Collaboration for Effective Educator Development, Accountability and Reform
Disclaimer

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Today

✧ Discuss the need for more collaborative teacher education
✧ Describe case studies of collaborative deans
✧ Discuss implications for deans interested in collaborative teacher education
Expectations of teachers

- Increased diversity + academically rigorous education = expectations for more inclusive instruction.

  AND

- higher expectations for general and special education teachers.
Expectations of teachers (cont.)

Knowledge and skill to:

- use research-based practice to support content learning
- coordinate instructional efforts across core and tiers of increasingly intensive instruction
More powerful preparation

- Federal and state policy makers see preparation as path to helping all students achieve more rigorous standards
Learner Ready

Our Responsibility, Our Promise

CCSSO Task Force Report on Transforming Educator Preparation and Entry into the Profession
Promises to Keep: Transforming Educator Preparation to Better Serve a Diverse Range of Learners

Using State Policy Levers to Spur Action and Innovation

June 23, 2015

CCSSO and CEEDAR Center
Help states and their IHEs design comprehensive reform efforts that cut across general and special education to prepare all teachers to implement evidence-based practice.
Reform Efforts

✧ Require greater collaboration among general and special education faculty about effective teaching and learning
Collaboration

 Paleo and professional cohesion is difficult
– within organizations where there are loosely coupled authority structures
(Mandell, 2001)
Collaboration (cont.)

✧ Occurs when:

- Leaders and stakeholders see a compelling need to change
- Organizational leaders must be able to establish a vision and broker support from key stakeholders
- Key stakeholders must communicate about the vision and influence others
Purpose

<typename>

To understand the strategies and actions College of Education deans took to promote the implementation of a collaborative teacher education reform.
Methods

- Purposeful, positively deviant case sampling strategy
- 6 deans who had overseen the development of collaborative teacher education programs
- Represent variety of institutions
Methods (cont.)

✧ Hour-long semi-structured interviews; 2 researchers present
✧ Interviews asked questions about:
  – Reasons for engaging in this work
  – Nature of collaboration among programs
  – Challenges encountered
  – Supports employed
  – Strategies for sustaining
  – Advice for other leaders
Data analysis

✧ Qualitative case study (Yin, 2014)
✧ Analyzed data according to Charmaz grounded theory methodology
  – Initial coding
  – focused coding
  – thematic coding
<table>
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<th>Initial Codes</th>
<th>Focused Codes</th>
<th>Theoretical</th>
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<td>Establishing relationships and trust</td>
<td>Changing the culture</td>
<td>Creating a system wide support for the reform</td>
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<td>Redefining programs based on new visions and</td>
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<td>Spaces that promote collaboration</td>
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Results
Themes

✧ Models for collaborative teacher preparation programs
✧ Dean’s role in the reform
✧ Building a broader platform for the reform
✧ Challenges encountered
Themes (cont.)

✧ Creating a system wide support for the reform
✧ Engendering participation for the reform
✧ Perceptions of the reform’s success or its impact
Individual Cases

MITCH

- Large, public research extensive
- Department chair of special education, 10 years
- Promoted to dean internally
Dean’s role in reform
- Developed a critical mass of faculty
- Started with a broader focus for the reform that appealed to many constituents
MITCH (part 2)

✧ Models for collaborative teacher education programs
  – Restructures to college wide teacher education program
  – Creates Urban Institute for Teacher Education
MITCH (part 3)

✧ Building a broader platform for the reform
  – Curriculum and instruction under attack, in receivership
  – Uses threat as an opportunity
  – College wide effort engages faculty from all areas, and even outside education
MITCH (part 4)

躺着系统广泛的改革支持
通过分散式领导

- 专注于广泛解决多样性，而不针对特殊教育
- 多学科的教师领导团队
- 与副校长、文理学院的教师、学区的超级校长合作
Challenges encountered

- Number of C & I faculty were against the reform and were quite vocal
- 8 to 10 faculty left because of the vision

Yet, these issues did not take Mitch off track.
MITCH (part 6)

✧ Creating system wide support for the reform
  – Hired and pulled together a critical mass of faculty who supported the reform
  – Worked carefully to build relationships
  – Used resources
  – Selected a well-respected faculty member to lead the Urban Institute