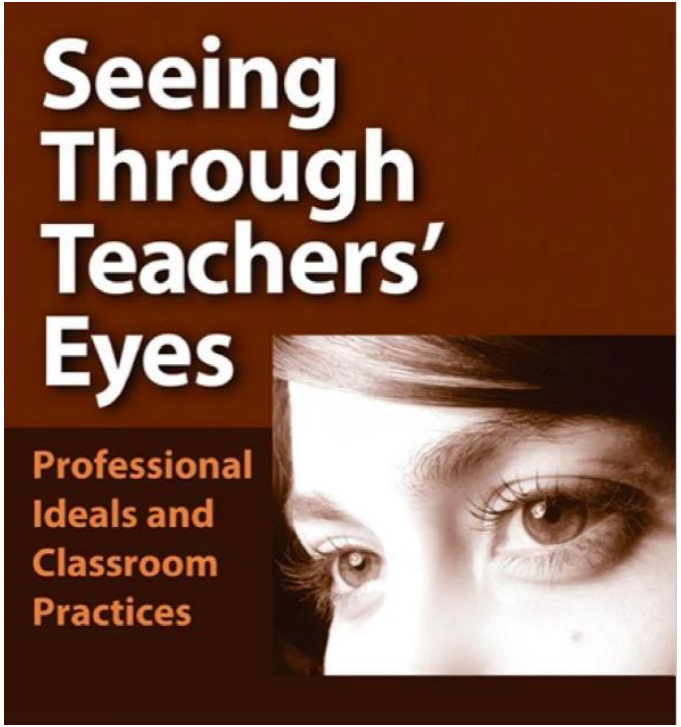
Lexie Grudnoff & Karen Hammerness

What It Means to be a Teacher Educator in Today's Policy Climate:

Identity, Scholarship, and Shifting Roles

Karen Hammerness, Ph.D.
American Museum of Natural History

Developing a shared vision in a teacher education program



CHAPTER 5

Visions of Good Teaching

Variation, Coherence, and Opportunity to Learn

KAREN HAMMERNESS

What kind of teacher do teacher educators aim to prepare, and why? What kind of teaching do they hope their graduates will practice after they complete their preparation? What do teacher educators most hope their teachers will accomplish in schools? In short, what difference do they hope to make through the work they do in their teacher education programs? These questions about the nature of our vision(s) sit at the center of teacher education. For many of us teacher educators, answers to these questions about aims and goals are deeply important, providing a sense of purpose and guiding program design and implementation.

Using vision as the conceptual lens, I offer in this chapter a cross-program view of the University of Notre Dame's Alliance for Catholic Education, Brandeis University's Day School Leadership Through Teaching Program, and the University of Chicago's Urban Teacher Education Program by sharing the visions of good teaching of the three programs, digging into the relationship of vision to each program's coherence and opportunities to learn, and discussing implications for program design.

What was the problem of practice we were trying to solve?

How can a program develop a shared vision of good teaching? (i.e. the kind of teaching the program intends graduates to engage in as teachers)

Historical challenges in teacher education: fragmentation/coherence

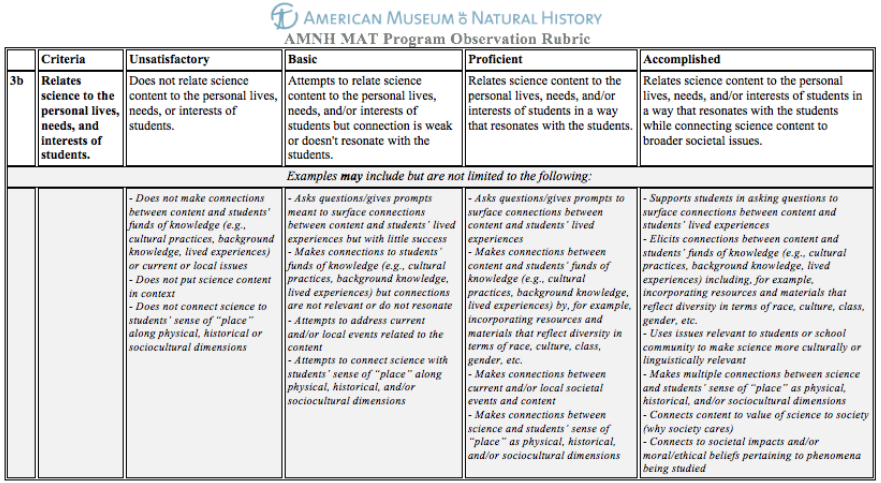
Balance common vision with personal vision?

What was the innovation?

- Use the revision of a key program document—our ***observation rubric*-**- to inquire into, support and develop consensus around our program vision
- Drawing on:
  - Research on good science teaching and rubrics from other programs
  - Expert reviews for critique
  - Videos of good teaching to discuss our own vision in relationship to novice science teaching

** Observation rubric =the assessment we use to observe, document and give teacher-students feedback on their classroom practice*

What were the outcomes?



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AMNH MAT Program Observation Rubric

	Criteria	Unsatisfactory	Basic	Proficient	Accomplished
3b	**Relates science to the personal lives, needs, and interests of students.**	Does not relate science content to the personal lives, needs, or interests of students.	Attempts to relate science content to the personal lives, needs, and/or interests of students but connection is weak or doesn't resonate with the students.	Relates science content to the personal lives, needs, and/or interests of students in a way that resonates with the students.	Relates science content to the personal lives, needs, and/or interests of students in a way that resonates with the students while connecting science content to broader societal issues.
	*Examples **may** include but are not limited to the following:*				
		- Does not make connections between content and students' funds of knowledge (e.g., cultural practices, background knowledge, lived experiences) or current or local issues *- Does not put science content in context* *- Does not connect science to students' sense of "place" along physical, historical or sociocultural dimensions*	*- Asks questions/gives prompts meant to surface connections between content and students' lived experiences but with little success* *- Makes connections to students' funds of knowledge (e.g., cultural practices, background knowledge, lived experiences) but connections are not relevant or do not resonate* *- Attempts to address current and/or local events related to the content* *- Attempts to connect science with students' sense of "place" along physical, historical, and/or sociocultural dimensions*	*- Asks questions/gives prompts to surface connections between content and students' lived experiences* *- Makes connections between content and students' funds of knowledge (e.g., cultural practices, background knowledge, lived experiences) by, for example, incorporating resources and materials that reflect diversity in terms of race, culture, class, gender, etc.* *- Makes connections between current and/or local societal events and content* *- Makes connections between science and students' sense of "place" as physical, historical, and/or sociocultural dimensions*	*- Supports students in asking questions to surface connections between content and students' lived experiences* *- Elicits connections between content and students' funds of knowledge (e.g., cultural practices, background knowledge, lived experiences) including, for example, incorporating resources and materials that reflect diversity in terms of race, culture, class, gender, etc.* *- Uses issues relevant to students or school community to make science more culturally or linguistically relevant* *- Makes multiple connections between science and students' sense of "place" as physical, historical, and/or sociocultural dimensions* *- Connects content to value of science to society (why society cares)* *- Connects to societal impacts and/or moral/ethical beliefs pertaining to phenomena being studied*

☐ **Check if N/A**

Evidence and next steps:

- Replacing vague terms and using elaborated language:
  - Asking open ended questions
  - Making students' thinking public
  - Supporting students in developing scientific explanations
  - Connecting science to students' own backgrounds and lives
- Our mentor teachers, university supervisors, and student-teachers all have a common approach to assessing teaching
-
  - Student-teachers use the rubric to assess their own teaching
  - Our vision is explicit for ourselves and our candidates

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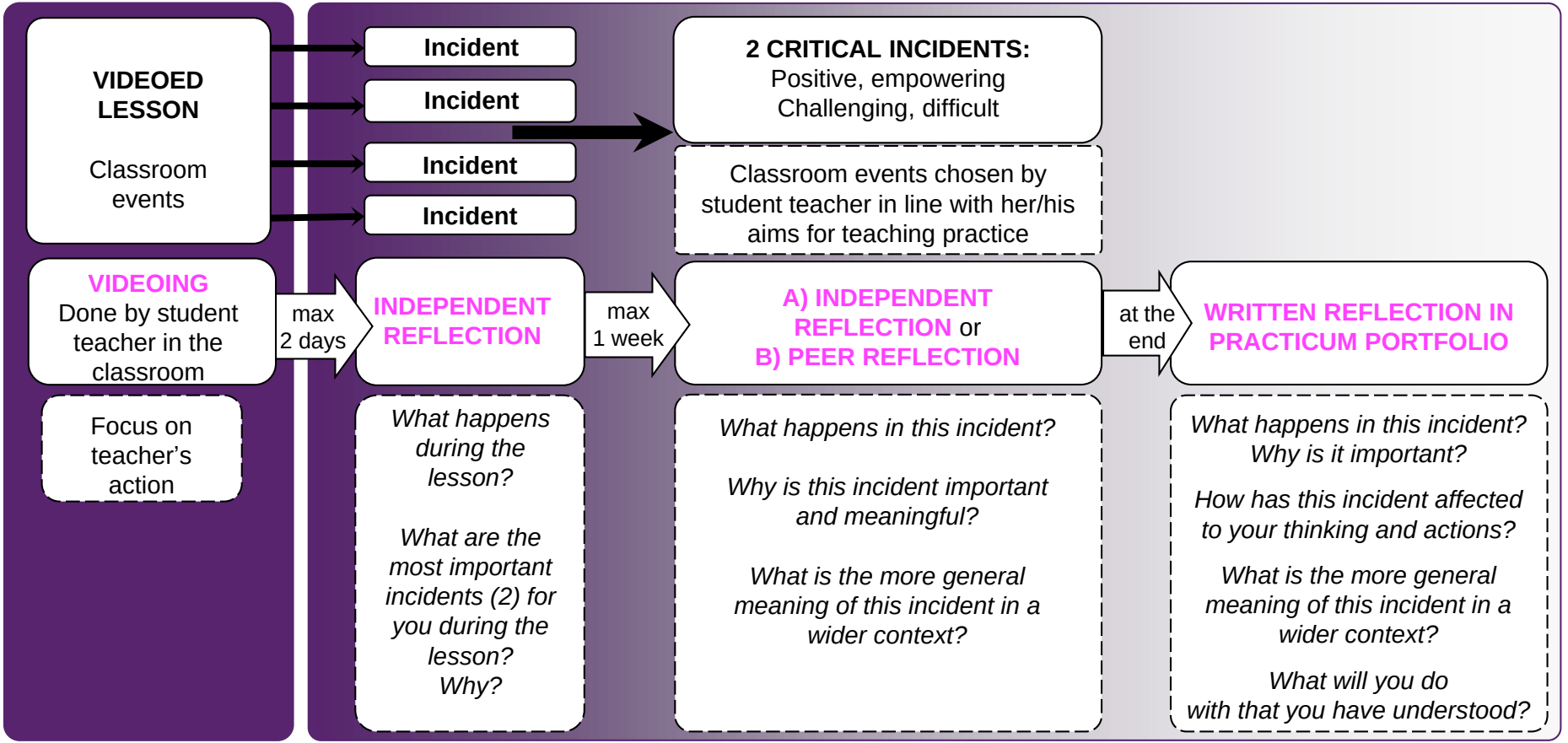
Auli Toom

The Procedure of Guided Reflection as a Pedagogical Tool and Research Instrument in Teacher Education

WHAT? The Procedure of Guided Reflection

(Husu et al., 2008; Toom et al., 2015; Allas et al., 2015; Heikonen et al., 2017)



WHY? The Procedure of Guided Reflection

- **Support** student teacher learning during teaching practice
- **Help** student teachers in analysing, conceptualising and understanding the practice of teaching
- **Improve and systematise** supervision of teaching practice
- **Utilise** earlier research findings as a basis for further research and development
- **Make use** of videos and STR-interviews
- **Investigate** student teacher reflection and learning, the relationship between teacher thinking and action in the classroom

IMPACT? The Procedure of Guided Reflection

- **Student teachers** perceived the procedure highly beneficial for their learning
- **Teacher educator colleagues** were willing to utilise the procedure and perceived it as a useful tool to structure their supervision
- The procedure has been **included to the teacher education curricula** in Finland and internationally
- We have built several international **research collaborations** around the procedure, received external funding (EU, Academy of Finland)
- Several **PhD students** have utilised the procedure in their theses
- The **use of procedure as a research instrument** has resulted several research articles and the improvement of practice

PROJECTS AND PUBLICATIONS

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Projects

- ACTTEA - Supporting student teachers' action-oriented knowledge construction (2012-15, EU)
- From Student Teacher to Professional Teacher – Learning an Active Professional Agency (2012-16, Academy of Finland)

Key publications

- Husu, J., Toom, A. & Patrikainen, S. (2008). Guided reflection as a means to demonstrate and develop student teachers' reflective competencies. *Reflective Practice, 9*(1), 37–51.
- Toom, A., Husu, J. & Patrikainen, S. (2015). Student teachers' patterns of reflection in the context of teaching practice. *European Journal of Teacher Education, 38*(3), 320-340.
- Allas, R., Leijen, Ä. & Toom, A. (2016). Supporting the construction of teacher's practical knowledge through different interactive formats of oral reflection and written reflection. *Scandinavian Journal of Educational Research, 61*(5), 600-615.
- Heikonen, L., Toom, A., Pyhältö, K., Pietarinen, J. & Soini, T. (2017). Student teachers' strategies in classroom interaction in the context of the teaching practicum. *Journal of Education for Teaching, 43*(5). DOI: 10.1080/02607476.2017.1355080
- Toom, A. (2019). Tacit knowledge in teacher education. In M.A. Peters (Ed.), *Encyclopedia of Teacher Education*. New York: Springer.

Co-constructing a meaningful curriculum for school-based teacher education

Viv Ellis

‘feeling the need to change … a need state’ (Brathus & Lishin, 1983)

The Plan?
‘Unfreezing’
Change/transition
‘Refreezing’

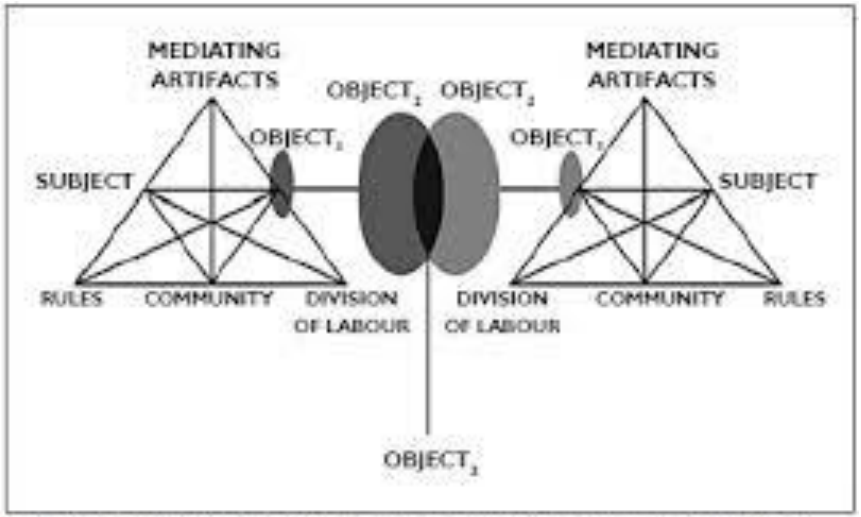

Figure 2: Two interacting activity systems as described by third generation of activity theory

Mind, Culture, and Activity, 18: 181–193, 2011

ISSN 1074-9039 print / 1532-7884 online
DOI: 10.1080/10749039.2010.493595

Routledge
Taylor & Francis Group

Reenergising Professional Creativity from a CHAT Perspective: Seeing Knowledge and History in Practice

Viv Ellis
University of Oxford

This article offers a critical examination of aspects of a practice- and theory-developing intervention in the teacher education setting in England designed as a variation of Developmental Work Research.

Using theory as a mediating tool to work on change

Learning, Assessment and Boundary Crossing in Teacher Education

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The Research Council of Norway

LAB-Ted

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Lexie Grundnoff

R&D Project:
Reframing the Practicum

Problem of Practice

Variability in teacher students practicum learning experiences

Merger: Relationships with schools weakened - prioritizing theory/research over practice

Reframing our teacher educator identities – school focused and research active.

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The innovation:

Worked with 20 principals over one year – radical rethink of practicum responsibilities, roles, and sites for practice

Reframed practicum - Community of Practice:

* Group of teacher students to a school
* 1 teacher overall support for students/mentors in the school
* 1 university lecturer works in the school
* Both design practicum to suit school/ meet uni requirements
* Practicum assessment practices involved COP

Outcomes:

School-university relationships re-invigorated

- Shared understandings of practicum aims
- Schools had agency to develop own approaches
- Mutual respect for each other's knowledge/expertise
- Time and commitment - trust

Teacher students

- Seen as member of school and expected to act like one
- Valued working with/getting feedback from a range of professionals

School staff

- Qualifications via postgraduate study fee subsidies

Impact:

- Now part of all UofA's ITE programmes
- Used by other NZ universities, particularly in ITE Masters
- Relationships with schools led to collaborative research projects e.g. *Making Authentic and Trustworthy Practice-Based Judgements of Graduating Student Teachers*
- Researching the innovation led to publications e.g.

Grudnoff, L., Haigh, M., & Mackisack, V. (2016). Reinvigorating School-University Practicum Partnerships Through the Development of Collective Third Space. *Asia-Pacific Journal of Teacher Education, 45*(2), 180-193

Grudnoff, A.B., & Williams, R. (2010). Pushing Boundaries: Reworking University-School Practicum Relationships. *New Zealand Journal of Educational Studies,* 45 (2), 33-45.

Alis Oancea
University of Oxford

Research in teacher education: ethics, quality and capacity

(Fancourt, Foreman-Peck and Oancea, 2016/19)

Ethics of Masters' student teacher research

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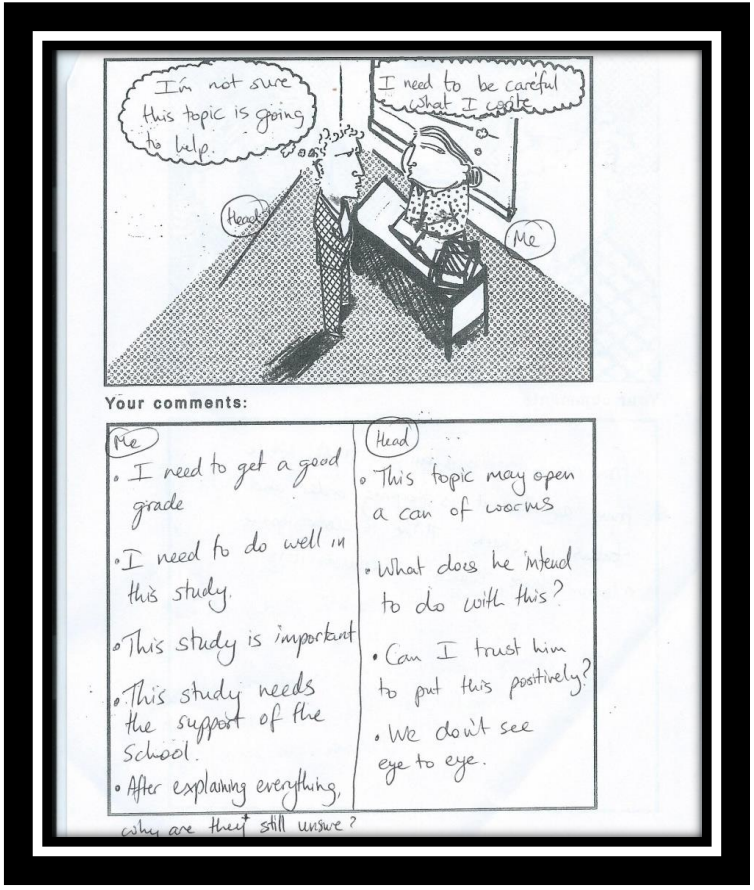
- potential conflict
- values
- no clear, single rules
- impasse
- professional improvisation



(Oancea and Furlong, 2008)

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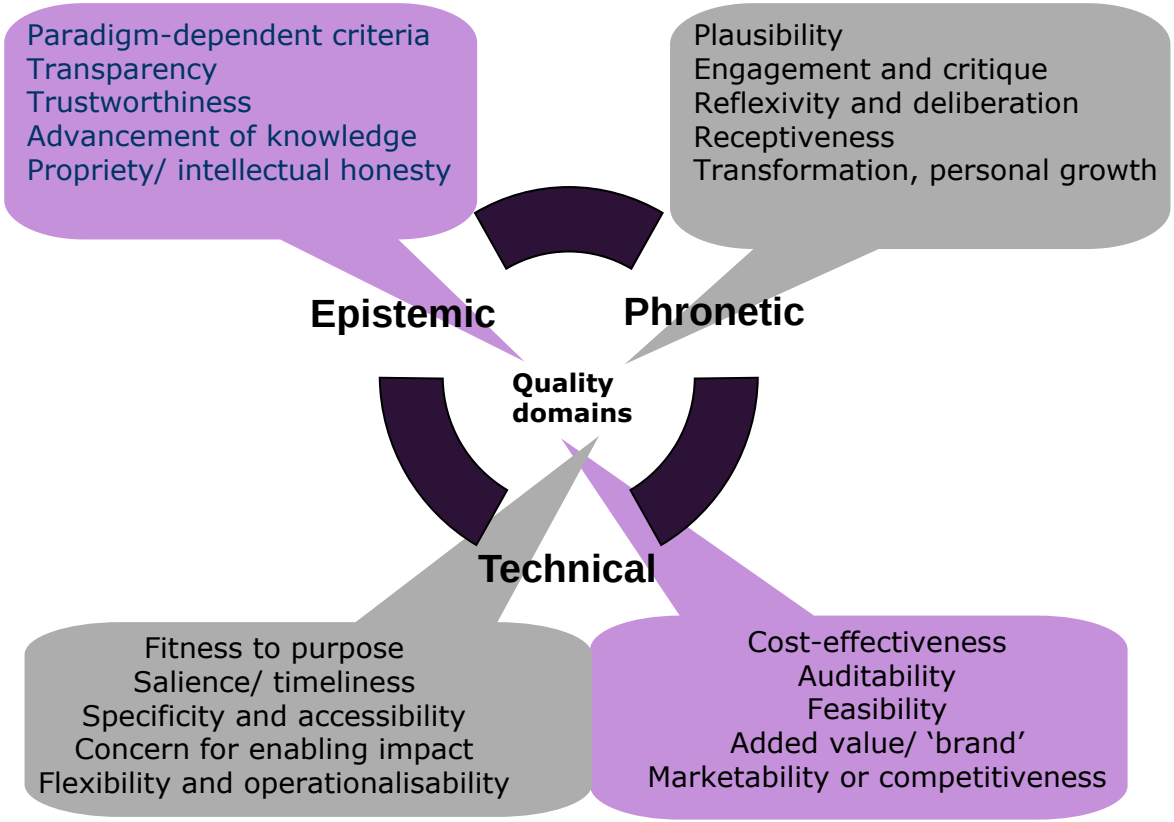
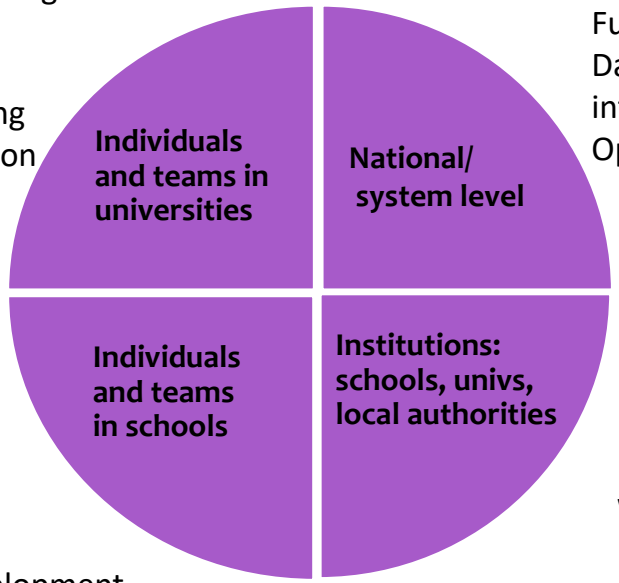
Quality in applied and practice-oriented research



(Oancea et al 2018)

Research capacity building interventions (Wales)

Coaching &mentoring
Fellowships
Writing support
Conference funding
Project participation
PhD support



Policy and regulations
Funding arrangements
Data archiving and sharing infrastructure
Open access platforms & resources

Access
Co-production
Co-supervision
Professional development
Support pupils' research

Partnerships
Working environment
Bespoke activities
Research leadership

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Mikael Alexandersson

One of my eternal key issues…

”How can teachers develop research based knowledge during their professional life?”

(Quote from my application 1981 for doctoral studies at Göteborg University)

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Mikael Alexandersson

One of my eternal key issues…

Of course, teachers can develop research based knowledge during their professional life!

Rethinking University-School Relationships

Marilyn Cochran-Smith
Cawthorne Professor of Teacher Education
Lynch School of Education, Boston College, USA

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What It Means to be a Teacher Educator in Today's Policy Climate: Identity, Scholarship, and Shifting Roles

What was the problem we were trying to solve?

- **theory-practice dichotomy**
- **university-school divide**
- **university-school relationships**

What was the innovation?

Project START
(student teachers as researching teachers)

- **year-long placement: same teacher, same school**
- **weekly inquiry groups @ each school (3-4 teacher candidates, 3-4 cooperating teachers, university supervisor); monthly cross-site meetings**
- **all participants were researchers, reformers, learners**

Outcomes?

- **Project START prepared 30-50 primary level teacher researchers per year for 10 years;**
- **Theorizing the role of inquiry/teacher research in initial teacher education;**
- **Concept: “working the dialectic” of research & practice**

Lexie Grudnoff, Alis Oancea &
Marilyn Cochran-Smith

Sharing Progress:

Good Ideas, Initiatives and Innovations (Part 1)

HVL, NTNU, HiØ, Nord, UiA, UiS, OsloMet

Viv Ellis & Auli Toom

Research and Learning to Teach: Four New Teachers Tell Their Stories

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Practical Information

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Karen Hammerness & Mikael Alexandersson

Where Are We? Where Are We Going? Reflecting on the Day

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Please discuss important impressions that you will bring back home.