



# Collaboration for Effective Educator Development, Accountability and Reform

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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

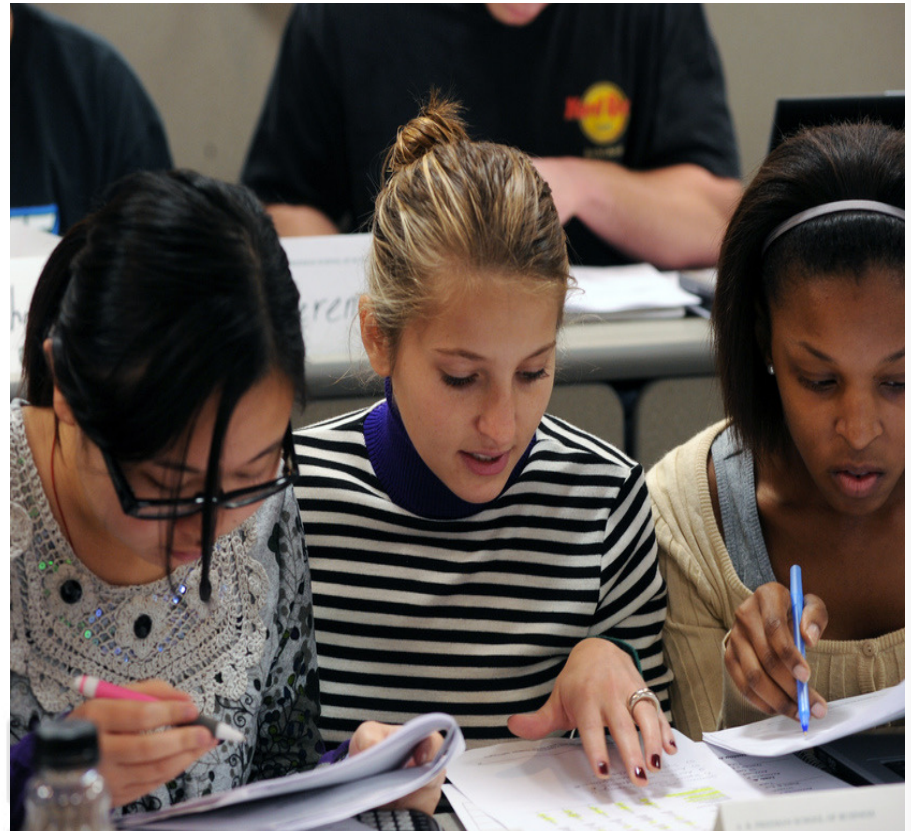
**Our Responsibility, Our Promise**

**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*





# Mission of CEEDAR

- ✧ 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

- ✧ 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

- ✧ 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



# Example Codes

Initial Codes	Focused Codes	Theoretical
Establishing relationships and trust	Changing the culture	Creating a system wide support for the reform
Redefining programs based on new visions and current goals		
Spaces that promote collaboration		
Interdisciplinary small groups	Breaking down silos	
Joint appointments		

# 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

# MITCH

## ✧ 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)

- ✧ Creating a system wide support for the reform through distributed leadership
  - Focused on addressing diversity broadly, not special education
  - Multi-disciplinary faculty leadership team
  - Worked collaboratively with provost, arts and sciences faculty, district superintendents

# MITCH (part 5)

## ✧ 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