



**Cultivating and Sustaining Change in
Collaborative Teacher Preparation
Reform: Voices of Deans**

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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

✧ 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-Continued

✧ 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 deans of Colleges of Education 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

Participants and Setting

Mitch

- ✧ Large, public research extensive
- ✧ Department chair of special education, 10 years
- ✧ Promoted internally to Dean
- ✧ Model for teacher education reform was college-wide
- ✧ Established Urban Teacher Education Institute to focus more broadly on diversity and inclusion

Participants and Setting- Part 2

Valerie

- ✧ Small public with a research focus
- ✧ Promoted to Dean of College of Education internally and served for 18 years
- ✧ Develops different models for collaborative teacher education programs

Participants and Setting-

Part 3

Margaret

- ✧ Large teaching institution
- ✧ Joined faculty as an assistant professor of special education in 1988
- ✧ Promoted to Dean of College of Education internally, served 7 years
- ✧ Dual certification program focused on MTSS

Participants and Setting-

Part 4

David

- ✧ Small, private university
- ✧ Department chair of multi-program department
- ✧ Promoted internally to Associate Dean, then Dean, served 20 years
- ✧ Integrated elementary, secondary, and special education program

Participants and Setting-

Part 5

Dahlia

- ✧ Public teaching institution
- ✧ Promoted internally to Dean, served 4 years
- ✧ Previously Director of Center for Urban Education

Participants and Setting- Part 6

- ✧ Large, research intensive university
- ✧ Hired externally, served for 9 years
- ✧ Dual certification program special and general education, considering how to integrate English Language Learner expertise

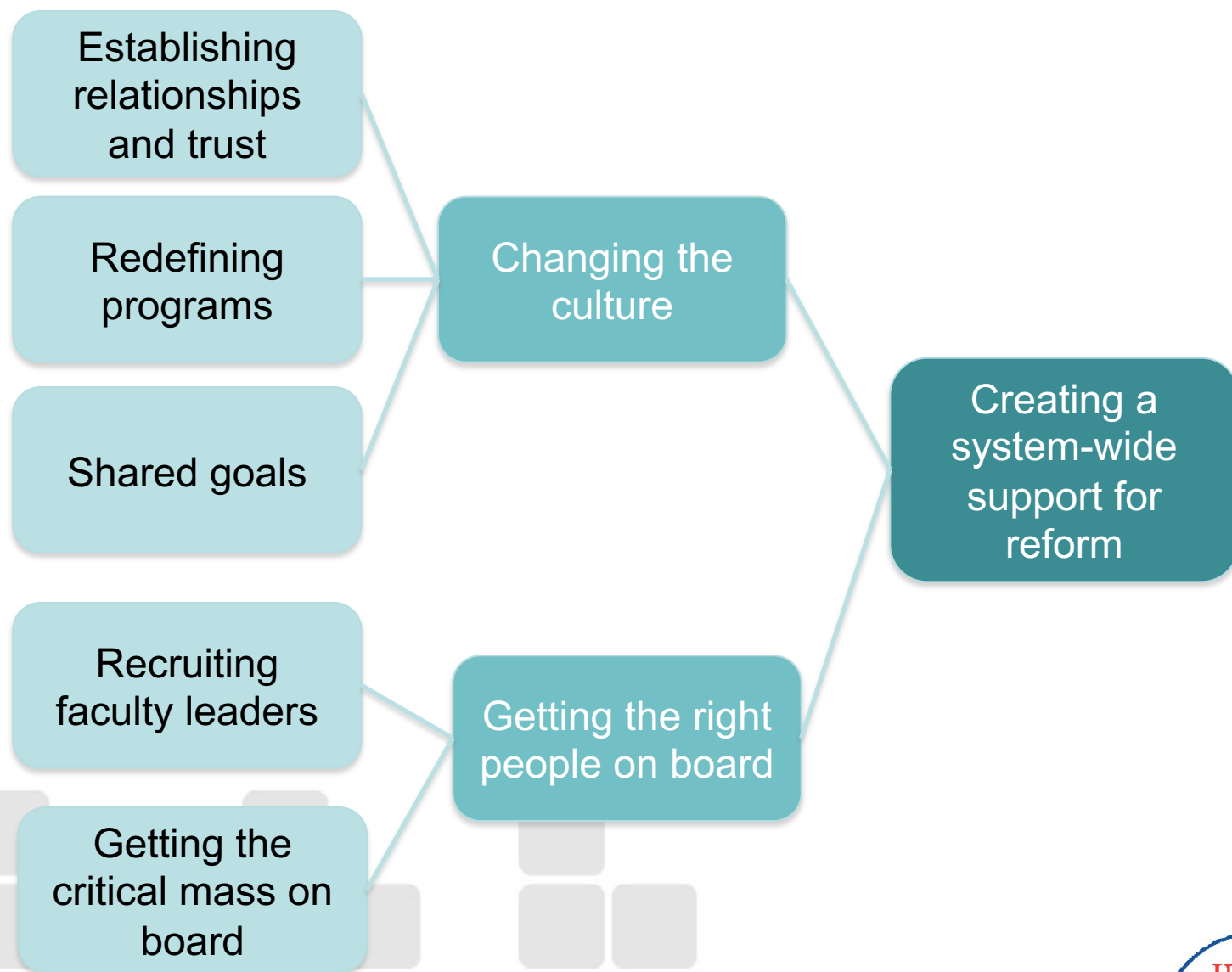
Methods-Continued

- ✧ 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



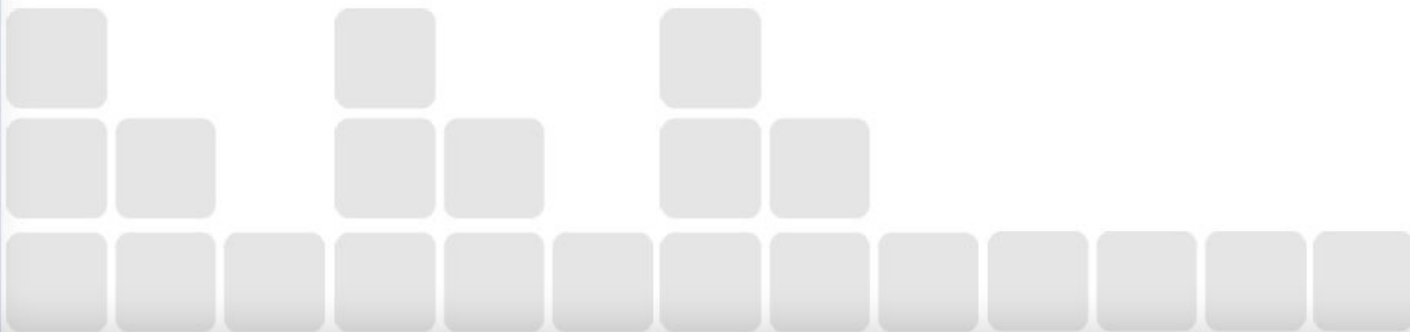
Results

Themes

- ✧ Starts change process with a clear vision
- ✧ Uses strategies for implementing the vision
- ✧ Engenders participation in the reform

Themes-Continued

- ✧ Builds a broader platform for the reform
- ✧ Persists in the face of challenges
- ✧ Institutionalizes reform



The Case of Mitch

Starts change process with a clear vision

“The vision was collaborative teacher education and a strong focus on urban education. In the change process, DON’T lose the vision.”

“I don’t think being a special education dean helped me. In some ways, I had to work to overcome being seen as a special education person. Being in special education did not help me with others who saw sped as a bastion of segregation for students of color. Even when they were looking at diversity university wide, you had to work hard to get students with disabilities into the conversation.”

Uses strategies for implementing the vision

- ✧ *We dismantled the C&I department C&I was a problem for [the provost] because he was getting lots of negative feedback about the . . . teachers they were preparing. We also had the Center for mathematics and science (involved collaboration between teacher education faculty, liberal arts and science), and the provost ran it. It gave us a chance to rethink teacher education broadly. I used the STEM interests as a vehicle for focusing on teacher education and collaborative teacher education. In the process, the Provost begin to better understand the importance of elementary education teachers, particularly in terms of multi-subject knowledge.”*

Uses strategies for implementing the vision-continued

“Resources that I had were from open lines in the college. I used monies from these lines to create teams of people. I provided additional funding for faculty working in small groups. The Provost guaranteed me that I could hold on to them until we figured out where we wanted to go with the new program. This allowed me to bring in consultants, provide summer money, move faculty to different programs, put in place people who would build the Science and Math Center. . . We also received additional resources from the president and provost for STEM and this freed up dollars to restructure the Urban Institute.”

Engenders participation in the reforms

“The person who became the director of the Urban Institute for teacher education was a clinical faculty member . . . , but she was a key player in working directly with me . . . She had the entire skill set and philosophy and values that were needed. . . She had a lot of credibility with key faculty in the college, and she was very well received by Sped faculty. . . The chair of the leadership department was also a big supporter of what we were doing and was director of our policy center.”

Engenders participation in the reform

“A number of tenured faculty in C&I immediately spoke out against this movement toward collaborative teacher education. My message was that we are moving ahead, and if they could not support the effort, they might want to consider another position at a different institution.”

Builds a broader platform for the reform

“If a college can only look within itself to promote change, I don’t think you can put in place the structures you need to really promote collaborative teacher education. I reached out first to get faculty from other disciplines interested in teacher education. Elementary education was a very important part of this. We moved elementary education to be cross-disciplinary outside of the college of education, bringing in some of the science faculty.”

Builds a broader platform for the reform-Continued

“I worked individually with each of the superintendents to help them understand what we were about. We needed the most support from the Salt Lake City district. This is where our teacher candidates were being employed, and they were the most disgruntled about the numbers of teacher candidates we were producing in STEM . We worked hand and hand with the district in talking about what we were doing and getting their feedback.”

Persists in the face of challenges

- ✧ Number of C & I faculty were quite vocal about their concerns, and went to see the provost
- ✧ Yet, this threat did not take Mitch off track

"I had won the support of the provost. We held firm on it. The chair of C & I . . . Started looking and left the university. Eight faculty also left. I also isolated some of the faculty and they left."

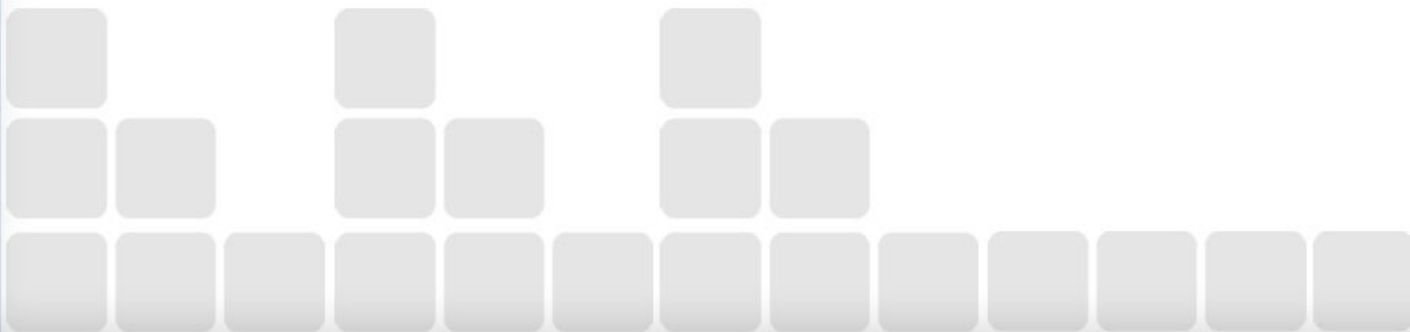
Institutionalizes the reform

- ✧ *“She was such a quiet force. She is now an associate dean and still the Director of the Urban Institute for Teacher Education. She now helps the new dean.”*
- ✧ *“You have to have as much institutionalized as you possibly can before you leave your position as dean. There was institutionalization of the collaborative structure. . . there was a critical mass of leaders and faculty in the college and the superintendent of Salt Lake City Schools also wanted to make sure this program stayed in place.”*

Institutionalizes the reform-Continued

✧ The deans definitely saw the success of their programs as being important to continued success.

“When I left the college in 2012 to take the interim provost position, 90 percent of all new hires came from our university.”



Implications