CSs helped with timelines. One candidate commented, "She (CS) helped to make sure that we were staying on track with our work and not saving everything until the last minute." Since these teacher candidates were completing the edTPA in their first 8-week student teaching placement, they did not have much time to get to know their students' strengths and needs, as well as the curriculum, before developing a learning segment. Most candidates did feel they learned from the edTPA process; one candidate specified "It required me to use backward design and truly consider the purpose of my teaching in a holistic, focused manner." Ultimately, it seems that teacher candidates want support and encouragement managing the edTPA process in an efficient and

effective manner, even as they recognize it to be an authentic expression of effective teaching.

The teacher candidates also shared practical advice to future student teachers implementing the edTPA: a) read the handbook, b) do not procrastinate – start getting to know the students and curriculum immediately, c) videotape all lessons so there are options for the edTPA portfolio, and d) keep all work samples with feedback. We think it is telling that they are not quibbling about the kind of teaching expected in the assessment. That is an agreed point, allowing them to turn instead to very practical technical matters. While these lessons learned related to the edTPA, teacher candidates can work on their self-management skills throughout their program. Reading the instructions and rubric prior to any project is helpful. Also, teacher candidates should learn to work on projects across multiple days so there is time to ask clarification questions, edit work, and manage unexpected circumstances.

Supervisors' Recommendations

All CSs (n=7) participated in a focus group interview to debrief about the edTPA pilot experience and make program curricular recommendations. They thought the teacher candidates were well-prepared for the planning task; however, there was room for improvement on the instruction and assessment tasks. First, the teacher candidates could more thoughtfully connect their lessons to student interests, family, community, and cultural aspects. While they did well incorporating student interests, they need to work on making these additional links. Second, practice with student-directed instruction should be more of a focus for the teacher candidates earlier in their program. They need to demonstrate strategies that promote active engagement in their lessons rather than relying on teacher-directed lessons. Third, a greater emphasis needs to be placed on both error analysis and research to support instructional strategies. Teacher candidates need to be able to identify and discuss patterns in the data and how their instructional decision-making is informed by assessment data. Accuracy in reflecting and analyzing patterns within the data is a valued practice in teacher education. More deliberate explanations need to take place about why particular instructional strategies are effective (i.e., supported through research and theory) and how to methodically analyze errors.

Local evaluation training was very beneficial for our faculty. It allowed them to see a complete edTPA submission, which was the moment many faculty members truly understood the scope of the edTPA. It framed their evaluation through the lens of matching evidence to the rubric expectations. Moreover, the training created conversation that became the cornerstone for our program's shared understanding of the language and expectations of the edTPA. Faculty were able to agree that evidence for each task is crucial. When CSs were involved in local evaluation training, they were focused on whether expectations and feedback they provide candidates was consistent or inconsistent with the edTPA. The training was extremely valuable for this group, as they expressed that they felt great responsibility for gaining a shared understanding of edTPA and the direct connection to their supervisory role. This group also spent more time in conversation about increasing the shared understanding with our school partners.

Local evaluation of edTPA submissions through the pilot study allowed our program to gain some insight into areas to improve based on performance across 18 teacher candidate submissions. This specific local evaluation was conducted in pairs made up of clinical and traditional faculty. We found the following components as key areas to target for strengthened development in our program: a) connection to research and theory, b) supporting language and communication, c) utilizing and

explaining motivational and engagement strategies, d) selecting video clip(s) that demonstrate student engagement, and e) displaying and analyzing data.

These conclusions support many of the comments from the CSs and faculty and fuel immediate areas for curricular improvement based on the deeper knowledge of incongruence in certain areas of the edTPA and candidate performance. They demonstrate the effect of bringing us to shared expectations for beginning teaching and point to the next collective step which is to support candidates to achieve that level of performance. For example, we worked with the teams of faculty that teach the same courses to embed more edTPA expectations. Teacher candidates have to be able to support their pedagogical choices and sequencing of skills with research and theory. While academic language may have been implied in lesson planning prior to the edTPA, now candidates have to explicitly discuss, teach, support, and assess it. We also communicated these areas of difficulty to CSs for greater clinical emphasis and support prior to student teaching.

Ongoing, built-in local evaluation of candidate submissions is a crucial part of programs making full educative use of a performance assessment (Peck, Gallucci, & Sloan, 2010). Though programs will receive scores for their candidates from Pearson, local evaluation goes deeper. Local evaluation reveals specific evidence that is aligned with the rubrics, which may be used as future teaching tools with candidates, faculty, or supervisors. Local evaluation keeps faculty involved in the process and provides opportunities for new knowledge and examples to be shared. Furthermore, for faculty not regularly involved in clinical supervision, reviewing submissions provides authentic evidence of candidate performance in the final weeks of their teacher preparation. It creates opportunities for collegial dialogue about candidate performance, program standards, and purposeful development. Local evaluation also provides a wealth of qualitative data that can be used to guide curriculum. It will be imperative for programs to have a program evaluation system that moves quickly. Instructional supports may need to be adapted for the next semester immediately following local evaluation in order to adequately prepare candidates. Finally, local evaluation will provide programs the opportunity to monitor consistency of evaluation with formal scoring and adjust training and professional development as necessary. It helps us attend to rich teaching practices in a shared way.

Parallel between edTPA and Danielson Framework

Thus far we have been discussing the internal effects of using the edTPA for candidate performance assessment. Faculty involved in teacher preparation are now conversing within and across disciplines using common terminology to discuss shared expectations. An additional consequence of the implementation of the edTPA as a part of student teaching has necessitated new discussions with our school partners, at first to simply negotiate the need to record video in the classroom. Those discussions revealed a complementary shift taking place in the P-12 context of teaching practice. Given the educational policy context created by the federal Race to the Top initiative, as university teacher preparation programs were implementing the edTPA, our P-12 partners were shifting to a new teacher evaluation system frequently based on the Danielson Framework (Danielson, 2013). Between introducing CTs and administrators to our new candidate assessment and increasing our own familiarity with the Danielson Framework so we are in touch with developments in the field, we have come to appreciate the close alignment between the two instruments and their shared focus on engaging students in learning.

Both instruments emphasize analysis of evidence of teaching practice, specifically with a focus on what students are doing in terms of learning content.

Candidates and in-service teachers select evidence of student learning and analyze their practice. The Danielson Framework takes a more comprehensive view of teaching practice, including an "off-stage" domain of professional responsibilities [domain 4] and a much more detailed consideration of the classroom environment [domain 2] (Danielson, 2013). The edTPA corresponds most closely with Danielson's domains 1 [planning and preparation] and 3 [instruction]. They both structure examination of several key constructs such as facilitating student engagement, differentiating instruction, and using assessment feedback from student work to inform instruction. In short, both the edTPA and the Danielson Framework advance an analysis of teaching practice that concentrates on students and content. Further, they share similar trajectories in the continuum that gauges the quality of teaching practice: from infrequent or inconsistent practice at the lowest level (unacceptable performance) to more intentional and consistent practice that acknowledges differences among learners as one moves through higher levels of proficient teaching practice.

Both stakeholders, university teacher preparation programs and our school partners, are early in the process of implementing their respective new performance evaluation tool, but they appear to be complementary initiatives and seem to promise a new way to talk about teaching in shared terms of engaging students in learning. The use of these complementary performance assessments creates more focused conversations with our school partners. As CTs increase their familiarity with the Danielson Framework, they will give teacher candidates feedback more closely aligned with the performance assessment. Anchoring feedback directly to evidence using common language will provide candidates input that will enhance practice. In addition, candidates will transition to a teacher evaluation system with ease after familiarity with a complementary performance assessment in their teacher preparation program. Beginning teachers will more readily understand the need to provide evidence of student engagement. Through the use of a performance assessment, beginning teachers will be able to target professional development needs that are more closely linked with the teacher evaluation system. We believe these examples amplify our claim that the use of a teacher performance assessment, such as edTPA or the Danielson Framework, helps our teacher education community attend to teaching practice in a shared way to advance a high level of performance. We have already experienced in a preliminary way opportunities to have more focused conversations and deeper professional dialogue with our school partners about student learning.

The complementary expansion of the edTPA in teacher education and the Danielson Framework in P-12 teacher evaluation promises new opportunities for leveraging our partnerships for professional development based on shared norms for effective teaching practice. From a university perspective, we have a new launching point for orienting prospective CTs. Not only will they mentor candidates toward commonly held expectations, they will also be reinforcing themselves to meet the standards to which they will be held (Darling-Hammond & McLaughlin, 2011). The theme of collegial mentoring and examination of evidence of practice is another opportunity to leverage in university-school partnerships. As we are mutually engaged in such practice, we can support each other to improve. Finally, with edTPA, the Danielson Framework, and, additionally the National Board Standards for Professional Teaching, we have the promise of a coherent articulation of the practice throughout the career continuum, from effective beginning teaching, through career development, to accomplished teaching represented in National Board certification (Goldhaber & Anthony, 2007).

Conclusion

The impact we are describing from our experience with the edTPA includes explicit and shared performance standards, a turn to evidence-based judgments using records of practice, and specific expectations of performance that are widely accepted as appropriate. The survey data we have reported are drawn from early implementation experiences in one program, special education, but the reflections we share reflect experiences and impressions from a variety of program contexts. Institutionally we are seeing colleagues and candidates attend to teaching practice in a newly shared way with performance expectations we recognize as effective. As we are finding that impact amongst ourselves as university faculty involved in teacher preparation, we are also finding that potential more broadly in the field because of a state policy context that promotes performance evaluation for teachers.

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FINDING OUR VOICE; HAVING IT HEARD: A JOURNEY OF ADVOCACY
by
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This paper describes efforts taken up by the Illinois Association of Colleges for Teacher Education (IACTE) to increase participation in policy development concerning educator preparation. Viewed through a lens that reality is a social construction (Berger and Luckmann, 1966), we discuss the policy climate that precipitated our efforts, the advocacy agenda we established, the resources we leveraged to enable our efforts, and the key outcomes that have positioned us to participate in policy development.

We in teacher education are in a decidedly "interesting" time. Our national accreditation process from the Council for the Accreditation of Educator Preparation (CAEP) is in the midst of transformation. We still await the new Title II reporting requirements in the not-yet reauthorized Higher Education Act. edTPA is now consequential for our candidates in Illinois, and the common core state standards and PARRCC assessments have arrived in our classrooms.

We might be feeling like a lot is happening "to us." After all, the psychologists have weighed in on the evaluation of teacher preparation programs (Worrell et al., 2014). "The Chiefs," or the state school officials, have committed to transform educator preparation and entry into the profession (CCSSO, 2012; 2015). And then there's the self-declared National Council on Teacher Quality (Curtis et al., 2010). There is plenty of evidence in the current policy environment that suggests teacher education needs assistance. It is therefore imperative that we leverage our resources and professional voices to advance a counter-narrative that we are fully capable of driving our own bus.

Our purpose with this essay is to describe the advocacy efforts undertaken by the Illinois Association of Colleges for Teacher Education (IACTE) over the last five years. We recount the policy and political context that was the impetus for these efforts, as well as the strategies we used to secure resources to support them. Our intent is to encourage the membership of the Illinois Association of Teacher Educators (IATE) to join us in efforts to speak for ourselves about our priorities and needs.

Theoretical Framework
We draw from the tradition of sociology of knowledge launched by Berger and Luckmann (1966). In their treatise, *The social construction of reality*, they argue that as people act and interact over time we habituate and institutionalize our social relations and understanding of reality. In other words, our social order is a fundamentally human product, and reality is socially constructed. While historically our reality is to an extent received, we also have the capacity to participate in re-shaping our social reality. Berger and Luckmann thus argue for an understanding of a dialectical relationship between human beings and their social world.

We also draw from the work of Paulo Friere (1970) and his commitment to *human* being as defined by action upon the world. His arguments for a critical pedagogy that posits the word and the world as sites for agency are foundational to a vision of overcoming oppressive relations. This links well with Berger and Luckmann's sociology of knowledge. Both foster a mindset of either passive or agentic relationships with our social order. Freire posits a problem-posing model of education to habituate and institutionalize habits of human agency.

You will recognize the resonance of this theoretical framework as you read about IACTE's efforts to enter into the shaping of educator preparation policy in Illinois. This began to unfold five years ago when we as members of the state chapter came together to express our feeling of being beleaguered by a rapidly changing landscape of requirements for our programs and an unceasing barrage of messages that teacher education was broken. We opted to engage in a multi-pronged strategy to exercise our agency, reclaim our voices, and contribute to a new argument about effective educator preparation.

Impetus
For many years, the efforts of IACTE consisted largely of discussions about ways in which its members could respond or were responding to external mandates and/or to criticisms about the efforts and products of traditional educational preparation providers. Association members bemoaned the perception that education program providers often seemed to be reacting to mandates and policies designed without our input. We witnessed many state committees being established and many policies being set without any consultation with education program providers, even when such mandates and policies directly impacted the preparation of future educators. These policies included strong re-writing of the Illinois Professional Teaching Standards, reconfiguration of the professional licensure structure and elementary and middle level endorsements, and annual program review by the State Educator Preparation and Licensure Board (SEPLB). The Governor's P-20 Council engaged in vigorous discussion of ideas to fix teacher preparation, in the absence of any formal representation from Association membership. In addition, there were sharp criticisms and demands for data from the National Council on Teacher Quality (NCTQ). Association members noted that they were constantly in a reactive or defensive mode.

Finding Our Voice; Getting it Heard
Frustrated with too often being on the receiving end of demands and of negative and often uninformed criticisms, the Association began discussing the urgency of being proactive in sharing the value of the work member institutions consistently carried out in preparing future educators. We determined that a change in the direction of our association business was necessary, and we began to shape a multi-pronged agenda for advocacy. Members realized that to be more proactive and to convince others that we should be invited to the decision-making tables, we needed to increase our visibility and make our organization known, especially to legislators. As a result, whereas previous advocacy efforts had primarily been directed towards the state education agency, the focus now turned to legislators and to the general public. The purpose of the Association's advocacy efforts was directed towards increasing the visibility of the work of education program providers to increase the likelihood of our inclusion in decision-making at the state level around matters that impacted the work of preparing P-12 educators, as well as to highlight our efforts and accomplishments in preparing future educators. In essence, the Association began working at finding its voice and getting that voice heard.

To date, the Chapter's efforts to towards this end have included:
> Preparation of a Fact Sheet, which highlights accomplishments and ongoing efforts of Illinois teacher preparation programs and which we share with legislators;

- ➢ Work with the Federation of Independent Illinois Colleges & Universities (FIICU) to learn about effective legislative advocacy efforts;
- ➢ Visits with state legislators every spring for the last four years;
- ➢ Establishment of a Government Relations Committee, co-chaired by a faculty member from a private college and a public university dean;
- ➢ Hiring a legislative liaison focused exclusively on education matters;
- ➢ Initiation, with the help of the Federation, of a day-long Subject Matter Hearing with members of the State House of Representatives' Elementary and Secondary Education Committee;
- ➢ Increased efforts to collaborate with other organizations in the state that work with teachers and teacher candidates;
- ➢ Creation of the Chapter's annual Meet-with-Our-Legislators event; and
- ➢ Establishment of the annual Outstanding Beginning Teacher Awards event.

Leveraging resources

The effort to become proactive and increase the Association's visibility with legislators required funding and resources. Our budget for the fall and spring conferences each year was healthy, but would not sustain the type of advocacy the Association wanted to establish.

To assist with initial funding of our advocacy efforts, our state chapter leaders presented a motion to the membership to increase institutional dues at the Fall 2011 conference. The Association's membership embraced the increase, as the funds would be applied towards the advocacy efforts with legislators. At a time when enrollments in teacher education were declining, this decision represents the significance of the Association's members' commitment to shifting the dialogue. While this increase in institutional dues provided critical funds towards the planned initiatives, additional financial assistance and resources were needed.

The government relations committee initially tapped FIICU for in-kind resources. The committee met with an associate from the Federation of Illinois Independent Colleges to discuss working with state legislators and to plan for a subject matter hearing in December 2011 with legislators on the elementary and secondary committee. The organization also provided guidance as the first IACTE legislator's reception was planned for the 2012 spring conference. Both of these events were successful.

A significant resource for the membership was through the American Association of Colleges for Teacher Education (AACTE). The AACTE resources provided the membership foundational information and guidance for state-level advocacy. At the 2012 spring conference, the AACTE presented their advocacy tool kit to the membership. The state leadership coordinated their efforts with an Illinois Meet with Legislators event during the spring conference. Members were encouraged to participate and to bring constituents and candidates so that legislators can see who are affected by their decisions. The initial experience taught us that legislators were wholly unaware of our organization yet generally pleased to learn that we could be a resource in teacher education policy matters.

Through leveraging AACTE resources and grant opportunities, the leadership made significant gains in their efforts both to be at the decision-making table and to increase visibility of the work of education program providers across the state. The AACTE State Chapter Support Grant provided the opportunity for additional funding. The Association's leadership applied for the State Chapter Grant in 2012, proposing that with the grant additional executive board members would

attend the Day on the Hill in Washington, D.C. to gain insight on advocacy efforts. In the proposal, the IACTE committed to funding for state-level advocacy activities. The anticipated expenses related to our state-level advocacy efforts for the 2012-2013 year included a reception for legislators and IACTE members, start-up costs for the Outstanding Beginning Teacher Awards (discussed below), and a contract with a legislative liaison to assist with contact with legislators and analyzing proposed legislation. The successful grant application allowed the government relations committee co-chairs, current and past presidents to participate in the AACTE Day on the Hill, as well as the State Leaders Institute, to bring back their knowledge of successful advocacy.

As a result of attending the State Leaders Institute in 2013, the chapter leadership gained additional ideas on financial sources. In the fall of 2014 a survey of the membership indicated that they would favor inviting to our conference a corporate sponsor that could provide a speaker on current concerns and needs of the educator preparation programs in Illinois, as well as sponsor our conference lunch. The state leadership moved forward with the plan and a successful spring 2015 conference included a corporate sponsor that provided both a national speaker and a luncheon. As with many of the other initiatives connected to finding financial support and resources so that the voice of IACTE will be heard, adding a corporate sponsor to our conferences continues to be successful.

Meeting and greeting

Both the FIICU lobbyist and our legislative liaison encouraged IACTE to host a reception for state legislators. They helped us analyze the legislative calendar and select a date when the lawmakers would be in session but not in a frenzied pace. We were pleasantly surprised with strong turn-out even in the first year, and the event has continued to grow with the addition of our Outstanding Beginning Teacher Awards and personal outreach by the liaison.

The second day of our spring conference is dedicated to meeting with our legislators, especially those who take the time to come to the reception. Most of us in IACTE were novices when it comes to interacting with our legislators, but with the support from AACTE's staff and by working in small groups, we gave it our best shot. As Jane West advised us, "Ask for something. They're legislators and they want to do something for you." Among our talking points were the following: a) feedback about the pace of policy changes in the state agency, b) strong interest in diversifying the professional pipeline, and c) concern for the increasing expense to candidates for criminal background checks. These annual visits have borne fruit in that we now have relationships with several legislators on education committees. A key lesson learned is that we should not wait and expect policymakers to come to us and ask; instead we need to seek them out and tell.

Going Public with Outstanding Beginning Teachers

A major take-away from AACTE's State Leaders Institute was another state chapter's practice with respect to honoring outstanding beginning teachers. We drafted a preliminary plan, discussed with our membership, and launched the initiative at our Spring 2014 IACTE meeting. Each year 15 institutions are invited to designate an Outstanding Beginning Teacher, someone in their first five years of professional practice. The teacher, their guests, their administrator, and their legislators are invited to the evening reception hosted by IACTE. With the assistance of the legislative liaison, the addition of the Outstanding Beginning Teachers Award, and the continued work of the Association's leadership, the receptions have evolved into an annual event that grows in success each year.

The initial intent with the decision to honor outstanding beginning teachers was to shine a positive light on educator preparation programs by linking the institution with narratives of energetic young professionals. We have created press releases to follow the event, and we have heard several anecdotes about those capturing the attention of local school boards, leading to further honors for the awardees. Some newspapers have followed up, as well. A development we had not anticipated was the number of legislators who enacted various acclamations for their constituent honoree. Several of them have joined us in the presentation of the awards reading their declaration. The Outstanding Beginning Teacher Awards has significantly increased the legislators' level of engagement with IACTE.

Conclusion

Five years ago, the membership of IACTE felt utterly disenfranchised within a whirlwind of critique and swift and drastic policy changes. We made a commitment to advocate for ourselves and our candidates by expressing our expert knowledge and making our voices heard. We identified commonly valued policy points and pursued a path of interjecting ourselves into the conversation around teacher education policy in Illinois. We availed ourselves to a variety of resources to deepen our understanding of working with legislators and creating mechanisms to build relationships with them. While we might not be able to claim to be the leading voice in the policy circles, we do clearly find ourselves now involved in and contributing to those conversations.

The idea that reality is socially constructed (Berger and Luckmann, 1966) implies that the reality in which we find ourselves can be altered. In the spirit of problem-posing (Freire, 1970), the membership of IACTE made a commitment to apply resources and energy to transform the status quo of passively receiving policy changes that affect educator preparation. We have reconstructed ourselves to be a voice of the profession that actively seeks to influence the policy that governs us.

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THE IMPAIRED ENACTMENT OF PAIRED STUDENT TEACHING: A CASE STUDY OF TRIADIC RELATIONSHIPS
by
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Abstract
For preservice teachers, the traditional student teaching experience often reinforces the notion that teacher education is disconnected from classroom realities. However, research on effective teacher education shows that alternative student teaching experience can reinforce preservice teacher learning during this field experience. In this study, the author investigated an alternative model of student teaching – paired student teaching – and found that the impact of alternative student teaching experiences can be mitigated by miscommunication, uncertain expectations, and personal conflict among triad members. However, findings show that even with an impaired student teaching experience, paired student teachers in the study were able to value and enact collaboration and reflective inquiry in their supportive coalition. These findings suggest that in student teaching experiences with little support from mentor teachers, the student teaching experience can still reflect the aims of powerful teacher education.

While many preservice teachers view student teaching as the most influential phase of their initial training, they have also long lamented the quality and impact of teacher education coursework, (Feiman-Nemser & Buchmann, 1987; Wideen, Mayer-Smith, & Moon, 1998). Unfortunately, for preservice teachers the traditional student teaching triadic experience – where a mentor teacher and college/university-based supervisor oversee the training of a novice teacher – often reinforces the notion that teacher education is disconnected from classroom realities (Wideen et al., 1998). When preservice teachers are confronted with teaching experiences that provide them with few opportunities to "think pedagogically, reason through dilemmas, investigate problems, and analyze student learning to develop appropriate curriculum for a diverse group of learners" (Hammerness & Darling-Hammond, 2005, p. 392), they are more apt to believe that enacting the reform ideas often promoted in the college/university-based portion of teacher education programs is unrealistic. For these students, student teaching can quickly turn into a "sink or swim" activity of acculturation to the "daily grind" of school-based experiences (e.g., Feiman-Nemser, 2001).

Additionally, preservice teachers often view teaching as an isolating affair. This belief is likely rooted in their many experiences as students in primary and secondary schools, and cultivated through teaching experiences as they witness a lack of interaction among teachers on a daily basis (Feiman-Nemser, 2001). At the same time, the experiences of many teachers with teacher education reify the perception of teaching as isolating because, as Feiman-Nemser (2001) suggests, those teachers "have little experience with the core activities of mentoring – observing and talking with other teachers about teaching and learning" (p. 1033).

Against this backdrop of teaching as an isolating activity and the general disconnect between university-based teacher education learning and field experiences, one teacher education program in the Southeastern region of the United States enacted an alternative student teaching experience known as *paired student teaching* (e.g., Bullough et al., 2002, 2003). This student teaching model –

where two student teachers share a teaching placement under the watchful eye of a mentor teacher and university supervisor – was implemented in what was believed to be a relatively simple "quick fix" that could reinforce the programmatic expectations of collaboration and reflection during the teacher education experience. The hope was that through shared collaboration and reflection with another student teacher, the beliefs and practices of student teachers would directly reflect programmatic expectations of collaboration and reflection. In this article, I explore the complicated nature of relationships in one paired student teaching triad and how miscommunication, disjointed expectations, and personal conflict can limit the potential positive impact of paired student teaching.

Paired Student Teaching

The teacher education program in this study selected paired student teaching as an alternative option to traditional student teaching because it fit easily into the traditional structure, unlike other student teaching alternatives like peer coaching. Bullough et al. (2002) noted their use of paired student teaching came out of a shared concern among faculty at Brigham Young University over the "value of some well-established practices, particularly the value of [solo] student teaching" (p. 69). They believed paired student teaching could develop peer relationships that reinforced conceptions of teaching as a collaborative profession.

In their initial exploration of the paired student teaching model, Bullough et al. (2002) found that the collaborative nature of paired student teaching encouraged paired student teachers to spend more time engaged in instructional planning than student teachers in the traditional experience. One result was better-prepared lessons as student teachers adapted lessons to include the strengths and varied interests of both student teachers. In a study published the same year, Smith (2002) found his institution's implementation of paired student teaching exhibited signs of role ambiguity and territoriality among student teachers. However, over time Smith was able to create a structured experience in which paired student teachers modeled set roles and responsibilities that inevitably led to increased collaboration and pedagogical risk-taking.

Several additional studies point to paired student teaching as an avenue for increased peer feedback and collaboration (Baker & Milner, 2006; Bullough et al., 2003; Gardiner, 2010; Nokes, Bullough, Egan, Birrell, & Hansen, 2008). In Bullough et al. (2003), mentor and student teachers in paired student teaching placements exhibited "feedback [that] was less one-directional, more conversational, and decidedly focused on mutual interests" (p. 69). Baker and Milner (2006) support the idea that paired student teaching results in forms of pedagogical collaboration and reflection. They find paired teaching affords time for preservice teachers to "prepare more carefully for the classes they teach" (p. 70).

Nokes et al. (2008) revisited the paired student teaching model at Brigham Young University in an examination of paired student teaching in a secondary program. They found mixed results as participants ranged from full collaboration in planning and instruction to fully independent planning and instruction behaviors. Similar to results from Smith (2002), student teachers who were solely independent-minded regarding planning and instruction encountered compatibility issues grounded in personality differences or pedagogical disagreements. Gardiner (2010) found that mentor teachers believed collaboration allowed paired teachers to generate stronger, student-centered lessons due to varied interests and content specialties. Mentor teachers identified miscommunication at the outset of student teaching that often led to poorly implemented lessons. But these mentors also believed "this was normal, a learning experience, and preparation for a collaborative

teaching culture" (p. 12). As Gardiner noted, mentoring paired student teachers is a complicated task that is facilitated by the necessary support from teacher education programs, certain dispositions for mentor-mentee collaboration, and requisite skills to mentor not one, but two, student teachers.

Triad Theory

Because the complicated nature of the triadic relationship is the focus of this paper, it is helpful to consider the student teaching experience through the lens of an applicable theory such as triad theory (Bullough & Draper, 2004; Simmel, 1950; Veal & Rikard, 1998). Triad theory argues that, like any group with three members, the student teaching triad consists of hierarchical relationships and increasing levels of conflict (Caplow, 1968; Mills, 1953; Simmel, 1950). Although not focused on education, these first studies into the nature of triads provide some insight into the often complicated and tense relationships within the student teaching triad. According to Simmel (1950), the *dyad* – a group with two members – has a sense of unity. Members of a dyad can easily set and share expectations and responsibilities with one another. However, when a third member is added to the group, this new member can become a potential threat to the dyadic sense of unity. This threat, as triad theorists argue, can lead to conflict among group members. Mills (1953) found that "when this initial tendency [of a pair against an other] is accentuated, there forms a genuine power structure" (p. 355). Additionally, Caplow (1968) recognized that within family, business, or even governmental structures, it is the "tendency [of the triad] to divide into a coalition of two members against the third" (p. 2).

Yee (1968) first used triad theory to explore the potential for coalitions in student teaching. In his research, Yee finds the coalition most likely to surface is the student teacher-mentor teacher coalition. Yee argues, "The reason the student teaching triad shifts toward negative relationships and resembles competitive rather than cooperative situations may very well be that typical student teaching programs provide little opportunity and purpose for meaningful triad interaction" (pp. 106-107). Triad theory also indicates that hierarchical relationships exist within the student teaching experience. This idea has led to questions about who holds authority within the triad. Unfortunately, student teachers hold little power in the triad even though they are most affected by the student teaching experience (Veal & Rikard, 1998).

Slick (1997) suggests that the instability of the triadic relationship leads mentors and supervisors to alternate roles between assistant and assessor. More importantly, the instability of triads and the development of hierarchical relationships cause consternation among triad members. This forces members to develop coalitions with another, stronger member. Because student teachers maintain the least amount of power within the triad, they often align with mentor teachers who exert a dominant force over triads (Bullough & Draper, 2004).

The time mentors and student teachers spend together provides mentors with the ability to influence student teachers outside the purview of teacher education programs (Wilson, Floden-Ferrini-Mundy, 2002). Additionally, disagreements between mentors and supervisors about the purpose of teacher preparation can result in a series of relational difficulties in the student teaching experience. In an examination of one failed triad, Bullough and Draper (2004) find that the supervisor felt powerless to influence the student teacher's development as the student teacher sided with the mentor teacher philosophically, pedagogically, and pragmatically. In other words, the student teacher agreed with the mentor teacher's perspectives of teaching and learning, but also saw the mentor teacher as the individual to align with in a potential power struggle due to the mentor's dominant position in the triad.

In an early exploration of triad theory, Caplow (1968) suggests the presence of relational disturbances within the triad. Several studies of student teaching triadic relationships noted that triads under investigation easily experienced difficulties toward the promotion of effective working relationships and supervisors became outsiders in the triad (e.g., Bullough & Draper, 2004). Slick (1997, 1998) emphasized this 'outsider' perspective, that mentor teachers and student teachers often viewed supervisors as unequal partners in the initial teaching experience. Feelings of inequality cause supervisors to see themselves as on the periphery of events inside schools and, at times, within teacher education programs (Fulwiler, 1996). To make matters worse, mentor teachers and school administrators often see supervisors as visitors within schools and not as full participants within the school environment (Slick, 1998a, 1998b). Such perspectives lead to the development of even stronger coalitions against the supervisor.

Methods

I used a case study design to investigate the relationships present in a paired student teaching triad (Merriam, 1998; Stake, 2000), and how the experience was impacted by hierarchical relationships and increasing levels of conflict. Primary participants for this case study consisted of one paired student teaching triad: two student teachers (Eleanor and Jamie), one mentor teacher (Kay), and one university supervisor (Cliff). Secondary participants included the student teachers' teacher education course instructors and fellow student teachers enrolled in a student teaching seminar and university supervisor breakout session. Because my research was focused on the student teaching experience, I required a conceptual framework that could best document that experience. Specifically, I looked to Guyton and McIntyre's (1990) handbook chapter on student teaching and school experiences, in which they suggest documenting the process of student teaching and supervision (i.e., interactions among triads, supervisory models, conferences).

The first data collected were semi-structured interviews of primary and secondary participants (Gillham, 2000). With the exception of the mentor teacher, who participated in two interviews, each primary participant was interviewed at three points in the student teaching semester (beginning, middle, and end). Three course instructors of the two student teachers were interviewed once to provide understanding of what student teachers were expected to apply in student teaching. I also conducted a series of field observations in university and school-based contexts. Observations included six day-long observations of the student teachers' practice, 14 observations of the student teaching seminar, and six observations of breakout sessions.

Finally, I collected documents relevant to study of student teaching. Document evidence included all assignments and handouts the student teachers created/used in student teaching, seminar materials, supervision materials (pre-observation forms, reports, field notes), and program materials (course syllabi, program website and standards). The largest set of document sources came from the teacher education program. Documents that might inform the structural and conceptual aspects of the program include those that detail program or course goals. Another set of documents came from the student teaching experience. Student teaching documents included but were not limited to PowerPoint lecture notes, readings, student handouts, homework assignments, exams, and in-class assignments. Additionally, student teachers completed pre-observation forms, and the university supervisor took field notes and later wrote detailed observation reports based on the observation and post-observation conference. The final set of document sources came from the school site. The first documents from the school

site I collected included information gleaned from the school website. The website provided information about academics, student demographics, and school policies. The information gleaned from the website provided necessary details about the sociocultural context of the school which was reinforced through observations of the school environment.

According to Merriam (1998), the "most basic presentation of a [case] study's findings is a descriptive account" (p. 178). Multiple data sources work together to provide a rich data set from which the researcher can construct a greater understanding of the phenomenon under study. To provide a descriptive account of the phenomenon, I analyzed the data collected for "categories that cut across the data" (p. 178). One approach to the creation of data categories is the use of open coding (e.g., Corbin & Strauss, 2008; Merriam, 1998). The process of open coding allows the researcher to 'enter into a qualitative analysis of the relations to other codes' across multiple data sources collected over time (Kvale & Brinkmann, 2008, p. 202). Using triad theory, I focused data analysis on issues of hierarchical relationships (i.e., student teacher-mentor teacher; student teacher-university supervisor) and conflict among triad members (i.e., student teacher-mentor teacher; student teacher-university supervisor; student teacher-student teacher; mentor teacher-university supervisor).

Because this study investigated one case, there were no other cases with which to conduct a cross-case analysis and provide external validity (Merriam, 1998). However, internal validity was achieved through the triangulation of data sources, member checks, peer examination, and the collection of data over time (Merriam, 1998). The data collected for this study consisted of five months of university and school-based observations, interview sets with each participant, and documents from the teacher education program and school site. At several points in the data collection process, I shared emerging themes with research participants for their input.

Findings

Although the paired student teaching experience encourages open communication and effective relationships among preservice teachers and teacher educators, this investigation of the lived experiences of one student teaching triad suggests that appropriate and effective communication and relationships do not always exist in preservice preparation. In the following pages I provide insights into one paired student teaching triad that experienced relational conflict and hierarchical dilemmas that impacted the effectiveness of the paired student teaching model.

Eleanor and Jamie held high expectations for Kay's position as mentor teacher at the beginning of student teaching. Each had met briefly with Kay before student teaching and she explained how she would support them. Eleanor noted that Kay "said she would take care of any problems with students" and that she would be the primary disciplinarian in the classroom. Eleanor viewed Kay as an experienced teacher to whom she could pose questions when they arose and expected her to "help when we need it and maybe stand back when we don't."

Jamie added that Kay would not be responsible for all disciplinary issues. Kay informed Jamie that because she and Eleanor were in a paired placement, they should focus on learning classroom management. She and Eleanor could rely on Kay for lesson plans while they "worry about students that are going to sit there and sleep." Kay encouraged the student teachers to use her lesson and unit plans because they had previously worked for her. For all participants, the semester seemed to start well as all felt the expectations and support Kay set forth were amenable. However, there were early indications that all was not well. Eleanor wrote

on the student teaching seminar electronic discussion board three weeks into student teaching:

> Jamie and I have been with our mentor teacher for a few weeks now, and I'm really starting to feel more like her personal assistant than a student teacher. I really do think highly of my mentor … However, most days I get the feeling she requested student teachers to run her errands or grade stuff she's not interested in looking at.

In these first weeks, Kay had given Eleanor and Jamie shared responsibility to teach one class. Initially, she expected the student teachers to use her lesson plans so that another class, which she taught, and the class they taught were taught in the same manner. Eleanor and Jamie were supposed to observe Kay's instruction and make the necessary alterations for their class. However, Eleanor and Jamie often found themselves assigned tasks not associated with their instructional responsibilities during this time. This included grading student work for other classes. They felt these altered expectations and duties were not related to the class they taught, which kept them from making alterations for their class and learning from Kay's instruction.

Additionally, Eleanor noted that Kay was often uneasy about her and Jamie teaching content in a manner different than Kay suggested. In the student teaching seminar, Eleanor and Jamie shared that the lessons they created were focused explicitly on the standards and tests Kay used. For Eleanor and Jamie, worthwhile learning had become what content was presented in End-of-Course Test (EOCT) study guides. Eleanor mentioned they had to gloss over topics like the Boston Massacre and Underground Railroad because they were not on Kay's tests or in the EOCT guidebook. Jamie felt that there was a disconnect between what the program expected and what was allowed in the classroom. She lamented:

> I come up with all these great ideas [in seminar] and feel enlightened when I leave, but I go to school and I fell like it doesn't work. … A lot of the things I'm learning I can't put into practice right now because I'm not able to. Because I have a mentor teacher who says "I want it exactly like this." I think that's my biggest problem. I'm learning so many cool things I want to do and I can't do them until I have my own class.

Eleanor and Jamie felt pressure to stick to the guidebook because the EOCT test scores would inevitably reflect on Kay and not them. As a result, they followed the same routine of opener, lecture, activity, and current event the remainder of the semester. They attempted small adjustments along the way, but noted regular criticism from Kay with these attempts.

As the student teaching experience neared completion, Eleanor and Jamie regularly argued they were lucky to have had paired placement because their collaborative relationship replaced what Kay did not provide. Eleanor said:

> I feel like sometimes we're kind of out there on our own. We plan a lesson and [Kay] will look it over and say it's fine, but then we get in the classroom and she'll say the lesson is terrible and we should have come to her earlier. But we didn't go to her because we knew she was going to gloss over things a lot.

Jamie shared a similar sentiment. She suggested that if she had student taught alone with Kay as a mentor she "would [have been] overwhelmed just trying to figure out something that Kay would approve of so I wouldn't have any conflict." However, Kay believed part of the problem was that she did not fully understand the paired student teaching arrangement. She noted her uncertainty at the mid-point of the experience:

> I wasn't really sure what – I kind of relied on [the student teachers] to tell me when they thought they should take a classroom by themselves, or how

they wanted to split things up, and I probably should have been a little more proactive.

Kay felt that the collaborative relationship Eleanor and Jamie had was worthwhile but it diminished the need for traditional mentor roles in the student teaching triad. Kay was also quick to fault the school schedule for the limited amount of reflection and collaboration. By the mid-point of student teaching, Eleanor and Jamie taught the first two periods each day and Kay taught third period, with fourth period free for planning. She noted that the student teachers often planned the next day's lesson while she taught her class. The result was that Eleanor and Jamie would show Kay what they planned at the end of the school day.

In the end, Eleanor and Jamie's perception was that Kay was not as an effective mentor teacher as she could have been. Eleanor suggested that a lot of the conflict was caused because Kay was unsure about her responsibilities as a mentor teacher. She noted that Kay alluded to her uncertainties at one point in the semester: "I remember one conversation where she said, 'I'm not really sure of the parameters [for mentoring].' I guess we didn't take much notice at that point, but I think she had a different idea of why she needed student teachers." A comment by Cliff early in the semester exemplified the uncertainty Kay possessed as a mentor. He described her as "not a particularly good mentor … because all she does is tell [the student teachers] when they need to get the class quiet. I don't think that's enough." But Cliff also suggested she was overwhelmed with other responsibilities. However, this was of little concern to Eleanor and Jamie. They craved a mentor. As a result, they often looked to each other for support and felt the paired placement provided a more effective mentoring relationship.

As a university supervisor, Cliff encouraged each mentor teacher to take part in the supervisory process and to engage in regular communication by taking part in post-observation meetings and contributing to post-observation reports. He found success with several mentors. However, Kay was one of two mentors who did not involve themselves in the process. A month into student teaching, Jamie indicated this was the result of Kay's focus on her graduate schoolwork and advanced placement course. However, this small bump in the supervisory process did not deter Cliff from his focus, the student teachers.

Cliff saw his visits with student teachers as an "organic process." Student teachers would send Cliff a pre-observation form the day before an observation. These forms would detail the content student teachers would teach in the lesson, the instructional methods used, how the teacher would achieve student engagement, and how the learning might be worthwhile. Cliff would primarily use the instructional component of pre-observation forms to guide his field notes and reflective conversations that took place in post-observation meetings. Each post-observation meeting followed a similar structure. Cliff would open with a statement like: "I'd like to get an assessment from you about what you did well today, and what you didn't [do well]." From that point, Cliff would allow student teachers time to reflect on the experience before he provided his assessment of the lesson. Many of the conversations in the three observations focused on instructional decisions and possible alternatives to certain practices Kay expected, as noted in the previous section.

Eleanor valued Cliff's feedback, calling him "another set of eyes" on several occasions. She noted that Cliff often made note of those daily occurrences she and Jamie missed: "We're just so caught up with making sure we're saying the right thing that we don't notice if students are paying attention or not. And I think he's another set of eyes that's strictly there to critique us and make sure we're doing the right thing." Eleanor appreciated the focus Cliff gave to their teaching. Kay was often

distracted by work not related to their teaching, and as such, did not provide them with the feedback Cliff provided.

As the semester progressed, Eleanor and Jamie found they spent much of the time after class, as Jamie would say, "blowing off some steam about something and move onto the next day's lesson." They knew Kay would not engage them in regular reflection, and they had entered a routine. Cliff's visits, and the bi-weekly meetings with the student teachers he supervised, forced regular reflection. Eleanor said Cliff "pushed us to think deeper, and to think outside the box, to think about all these other things we would have never thought of on our own." Although they felt the paired placement provided regular opportunities for reflection, the observations were beneficial nonetheless. Jamie echoed Eleanor's sentiment that post-observation meetings provided them with new ideas they were unable to come up with together. She added: "Things that we hadn't thought of together were definitely addressed in the field instructor meetings."

However, Cliff was uncertain how to approach the paired student teaching experience. Cliff noted in the first interview that he saw paired student teaching as a "mix of collaborative and independent teaching." He suggested he was open to observing them teach collaboratively once, but that he would like them to teach independently after that. Cliff saw "real" teaching as teaching alone so he wanted to ensure that the student teachers were prepared for that reality. At the same time, he was unsure how he should "tell them how to collaborate because I don't know if I should or not." Cliff knew he wanted them to have independent teaching experiences. However, he was uncertain as to how they might complement the collaborative relationship with individual teaching. He wondered: Should they plan together? Should they plan independently? These questions went unanswered the remainder of the semester.

It was nearly two months into student teaching that Cliff had discussions with Eleanor and Jamie about paired student teaching. Cliff informed them that with the addition of a class to their schedule, he wanted them to move toward individualized teaching. However, Eleanor and Jamie exhibited resistance because neither wanted to teach the new class for the remainder of student teaching. Cliff later wrote they "expressed some hesitation as they both enjoy teaching second period and working collaboratively in the classroom." So, Cliff told them,

> I'm open to suggestions. You can keep the tag team in the two classes for a while. You may maintain one class collaborative, but at some point … you are going to have to be teaching a class solo so that I can evaluate you individually. That's going to be more reflective of what you're probably going to do your first year of teaching.

This initial conversation did not immediately resolve the problem of who taught which period. Only in the final weeks of student teaching did Eleanor and Jamie take primary instructional responsibility for individual classes. But uncertainty over how Eleanor and Jamie collaborated remained. In the first observation, Cliff suggested the two student teachers prepare individual lessons and then collaborate. He argued, "You're still expected to be working together. Collaboration is not always jointly planning a lesson. It's also you planning a lesson and then asking for help to figure out what is missing." However, Cliff did not make this a firm expectation and Eleanor and Jamie continued to collaboratively plan all remaining lessons.

As a result, assessment was a challenge for paired student teaching. Cliff suggested he could not determine the student teachers' individual strengths and weaknesses because Eleanor and Jamie always planned together. He noted: "You don't know where one begins and the other one ends." Cliff enjoyed the collaborative post-observation conference. However, even when he observed individual instruction he felt he could not appropriately assess the student teachers' capabilities. He summarized the challenge he faced as a supervisor of paired student teachers: "You're not just watching [one student teacher]. You're watching them both. They taught the same classes, so they inevitably taught the same anyway."

Eleanor considered paired student teaching as an opportunity to experience student teaching with "someone who is in the exact same spot. We can bounce off each other, we can be scared together." However, she was concerned about the potential lack of compromise. Eleanor worried that she and Jamie would have different ideas of what they wanted to achieve in student teaching, and that neither would want to compromise their beliefs. Jamie was not as concerned. She saw the collaborative experience as a "stepping stone" toward real teaching. Jamie knew student teaching was unlike anything she had previously done. As such, she believed the shared experience would help her and Eleanor survive the challenges experienced in student teaching.

When questioned about the collaborative experience later in the semester, Eleanor first insisted: "That's all I do. Every day is good collaborative inquiry! It's having two heads instead of one." She proceeded to describe how she and Jamie shared ideas and collaboratively developed lesson plans. She then said: "Collaborative inquiry is great!" However, when pressed, Eleanor admitted she felt Jamie took advantage of her for planning. She was quick to point out this was not a usual occurrence, but there were days when the workload was not shared.

Even though she felt taken advantage of at times, Eleanor was supportive of the collaborative arrangement. She believed paired student teaching offered more positives than negatives. Shortly after she shared her concern, she added, "For the most part it's been wonderful. We each have an idea for the next day or lesson we're planning, and we'll formulate it until it sounds perfect. … I think it's been a good experience in all." She suggested that participation in paired student teaching had taught her "how to cooperate, how to take a different direction when need." Jamie's assessment of the experience remained consistent. She felt that participation in paired student teaching served as "a stepping stone instead of being thrown in[to teaching]. I've been able to talk with someone else doing the exact same thing, not just someone that's in seminar in a similar situation." Jamie admitted she was nervous prior to student teaching and that paired student teaching alleviated many of her initial fears.

Kay noted the student teachers relied on each other extensively in the classroom. However, the collaborative environment created difficulties for Kay to assess Eleanor and Jamie. She felt that Jamie was better at classroom management, but they worked so closely together that in terms of lesson planning, "when they bring me the finished [lesson plan], I don't know who is involved in what part." Cliff also noted the challenges in observing paired student teachers. However, he commented on several positive characteristics of the collaborative relationship. He found that with the challenges they faced in the classroom, Eleanor and Jamie "developed a supportive relationship for one another." Even when Eleanor taught her class, Jamie was present and provided support. Cliff noted: "When one is teaching, the other is putting out fires if need be, helping out in any kind of way." This was an informal practice the student teachers began early in the semester and continued throughout student teaching. This lead teacher – backup teacher approach allowed the student teachers to "help certain students and give them extra attention."

Cliff suggested that, in the end, Eleanor and Jamie gained "an appreciation for collaboration, but I would suspect there is no way to prove this, time will tell." He hoped each would value the collaborative experiences of paired student teaching

and carry that ideal into practice their first year of teaching. Both would later agree in their final interviews. Eleanor learned from the experience that relationships matter in teaching. She argued, "If you're by yourself trying to plan alone, trying to deal with problems on your own, I don't think you're going to be successful at all." She believed she would continue to seek out those relationships, either with teachers from her school or with peers from the social studies program. Jamie indicated that paired student teaching taught her how to collaborate with other teachers. After her experiences with Eleanor, Jamie claimed she was "more likely to seek out a teacher who held the kinds of ideals I have." She also reflected on how she might have viewed collaboration if she had experienced traditional student teaching: "If I had been by myself, I think I would have been more isolated and stayed to myself." In the end, participation in the paired student teaching experience helped Eleanor and Jamie form a coalition without hierarchy. The close personal and professional relationship developed in student teaching allowed them to support each other in what they considered a caustic school environment. Even though Eleanor and Jamie felt unsupported by their mentor teacher, they believed paired student teaching provided them with collaborative and reflective opportunities many of their peers did not have.

Discussion

Although participation in paired student teaching encourages open communication and effective relationships among preservice teachers and teacher educators (e.g., Baker & Milner, 2006; Bullough et al., 2010), this investigation of the lived experiences of one paired student teaching triad suggests that appropriate and effective communication and relationships do not always exist in preservice preparation. To illustrate this implication, I return to the mentor-mentee relationship elaborated upon in the findings. Some studies have indicated that participation in paired student teaching does not always insure effective relationships and communication between mentors and student teachers (e.g., Gardiner, 2010; Smith, 2002). Gardiner (2010) finds that miscommunication between mentors and paired student teachers is a regular occurrence at the outset of student teaching. But implicit in many of the studies that speak to the collaborative relationships of mentors and paired student teachers is the mentor teachers' willingness to enter into the collaborative relationship (e.g., Baker & Milner, 2006; Gardiner, 2010). For instance, Gardiner (2010) notes mentors experienced some difficulty with the paired relationships. However, these mentors acknowledged the collaborative and reflective potential of the relationship. The mentors endeavored to support paired student teachers as they developed their practice individually and collaboratively, and did not consider the paired relationship as a replacement for their responsibilities as mentor teachers.

However, the findings in this study provide insight into what occurs in a paired teaching placement where the mentor teacher and/or student teachers are not receptive to the collaborative relationship. From the start, Kay was uncertain about her responsibilities as the mentor teacher. Unlike mentors in Gardiner (2010), Kay felt that the paired experience diminished the need for traditional mentor roles. According to Kay, paired student teaching allowed Eleanor and Jamie opportunities to support one another because they regularly collaborated and reflected upon lessons. As a result, she was content with reviewing lesson plans after they were completed rather than participate in development.

Although Eleanor and Jamie regularly used these lesson plans throughout the semester, they made no mention of conversations with Kay to make sense of those lessons. Instead, many of their lesson plans were completed before Kay had

an opportunity to participate in the planning stages of lessons, if she had any such desire to participate. As such, a potentially powerful relationship between mentor teacher and student teachers was reduced to feelings of animosity for the paired teachers and non-involvement for the mentor.

Challenges experienced within the mentor-mentee relationship in this study go beyond the absence of a collaborative relationship between Kay and the student teachers. This research also speaks to the failure to communicate across differences. Rather than look to their own inexperience as educators or the influence of the larger school culture on instructional decision-making, Eleanor and Jamie faulted Kay for their inability to enact their vision of teaching. They felt constrained by the instructional schedule Kay required each day of a daily question, mini-lesson, activity, and closing assignment. This instructional schedule was an expectation of many schools in the areas that surround the university. Perhaps the use of this schedule was an expectation the school administration placed upon Kay and not a schedule Kay herself necessarily valued. Yet the student teachers were quick to condemn practices different than those learned in the teacher education program. However, they did not seek to make sense of these differences, and perhaps this speaks to a limitation of their student teaching experience in that there was a failure to communicate across differences that separated the school environment the student teachers experienced and expectations set within the teacher education program.

This research paints a complicated picture of the work of teacher education and the lived experiences of those engaged in that work. Specifically, the enactment of paired student teaching as an alternative to traditional student teaching does not guarantee that what preservice teachers learn in university coursework will necessarily translate into practice during student teaching. The biographies, interactions, and experiences of each individual inevitably determine the extent to which preservice teachers learn and enact teacher education program ideals. As such, teacher education programs cannot enact alternatives to student teaching as "quick fixes" to the perceived problems of the traditional student teaching experience. As such, this article reinforce findings of previous research on paired student teaching and provide additional evidence of the need for carefully considered paired placements and well-informed mentor teachers, university supervisors, and student teachers (Gardiner, 2010; Smith, 2002).

Paired student teaching may seem analogous to traditional student teaching in that the only alteration is the addition of one student teacher. This perception creates problems for mentor teacher and university supervisors who largely mentor/supervise one student teacher, and for student teachers who must balance a shared workload. As Smith (2002) noted, clear student teacher roles such as the lead/back-up teacher or co-teaching model are needed. Mentor teachers require support from teacher education programs in how to engage in reflective dialogue with two student teachers. The addition of a student teacher does not, as the mentor teacher in this study thought, negate the responsibilities of the mentor teacher. Rather, it complicates the work of mentoring and supervision, and teacher education programs must prepare those charged with mentoring and supervising paired student teachers accordingly.

Conclusions

The research on paired student teaching reveals certain known qualities about the experience. In particular, paired student teaching is a tool used to promote the professional goals of continued collaboration and reflective teaching (e.g., Bullough et al., 2002, 2003; Nokes et al., 2008). Although preservice teachers value

the collaborative experience, they routinely perceive the paired experience as artificial (Bullough et al., 2003). Because paired teaching is not widely practiced, or at the least not extensively researched, much of what is known about paired teaching is the result of large-scale mixed-method studies (e.g., Bullough et al., 2002, 2003; Smith, 2002). Ideally, future research of paired student teaching will continue to examine the paired experience through case studies of paired teachers, mentors, and supervisors.

There is evidence that paired student teaching can reinforce student learning in school settings by linking the work of preservice teachers to university-based learning (e.g., Nokes et al., 2008). Coherent organization is needed though in order for teacher education programs to mitigate the potential effects of relational and hierarchical conflict (Gardiner, 2010). This article is additional evidence of the need for clear expectations for and careful selection of those in the paired student teaching triad. Otherwise, there is an increased risk for conflict, coalitions, and hierarchical relationships within the student teaching experience, which can minimize the potentially transformative impact of student teaching upon novice teacher development.

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RECOGNIZING EMOTIONALLY AND PSYCHOLOGICALLY INJURED CHILDREN IN THE TAPESTRY OF SCHOOL DIVERSITY: IMPLICATIONS FOR TEACHER TRAINING
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Abstract
This study reports qualitative findings of a pilot study that investigated the benefits to pre-service teachers after a field experience with emotionally and psychologically injured children (EPICs). The study examined how the experience affected pre-service teachers' 1) feelings of perceived competence after working with EPICs, 2) skills in recognizing characteristics of EPICs, and 3) knowledge of effective methods for responding to EPICs. Results support integrating field experiences with EPICs into teacher preparation programs to develop an increased sensitivity and understanding of children who are emotionally and psychologically affected by trauma. Implications include field experiences as training opportunities to decrease incidences of school violence through early detection and intervention and to heal children at-risk for psychological and emotional disorders before adulthood. Finally, the data suggest the benefits of field experiences with EPICs as a way to recognize behavior that may be associated with psychological and emotional trauma and to prepare pre-service teachers for diverse classrooms.

Diverse classrooms offer challenges for novice teachers in terms of recognizing the various dimensions of students and adjusting instruction to meet their needs. U.S. classrooms continue to become more diverse, yet teacher demographics remain stagnate as predominantly White, middle class, and female (NCES, 2014; Walters, Garii, & Walters, 2009; Wight & Chau, 2009; Zumwalt & Craig, 2005). This presents a serious problem because research indicates that these teachers often lack sensitivity and comfort when working with diverse populations (Case & Hemmings, 2005; Skepple, 2014). The classroom environment is linked to a child's readiness to learn; as such, inability to relate to the learner may hinder participation, create feelings of inadequacy, lower self-esteem, and promote problem behaviors, (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Schonfeld, et al., 2015).

Developing the cultural sensitivity and the skills needed to recognize differences in terms of racial identity, culture, disability and language remains prominent in the teacher preparation research literature (Burkart & Thompson, 2014; Cushner, 2012; Goodwin, 2010). However, the continued focus on diversity as it typically addresses race, ethnicity, culture, and language may be too limiting when considering issues of emotional and psychological wellness of children. For example, children who suffer from anxiety, low self-esteem, isolation, rejection, self-hate and self-loathing or display anger and hostility toward teachers or peers as a result of trauma also pose a challenge for novice teachers. These emotional and psychological dimensions add complexity to the mosaic of what constitutes a "diverse classroom" beyond simply race, gender, culture and language.

Focusing on diversity as it strictly applies to culture tends to ignore critical aspects of the human condition that transcend culture. Psychological and emotional issues are not cultural, racial, or gender specific; they may vary greatly with each child, interfere with learning, and may become increasingly more serious with time when associated with trauma (Finkelhor, Turner, Ormrod, Hamby & Kracke, 2009; Suomalainen, Haravuori, Berg, Kiviruusu, & Marttunen, 2011). Therefore, this study presents a compelling argument in support of field training for pre-service teachers to recognize characteristics of children who have experienced emotional and psychological trauma as a way to increase teacher sensitivity, awareness, and understanding regarding children's behaviors in a classroom setting. Qualitative findings are reported here of a pilot study that investigated the benefits to pre-service teachers after a field experience with emotionally and psychologically injured children (EPICs). The purpose of the study was to examine how the exposure to EPICs affected participants' 1) feelings of perceived competence after working with EPICs, 2) skills in recognizing characteristics of EPICs, and 3) perceived knowledge of effective methods for responding to EPICs while in a teaching capacity.

Theoretical Framework

Disturbingly high numbers of school-aged children are victims of domestic abuse, violence, and large-scale community disasters, leaving victims traumatized emotionally and psychologically (Turner, Finkelhor, Hamby, Shattuck, & Ormrod, 2011). Each year, more than 15.5 million children are exposed to in-home violence (McDonald, Jouriles, Ramisetty-Mikler, Caetano, & Green, 2006). In fact, a national telephone survey revealed that 60 percent of the 4,549 children under the age of 18 polled had experienced victimization in the previous year, with 46.3 percent experiencing a physical assault, 10.2 percent experiencing maltreatment, 6.1 percent experiencing sexual victimization, and 9.8 percent experiencing a threatening assault with a weapon (Finkelhor et al., 2009). The scope of the problem becomes monumental when we consider that large volumes of children are also victims of community devastation in situations of natural disasters (e.g., tornadoes, flooding, catastrophes like September 11).

The trauma associated with such violent disasters is known to have damaging emotional and psychological effects (Flannery, Modzeleski & Kretschmar, 2013; Hoven, et al., 2005; Robers, Kemp, Rathbun, & Morgan, 2014; Turner, Finkelhor, Shattuck, Hamby, & Mitchell, 2015). For example, exposure may manifest as disruptive externalizing behavior, psychological disorders, night terrors, internalizing disorders (e.g., generalized anxiety, separation anxiety, panic attacks), academic underachievement, regressive behaviors, and also places children at great risk for developing posttraumatic stress such as anger and dissociation (Finkelhor, et al., 2009; Flannery, Wester, & Singer, 2004; Giannopoulou, Strouthos, Smith, Dikaiakou, Galanopoulou, & Yule, 2006; Hurt, Malmud, Brodsky, & Giannetta, 2001; Masten & Narayan, 2012; McCoy, 2013; Mohammad, Shapiro, Wainwright & Carter, 2014; Suomalainen, et al., 2011; Zotti, Graham, Whitt, Anand, & Replogle, 2006). Although each situation of trauma varies, the research indicates that regardless of the level of exposure, the deleterious consequences on survivors remain the same (Margolin & Gordis, 2000). Repeated calls to eliminate childhood abuse and violence have been articulated; yet efforts appear to be unsuccessful (Centers for Disease Control [CDC], 2013; Fein, Vossekuil, Pollack, Borum, Modzeleski, & Reddy, 2002; O'Toole, 2000). As such, concerted efforts are required to identify children who are in need of therapeutic services.

Intervention Opportunities

Evidence suggests that developing skills toward resilience and protective factors and cognitive interventions immediately following a violent act can minimize and prevent trauma-related symptoms in children (Berkowitz, Stover, & Marans, 2011; Mohammad, et al., 2014; Smith, Taylor, Barnes & Daunic, 2012). For example, Carper, Mills, Steenkamp, Nickerson, Salters-Pedneault, and Litz (2015) recently reported the predictive validity of two early trauma symptoms and certain patterns of cognitions that were found to mediate the relationship in situations of sexual abuse

and development of posttraumatic disorder (PTSD). These results are encouraging and suggest the value of early intervention to alter negative cognitions by reframing and restructuring thoughts and beliefs. Although treatment results are promising, it is disappointing to learn that many children of trauma have experienced prior traumatization, which complicates their symptoms and makes the need for intervention even more critical (Jaycox et al., 2010).

According to the DSM-V (American Psychiatric Association, 2013), the criteria for PTSD include flashbacks of the event in the form of images and thoughts where intrusive memories of the trauma interfere with daily activities. Because young children tend to process these thoughts through repetitive play or reenactment, evidence of the trauma may be observable in school through externalizing problem behaviors (e.g., task avoidance, defiance, bullying, aggression). Unfortunately, teachers may not recognize these behaviors as symptoms of trauma, rather, situations are addressed through office referrals and suspension (Bradshaw, Mitchell, & Leaf, 2010). Worse yet, children displaying internalizing disorders due to trauma (e.g., anxiety, poor self image, depression, self-hate) may be most frequently overlooked by teachers because the symptoms are not perceived to interfere with academics (Headley & Campbell, 2013; Kahlberg, Lane, Driscoll, & Wehby, 2011; Merikangas et al., 2010; Mychailyszyn, Mendez, & Kendall, 2010; Suomalainen et al., 2011). Children, who go unreported and untreated, may experience compounded traumas, making intervention even more complicated (Jaycox et al., 2010). This is enormously disturbing because children who go untreated eventually suffer from declining academic performance, impaired personal development and social functioning, and adverse consequences in terms of developmental trajectories and psychological and emotional wellbeing (e.g., suicidality, criminality, self-injury etc.) (Hardaway, Larkby & Cornelius, 2014; Layne et al., 2014; Margolin & Gordis, 2000; McDonald, Brown, Benesek & Calhoun, 2015; Saltzman, Pynoos, Layne, Steinberg, & Aisenberg, 2001). In addition, internalizing disorders are most frequently associated with school shooter profiles (Ferguson, Coulson & Barnett, 2011; Langman, 2009); therefore, we may be overlooking a critical opportunity to intervene and provide therapeutic support to heal a very afflicted population.

Our society has discussed methods to address problem behavior for decades. In 1960, Sarason and colleagues acknowledged the importance in considering this dimension of the child, but stated the difficulty in placing additional non-academic responsibilities on the classroom teacher (Sarason, Lighthall, Davidson, Waite, & Ruebush, 1960). The classroom teacher possesses a unique opportunity to objectively recognize behaviors that may require special intervention; however proper training is critical.

Field Experiences

For well over a decade, the best methods to develop culturally responsive teachers have dominated the education literature (e.g., Brown, 2007; Hollins & Guzman, 2005). Research suggests the benefits of culturally diverse urban and international field experiences to affect pre-service teacher's cultural sensitivity, awareness of cultural diversity, and comfort with culturally diverse populations (Landorf, Rocco, & Nevin, 2007; Leh, Grau, & Guiseppe, 2015; Rodriguez, 2011; Zeichner, 2010). For example, results indicated increased confidence in social interactions, enhanced decision-making in teaching situations, and opportunities to challenge inaccurate preconceptions (Leh, Guiseppe, & Bender, 2014).

Similarly, community-centered experiences inform and facilitate student learning (Dardig, 2004; Kolb, 1984). Katula and Threnhauser (1999) stress the importance of carefully creating challenging activities to ensure that learning actually takes place. Faculty must also provide substantive feedback and opportunities for student reflection (Hatcher, Bringle, & Muthiah, 2004). The richness of the learning environment is actually a balance of expert insight from faculty and the carefully planned inquiry-based activities situated in a real-life context. As a result, students placed in authentic environments experience instructional content that becomes more meaningful (Stachowski & Frey, 2005). Although teacher field placements are common, the purpose is typically academic, which neglects to provide insight for pre-service teachers regarding emotional and psychological childhood wellness.

Rationale

The value to pre-service teachers participating in a weeklong day camp for children aged 5 through 13 who were victims of a community disaster was evaluated to determine the benefits to participants that worked with emotionally and psychologically injured children (EPICs). Data were collected through interview, observation, and debriefing sessions and evaluated in terms of perceived personal and professional value in the areas of 1) feelings of preparedness when working with culturally and emotionally diverse children, 2) skills gained in identifying characteristics of children who are culturally and emotionally diverse, 3) knowledge gained in effective methods to respond to children of trauma, and 4) knowledge and experience to reduce anxiety when working with children affected by trauma.

Program Description

Camp Noah is a national program that organizes teams of approximately 18 volunteers to work with children in communities that have been impacted by disasters (e.g., floods, school shootings, tornadoes, hurricanes). The program facilitates emotional healing through a specially designed five-day curriculum to support groups of children as they process their feelings of trauma and loss using creative play, music, art, and journaling, in a safe and nurturing environment. The curriculum is intended to help children process their disaster experience by helping them express their feelings in multiple modalities. The program first connects volunteer teams with sites who have recently experienced a disaster, are in need of services, and who are willing to host the weeklong day camp in their community. The camp aims to build resiliency skills in children between the ages of kindergarten and sixth grade. Research supports the use of Camp Noah and indicates that children experience fewer night terrors, and regressive behaviors (e.g., bedwetting, thumb-sucking) as a result of participating (see Zotti, et al., 2006).

Method

Four female undergraduate students aged 18 – 21 who were enrolled in an Elementary Education program at the same university campus participated. Participants were recruited to help staff a local Camp Noah team that consisted of 13 members, 14 to 64 years of age. Three of the participants had finished their junior year in college and one student had finished her freshmen year. All participants were residents of the northeastern U.S. Security clearances were obtained for all team members.

Training

Mandatory team trainings began seven months before departure and consisted of one eight-hour professional development workshop and two rapport-building meetings. The workshop addressed childhood trauma (e.g., childhood developmental responses and symptoms of trauma) and the critical correlates of resilience including: (a) positive relationships with caring adults (Southwick, Morgan, Vythilingam, & Charney, 2005), (b) effective care giving, (c) self-regulation skills, (d) perceived efficacy and control, (e) achievement motivation, (f) positive friendships, (g) faith, hope, spirituality, (h) beliefs that life has meaning, and (i) effective teachers

(Sapienza & Masten, 2011). Teams were trained in the stages of community disaster and recovery, the philosophy of the therapeutic approach of Camp Noah, the objectives of the camp in the process of healing, and the curriculum as a tool to aid in the recovery process. The team was also trained to anticipate and respond to children's questions by stressing that environmental disasters are not 'sent to punish' communities; rather, disasters are a result of the dynamics of this earth, and a sense of community is important in recovery. This approach is part of resilience training that benefits vulnerable children because it frames disturbing events in a positive light and supports healthy adaptation and emotional healing (Luthar, Cicchetti & Becker, 2000; Masten, 2001). The two rapport-building meetings (each two hours in length) focused on team bonding activities.

Camp Logistics

The team flew from eastern Pennsylvania to Madison County in southern Alabama. After arriving Saturday, the team was debriefed. They viewed videos of the storm damage that occurred as a result of the E-F5 tornado and multiple additional tornados three months earlier and engaged in discussions with community members regarding the disaster and their suffering. The team toured the areas of devastation. They viewed dwellings currently and previously occupied by some of the children that would be attending the camp that week, foundations where homes previously were located, homes torn in half, debris in trees such as fishing boats, and condemned homes and community structures (e.g., schools). Individual discussions with the community were arranged to understand nuisances of the disaster (e.g., timing, loss of life, and individual family stories) that were important for staff to know before meeting the children.

Camp Description

The camp began on Monday and was held each day at the community center; 35 children registered and attended five days. The daily routine began at 8:00 am with a brief team meeting to highlight important events of the day. Volunteer staff from the community served breakfast from 8:00 to 9:00 each morning with team members joining the children at the tables for breakfast and lunch. Organized activities began at 8:30 am. The four participants were paired, and rotated among the roles of recreation leaders, classroom assistants, and large group monitors. As recreation leaders, participants led groups of 12 to 35 children in team-building games (e.g., parachute and water games) and large motor activities (e.g., relay races). As classroom assistants, they took turns instructing one class of 12 children in grades 4, 5, and 6 by reading stories, leading discussions, and guiding reflections on content through journaling and art therapy. Participants monitored large groups and moved among 35 children during puppet shows, storytelling, and songs. Children were dismissed daily at 3:00 pm, and the team debriefed as a large group immediately following dismissal.

Team debriefings lasted 30 to 60 minutes each day and attendance was mandatory to decrease the possibility of vicarious traumatization. After the large team debriefing, the four participants were debriefed from an educational perspective. Participants reflected on individual characteristics and behaviors of the children and their stories, and their thoughts regarding their observations and experiences. Following the final day of camp, the team returned to the northeast, seven days after arriving in Alabama.

Data Collection

Student activities and interactions were observed and documented through field notes. Debriefings were documented through running records. After the final day of camp, participants were interviewed to assess 1) how the experience affected their anxiety and competence in working with emotionally and psychologically injured children (EPICs), 2) what skills were gained in identification of characteristics of EPICs, and 3) what knowledge was gained in effective methods to respond to EPICs.

Results

Interview results indicated that the overall experience was overwhelmingly positive, and all participants reported that they wanted to serve again. Regarding the first area (how the experience affected their anxiety and competence in working with emotionally and psychologically injured children [EPICs]), all participants felt better about their future as a teacher and better equipped to enter their own classrooms compared to how they believed they felt before the experience. Participants felt that they became more sensitive to the hidden emotional needs of the children and stated that they "learned an alternative way of teaching to reach children who are emotionally and psychologically injured through the effects of trauma". They felt that the curriculum tools (journaling, scripts, storytelling, reflection, discussions, and therapeutic engagement in terms of art, music, and games) helped them gently uncover the child's emotional needs.

Regarding the second area of investigation (what skills were gained in identification of characteristics of EPICs), all participants indicated a better understanding of characteristics of EPICs. One student stated, "I now know what emotional issues children bring with them and how important instructional time is to talk with them. In fact, more time would have been great". Debriefing sessions indicated that participants observed emotional changes in the children throughout the week such as anger, sadness, and inability to associate with peers (Flannery et al., 2004). For example, one student stated "children went from horribly sad on Monday to joyous on Friday", which gave them a sense of achievement. Another student stated that "problem behaviors got so much better after the first day, it was like as soon as they started to tell their stories there was a weight was lifted off of their shoulders and they felt better". Another participant noted how one child refused to speak on the first day but sought her out on the second day to share his story of trauma with her. One student stated, "Finding out about their trauma before meeting was important, because it's like we knew what they went through 'cause we saw where their homes used to be, and it gave us common ground".

In terms of the third area investigated, (what knowledge, was gained in effective methods to respond to EPICs), participants indicated that they gained skills to support children suffering from trauma. Participants stated that they were "amazed at learning so much in such a short period of time", and felt that they learned how to respond to a child's learning needs within the context of their trauma by relating to the children on a personal level as professionals who care. All participants noted the value of children's journaling. One student stated, "Reading children's journals revealed so much about their suffering, I would have had no clue otherwise. Everything came out in their journals, and they helped me to help them process their fears using their own words, not mine". All participants indicated the importance of conversation to fully understand the journal responses. One participant stated the importance of "trying not to interpret children's writings based simply on reading their responses to prescribed questions in their journals. We as teachers, need to ask more questions and listen carefully to what they are *not* saying". Another participant noted, "Just because they're not sharing their story doesn't mean they don't want to, they just aren't sure whom to trust. I was flattered that they trusted me so quickly, but it's tricky to get and gain their trust". Another participant, agreed by stating:

The most important thing that we did I think, was just care about the children. I really think that seemed to have the biggest impact. We know we made a

connection with them and made a difference because the children didn't want to leave.

Additional findings included a realization of personal and professional strengths that they did not know existed. For example, participants indicated during debriefings that they were originally fearful before starting camp that they would not be able to substantially help the children after hearing the traumatic ordeal that many endured. They were surprised at their abilities to benefit the children, and one student noted:

How do you respond when a child says that they "hid under the stairwell, and Mommy covered me shouting prayers as the tornado took our house", I mean what could I say except "I understand, that must have been scary"? Somehow that was enough for that kid, it was exactly what he needed to hear. He nodded, and kept coloring. Crazy.

Another student said, "I think it's not really that I said anything outstanding to [child's name]; I think it was just that I listened". These comments suggest growth in personal characteristics and affirmation of abilities that would be necessary in recognizing behaviors associated with EPICs. In addition, participants articulated confirmation in their chosen vocation as a teacher and the development of self-confidence in understanding and responding to the emotional needs of these children affected by this particular trauma.

Analysis of field notes indicated that bonding between the children and participants occurred immediately, effortlessly, and genuinely, according to the close proximity maintained by the children who sought out the participants and engaged them in frequent conversations, which were infused with laughter. Reciprocity was noted in ease of engagement in conversation and games, suggesting that participants enjoyed the experience as much as the children. Participants were observed to play along with the children as opposed to simply organizing games, which may have facilitated a sense of deeper connectivity (e.g., on water day, participants poured water over themselves and the children, while children drenched the participants in return). Participants demonstrated great sadness as they left at the end of the week; all participants cried and arranged to have their shirts autographed by the children, suggesting genuine bonding, connectivity, and genuine concern for the children.

Implications and Further Research

Implications of this pilot study suggest the benefits of integrating field experiences with EPICs into teacher preparation programs to develop sensitivity toward children who are emotionally and psychologically affected by trauma. In addition, such experiences provide insight for teacher candidates regarding consequences of psychological and emotional trauma and ensure that teacher candidates are better prepared to enter culturally and emotionally diverse classrooms. This pilot study provides emerging evidence suggesting that pre-service teachers may become more sensitive to emotionally and psychologically injured children (EPICs) through field experiences similar to Camp Noah. Preparing teachers for diverse classrooms continues to be a substantial concern (Cushner, 2012); however, the narrow focus of "diversity" in teacher education is currently limited to culture, ethnicity, and language. This narrow focus neglects children who demonstrate exceptionalities as a result of trauma (e.g., emotional symptoms, conduct problems) (Schultz, Sorensen, & Waaktaar, 2012). The participants expressed increased competence in working with EPICs, indicated a better understanding of characteristics of EPICs, and expressed insight in implementing effective methods to support EPICs.

Caution should be exercised in generalizing these findings to all camp experiences involving children of trauma due to the preliminary nature of this study. Implications for future research include follow-up investigations to examine the value of a model that plans for data collection and teacher collaboration. Such a model would require corroboration of findings in behavior recognition, which is critical given the drastic variability in symptoms of childhood trauma (Ferguson et al., 2011; U.S. Secret Service and U.S. Department of Education, 2002). In addition, given the value of resilience and coping skills toward recovery (Sapienza & Masten, 2011), evaluations of curricula would ensure content validity. Finally, the value of training before engaging with EPICs may be pivotal to ensure interactions avoid further damage to the already traumatized children and to foster participant's comprehensive learning experience (Bringle & Hatcher, 2009).

In summary, carefully constructed field experiences should weave connections between the content and experience to benefit pre-service teacher's knowledge acquisition and create an environment that crystalizes the content through targeted activities, debriefings, and reflection opportunities (Delano-Oriaran & Meidl, 2013; Hatcher, Bringle, & Muthiah, 2004; Katula & Threnhauser, 1999). Participants noted that "seeing the children's drawings and their sad faces in their images" was difficult for them; therefore, the critical nature of debriefing cannot be overstated to 1) help support participants in processing the experience, 2) guide their learning, and 3) avoid vicarious traumatization. Understanding exactly what program elements were most helpful would be of interest when designing future field experiences and should be examined.

Conclusion

In conclusion, children of trauma harbor deep-seated afflictions which, if left untreated, result in devastating consequences and may perpetuate the cycle of suffering, abuse, and violence (Margolin & Vickerman, 2011). Teachers occupy a unique position to not just teach but also to recognize, where others may not (if properly trained), the signs of traumatic stress in children. Classrooms could be viewed as a holistic environment; an educational, emotional, and psychological triage that serves the whole child through referral and immediate intervention. These earnest and concerted efforts would consider academic, emotional, and psychological wellness to prevent (reduce) the ongoing cycle of trauma and violence. Field experiences should therefore consider children from all diverse populations, especially those who are victims of emotional and psychological trauma. Although teachers cannot 'cure' EPICs, their increased competence in detecting problems may lead to a consequential decrease in incidences of school violence and aggression (Jimerson, Morrison, Pletcher, & Furlong, 2006).

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DRAWING ON METAPHORS OF TEACHING TO ELICIT REFLEXIVE THINKING
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Abstract
This paper describes the findings of a study that involved the generation of metaphors by practicing educators to promote reflexive thought, recognized today as one of the most viable and vigorous tools for troubling and influencing P-12 educational practice (Bolton, 2010). A total of 23 educators enrolled in an advanced graduate teacher education program beyond the masters level were first asked to construct a written (verbal) metaphor to depict their lived experiences as teachers and/or learners. Participants were then asked to create an original drawing to approximate their espoused metaphor. Educators' drawings were analyzed for apparent features and traits as well as fidelity to their written metaphor. Preliminary findings suggest that the process of identifying and producing a written (verbal) metaphor, augmented by the creation of its pictorial (i.e., drawing) counterpart, fosters deliberation around the work teachers do, challenges their thought processes and gives them varying degrees of agency as reflexive practitioners. Implications are discussed.

Why should we be interested in the teacher's ability to think reflexively? In an ever-increasingly constrictive and prescriptive teaching climate where it is crucial that educators think outside the box, question what they already know about their practice, and deliberate deeply on what they do, why they do it, and how they can improve it, what our schools need are reflexive educators - teachers who are poised to think nimbly, act with fluidity, and exert a willingness to "teach against the grain" (Cochran-Smith & Lytle, 1993) of institutional mores and practices. Increased scrutiny into the preparation of future educators, performance-based assessment of our beginning and long-practicing teachers, and professional development trends for those in academe as well as in P-12 education, has resulted from our continuing need to improve schools and the learning that takes place within them. It seems reasonable, then, to explore ways that prompt educators to re-conceptualize, challenge, and ultimately transform their practice (Hargreaves, 2003) by leveraging the same intellectual capital that professional teachers have been using to think about their practice for decades (Schoen, 1983).

In this study, teacher educators were asked to construct written (verbal) and pictorial metaphors (i.e.,drawings) to represent their roles as teachers, their goals for learning, and the reflexive leanings (i.e., ideologies and philosophies) that ground their practice. The intent was to investigate verbal metaphor construction and pictorial representation of the metaphor – together – as thought-provoking tools for participants' self-understanding and self-realization of the work they do and how that work influences, and is influenced, by everyday practice.

When thoughtfully and thoroughly constructed, metaphors of teaching can reveal teachers' deepest beliefs and dispositions about practice as well as any gaps that exist (Patchen, & Crawford, 2011). As Bolton (2010) asserts, reflexive thinking is "[S]tanding outside of the self," or making aspect of the self strange, where the thinker incorporates the use of internal dialogue to examine one's beliefs and actions (p. xix.). Reflexive thought requires critically informed curiosity and flexibility to understand deeply held ways of being. The goal of reflexive thinking is coming as

close as possible to an awareness of the way the individual is experienced and perceived by others.

Metaphor is no longer considered just a literary frill or linguistic device, nor is it considered merely poetic or fanciful language. As Lakoff and Johnson (1980) posit in their seminal work on metaphor, "[The essence] of metaphor is understanding and experiencing one thing in terms of another" (p. 3), reminding us that metaphors are pervasive in everyday life and the basis of one's conceptual system.

Framing the Study

This investigation is framed around our assertion that P-16 educators have the potential, as well as capacity (Katzenmeyer & Moller, 2001), to think reflexively about their practice by "stepping outside oneself" (Bolton, 2010), vis-a-vis seeing "oneself as an other" (Geary, 2011, p. 2) in their pursuit to understand what they do in the classroom and why. As Berci (2007) contends, "through metaphor development and the narratives and research it can instigate, [teachers] can increase not only their knowledge of the self, but that of their students and of their classroom experiences" (p. 85). The study was designed, therefore, to gain insight into how the construction of metaphors – both written and pictorial - can be used together to facilitate educators' reflexive thinking by prompting them to deeply process, conceptualize, and express their beliefs as well as trigger the teacher's ability to problematize their pedagogy.

A set of three major research questions was formulated to guide the current study:

1. How do educators depict, or represent, their professional role(s) as teachers, their goals for teaching and learning, and reflexive leanings (i.e., ideologies and philosophies) in the form of a written (verbal) metaphor?

2. How do educators depict, or represent, their professional role(s) as teachers, their goals for teaching and learning, and reflexive leanings (i.e., ideologies and philosophies) in the form of a pictorial metaphor (i.e., drawing)?

3. How consistent are the data across pictorial (i.e., drawings) and written (verbal) metaphors and what do these data suggest about what we can know about facilitating reflexive thought?

In the last several decades, drawings as research tools have been likened to barometers of individuals' cognitive and emotional development (Golomb, 1992) and have generally been regarded as telling and reliable (Wheelock, Bebell, & Haney, 2002). As Haney, Russell and Bebell (2003) argue,

> In contrast to the lack of use of students' drawings
> in educational
> research generally, during the last decade, we have
> found that asking students to draw a picture of one
> of their teachers at work in the classroom has
> proven to be a useful way of documenting changes
> in class- rooms undergoing restructuring, and a
> powerful means of helping teachers to reflect on
> and think about changing their classroom practice.
> (p. 11)

Haney et al. (2003) go on to suggest that drawings have the potential to elicit discussion from teachers about what is being taught, how, and foremost, why. In their study in one Massachusetts school, the researchers asked teachers to look for patterns in students' drawings, (which depicted classroom practice), speculate about their causes, and think about how they would modify their practice based upon these depictions. Their participants' responses indicated the depth with which teachers processed the data:

> The drawings drew teachers into exploring questions
> such as how they could spend less time in front of
> the blackboard and more time with students, how
> they might structure their class- rooms differently so
> as to encourage students to focus more on each
> other and less on the teacher; and how the teachers
> could integrate more cooperative activities into their
> classroom. In short, the drawings proved an effective
> way to focus teachers' attention on how they were
> teaching, how students were engaged in the
> classroom, and how the reform efforts were affecting
> their classroom teaching. (p. 264)

The impact that drawings have had, not only on teacher reflection and teacher perception, but also reflexive thought, has been documented in the literature. (Lifford, Byron, Eckblad, and Zieman, 2000; Sack, 1997; Wheelock et al., 2000). As Derry (2005) indicates, drawings show us how we perceive others and can be a mirror to view our perceptions of our "self" (p. 39). The author goes on to state that, "When drawings and text combine they have the potential to give the audience a multi-layered look at a phenomenon and help foster an embodied understanding…an alternative mode of knowing, a perspective that text alone cannot" (p. 40). Further, reflexive thought, or reflexivity, has been identified as a critical instrument for connecting study of self with study of "the other" (Smith, 1987), with which

> ….the researcher and the researched within a larger
> context can be probed and problematized. Reflexivity
> necessarily engages the self in critical exploration of
> experience, perceptions and positions; the insight gained
> into these can then be used as a starting point for
> engaging with others, and for starting to develop shared
> understandings of educational issues and strategies to
> address them. (Kirk, p. 239)

Methods

It is generally recognized that research designed to tap individuals' beliefs, perceptions, and other cognition is richer when mixed, or complementary methods, are utilized (Miles & Huberman, 2014). Therefore, this author supports using drawings in conjunction with other methods of inquiry to attain a richer picture of what happens in classrooms. In addition, interpretation is highly subjective, despite our best efforts to attain inter-rater reliability.

Participants and Context

The current study was conducted at a large public university in the southeastern region of the U.S. The participants were 22 advanced education majors completing coursework beyond the Masters level, all of whom were academically engaged in the same degree cohort, but professionally connected to various workplaces outside the university. Among the 22 participants, 71% were female and 29% were male. Of the total number of participants, 61% were White; 3% were Asian and 33% were Black. All participants were professional practicing educators serving as elementary teachers (36%); middle school teachers (27%); high school teachers (33%); and school administrators (4%). All participants were in either their first of second semester of study. The average length of experience (in years) in a professional P-12 role was 12, with a range from three to 30 years.

Data Collection and Procedures

Qualitative methods were used to gain insight into how educators depict, or represent, their professional role(s) as teachers, their goals for teaching and learning, and reflexive leanings (i.e., ideologies and philosophies) in the form of first, a written (verbal) metaphor, and then, a pictorial metaphor (i.e., drawing). Candidates were asked to address the following prompts: (1) Describe in writing your metaphor of teaching, making parallels or comparisons between the role of the teacher, students, and any other of the contexts of learning/teaching with aspects of your chosen metaphor; and (2) Draw a picture depicting your metaphor of teaching, making parallels or comparisons between the role of the teacher, students, and any other of the contexts of learning/teaching with aspects of your chosen metaphor.

Written data were collected electronically by the principal investigators and stored on a password-protected site in one of the co-researcher's office and stored on a password-protected computer. Pictorial data (i.e., drawings) were also collected electronically and stored on the same password-protected hard drive and password-protected site as the written data. First the pictorial data were analyzed using analytic coding, followed by the written data, which were analyzed using constant comparative analysis, which continued as a cognitive map, or schema, based on emerging "repeatable regularities" (Kaplan, 1964). The research findings are based primarily on data obtained from these two data sources. Where personal names are ascribed to individual statements, pseudonyms have been used.

Data Analysis and Coding Schemes - Drawings

Emergent analytic coding was used to analyze the pictorial data using four levels of abstraction: (1) Emergent/Analytic-Basic Features; (2) Traits Coding; (3) Holistic Coding; and (4) Holistic Analysis or Interpretation. A fifth level of analysis, Metaphorical Analysis, was introduced in this investigation to provide the raters conducting the analysis an opportunity to note the consistency of the pictorial (i.e., drawings) data and written (verbal) data and what these data might suggest about what we can know about facilitating reflexive thought (Haney, et al., 2003, p. 253).

Emergent Analytic Coding – Basic (Features Checklist)

This checklist served as a draft-coding sheet on which each rater (three total) coded the absence or presence of particular features within each individual drawing (Table 1). The coding results for all three raters were then compared, and for features that showed high levels of agreement (the % of agreement between raters, or the % of cases in which three independent raters agreed in their ratings of a set of drawings), more formal descriptions were developed (Haney et al., 2003, p. 253). An example of a pictorial metaphor (drawing) can be seen in Figure 1. It is this drawing that will be used to illustrate the five levels of abstraction and analysis.

Table 1: Level 1 (Emergent) Coding - Features Present in Pictorial Metaphor Featured in Figure 1.

Feature Represented	Rater 1	Rater 2	Rater 3
tent	+	+	+
Ringmaster with label	+	+	+
box	+	+	+
clown	+	+	+
elephant balanced on ball	+	+	+
ball has label	+	+	+
3 rings with labels	+	+	+
balls being juggled	+	+	+
3 balloons with labels	+	+	+
flag on tent	+	+	+

Figure 1. Pictorial metaphor example, Under the Big Top: Learning is a Circus.
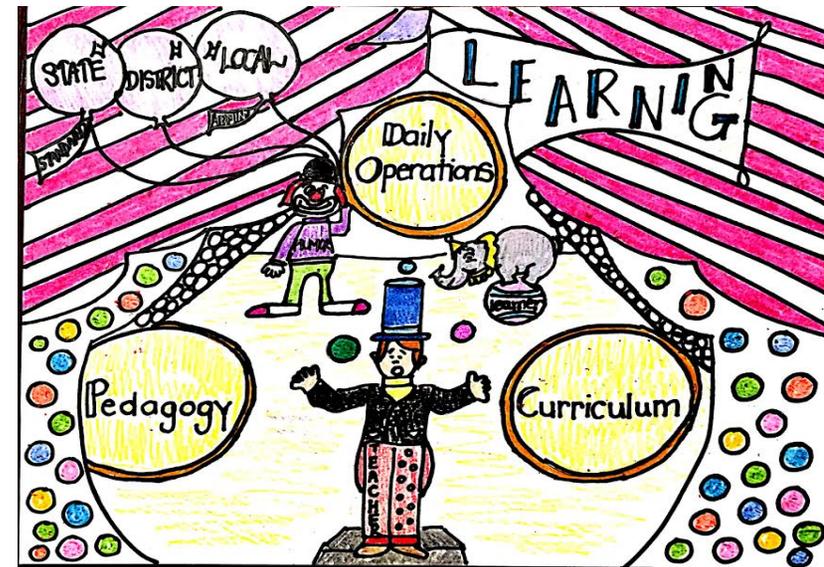
The Basic Coding, or Features Checklist, was taken to the next level by coding the drawings at a higher level of abstraction. Known as Trait Coding (Haney et al., 2003, p. 253), the two co-researchers and student assistant returned to the drawings to rate them according to the extent to which a certain trait was portrayed (i.e., "what did we see?"). Again, coding results for all three raters were compared and new categories were added as appropriate (Table 2).

Table 2. Level 2 (Analytic) Coding of Pictorial Metaphor Featured in Figure 1

Analytic Traits	Rater 1	Rater 2	Rater 3
Ringmaster (teacher) is standing on box juggling balls	+	+	+
Ringmaster in foreground of picture	+	+	+
Ringmasters has facial features	+	+	+
Clown holding balloons labeled "state standards", "district", "local admin"	+	+	+
Clown has facial features	+	+	+
Clown's shirt reads "humor"	+	+	+
Small elephant balanced on ball labeled "learner"	+	+	+
Elephant on ball in background of picture	+	+	+
1 ring labeled "curriculum"	+	+	+
1 ring labeled "pedagogy"	+	+	+
1 ring labeled "daily operations"	+	+	+
tent is labeled "learning"	+	+	+

Traits that showed somewhat high levels of agreement were transferred to a

Holistic Checklist (Table 3), where judgments about the overall aspect of a situation (i.e., "what could it mean?") were recorded. For example, in the sample drawing where the elephant (i.e., student) is perched precariously atop a beach ball (i.e., learning), the raters unanimously agreed that a negative trait was being depicted, but also agreed in their initial interpretation of the drawing that this was a portrayal of the student as an expendable commodity; that is, the individual who could lose his balance and knowledge and/or skill acquisition ("learning") all at the same time. Despite the highly subjective nature of this coding process the raters achieved 100% agreement in independent ratings on the Holistic Checklist.

Table 3. Level 3 (Holistic) Coding of Pictorial Metaphor Featured in Figure 1

Holistic Coding	Rater 1	Rater 2	Rater 3
Ringmaster (teacher) juggling balls that approximate "Daily Operations," "Pedagogy," and "Curriculum"	+	+	+
Ringmaster looks worried and anxious (furrowed brow, mouth open)	+	+	+
Ringmaster is concerned about much more than just the learner	+	+	+
Elephant is small in comparison to ringmaster and clown	+	+	+
Elephant is on learner ball perched precariously trying to balance out of the sight of the ringmaster	+	+	+
Clown holding "state, local, district" balloons diminishes the stature of standards and administration	+	+	+
Tall hat on ringmaster/teacher suggests tall orders; tall tasks	+	+	+
Opening in the tent reveals only part of the circus	+	+	+
Balloons (standards, administration) can pop (change) at anytime	+	+	+

Also known as Holistic Review (Haney et al., 2003), at this level of abstraction, the raters move from a stance of possibility to one in which they feel more confident that what they are seeing in the drawing is likely consonant with the intended meaning of the participant (Table 4).
+

Table 4. Level 4 - Holistic Interpretation of Pictorial Metaphor Featured in Figure 1.

The teacher is at the center of the learning process and is required to balance pedagogy, daily operations, and curriculum. The teacher may lose sight of the learner who is sometimes left to fend for himself. The metaphor makes a mockery of standards imposed by state, district, and local entities.

When all the drawings were coded by the co-researchers and student assistant, a fifth and final level of coding, Metaphorical Alignment (or Alignment), was conducted. All three raters reviewed the pictorial data (i.e., drawings) for each participant and then reviewed the corresponding written (verbal) data for consistency in terms of the espoused metaphor. In other words, raters asked themselves whether a participant's drawing conveyed or depicted the same message as the written (verbal) metaphor. The raters at this level using the following questions:
1. What is being depicted in the drawing?
2. What is being described in the written metaphor?
3. How are these two data sets consonant or opposite?
4. Has the participant provided evidence of reflexive thought in the construction of either? How do you know?

Stemler (2008) has offered a reliability technique – known informally as consensus estimates of interrater reliability - which may be used when the researcher(s) are interested in examining the degree to which two or more independent raters can "come to exact agreement about how to assign scores to observations (or participants) based on a pre-established scoring protocol, rubric, or checklist" (P. 1). In the interest of maintaining fidelity to the qualitative paradigm, the authors decided to frame their level of concordance or uniformity as checklists of agreement among three raters, versus computing the reliability using kappa coefficient of agreement.

Findings

In this investigation, researchers sought to understand how educators depict, or represent, their professional role(s) as teachers, their goals for teaching and learning, and reflexive leanings (i.e., ideologies and philosophies) in the form of both written (verbal) and pictorial metaphor (i.e., drawings). Preliminary findings from the current study suggest that the process of creating metaphors about practice troubles thinking and gives the educator agency as a reflexive practitioner at an emergent level. As Chen (2003) contends, no single metaphor is perfect. A teacher should be a chameleon in that s/he can "harmonize with the environment and adopt different metaphors and roles as needed" (p. 30).

The current investigation indicated a number of themes or patterns in the data in which the message(s) inherent in the pictorial and written metaphors were judged by the raters to be largely consistent or parallel. For example, in the drawing depicting "teacher-as-interpretative artist" (Figure 2), the raters noted the significant amount of symbolism (e.g., students as audience, teacher as conductor, score as curriculum), derived reflexively and in concordance with the espoused (i.e., written) metaphor:

> Teaching might very well be the oldest form of performance art…textbook and assorted readings serve as the score, and the goal is to convey the full emotional and intellectual weight of the content so that each audience member leaves changed" (Hughes)

Figure 2 Teacher-as-Interpretive Artist

I
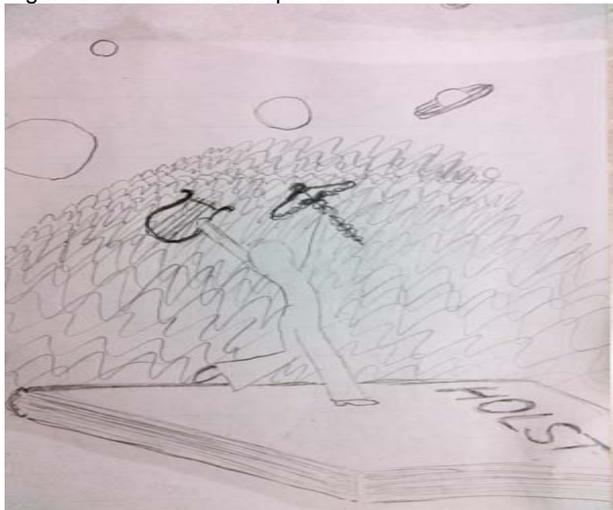
In this excerpt, one notes the consistency between the pictorial (drawing) and the written (verbal) metaphor. Reflexive thought is invoked in the participant's claim that the goal of learning is for the audience (i.e., students) to leave "changed," which is in concordance with a behaviorist concept of learning, that of "changed behavior."

Figure 3 Teacher-as-Builder
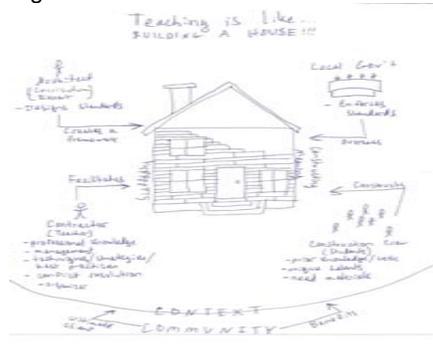
In another example, the espoused metaphor of teaching-as-house-building (Figure 3) is referenced consistently across the written and pictorial metaphor. The respondent depicts a partially-built house surrounded by workers at all four corners of the house. In this drawing, which utilizes abundant labeling, the curriculum expert is represented by the architect; the teacher is represented by the contractor; the students represent the construction crew; and the construction of meaning is represented by the building of the house. As the espoused metaphor reads,

> ....let us consider the role of the teacher as a contractor and the role of the students as workers…let us consider the home as the sum of all constructed learning and meaning in the classroom, and let us consider the contractor,

the workers, and others as participants in the learning process. (Strait)

In this excerpt, the written metaphor is considered consistent with the pictorial metaphor, both of which show evidence of reflexive thought, symbolism, pedagogical awareness, the directionality of the learning process, and suggest that each entity works in harmony as a cohesive unit. Of the 23 metaphors rendered, 19 written/drawn metaphor sets were rated as consistent, (i.e. they conveyed a consistent message).

Ten of 23 metaphors generated were grounded in athletics or outside activities. Teacher-as-mountaineer, teacher-as-pace-runner, teacher-as-hiking guide, teacher-as-spin class instructor, and teacher-as-ski instructor are some of the examples that participants used to depict the *teacher-as-other.* One metaphor, in particular, labeled teacher-as-coach, depicted the teacher (coach) at the center of the drawing with three burly males in the forefront (the players) and a game plan that the respondent likened to a teacher's plan book. The drawing was generously labeled ("modifying," "goal," "planning," "interest," "progression," "walk-throughs," and "teamwork," all of which are typically expressed within one's practice). Arrows indicated intent, directionality, process, intent, reflection, and relationships between the teacher (coach) and the students (players). Not surprisingly, this drawing offered more reflexive thought than did the written metaphor. Reflexive thought was, however, equally evidenced among the written and pictorial data; in some examples, the written metaphor showed evidence of greater reflexive thinking than did the drawing, and vice versa.

Participants were particularly attuned to their role as teachers and internalized their roles in the construction of their written and pictorial metaphors. Statements such as, "The teacher has to reflect on his or her teaching to ensure that the students' learning environment is positive, safe, and engaging" and "The teacher wants her students' learning to be memorable so they will be motivated to be lifelong learners" were commonly given. Further, in their written metaphors (which were, on occasion, far more elaborate than the pictorial counterpart), participants often explained their efficacy in the classroom, as in the case of teacher-as-chef. As this participant explained in his written metaphor:

> The customers [students] are willing to leave their comfort zone if they have had a pleasurable previous dining [learning] experience at that restaurant. A student who has participated in meaningful lessons will be more likely to take risks with a teacher because that same trust exists. (Sipto)

As these data suggest, the majority of the participants moved in the direction of developing deeper and broader understandings of their practice and its impact on both their academic and personal lives through collaboration and targeted social and verbal interaction with colleagues and mentors at the university and P-12 levels.

Discussion

Findings suggest that when teachers are challenged to deliberate deeply on their work, they can use reflexive tools – both verbal and non-verbal - to construct representations of their thinking. The development of a metaphor is a pervasive activity and the basis of our conceptual system (Lakoff & Johnson, 1980); that is, the

essence of the metaphor lies in understanding and experiencing one thing in terms of an "other."

In this study, participants' drawings often elevated the written (verbal) metaphors, giving them clarity and bringing power to their message. For example, in the written (verbal) depiction of "teacher-as-pace-runner," the participant, personalizing her beliefs about education, wrote eloquently about the negative effects of standardized testing and competition in U.S. classrooms. This participant's drawing, however, evoked a more powerful message among the raters, even though the metaphor was consistent across both data (i.e., the written version and the pictorial version depicted the same metaphor). The drawing evoked a visceral response– far different from the response evoked by the participant's written metaphor, and provided greater elaboration than its written counterpart. Several written and pictorial metaphor pairs, in fact, provided evidence of this. We assert that, taken individually, the written (verbal) metaphor and the pictorial (drawing) metaphor depict some level of internalization (Vygotsky, 1978) and expression, and contribute to our understanding of metaphor as reflexive thought. Taken together, however, the written and pictorial data provide us with a compelling look into one's reflexive thinking and make visible the teacher's ability to embody herself as "other" (Geary, 2011).

Also noted was evidence that the participants in this study frequently problematized - or "troubled" - the *field* of education rather than their own practice. This may be in part due to the participants' desire to put distance between him/her and his/her practice. Participants may have felt it is less threatening to conceptualize the world of teaching rather than their own practice, finding that "deflecting," rather than reflexing, was a safer activity. One participant, for example, labeling her written and pictorial data, "teacher-as-ski-instructor", constructed a metaphor describing and depicting the elements of teaching and learning in a consistent manner, likening the act of learning to the act of skiing: the more one practices, the better one becomes. This metaphor was not seen by the raters as particularly reflexive, especially given that there was no evidence that the participant had troubled her own practice, but relied instead on a pedestrian adage, "practice makes perfect."

Reflexive thinking was prominently evidenced in the metaphor, "teacher-as-gardener," where the participant generated a drawing depicting the gardener (teacher), "watering" or growing her students' achievement (students were depicted as flowers) but supplying the flowers with sustenance (i.e., water), represented in this drawing by classroom parents. The participant's drawing was in concordance with the written (verbal) metaphor and showed evidence of problematizing one's practice (the teacher values the parents of her children, feels connected to them, and brings them into the growth process, even in the event of a drought). This is a powerful example of the respondent's ability to see herself as "other." As if to punctuate the importance of generating both written and pictorial metaphor, the participant offered the following: "[Constructing] a metaphor is an active process, which is at the very heart of understanding ourselves, others, and the world about us and it need not be limited to verbal expressions" (Lawley & Thompkins, 2000). Finally, the authors acknowledge that while there is support in the literature using drawings as a investigative tool (Haney, Russell, Bebell, 2003; Sack, 1997; Wheelock, Bebell, & Haney, 2000), they concede that the methodology is not widely used within qualitative research. Interpretations are subjective and can vary widely. Drawings can be ambiguous and respondents can misinterpret a prompt or incorrectly recall information or events. So, too, the authors contend, do participants who are interviewed and audio-taped. Despite these limitations, drawings remain a compelling, accessible data source for making life visible. Drawings can and do provide a visceral glimpse into human inquiry, performance, and self-evaluation that other qualitative methods standing alone do not, as this investigation suggests.

The findings from this study hold implications for teaching and learning across all levels and contexts of P-16 education. Today's P-12 schools must generate thought capacity in order to stay ahead of factors such as competing in a global market and high stakes testing (Hargreaves, 2003). Teachers continue to face immense pressure to perform from a variety of stakeholders including parents, local and national leaders, and the media. Leveraging teachers' abilities, actions, and intentions (Katzenmeyer & Moller, 2001) is more critical than ever given our penchant to hold educators ultimately responsible for nearly every aspect of their students' success. Now is the time to empower our teachers with the tools, the opportunity, and the purpose to really own their practice.

Conclusion

With the national call for teachers at all levels and within all contexts to improve P-12 student learning by actuating change, teachers need to engage in deep deliberation and self-study if they want to make improving their practice their priority. The reflection process, a mainstay of teacher education programs across the U.S., has fallen woefully short of producing educators who are able to engage in a continual process of self-examination and reflexivity. Professional educators need to move beyond gazing "into the mirror." They need to look "through the mirror" in order to trouble, or problematize, their practice (Bolton, 2010). Although the very concept of looking through the mirror can be unsettling, teachers must embrace reflexive inquiry as an integral part of their practice. And while teachers are likely to realize varying degrees of agency as reflexive practitioners, we assert that every small step towards reflexive thought, as our participants learned in this investigation, is a step in the right direction.

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Reports, Reviews, and Synopses

REVIEW OF *STUDENTS OF COLOR AND THE ACHIEVEMENT GAP: SYSTEMIC CHALLENGES, SYSTEMIC TRANSFORMATIONS*, Richard Valencia, 2015, New York: Routledge, paper, 345 pages.
by
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This book is extremely important in a state like Illinois with such diverse schools and communities. The book is research-based, up-to-date, and relevant to issues in: pre-service education, teacher—school choice, attrition vs. perseverance, school culture, standards-based teaching, and community involvement in the schools.

Of course, the overarching theme is the gap in achievement among the various different cultural, racial, and SES levels of students in K-12 education. The gap shows up in many environments: classroom grades, school completion, racial and cultural inclusion, and college placement examinations.

Richard Valencia organizes this book into four major parts: the problem; macrolevel factors; mesolevel factors; and microlevel factors. Macro here refers to national and bigger issues, while meso refers to the level of school districts and buildings. Micro refers to parental involvement, family patterns, and the aspirations parents hold for their children. It is the mesolevel where Valencia targets interesting topics like language suppression, cultural exclusion, and curriculum control. An important question is: who controls the curriculum? The community? The school? The state? The students? Supporters of mainstream American curricula have upheld an exclusionary school agenda with clear patterns, such as allowing for Cinco de Mayo celebrations in the schools—but not teaching about the truth of what the date actually represents in history. It is this lack of comprehensive cultural education that maintains a racist and mainstream curriculum.

Racial differences and racism are important topics for all communities. Language issues arise in both second dialect and second language gaps and differences in school communities. Mexican-American students, especially, have dealt with a wide range of discriminatory policies, in some cases even being punished for speaking Spanish in the hallways of their schools.

Valencia includes in this book information on racial injustice such as the attempts to pass legislation in Arizona, Massachusetts, and Texas to stop curriculum and teaching approaches that were considered subversive or threatening by ultra-conservative groups. He includes a full account of the law that was passed in Arizona to try to stop the school district in that state that had the multicultural curriculum being interpreted as a sort of pro-Mexican/anti-White program.

I would recommend the reading for all teacher educators and mentors and also for school administrators and board members. The clear research basis, in-depth discussion of the most racist policies in recent American school history, and the frank writing style all make this a good book for leaders. I feel the book also lends itself well to both pre-service classes and professional development sessions during which the participants and leaders should have enough time to discuss Valencia's examples and come up with some of their own from their communities.

SYNOPSIS OF *REFLECTIVITY AND CULTIVATING STUDENT LEARNING: CRITICAL ELEMENTS FOR ENHANCING A GLOBAL COMMUNITY OF LEARNERS AND EDUCATORS,* 2014, Lanham, MD.: Rowman and Littlefield, 255 pages.
by
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The purpose of *Reflectivity and Cultivating Student Learning: Critical Elements for Enhancing a Global Community of Learners and Educators*, published by Rowman and Littlefield Education, is to enrich the literature by providing practical and research based chapters that offer greater clarity about the particular kinds of reflection that matter and avoid talking about teacher reflection generically which implies that all kinds of reflection are of equal value. To help achieve this goal, a national and international call for manuscripts regarding the book title was advanced. Chapters submitted for inclusion were double blind reviewed and directly related to this title in an attempt to advance the knowledge base and understanding of reflectivity as it relates to teaching and learning. Included in the book are four research elements including: (I) Reflectivity and Cultivating Student Learning in Theory and Research, (II) Reflectivity and Cultivating Student Learning in Educator Preparation Programs, (III) Reflectivity and Cultivating Student Learning in Teacher Candidates, and (IV) Reflectivity in Schools and Classrooms and International Perspectives.

The book begins with a forward written by Daniel P. Liston, a well know leader and researcher in the area of teacher reflectivity. He provides readers a rich history of why and how he and Ken Zeichner elaborated their understanding of teacher reflectivity over the past twenty-five years. He emphasizes that, "Central to an understanding of reflective teaching is that teachers' capacity to examine thoughtfully their craft and their educational assumptions is a linchpin of beginning and ongoing professional development" (Pultorak, 2014, p. xvi). He further provides some very important educational cautions similar to those shared by Diane Ravitch such as, "Can teachers successfully educate children to think for themselves if teachers are not treated as professionals who think for themselves" (Ravitch, 2010, p. 67)? He raises some very powerful important points and then concludes by summarizing how the work in this book richly contributes to our profession.

The book continues by addressing the first research element including chapters on reflectivity within advanced professional learning, a scaling pyramid of self-reflection, and the transformative action of educator reflection. Regarding chapter one, Rebecca K. Fox, C. Stephen White, and Jie Tian provide a longitudinal research study including both quantitative and qualitative methods that describe the impact of reflective program portfolios. They specifically investigated what impact the portfolios had on advanced professional learning of early career and experienced teachers regarding the development of reflective capacity and perceptions of program learning outcomes.

In chapter two, Angela Webster furthered the dialogue by providing research regarding a pyramid of self-reflection as it related to the development of effective reflection. She concluded that school leaders and teacher educators play a significant role in helping aspirant and novice teachers cultivate their capacity and competence for student development and academic achievement that debunks the notion of demographic destiny. The final chapter addressing the first research element provides information regarding the impact of reflection on the action and transformation process in the growth of beginning teachers. Twyla Miranda, as part of her research, investigated the impact two facilitated opportunities for educator reflection had on educator practice. She concluded that a significant positive outcome in action-oriented decisions in the classroom as well as self-growth was apparent.

The second research element includes chapters on reflectivity and student teaching portfolios, practices used in microteaching, and strategies to promote greater differentiation of instruction. In chapter four, Sherrie Chan Pardieck advanced our understanding of the nature of reflection and the impact on student learning in her research as it related to student teaching portfolios. She indicated that structured portfolios for teacher candidates strengthened instructional practices, organization and planning skills, analysis of their growth as professional educators, articulation of their beliefs about the teaching and learning process, and confirmation of their choice to become teachers. Regarding chapter five, Shaoan Zhang and Emily Lin provided insights into their research regarding reflective practices in microteaching (Observation, Feedback, and Video Analysis). They concluded that reflective practices such as peer observation and peer feedback were the sources that contributed to teacher identity development. Specifically, they found that self-analysis of video recorded teaching in microteaching appears to be connected with teacher identity development. The final chapter addressing the second research element offers research findings regarding applying teacher reflection strategies to promote greater differentiation of instruction.

Walter S. Polka and Monica Jo VanHusen, in chapter six, revealed through research findings the existence of a strong potential for the researched reflective model and procedural guidelines for improving instruction to facilitate more of a transition from teacher-centered instruction to student-centered learning within various educational contexts.

Research element three contains three chapters related to practices for preservice teachers, facilitating instructional impact on student learning, and cultivating cultural competence. Tseh-Sien K. Vaughn and Stephanie Demaree, in chapter seven, discussed the results of their qualitative study investigating the role of reflection in Teacher Performance Assessment (TPA). Study results revealed reflection increased preservice teachers' openness to risk-taking in trying out new pedagogical approaches and that

the TPA may also be useful as a formative assessment tool for beginning teachers. Next, Edward Pultorak provided an overview of reflective practices designed to foster effective reflection in teacher candidates. His contention is that all teachers must constantly assess what their students think and understand and redesign their teaching accordingly. His research offers ways to design activities that foster effective reflection and help teacher candidates to be more autonomous in their instructional decision making.

Chapter nine addresses the final topic in the third research element of the book. Carolyn Talbert-Johnson, Treavor Bogard, and Tamela J. Dixon purported that teacher reflectivity is a means to develop cultural competence in teacher candidates. They concluded that reflectivity does indeed matter as we struggle to transform candidates from students to culturally competent practitioners.

Finally, research element four substantiates chapters that provide information regarding teacher reflectivity and common core state standards, perspectives from Australia, and international field experiences. In chapter ten, Nancy Fichtman Dana, Rachel Wolkenhauer, and Jamey Bolton Burns described the ways inquiry can be utilized to foster reflection on the implementation of the Common Core State Standards. The case study revealed three important aspects of reflection that were triggered by the inquiry process as the teacher implemented the Common Core State Standards in the classroom: (1) reflection on old habits, (2) reflection on data, and (3) reflection through collaboration. Chapter eleven authors, Maxine Cooper and Joan Stewart, furthered the dialogue by sharing information regarding perspectives from Australia. They concluded their research by indicating that core reflection served as a useful approach for aligning professional and personal identities that included purpose, passion, and idealism and that building reflectivity into teacher professional learning will help us to learn together and shape tomorrow.

The fourth research element is concluded with a chapter by Jayne M. Leh, John A. Guiseppe, and David S. Bender that described an international field experience for preservice teachers that incorporated a reflective process that was designed to build cultural diversity and understanding. Study results of this international field experience involving reflective learning processes indicated that inaccurate cultural beliefs can be corrected and may facilitate affective higher-order learning outcomes.

One of the primary goals of this publication is to substantiate the knowledge, skills, and dispositions that have been used to establish teacher reflectivity as a foundation of teacher education and to advance the acquisition, applications, and appreciation of teacher reflectivity as a critical aspect of professional growth and development. A strong focus on the impact of teacher reflectivity on student learning at various levels makes this monograph unique.

Finally, the last ten years have been devoted to the completion of this work. The national Association of Teacher Educators (ATE) appointed a commission on teacher reflectivity with the primary charge to provide a very thorough and detailed investigation of the impact of teacher reflectivity, if

any, on teacher performance, retention, student learning, and other important aspects of teaching, learning, and teacher education. This has promoted scholarly and spirited discussions surrounding issues of teacher reflectivity by leading presentations, featured sessions, and hearings at national and international conferences to solicit ideas and information from the teacher education community confirming an interest in this topic. In regards to scholarly work, a special issue of Action in Teacher Education on the topic was advanced, an 18 chapter book (*The Purposes, Practices, and Professionalism of Teacher Reflectivity: Insights for 21st century teachers and students*) was published, and research studies and literature reviews directly related to the topic were advanced. Regarding this recent research work, the intent is not to provide an exhaustive completion of much needed research surrounding issues of teacher reflectivity, but rather to help enrich the literature and provide greater clarity regarding reflectivity's impact on student learning in our global society. Therefore, readers are encouraged to replicate studies, formulate and research additional questions, collect important data, and share results with other professionals and policy makers.

References

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