



**Leading and Engaging Faculty in Teacher
Preparation Reform:
The Role of Deans**

SPECIAL ISSUES BRIEF

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IN BRIEF

This Special Issues Brief from the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center summarizes the experiences in leadership of six current and former deans who have been identified as engaging in successful collaborative reform efforts within their colleges. We look to their experiences to support leaders, like you, in understanding the actions they took and the strategies they employed that may be useful to other leaders of educator preparation programs (EPPs) who are committed to restructuring curricula and programs in their own settings. The leaders we showcase in this brief cultivated collaboration among general and special education faculty and supported them in developing innovative programs for meeting the needs of both general and special education teachers who share responsibility for teaching within diverse and inclusive classrooms, including classrooms with students with disabilities. Because few resources exist to support deans in their efforts to work with faculty to engage in this work, we believe the experiences of these leaders should be useful to other deans as they work toward similar outcomes.

<u>The Challenge</u>	<u>The Opportunity</u>	<u>The Solution</u>
More than ever before, today's new teachers enter schools that are more diverse in terms of students' academic needs, culture, language spoken in the home, and social or emotional needs. The roles of education professionals (e.g., general and special education teachers, school principals, school psychologists, reading and math specialists, speech and language pathologists) have evolved to include a shared responsibility for students with diverse needs, including those with disabilities. At the same time, standards for student learning are more rigorous, and new teachers are expected to help diverse student populations achieve these standards, which means that the faculty and leadership of EPPs must support faculty to work collaboratively on curricula that ensure their graduates are prepared for the realities of PK-12 schools.	Leaders of EPPs (i.e., deans; college, school, and department leaders; and faculty) have an influential role in ensuring that new reforms in EPPs take hold. Although the faculty in EPPs are responsible for program curricula, the dean (or designated leader of educator preparation such as the department chair) is often the one who can make curriculum redesign and restructuring a priority and provide the necessary supports to ensure that new approaches and structures are sustained.	When those who lead colleges, schools, and departments of education take advantage of their influential role to (a) lead faculty in understanding general and special education collaboration in teacher preparation reform and (b) put strategies in place to support faculty in engaging in program restructuring, innovative solutions that improve educational professionals' knowledge and skill for teaching all students, including those with disabilities, are possible.

The purpose of this policy brief is to highlight the influential role of deans and the action steps deans can take to mobilize and support faculty in reforming teacher preparation for working with the diversity of students in classrooms and, in this case, specifically with students with disabilities.

INTRODUCTION

As schools become increasingly diverse and expectations for teachers to provide academically rigorous education grows, all educational professionals will need to design instruction that is more effective than ever before. With more than 61% of students with disabilities in the general education environment for 80% or more of their instructional day (U.S. Department of Education, National Center for Education Statistics, 2016), the design of instruction will need to include this population of students intentionally from the forethought and, by necessity, will involve special and general education teachers, as well as related services personnel, working closely together. Inclusive schools require all teachers to develop skills in effectively using research-based, high-leverage practices (HLPs) and learn to coordinate their instructional efforts with colleagues. In doing so, teachers will be better able to develop strong core instruction that will profit all students as well as prepare additional instructional and behavioral supports for students who need them to thrive in academically rigorous, inclusive classrooms. To accomplish this goal, many states are implementing multi-tiered systems of support (MTSS) to achieve the goal of more effectively teaching the diversity of students in schools.

MTSS is a multi-level support system for students' academic and behavioral prevention and intervention. In MTSS, teachers use evidence-based practices (EBPs) coupled with careful application of assessment (i.e., universal screeners, diagnostic assessment, and frequent progress monitoring) to maximize student academic and behavioral outcomes.

Learn More: <https://www.rti4success.org/>

In response to the changing landscape of schools, faculty and leaders of EPPs will need to rethink and redesign programs to better prepare all educational professionals working within diverse and inclusive classrooms with the necessary knowledge and skills to teach effectively within new systems such as MTSS. Accomplishing this task can be especially challenging.

Deans, or designated leaders in EPPs, are critical to facilitating and sustaining change in colleges, schools, and departments of education. One key part of their role is fostering collaboration and supporting faculty redesign programs to better prepare teachers to serve diverse students, including those with disabilities, for whom they share responsibility. Understanding how deans can support faculty to accomplish this outcome was the impetus for this brief. The purpose of this policy brief is to highlight the influential role of deans and the action steps deans can take to mobilize and support faculty in reforming teacher preparation for the collaboration and support of all professionals responsible for the education of all students in schools.

WHAT IS A COLLABORATIVE REDESIGNED OR RESTRUCTURED PROGRAM?

For educational professionals to meet the needs of all of the students they serve, including those who struggle most in schools, shared knowledge and skill for effective instruction and collaboration between teachers and other service providers is essential. Historically, collaboration among general and special education teachers has been a goal, although the actual practice has been met with challenges. For one, the fields of general and special education have evolved in isolation; this separation dates back to the Common School Movement in the 1800s. Disability, as defined by cultural norms at the time, resulted in exclusionary services and only later – by the 1970s – became ancillary to general education. Given this history, the fact that general and special education teachers still teach students — including students with disabilities — without sufficient shared knowledge and skill for effective instruction and collaboration is not surprising.

As the environments in which students with disabilities were served became more inclusive, preparation programs continued to prepare general and special educators in isolation, not modeling or engaging novice teachers in the practice of developing shared knowledge and skill for effective instruction and collaboration. Within many EPPs, teacher educators in general and special education are frequently not provided the opportunity to come together to find new ways to design the instructional content and structure of their programs to ensure that their graduates will be prepared for the diversity of students they will teach. Given this rocky history of collaboration (Pugach, Blanton, & Correa, 2011), the importance of shared knowledge, skills, and collaboration between general and special education is more important than ever and has begun to take the forefront in national and state policy (e.g., Every Student Succeeds Act [ESSA], MTSS); standards (e.g., Council for the Accreditation of Educator Preparation [CAEP]); and practice (e.g., HLPs) — and is viewed as central to teachers' work and to meeting the needs of struggling students.

So, what do we mean by a collaborative redesigned – or restructured – educator preparation program to meet the needs of the diversity of students in schools, including students with disabilities?

Collaborative preparation is a term used to describe programs that have been revised by multi-disciplinary faculty (e.g., general and special education) who have the critical shared goal to improve instructional outcomes for all students, including those with disabilities (Blanton & Pugach, 2011; Pugach & Blanton, 2009).

No script exists for developing and revising programs. State and local contexts differ, and these differences influence how faculty in individual settings will need to approach revision. State licensure, program approval and accreditation standards, and curriculum space available in a program can influence how a program is structured. Although collaborative teacher education programs may differ greatly, each has the shared goal of improving outcomes for P-12 learners. In addition, from our collective review of literature and myriad experiences, our answer to the question, “What do we mean by a collaborative redesigned — or restructured — teacher education program?” is a program developed by faculty who do the following:

1. Represent both general and special education and, to the extent possible, faculty who teach

foundations and other key areas of the curriculum.

2. Meet regularly to identify the shared knowledge and skills that are essential in teaching students who struggle and use this content to anchor working relationships among faculty who bring varied expertise to the table.
3. Design a coherent curriculum that can be sustained for novice teachers, regardless of the approach used to redesign the program.
4. Decide how much time and intensity will be spent on various components (e.g., content, experiences) of the curriculum.
5. Align performance assessments, regardless of the approach used to redesign the program.
6. Engage with PK-12 partners throughout the development and implementation of the program.

Learn More: http://programs.ccsso.org/projects/center_for_improving_teacher_quality/

Finally, programs use different language to identify restructured programs. These programs may be referred to as unified, merged, dual, integrated, or collaborative, among other terms. For example, unified or merged titles are often used when two programs (e.g., Elementary Education and Special Education) are combined into one single program. Using *dual* in the title of a program may suggest the same thing, or it may be that the program was redesigned to build one program onto another. Although names may present some confusion, faculty in each setting must determine the best approach to a new program's design — and accompanying title — based on the context in which they work.

Calling on resources that have begun to accumulate will help guide faculty. Likewise, deans may find these resources useful when supporting faculty in program redesign. A list of resources, including short descriptions of each, are found in Appendix A.

THE DEAN'S ROLE: SEEING THE BIG PICTURE AND LEADING CHANGE

Faculty play a major role in developing and implementing the curricula for the programs in their departments. Although faculty are committed to their own programs, they are not always aware of what is happening in other programs, nor do they have opportunities to make sure the courses and experiences in their programs align or connect with other programs. Therefore, deans and other EPP leaders play a critical role. Articulating the “big picture” and keeping faculty focused on and engaged in reform initiatives is at the heart of a dean's role in leading program change. For example, deans we interviewed for this brief expressed being keenly aware of national trends and policy issues in education and were willing to actively engage faculty to consider new initiatives in reforming programs. As one dean said, “I was able to affect change at my own college because I understood policy on the national scene.”

In addition to seeing the big picture and engaging faculty in collaborative efforts to reform programs, the dean's role in managing budgets means that he or she is in the unique position of directing resources to the priorities of the college, school, or department he or she leads. The dean can ensure that faculty receive needed supports for engaging in program reform. Even when funding is limited, small supports (e.g., stipends, time in load) can provide needed incentives to keep the momentum of work going forward.

Another key role of the dean is to serve as a liaison with university administration and the community. Gaining support of all constituencies for the importance of new visions for teacher preparation is advantageous to success. And although deans are often caught in competing priorities with the expectations of provosts and presidents, they are uniquely positioned to coordinate their collaborative teacher preparation priorities with upper administration's vision and increase the university administration's investment in reform initiatives.

The next section provides the reader with concrete examples of how other deans maximized their roles to engage in and succeed at revising curricula in general and special education to better meet the needs of the diversity of all students in the classroom, including students with disabilities.

IN THEIR OWN WORDS: STRATEGIC ACTIONS DEANS CAN TAKE

We interviewed six deans throughout the country who were known for having supported faculty to revise programs in general and special education. These deans represented all parts of the country and different types of institutions (i.e., large to small; research and comprehensive). We wanted to learn how they accomplished program redesign in their differing settings, and, most important, we wanted to know what they would tell other deans about what they found works when leading faculty in efforts to better prepare educational professionals to meet the needs of all students, including those with disabilities. As we talked with these deans, we learned that successful deans employ multiple strategies that we organized into the following four categories. Although we have described each of these categories briefly with a focus on why deans will want to intentionally address each, we are quick to point out that in this short brief, we cannot address the complexity of the work that these deans, and other deans like them, do to lead and support faculty working collaboratively to implement quality curricula to address the needs of professional educators in inclusive schools. In addition, Appendix B contains a table with additional quotes organized in these four categories.

1. Set Curriculum Reform as a Priority

Faculty take their curriculum role very seriously, and deans may often shy away from appearing to be heavy-handed in curriculum matters. However, as we previously noted, deans play a major role in articulating the big picture and making the curriculum work of faculty a priority for the college, school, and department. Making curriculum a priority without focusing solely on accountability and review requirements may help faculty see this work as a college-wide community effort. In addition, the dean, working with department chairs and other key leaders in education, are the ones who can

“We deliberated over our values, beliefs, and vision. We were preparing a conceptual framework for CAEP (NCATE then). We fit the need to collaborate and work together into that framework. In our mission statement, it talks about working together to accomplish our work.”

-Virginia McLaughlin, William and Mary

navigate and support faculty in cross-program reform efforts and, in short, “make it happen.”

“Teacher education is important in our university. They have had commitment to it on our campus for a long time. Our president was an education dean. When I described it to our president she was so excited because she tried to do this at CSULB.”

-Marquita Grenot-Scheyer, California State University, Long Beach

Strategic Actions

- Foster a collaborative vision and communicate it regularly
 - › Engage faculty in building a shared vision for teacher preparation by examining the college’s values and beliefs.
 - › Focus on the larger context of educator reform and the issues that all faculty struggle to resolve in curriculum offerings (e.g., diversity of students in classrooms and not just special education).
- Secure political capital
 - › Garner support of key stakeholders by communicating teacher preparation’s importance to university upper administration and state-level leaders.

2. Establish a collaborative infrastructure

Every dean knows that the culture of higher education is often more supportive of individual faculty performance than of collaborative activities. The dean can support and model the importance of both individual and collaborative work and build a culture where teamwork can flourish. In the absence of such a culture, working across programs and departments may fail. Part of building a culture will include setting expectations for collaboration and recruiting faculty who have experiences in working collaboratively.

“We built into new program ongoing dynamic evaluation – faculty leads that effort”

-David Prasse, Loyola University, Chicago

Strategic Actions:

- Use formal and informal data to demonstrate need and showcase progress
 - › Analyze P-12 student performance data, teacher shortage data, and data available from your college on your candidates' performance on state certification and licensure knowledge measures, performance-based assessments, job placement rates, and candidates' perceptions of preparedness. Looking across these data sources can support faculty in designing innovative teacher preparation programs tailored to your community's needs and responsive to national trends.
- Get the right faculty on board to ensure a team-based approach
 - › Hire faculty who share the college's vision and will eagerly engage in collaborative teacher preparation efforts.
- Foster cross department collaboration in teaching and research, and, in some cases, create physical space for interdisciplinary work
 - › Consider ways to get faculty from different departments talking and working together in more authentic ways. In some cases, this may mean thinking differently about the ways that we design shared spaces. For example, in some colleges, general and special education faculty are not even in the same building. Creating common work spaces is a first step in cultivating a culture of collaboration.

“The development of collaborative educator preparation in our college was highly dependent upon the willingness of college/department leaders and faculty to focus more on what all educators have in common rather than what makes them different. Although it is true that the underlying theoretical perspectives and historical instructional paradigms may have differed significantly, our experience in developing collaborative educator preparation suggested that progress can occur when the discussions are driven by inclusion — a commitment to meet the needs of all students, including those students with disabilities, and there is an unwavering focus on evidence-based practice. In order to be successful, our educator preparation program had to move beyond an “either/or” outlook, in which one approach is deemed to be “better” than the other, to a “both/and” outlook which focuses on the individual needs of the student and merges evidence-based practices across disciplines.”

-Michael Hardman, University of Utah

3. Support faculty in efforts to revise programs

A dean can target resources to the priorities of the college, school, and department, with curricular reform being one resource. These resources might be in the form of funding faculty (e.g., for time and effort) or they might be in the form of student supports or external consultants and materials. Support can also be in the form of a dean's time to communicate the work, to include expressing regular interest in the work, helping to open doors in local school districts or with funding groups, or even showcasing the work in newsletters and other outlets.

Strategic Actions:

- Establish frequent and clear communications around the reform
 - › Create a plan for who needs to know about these efforts and how information related to the reform is communicated and when. This plan may include weekly email updates,

“The reform has gone more smoothly because I have communicated about the reform and the involved faculty are leaders, so they are respected by their colleagues.”

-Marquita Grenot-Scheyer, California State University, Long Beach

formal faculty meetings, or even video conferences. What is important is choosing an approach that makes sense for your college.

- Support faculty through professional learning efforts to develop a shared knowledge base for the reform
 - › One of the best ways to create shared knowledge and a common language within a

“A critical part of the mission of the CSU is the preparation of teachers, counselors, and leaders for the diverse communities in California and the nation. Teacher education is critical to our work at the university, and campus leaders have demonstrated their commitment to supporting teacher education programs. This includes our president, who has been supportive of efforts to develop an inclusive teacher preparation pathway.

“The reform has gone smoothly because I have involved faculty leaders in both teacher education and special education who have the respect of their colleagues. I have also shared progress regarding faculty efforts with the college community on a regular basis.

“We had several PD workshops and read the literature on inclusive teacher preparations as we began to develop the program. We had some missteps in our early work across departments. I recall one workshop where one group of faculty presented to their colleagues, and the perception was that the general educators felt like their colleagues were telling them what to do without regard to their own knowledge base. In retrospect, I can see how they felt this was. We learned we couldn’t come from the perspective of experts “telling others what to do” without first acknowledging our colleagues’ expertise and experiences. The faculty groups then began to read each other’s literature and to have deep and engaged conversations, which was very transformative. They began asking really important and fundamental questions such as, “What does close reading mean for an ELL student with special needs?” As a group of educators, the faculty began looking very deep and narrow from their own discipline perspective, and this approach helped us to find the intersections between our work and the work of our teacher education.”

-Marquita Grenot-Scheyer, California State University, Long Beach

college is to engage faculty in collective learning experiences. Picking a topic that is relevant across departments allows for faculty to establish common ground in teaching and learning.

4. Institutionalize the Reform

To avoid the pitfall of having teacher education reform work treated as the next new trend, the dean must communicate critical national trends and their importance to help faculty better understand the relevance of reform initiatives and how they influence their programs. In addition, from the outset of setting curriculum reform as a priority, the dean should be thinking about how the work will be periodically evaluated and sustained beyond the time when the champions for the reform are there.

Strategic Actions:

- Make the reform central to the shared goals of the college's culture
 - › Broaden the platform of the reform by helping all students and focusing energy on what the college must do to prepare teachers for all learners. Recognize faculty engagement through awards

“Our college educator preparation reform did not focus exclusively on general and special educators. We focused on the diverse needs of all students moving away from discrete program models to an integrated approach to educator preparation. The program at the University of Utah was grounded in several basic tenets for redesign, including validated and replicable instructional practice reflecting diverse educator roles, preparing educators as culturally competent and responsible professionals within a diverse society, a common core of professional knowledge and skills for every teacher, and a balance of course work and field experiences prior to the initiation of a career in education.”

-Michael Hardman, University of Utah

- Recognize faculty engagement through awards
 - › Consider approaches to reward and showcase faculty who have engaged in collaborative efforts to profit teacher education. If the award doesn't exist, create it.
- Integrate expectations for collaboration in teaching and research into the college's expectations for tenure and promotion

“I created the dean's award for collaborative initiatives. It was a chance to recognize someone who had done something that advanced our collaborative efforts. Our school-university research network was created to support collaboration. You have many diversified examples that you can point to and support.”

-Virginia McLaughlin, William and Mary

- Build and maintain strong partnerships with P-12, state-level, and upper administration university partners
 - › Generate an infrastructure for communication that brings various stakeholders together to collaborate and communicate consistently and over time.

“We worked hand in hand with the district in talking about what we were doing and getting their feedback. At the same time, the university president established the university neighborhood partnership; it was important to work on what the university could do to support the community. Relationship building was important, and it took a lot of time, energy, and commitment.

It was not just me. The president of the university came to the university neighborhood partnership meetings; he began to understand why teacher education was important.”

-Michael Hardman, University of Utah

Concluding Statements and Challenges for Deans

The intent of this policy brief is to share actions deans can take to prioritize collaborative teacher preparation within their institutions. The dean's leadership in this area has the potential to improve the academic and social-emotional outcomes for all students, including students with disabilities and other at-risk learners, while also improving the conditions in which faculty work. The strategic actions showcased above may help other deans and other college leaders as they navigate collaborative reform in teacher education.

However, just getting the work started is not sufficient. As one dean remarked, "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."

So, in closing, we challenge each dean to do the following:

- Champion the educational success of all students, including those with disabilities, by engaging with faculty about meaningful curricula for preparing novice teachers for inclusive schools. A focus on inclusive schools will support the critically important concept of addressing the diversity of all school students, not just those who also have a disability. By focusing in inclusive schools, faculty may more easily see themselves as being responsible for all students in schools.
- Embrace a collaborative culture that supports teamwork even when pressure for individual performance is high. The dean can navigate the pressures and find ways to reward both.
- Talk to and build relationships with local teachers, administrators, families, and PK-12 learners to ensure that you demonstrate the same concern about school and community relationships as the faculty who are collaborating with schools to offer high-quality field experiences.
- Build intentional partnerships with state-level agencies regarding the importance of prioritizing inclusive teacher education.

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APPENDIX A

Resources

1. Inclusive Services Innovation Configuration. Rubric with components of inclusive services needed in pre-service programs:
https://www.gtlcenter.org/sites/default/files/docs/IC_InclusiveServices.pdf
2. Dual Certification Programs. Recent resource focused on examples of middle, secondary, and special education dual programs:
<http://ceedar.education.ufl.edu/portfolio/policy-snapshot-dual-certification/>
3. Learning to Teach: Practice-Based Preparation in Teacher Education. Resource for examining connections of courses and practicum/internships; provides practical examples from educator preparation programs (EPPs):
http://ceedar.education.ufl.edu/wp-content/uploads/2016/07/Learning_To_Teach.pdf
4. Collaborative Programs in General and Special Teacher Education. Resource useful for what to consider in collaborative/dual programs (e.g., depth of knowledge); includes examples of collaborative teacher education programs:
<http://programs.ccsso.org/content/pdfs/CPGSTE%20Action%20Guide%20PDF%20Final.pdf>
5. Preparing General Education Teachers to Improve Outcomes for Students with Disabilities. Resource contains examples of collaborative programs:
<https://secure.aacte.org/apps/rl/resource.php?resid=227&ref=rl>

APPENDIX B

In the following tables, we use the four categories to outline deans' strategic actions and examples of those "in their own words." When reading the examples, note that each dean's comments reflect different higher education contexts and the different ways that each dean arrived at engaging in the work of collaborative teacher education reform.

Setting Curriculum Reform as a Priority

Strategic Actions Deans Took	Examples in Their Own Words
Fostered a collaborative vision and communicated it regularly	We deliberated over our values, beliefs, and vision. We were preparing a conceptual framework for CAEP (NCATE then). We fit the need to collaborate and work together into that framework. In our mission statement, it talks about working together to accomplish our work. The faculty already have a vision and have a broader view of diversity so they are already getting that, so in this case, the dean is helping the faculty live out their vision. It is also a very diverse faculty. The dean shares this vision with the faculty. We wanted to bring about a complete change to our approach in teacher education that would get the support of the university as a whole. First decision was to make teacher education a college-wide emphasis, even university wide. We would establish interdisciplinary connections with other colleges. We were not going to have C&I courses; we established the Urban Institute for Teacher Education, which was college wide.
Secured political capital	The provost began to better understand the importance of elementary education teachers, particularly in terms of multi-subject knowledge. Teacher education is important in our university. They have had commitment to it on our campus for a long time. Our president was an education dean. When I described it to our president, she was so excited because she tried to do this at (this institution). The president and provost have to buy in. You have to make sure that the changes you want to make you are willing to go to the line for. Well, the state has been very supportive. They certainly haven't put up any barriers. We are in a state that is heavily regulated by the state department, but they were certainly encouraging in that way.

Establish an Infrastructure for Collaboration

Strategic Actions Deans Took	Examples in Their Own Words
Used formal and informal data to demonstrate need and showcase progress	One of the tools we are using is the Innovation Configuration that we will use to see if candidates are demonstrating the use of evidence-based practices. The faculty are also interrogating themselves to develop research presentations about how they have changed. We also secure feedback from community partners, increased numbers of inclusive sites, and a number of folks who participate in the review process. We built into new program ongoing dynamic evaluation – faculty leads that effort. We have come back to the structure and talked about what is working well (the 3 program areas). Nobody really wants to change it.
Got the right faculty on board to ensure a team-based approach	We selected Gen Ed and Sped faculty who had a strong identity in their profession, had cache with their colleagues, and who were committed to the work. I gave each of the faculty members one course release. These faculty were experts in elementary education content, ELL, and Sped, were grounded in evidence-based practice, and had demonstrated their ability to collaborate in other projects. We were very oriented to inclusive education, and we appointed faculty with that orientation Commitment of a core set of faculty in teacher prep was instrumental. As dean, I would meet with them to get updates. I turned it over to them . . . they had to be invested. You don't need everyone on board to move forward; you just need a core.
Fostered cross department collaboration in teaching and research and, in some cases, created physical space for interdisciplinary work	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 Center. Think about what you might do first in relation to structures — how do they serve or impede reform efforts — if those structures won't support, perhaps that should be first priority. You are not going to get reform within these [current, siloed] departments. If we are training people in isolation, sped separate from gen ed, then we throw them [graduates] out the door and tell them to work well together . . . doesn't work. Previously, we had a separate assessment course in special education and general education at both the elementary and secondary level. We merged these courses and gave groups an opportunity to collaborate in ways that would be more authentic to schools. There were some sessions and activities that were particular to the two different groups, but the majority of them were merged. In practice, we had opportunities to bring those groups together around projects. Opportunity for scholarship and writing — the article coming out in JTE will be an example of that.

Support Faculty in Efforts to Revise Programs

Strategic Actions Deans Took	Examples in Their Own Words
Established frequent and clear communications around the reform	I invested a lot of time in people who were like-minded and would be able to carry out the change. Working within a structure and understanding what your strengths and liabilities were . . . focus on diversity. The dean or whoever is in a leadership role must be very clear about where she wants the TE program to go and then WHY. In fact, WHY is the most important part. The reform has gone more smoothly because I have communicated about the reform and the involved faculty are leaders, so they are respected by their colleagues.
Supported faculty through professional learning efforts to develop a shared knowledge base for the reform	We had several PD workshops, read the literature, including the work by XXX . . . I recall one workshop early in our efforts where some of the faculty were asked to present to our general education colleagues about RTI and other important information. The presentation was not well received, and there was such a backlash. The general educators felt like we were telling them what to do. In retrospect, I can see this perception. We learned from this. We learned we couldn't come from the perspective of experts "telling others what to do" without first acknowledging our colleagues' expertise and experiences . . . Then they read each other's literature, which was very transformative, and began asking really good fundamental questions, such as, "What does close reading mean for an ELL student?" As special educators, we are looking very deep and narrow, and this approach helped us to find the intersections between our work and the work of our teacher education colleagues. One of the faculty described the reading work as follows: "It is the intersection of the literature is the best practice." This was transformative. We brought in general education and special education faculty and brought in IRIS and folks with expertise in collaboration to develop an action plan. We formed cross-disciplinary teams, including elementary, special education, ESL, and secondary folks (including people that were not as involved in 325 T) to create action plans and action research plans that each team was to implement within their own team.

Institutionalize the Reform

Strategic Actions Deans Took	Examples in Their Own Words
Made the reform central to the shared goals of the college's culture	We did not focus on gen ed and sped. We focused on diversity and helping all students. If sped had been the dominant thing, then it would not have worked. We found that special education and ELL is something that every teacher needs to know in order to teach all learners. The center of what we do is to prepare teachers. We have developed a strategic plan within our COE. One of the pillars of this plan is working with diverse learners, which we conceptualize to include students with disabilities. Program affiliation. Individuals got to express their preference. Some folks had more than one program affiliation. Special education has a doctorate in the leadership program. We had folks that crossed over. Most of it was voluntary. There were definitely folks who jumped at the chance to work together.
Prioritized reform within the college	You have to be very selective about what really moves the college to its mission, then I am willing to do it and stand behind it. You have to have a good reason for doing this. The poor market for our teachers in the bad economy got us thinking about the competence of graduates and whether or not they were prepared to work with all learners. We knew we had to make them more qualified to teach more children and meet the real needs of school children.
Rewarded faculty engagement through awards and recognitions	I created the dean's award for collaborative initiatives. It was a chance to recognize someone who had done something that advanced our collaborative efforts. Our school-university research network was created to support collaboration. You have many diversified examples that you can point to and support.
Built expectations for collaboration in teaching and research into the college's expectations for tenure and promotion	Collaboration is written into all our position descriptions, and the new dean has carried through on that. If you want to have inclusive faculty, you have to hire them so they will be there when I leave.

Built and maintained strong partnerships with P-12 and state-level partners	We worked hand in hand with the district in talking about what we were doing and getting their feedback . . . At the same time, the university president established the university neighborhood partnership; it was important to work on what the university could do to support the community . . . Relationship building was important, and it took a lot of time, energy, and commitment. It was not just me. The president of the university came to the university neighborhood partnership meetings; he began to understand why teacher education was important. We do have strong, strong interest by community partners in the pathway. The community advisory committee that I have put together to advise us about our programs was thrilled when I presented it last spring. This dual certification is going to allow school districts to do more. They saw it as investment in the retention of teachers. For example, teachers might start out as elementary education teachers and then switch to special education or vice versa. This program gives them more varied career opportunities. The superintendent of one of our largest districts is innovative and looking for collaborations that benefit the students and families . . . The district recognizes that by supporting our effort, they are making this progressive movement toward inclusive classrooms, and they see it as a pathway to move their teachers forward. People wanted to be part of this . . . invested P-12 partners early. It has to include the K12 partners. The K12 partners were involved in the restructuring.
Generated repeated opportunities for support from upper administration with the university and community partners	What the university was trying to accomplish was important to the changes I felt were important in teacher education. 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. This was important for institutionalizing change. Had support beyond that in university — president cared about this — always had a good relationship with XX public schools — overall support for the redesign — good support from state department of ed — initially and as things moved forward — time, resources need more.