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From “Outsider” to “Bridge”: The Changing Role of University Supervision in an Urban Teacher Residency Program

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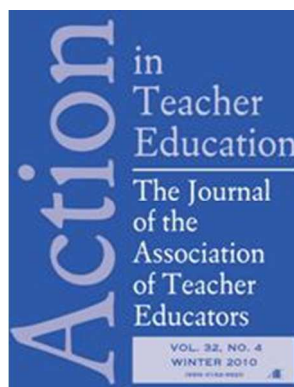


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From "Outsider" to "Bridge": The Changing Role of University Supervision in an Urban Teacher Residency Program

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3 ABSTRACT
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5 This qualitative research study investigated a faculty liaison (FL) model, an
6 alternative to traditional field supervision implemented in an urban teacher
7 residency (UTR) program. In the FL model, professors teaching in the UTR program
8 were assigned to school sites rather than individual teacher candidates to observe
9 and provide feedback, evaluate teacher candidate performance, and connect
10 coursework and classroom practice. Results indicate strong support for the
11 continuation of the FL model in lieu of traditional supervision. Specifically, the FL
12 model supported teacher candidate learning, both in the field and in university
13 coursework; and enhanced school-university collaboration. The authors provide an
14 analysis into the FL model and recommendations for integrating full time faculty
15 into school-based portions of teacher education.
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From “Outsider” to “Bridge”: The Changing Role of University Supervision in an Urban Teacher Residency Program

Colleges of Education often exempt full time faculty from teacher candidates' field experiences, viewing supervision as low status work (Darling-Hammond, 2010; Fulwiler, 1996; Zeichner, 2010). As a result, adjunct faculty frequently supervise teacher candidates even though they often lack a deep understanding of course and program expectations (Cuenca, Schmeichel, Butler, Dinkelman, & Nichols, 2011; Rogers & Keil, 2007; Slick, 1998; Zeichner, 2005). Indeed, Slick (1998) and Cuenca et al. (2011) separately refer to supervisors as “outsiders” who fail to impact teacher candidate learning in substantive ways. Cuenca et al. (2011) suggest the common practice of utilizing adjuncts instead of faculty implies that field-based teacher education is “second-rate” work (p. 1068). This notion stands in stark contrast to reform efforts that call to increase teacher candidate and faculty time in field placements (Beck & Kosink, 2002; Darling-Hammond, 2010; Zeichner, 2010).

Viewing the university supervisor as “an outsider” has been a prevalent problem in our urban teacher residency (UTR) program, a teacher preparation initiative that includes a year-long field placement with a mentor teacher and graduate coursework leading to certification. The program typically assigned responsibility for supervision to adjunct faculty, typically retired teachers. Consistent with literature, (Beck & Kosink, 2002; Cucena et al., 2011; Wilson, 2006; Zeichner, 2010), program data indicated inconsistent quality of supervision that typically failed to foster robust learning.

In spring of 2010 during a meeting in which priorities were identified, the UTR leadership, comprising school and university personnel, determined that

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3 supervision was a consistent program weakness that needed to be addressed.

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6 In response to these conditions, a subgroup met and created a “faculty liaison” role,
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8 for the UTR program. The program assigned faculty liaisons (FLs) to schools rather
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10 than to individual teacher candidates (called “residents”). FLs observed, provided
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12 feedback, and evaluated resident performance, as well as connected coursework
13
14 and classroom practice. FLs spent, on average, two days in the school per month fall
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16 through spring.
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20 The purpose of this study is to understand the benefits and limitations of the
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22 faculty liaison model in order to evaluate its effectiveness and determine if it should
23
24 be continued. Specifically, this study seeks to interpret 1) how residents, mentors,
25
26 school-based professional development coaches and faculty liaisons perceive the FL
27
28 role, 2) if the FL model is more supportive of resident learning than traditional
29
30 supervision, 3) what factors contribute to and detract from the efficacy of this
31
32 model, and 4) if this model has an impact on the school-university partnership.
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36 While the context of this study is an urban teacher residency program, by examining
37
38 an alternative model of supervision that more deeply embeds university faculty into
39
40 field placements, this study also seeks to contribute to teacher education programs
41
42 by providing a model that has the potential to improve teacher candidate learning
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44 and enhance school-university collaboration in any setting.
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48 49 **Literature Review**

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51 A call to reform university supervision is prevalent in teacher education
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53 research (Beck & Kosnik, 2002; Cucena et al., 2011; Fulwiler, 1996; Rogers & Keil,
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55 2007; Slick, 1998; Valencia, Grossman, Martin & Place, 2009; Wilson, 2006;
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3 Zeichner, 2005; 2010). Yet, Rogers and Keil (2007) note little change in the nature
4 of supervision over the last 35 years. Literature indicates low faculty involvement
5 or investment in field based teacher education (Darling-Hammond, 2010; Zeichner,
6 2010) and the overutilization of adjuncts as supervisors (Cuenca et al., 2011; Rogers
7 & Keil, 2007). The following sections describe some of the challenges associated
8 with adjunct and full time faculty supervision in field placements; and discuss the
9 importance of revising traditional supervision within the context of field intensive
10 teacher preparation. An example of restructured field supervision that involves full
11 time faculty is also provided, which informed the development of the FL model
12 described in this study.
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27 **Challenges**

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30 Literature indicates that adjuncts often do not fully understand program
31 expectations and may lack knowledge of current educational theories and practices
32 (Beck & Kosnik, 2002; Cuenca et al., 2011; Rogers & Keil, 2007; Slick, 1998; Zeichner,
33 2005). Even when supervisors possess knowledge of coursework, they tend to
34 support their decisions and recommendations with prior teaching experiences, even
35 if their prior experiences and feedback conflict with course expectations (Valencia
36 et al., 2009). Furthermore, discourse between teacher candidates and supervisors
37 tends to lack pedagogical depth (Rogers & Keil, 2007; Valencia et al., 2009) because
38 programs afford supervisors limited number of visits and therefore do not offer
39 opportunity to develop relationships with teacher candidates (Fulwiler, 1996; Slick,
40 1998). As a result, conversations tend to be superficial and focused on management
41 as opposed to teaching and learning (Slick, 1998; Valencia et al., 2009).
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3 Additionally, adjunct supervisors communicate concern regarding the value of their
4 role as it pertains to teacher candidate learning (Cucena et al., 2011; Slick 1998),
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6 and lament the peripheral role they play (Fulwiler, 1996; Slick 1998).
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10 Literature advocates greater full time faculty involvement in field placements
11 in order to bridge the pervasive theory-practice divide that hinders teacher
12 candidate, and ultimately, student learning (Beck & Kosnik, 2002; Darling-
13 Hammond, 2010; Zeichner, 2010). However, full time faculty tend to diminish the
14 importance of supervision due to competing priorities pertaining to promotion and
15 tenure, teaching load, and other college and university commitments such as
16 mentoring, administration and committee work (Beck & Kosnik, 2002). Indeed,
17 within the structure of institutional rewards, tenure and tenure track faculty often
18 perceive supervision as a low-status role (Beck & Kosnik, 2002; Cucena et al., 2011;
19 Darling-Hammond et al., 2005; Fulwiler, 1996).
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34 **Full Time Faculty Engagement in Field Experiences**

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37 The low status of field supervision coupled with faculty's distant involvement
38 with teacher candidate learning in schools gives cause for concern, particularly
39 when the field of teacher education is moving towards more field intensive
40 preparation. Even in professional development schools, established to bridge school
41 and university experiences, a significant disconnect often exists between field-based
42 and on-campus learning (Gorodetsky, Barak & Hadari, 2007; Teitel, 1999).
43
44 Specifically, cooperating teachers tend to know little about the courses their student
45 teachers are taking (Zeichner, 2010). Simultaneously, university faculty are typically
46 unaware of the practices that are enacted in partnering schools (Bullough et al.,
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3 1997; Zeichner, 2010). In response, research calls for the development of new, more
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5 collaborative faculty roles that increase faculty's presence in schools and
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7 responsibility for teacher candidate learning in their field placements (Beck &
8
9 Kosnik, 2002; Cucena et al., 2011; Darling-Hammond et al., 2005; National Council
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11 for the Accreditation of Teacher Education [NCATE], 2010; Wilson, 2006; Zeichner,
12
13 2010).

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18 In one such example, Beck and Kosnik (2002) implemented an alternative
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20 model to traditional supervision. In the "professors in the practicum" model full
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22 time faculty teaching in an urban teacher preparation program undertook a
23
24 supervisory role in order to support a more integrated set of experiences between
25
26 the school and university and to strengthen school-university partnerships. Faculty
27
28 supervised, but did not evaluate, teacher candidates. The program assigned
29
30 university faculty to one or more schools in which to supervise teacher candidates,
31
32 who were placed in groups of five or more in local schools. Faculty connected school
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34 experiences and university coursework; communicated university expectations;
35
36 worked to build trust and, when needed, mediated relationships; and provided
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38 pedagogical recommendations. The study reported that the model strengthened
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40 commitment to the partnership, improved the practicum experience, and enhanced
41
42 on-campus teaching. University faculty noted that the model placed high demands
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44 on time and that their academic community did not legitimize their in-school work.
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46 Beck and Kosnik noted that these challenges may limit transferability to other
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48 institutions, but contended the benefits outweigh the limitations. As such, they
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3 decided to continue with the model yet stated that stronger support from the
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5 university was needed.
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7 8 **Methodology**

9 10 **UTR Program**

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12 The UTR was a partnership among a university, educational management
13 organization (EMO), and a large metropolitan midwestern public school system. The
14 one-year program included a year-long clinical placement (residency) with carefully
15 selected mentor teachers in culturally and linguistically diverse K-8 public schools
16 (“training academies”).
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25 The university provided coursework leading to certification and a Master of
26 Arts in Teaching degree. From June through August residents took university
27 coursework for six hours each day five days a week. Residents worked with a
28 mentor teacher in training academies Monday-Thursday and took coursework on
29 Fridays throughout the academic year. Mentors received initial and ongoing
30 professional development to guide their work with residents. To further support
31 mentors and residents, each training academy had a professional development
32 coach (PDC). The EMO hired PDCs who were also school district employees. PDCs
33 provided ongoing coaching and feedback to mentors and residents, and coordinated
34 professional development for mentors and residents. When residents completed the
35 program, the school district hired them to teach in high need schools.
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51 **Faculty Liaisons**

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53 FLs augmented traditional supervision by building relationships at the school
54 sites, connecting coursework with field experiences, and clarifying course and
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3 program expectations. Unlike Beck and Kosnik's model, FLs evaluated residents'
4 clinical experiences, but did so collaboratively with mentors and PDCs.
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8 Wenger's (1998) description of boundary spanning, in particular brokering
9 and creating boundary objects, informed the development of the FL model.
10
11 Boundary spanning consists of membership, and physical presence, in more than
12 one intersecting community (i.e. FLs role as university teaching faculty and school-
13 based liaison in the UTR program). The act of boundary spanning can enhance
14 continuity; a gap previously identified in the school and university portions of the
15 UTR. Boundary spanning also provides the context to create new relationships that
16 can promote brokering, "the translating, coordination, and alignment between
17 perspectives (Wenger, 1998, p. 109)." To this end, placing FLs in single schools to
18 work with professional development coaches, mentors and residents could
19 contribute to exchanging of multiple perspectives and connecting school and
20 university practices.
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37 Boundary objects refer to the creation or revision of artifacts, documents and
38 tools made possible by the relationships and insights gained by spanning
39 boundaries. As such, boundary objects have the potential to help bridge
40 perspectives. To this end, FL presence in schools could influence assignments and
41 school and university experiences; the creation and modification of documents and
42 processes employed to support residents, mentors and professional development
43 coaches in the schools; and the development and refinement of the FL model. In
44 short, by designing a role spanning the school and university portion of the
45 residency program, the program designers planned for the FL role to enhance
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3 resident learning and program continuity.
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6 FLs in this study were time faculty teaching in the K-8 UTR program. Four
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8 faculty members volunteered (two clinical and two untenured, tenure track) to be
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10 liaisons and indicated their willingness to implement and help refine the FL model.
11
12 Each had prior experience supervising student teachers in the traditional university
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14 supervision model. The FL roles and responsibilities for clinical and tenure track
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16 faculty were the same. FLs replaced traditional supervisors in the UTR during the
17
18 year this study occurred.
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23 There were six K-8 training academies hosting between two to eight
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25 residents. Three FLs were matched with one school each, working with five to eight
26
27 residents. Each FL received the load equivalent of one course release for their work.
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29 The fourth FL worked with three schools. One school had seven residents and the
30
31 other two schools had a total of five residents. The fourth liaison received the load
32
33 equivalent of teaching two classes. Members of the UTR leadership team designed
34
35 the FL role to go beyond providing feedback, and to draw upon boundary spanning
36
37 potential to simultaneously learn in and from the school setting in order to improve
38
39 residents' learning in both the school and university, enhance university instruction,
40
41 and refine the UTR program. By placing FLs at single sites in multiple classrooms,
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43 we anticipated that they would be more likely to build contextual knowledge and
44
45 relationships that would enhance resident learning and the school-university
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47 partnership.
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54 FLs spent, on average, a half-day a week or two full days per month in the
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56 training academies. During this time, FLs checked in with PDCs to obtain updates on
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3 residents' performance, school professional development initiatives, or any other
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5 pertinent information that would support residents' development or inform FLs
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7 ongoing work in training academies. FLs either observed residents' lessons and
8
9 provided feedback, or did quick "check in" with residents they were not observing
10
11 on that visit. FLs sought to provide resident feedback with mentors present
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13 whenever possible, and feedback was always emailed to mentors. FLs discussed
14
15 coursework and university requirements with residents, mentors, and PDCs; and to
16
17 clarified questions and helped connect the university and school experiences. FLs
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19 met monthly to share experiences and practices, review and clarify expectations,
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21 align evaluations and practices, problem solve, and discuss upcoming assignments
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23 or program due dates.
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30 In accordance with College of Education goals for field-intensive work, FLs
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32 developed a list of required and optional work over the course of the academic year.
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34 FLs generated the list to capture their range of work and to help future FLs consider
35
36 ways engage with school partners that were relevant, and reflected their
37
38 disciplinary expertise. (see Appendix A for FL required and optional roles taken
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40 from the Faculty Liaison Handbook).
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44 **Data Collection and Analysis**

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46 Participants included four PDCs, four FLs, 17 mentor teachers, 19 residents
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48 from the 2011-12 academic year, and 12 residents from the 2010-11 academic year
49
50 to provide a perspective on traditional supervision. Two of the faculty liaisons were
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52 participant-researchers in this study. All PDCs and 12 mentors previously worked
53
54 with supervisors. All PDCs, FLs and current residents volunteered to participate.
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3 Seventeen of 19 mentors volunteered. An email was sent to 18 former residents
4
5 requesting participation in an open-response survey, the total number of residents
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7 for whom investigators could get current email addresses.
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10 **Sources of Data/Instrumentation**

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12 Data collection occurred March through June of 2012. Data sources included
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14 open-response anonymous electronic questionnaires and structured individual
15
16 interviews. We designed open-response surveys and interviews to solicit
17
18 participants' insights into the similarities and differences between traditional
19
20 supervision and the FL role—and the benefits and limitation of both roles; the type
21
22 of work FLs conducted and its impact; and if the FL model should be continued,
23
24 modified or eliminated.
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29
30 Open-response questionnaires were administered to current residents (after
31
32 final evaluations), mentors, and former residents. An electronic format was used to
33
34 maintain anonymity. In the spring, a link to the questionnaire was emailed to each
35
36 participant. Questionnaires for current and former residents, and mentors are in
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38 Appendices B-D.
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42 We conducted structured individual interviews (Seidman, 1998) with each
43
44 FL (see Appendix E for interview protocol) and PDC (see Appendix F for interview
45
46 protocol) in the spring after FLs worked in schools for seven to eight months. FL
47
48 interviews averaged 45 minutes and PDC interviews ranged from 25 to 40 minutes.
49
50 The two FL researchers did not interview the PDC with whom they worked, but did
51
52 interview each other following the structured interview protocol. Interviews were
53
54 recorded and transcribed verbatim. To increase credibility (Glesne, 2005) we sent
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3 each interview participant their transcript and asked them to review the document
4
5 and provide feedback.
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8 Data analysis occurred through content and comparative analysis (Corbin &
9
10 Strauss, 2008). We framed the data analysis with the study purpose: how the role
11
12 was perceived by the various participants, how the role was enacted, benefits and
13
14 limitation of the FL role, how the FL and supervisor role compared in regards to
15
16 resident learning, and what/if any impact the FL role had on the school-university
17
18 partnership. Each researcher independently reviewed all data, constructing
19
20 independent open codes by comparing incidents and concepts and naming similar
21
22 phenomenon with the same term (Corbin & Strauss, 2008). We then met to review,
23
24 discuss and modify initial open codes by referring back to the transcripts,
25
26 questionnaires and research questions in order to reach consensus on the term
27
28 applied to the phenomenon. To this end, open codes such as “time”, “trust”,
29
30 “commitment”, “joint commitment”, “investment”, “distributed responsibilities”,
31
32 “clarification”, “connection”, “rigor”, and “relationships” were established (Corbin &
33
34 Strauss, 2008). Through ongoing comparative analysis looking for conceptual and
35
36 experiential similarities and differences represented in the data, we grouped codes
37
38 into larger concepts from which the following interpretive themes were derived
39
40 (Corbin & Strauss, 2008; Miles & Huberman, 1994): “A Triangle of Support”: Rigor,
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42 Relationships & Investment; “A Bridge between the University and Classroom”:
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44 Clarifying and Connecting Learning Experiences”; and “A Far More Hands on and
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46 Collaborative Role”: Mutual Engagement.
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3 To increase trustworthiness, we conducted member checks with a colleague
4 and participants who had experience with the area being explored (Corbin &
5
6 Strauss, 2008). We shared our analyses and interpretations with the Urban Teacher
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8 Residency director who attended FL meetings and closely observed the model. We
9
10 also tested our analyses and interpretations with FLs who were not research
11
12 participants and each PDC (PDCs worked most closely with FLs during the current
13
14 year and supervisors in prior years). PDCs express concerns for mentors' time and
15
16 not all mentors had experience with both FLs and supervisors, for those reasons
17
18 member checks with mentors did not occur. To this end, findings were outlined and
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20 emailed with requests for feedback, and an offer was made to send the full
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22 manuscript.
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29 30 **Results**

31 32 **“A Triangle of Support”: Rigor, Relationships & Investment**

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34 Residents spent four days a week in training academies during the academic
35
36 year. Program expectations for residents included implementing differentiated,
37
38 rigorous student-centered learning; using formative data to inform instruction; and
39
40 building collaborative classroom communities. Training academies were in high
41
42 need settings and residents were going to continue to teach in high need settings as
43
44 teachers of record. To help them develop their practice, residents received daily
45
46 coaching and feedback from mentor teachers. Additionally, PDCs provided coaching
47
48 and feedback at a minimum of once a week. Traditional supervision and the FL role
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50 were both intended to provide feedback to help support residents' development.
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3 However, data indicate a stark difference between supervisors and FLs in terms of
4
5 the caliber of feedback provided and relationships established.
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8 Data from open-ended questionnaires indicate eight of the 12 former
9
10 residents stated that they did not value or typically implement supervisors'
11
12 feedback for reasons pertaining to relationships, program knowledge, and rigor. To
13
14 begin, four residents described superficial relationships with supervisors in which
15
16 "trust" and "rapport" were absent. These former residents made statements
17
18 reflecting the following former resident's opinion, "My supervisor did not really
19
20 know me...Thus, whatever feedback she offered seemed uninformed or superficial."
21
22 Seven former residents maintained that supervisors were "disconnected from the
23
24 UTR program." They repeatedly made statements such as "My supervisor didn't
25
26 really grasp the UTR program and expectations" and "My supervisor had limited
27
28 knowledge of my university coursework, and limited knowledge of the community
29
30 in which I was teaching." As a result, they responded that feedback did not "align
31
32 with my goals" or reflect course and program expectations. Eight former residents
33
34 described supervision as "redundant" and a "waste of time" because feedback was
35
36 not as robust as what mentors and PDCs provided. Three former residents wrote
37
38 that they enjoyed talking with their supervisors but that feedback was more
39
40 emotionally supportive than informative to development. Three noted that
41
42 supervisors contributed to their professional growth through feedback and
43
44 discussions based on content and pedagogy.
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53 When PDCs described prior experiences with supervisors in individual
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55 interviews, each PDC described frustration with the way supervision was
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3 implemented and did not view supervision as consistently contributing to residents'
4 readiness to teach in high poverty, high need schools. PDCs reported having a strong
5 level of commitment to residents' growth. PDCs stated that they knew how
6 challenging residents' first year of teaching would be and felt a strong sense of
7 "urgency" for improving residents' practice. PDCs said that while some supervisors
8 "were effective" most did not consistently share their sense of urgency, investment,
9 or expectations. Similarly, one mentor stated, "supervisors are outsiders dropping in
10 and out" while another wrote that the supervisory role pertained to "compliance
11 and certification paperwork."
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25 In contrast, 16 of 19 current residents stated that FLs' contributed to their
26 professional development. Sixteen residents explained that FLs' feedback directly
27 supported their professional development and made statements such as "[FL] was
28 supportive and gave me good feedback" and "gave me productive and meaningful
29 feedback." One resident reflected, "My liaison was tough, fair, and pushed me to be
30 the best resident I could be." Two responded that feedback and interactions with
31 FLs were positive, but not as instrumental when compared to their daily
32 interactions with PDCs and mentors. One explained, "It was definitely worthwhile
33 getting an extra set of eyes on my practice. However, the meetings were not long
34 enough to have a huge impact." Fourteen residents described relationships with FLs
35 as spanning training academies and the university. In their open-response surveys,
36 these residents applied the terms "trust" and "support" when they describes aspects
37 that facilitated their learning. For example one resident explained, "I trust [FL's]
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3 input. I do believe that part of that trust was built because she was also a professor
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5 that I had access to in class and outside of class throughout the year.”
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8 When comparing experiences between supervisors and FLs, each PDC noted
9
10 that FLs demonstrated greater investment in resident learning. In individual
11
12 interviews, each PDC discussed FL investment in residents’ development and
13
14 hypothesized that FLs dual role of UTR professor and supervisor contributed to
15
16 greater investment in residents’ development. Reflective of her colleagues’
17
18 statements, one PDC explained, “Liaisons shows greater investment in making sure
19
20 residents are as well prepared as they possibly can be.... I didn’t feel supervisors
21
22 were as invested in the outcomes of the residents.” Similarly, another PDC noted, “In
23
24 my past experience with supervisors, ‘My work is my work, your work is your
25
26 work’...It was so valuable to have this other person who is also invested in this
27
28 resident.”
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34 Each PDC and 16 of 17 mentors responded that FLs contributed to residents’
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36 growth by providing a perspective that augmented mentors’ and PDCs’ feedback.
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39 One PDC explained:

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41 FL gives another set of eyes on residents’ practice and performance that’s not
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43 here every day. Someone with an outside perspective but who is on the same
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45 page... It ends up that there’s a triangle of support between the mentor, the
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47 PDC, and the FL.
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52 When describing FL feedback mentors made statement such as “[FL] push[ed]
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54 residents’ practice” and “[FL] makes suggestions that I may not have thought of or
55
56 seen.” One mentor stated, “FLs are active participants in the mentoring process that
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3 help residents feel supported from all angles. Multiple voices and perspectives help
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5 residents.” Another mentor stated, “[FL] is another active mind seeking to help the
6
7 resident reach their potential.” Yet, one mentor stated that the FL was not helpful
8
9 and gave feedback conflicting with the mentor’s stance. One resident also responded
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11 that the FL did not contribute to his/her development. Questionnaires included no
12
13 identifying data, and it is uncertain if the resident and mentor indicating a lack of
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15 contribution were paired or not.
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20 Data from FLs’ interviews revealed that the dual role of professor and liaison
21
22 provided more depth and breadth of knowledge from which they could draw to
23
24 provide more substantive feedback than they could as supervisors. As FL’s worked
25
26 with residents on campus and in their training academies, they explained they were
27
28 able to build more sustained relationships with residents, get to know residents’
29
30 needs and goals, and draw from field and campus observations to inform their
31
32 feedback in order to increase residents’ instructional rigor. Furthermore, because
33
34 FL’s were well aware that residents received extensive feedback and support from
35
36 mentors and PDC’s, FL’s said that they sought to ensure that feedback augmented
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38 what residents’ received from mentors and PDC. FLs also stated that they sought to
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40 understand professional development priorities and mentors’ strengths and goals,
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42 and incorporate their course knowledge and context expertise.
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49 **“A Bridge between the University and Classroom”: Clarifying and Connecting** 50 **Learning Experiences** 51

52 Mentors’ open-response surveys and PDCs’ interview data described their
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54 confusion in past years about course and program expectations, and referred to
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56 their limited capacity to support the university experience at the training
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3 academies. Data indicate that FLs helped clarify and connect learning experiences in
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5 both training academies in university coursework in ways that they had not
6
7 experienced with a traditional supervisory model.
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11 Twelve of the 17 mentors explained the clarification and connection between
12
13 school and university experiences and expectations were important roles and/or
14
15 beneficial FL roles. Mentor responses referred to how “important it was to have the
16
17 FL as a connection between [university] and the training sites,” that “FL are able to
18
19 answer questions about the classes residents are taking and what the university
20
21 expects from them,” and how “[FL] helped clarify what classes the resident was
22
23 taking and how we could connect to them. We never had that before.” This clarity
24
25 not only included insights into individual classes, but also a better understanding of
26
27 the sequence of coursework. Mentors’ statements indicated that understanding the
28
29 scope and sequence of the university curriculum let them know, “If residents had
30
31 been exposed to certain things yet or when it was coming,” and subsequently helped
32
33 mentors determine “how to help [residents] do high quality work.” As one mentor
34
35 stated, the “FL was a bridge between [the university] and the classroom.” A bridge,
36
37 that another mentor noted, helped her/him “connect back to university
38
39 coursework” in planning and discussions with residents. Similarly, each PDC said
40
41 that FLs were more apt and able, than supervisors, to help residents understand the
42
43 connection between what was learned on campus and observed in practice. As one
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45 PDC stated, “[FL] helps residents make connections where they did not see them.”
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54 When listing benefits and most important roles in open-response surveys, 12
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56 of 19 residents identified connecting school and university experiences. Residents
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3 responded that FLs provided feedback and insights on how to “improve my practice
4 based on the foundation laid at [university],” “clarified the connection between what
5 I was learning at [university] with what I was experiencing at my training academy,”
6 and that “I was able to connect our discussions in class to my actual practice.” As one
7 current resident reflected:
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15 It was good to have my teaching observed with an academic viewpoint with
16 full knowledge of the theories and concepts I was looking at and discussing in
17 my coursework. It helped me to discuss and coalesce learning *from* the
18 classroom for use *in* the classroom (emphasis in original).
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25 Furthermore, when former residents, who had traditional supervision,
26 responded to the questionnaire item soliciting the potential benefits and limitations
27 of having a professor undertake a supervisory role, each replied it would be
28 beneficial. Nine of 12 former residents identified the potential for a stronger
29 connection and integration between coursework and classroom experiences and
30 expectations, and the development of a more holistic picture of the resident drawn
31 from school and university interactions. One former resident explained, “This model
32 could play a role in strengthening professors ability to recognize authentic needs.”
33 While another former resident wrote, “There can be a disconnect between what is
34 being taught at [university] in any given week, and what the reality on the ground
35 is...Professors are simply talking in perfect world scenarios.”
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52 One FL explained how her knowledge of a resident’s class provided a basis
53 for helping a resident understand the nuances of how theory and practice intersect:
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Changing Role

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3 Residents can learn about guided reading and you can have a mentor who's
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5 doing guided reading...Guided reading is such that lots of people have
6
7 different interpretations of how it's executed, but there are some things that
8
9 are always at the heart. So sometimes residents will think what I learned
10
11 about guided reading at [university] and what I'm seeing at my mentor site
12
13 are totally vastly different things. And it's like, "Well no, let's look at the
14
15 essence. Here's the essence and here are some pieces where we can look at
16
17 are the intersections. This is one way of looking at it, here's another way of
18
19 looking at it, but let's focus on the essence." So sometimes making those
20
21 connections where the connections don't appear to be as clear to a novice.
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27 Interview data indicates that FLs' sustained time in the training academies, in
28
29 which they were in multiple classrooms, helped them build a knowledge of school-
30
31 based practices that they could capitalize upon to connect theory and practice. For
32
33 example, at times FLs noticed that a particular practice or concept taught in
34
35 university coursework was not implemented in a classroom because of grade level,
36
37 content area, or other reasons. When this occurred FLs coordinated with mentors
38
39 and PDC to schedule and/or recommend observations in other rooms to ensure
40
41 residents had a fuller breadth of experiences.
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46 Each FL noted that observing residents' successes and challenges provided
47
48 insights they were able to draw upon to revise assignments and class discussions.
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51 One FL elaborated:

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53 We discussed group work in class. From my observations, I knew that many
54
55 did not implement group work correctly...I brought in resources for
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3 cooperative learning and we practiced doing group roles in all of our group
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5 work. This helped them to see that cooperative learning needs to be taught
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7 step by step in order to help students to be successful.
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10 Furthermore, FLs said that time spent in classrooms improved their university
11 teaching. For example, each collected samples of student work to use in class to
12 ground concepts in actual practice. Each FL also recalled observing elementary
13 students' engagement with concepts or content and later referring to those concrete
14 (but anonymous) examples in subsequent classes. As one FL stated, "Because I
15 understand the [school] context, I can integrate it better into my teaching."
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25 **"A Far More Hands on and Collaborative Role": Mutual Engagement**

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27 FL interviews and document review indicates that each FL established
28 predictable patterns for their visits to school sites. For example, one FL was at the
29 school for a half day every Tuesday, while one went every other Thursday. Another
30 set up a Google Calendar to schedule visits in accordance with mentor, PDC, and
31 residents' needs. PDC and mentor data indicates that there was greater consistency
32 in FL visits, whereas supervisors' visits appeared to be more ad hoc. It appears the
33 predictable schedule facilitated regular and ongoing dialogue. Each FL explained,
34 and each PDC affirmed, that the predictable and regular schedules were necessary
35 to build and sustain relationships with mentors and PDCs; and to develop a nuanced
36 understanding of the classrooms and training academies with which they worked.
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51 Each PDC independently used the term "collaborative" with respect to the FL
52 role and made comments such as, "We collaborate...that never happened before"
53 and "It's a partnership and not just, 'I'm here to do this one thing and then I got to
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3 go’.” and “We have mutual support and shared responsibility for residents’
4
5 professional development.” Seven of 19 mentors described similar experiences in
6
7 open-ended surveys referring to FLs as “collaborators” and “thought partners”. One
8
9 mentor explained, “I feel more of a connection to [liaison]. With the supervisor, it
10
11 felt like the relationship was only between resident and supervisor and was purely
12
13 evaluative. The FL is a far more hands on and collaborative role.” Another mentor
14
15 wrote, “There’s a deeper level of involvement and commitment than with
16
17 supervisors.”
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22 The concept of “trust” was frequently mentioned in PDC and mentor data.
23
24 Each PDC described how “trusting relationships” were established with FLs that
25
26 created a context in which authentic collaboration and problem solving could occur.
27
28 Thirteen of 19 mentors described the salience of trust, either that FLs built trust
29
30 with residents that fostered resident learning or that FLs established open,
31
32 respectful relationships with them that made them more comfortable to reach out
33
34 for ideas, resources, or to “brainstorm.” Each FL also explained that she had a
35
36 collaborative and comprehensive conceptualization of their role, that she was there
37
38 to work with and support mentors, PDCs and residents, and that relationship
39
40 building with mentors and PDCs was an essential part of their work.
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46 Mentors and PDCs also described a more engaged stance to the school based
47
48 work than what they previously experienced. Ten of 19 mentors explained that FLs
49
50 provided support for them that went beyond the work with residents such as
51
52 facilitating professional connections, regularly working with groups of students,
53
54 procuring resources, and brainstorming around mentors’ content area and
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3 pedagogic goals. PDCs stated that FLs procured resources PDCs could use on site for
4
5 resident and mentor development, collaborated on site based professional
6
7 development and university course design, provided research, and brainstormed
8
9 ideas for site improvement such as inquiry-based science or strengthening the
10
11 middle school model. Consistently, each PDC described the FL role as an
12
13 improvement, in part, because FLs undertook more expansive and collaborative role
14
15 “as opposed to the supervisor who feels plopped in for a really narrow purpose.”
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21 FLs also stated they benefitted from this collaboration. Each FL said she
22
23 enjoyed drawing upon her expertise to help mentors and PDCs address questions or
24
25 challenges and contribute to the school as a whole. FLs explained that they also
26
27 benefitted from PDCs’ and mentors’ knowledge. Three FLs attended professional
28
29 development sessions PDCs and/or mentors conducted. One FL and mentor
30
31 established standing appointments around innovative technology use in the
32
33 classroom so that the FL could learn from this mentor’s extensive knowledge base.
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38 Two of the FLs who were tenure track faculty began to explore collaborative
39
40 research projects with mentors or PDCs. These FLs said that they were concerned
41
42 that time in the field as FLs would detract from research opportunities, but found
43
44 that as relationships were established, interest and opportunity appeared to open.
45
46 FLs explained the role was more comprehensive, but more meaningful than
47
48 traditional supervision. As one FL summarized, “the FL role is an expanded role
49
50 from supervision. It’s not just supporting residents, but it’s also supporting an entire
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52 site, which would really reflect supporting a partnership.”
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3 Each FL explained that load allocation was equitable and being placed at one
4 school to work with all residents as opposed to multiple sites allowed her to work
5 with school constituents at greater depth. Each FL also stated that she appreciated
6 the sense of being on a team, rather than the sense of being “disconnected” often felt
7 in traditional supervision. Each FL explicated that she felt a greater sense of
8 camaraderie and professional collaboration that made her want to engage more
9 comprehensively, these aspects coupled with fair load allocation were key factors in
10 why each FL stated they would continue in the role if it were to be maintained.
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22 Discussion

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25 Participants in this study explained that embedding university faculty in
26 school contexts in lieu of traditional supervision more extensively supported
27 resident learning both in the field and in university coursework. Furthermore the FL
28 role contributed to collaborative relationships between school and campus-based
29 teacher educators that had previously been lacking. FLs explicated that the work
30 was more complex, but that it was also more rewarding. The following discussion
31 analyzes why the FL role was more conducive to learning and collaboration and
32 provides insights to promote full time faculty engagement in field-based teacher
33 education.
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47 To begin, FLs worked with stakeholders in one school over the course of an
48 academic year. This provided sustained time to understand school and classroom
49 contexts, and develop collaborative relationships with mentors and PDCs at much
50 greater depth than if FLs were traveling to multiple sites. Furthermore, FLs dual
51 role, campus and field-based teacher educators, provided increased opportunities to
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3 develop deeper relationships with residents and insights into their needs. FLs were
4
5 therefore able to coalesce and focus their time and energy to contribute more
6
7 extensively to resident learning and engage with school-based teacher educators. As
8
9 such, the FL role reflects research calling for faculty's increased presence in partner
10
11 schools, collaboration with school-based teacher educators, and responsibility for
12
13 teacher candidate learning in field settings (Beck & Kosnik, 2002; Cucena et al.,
14
15 2011; Darling-Hammond et al., 2005; NCATE, 2010; Wilson, 2006; Zeichner, 2010).
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21 In prior supervisory experiences, survey and interview data indicate that
22
23 mentors and PDCs felt that there was a lack of parity and investment in residents'
24
25 learning. As such, they perceived that they carried most of the responsibility for
26
27 residents' growth. In contrast, FLs expanded residents' opportunities to learn
28
29 through the interplay of multiple perspectives and the distributed expertise.
30
31 Importantly, when field and campus-based teacher educators have a shared
32
33 understanding of each other's work, they can jointly work to reveal the complexities
34
35 of practice and ways in which theory and practice intersect Such alignment has been
36
37 shown to make a substantive difference in teacher candidate learning, but is also
38
39 rare in practice (Darling-Hammond, 2010; Hammerness et al., 2005; Wang,
40
41 Spalding, Odell, Klecka & Lin, 2010; Zeichner, 2010).
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47 Embedding university faculty in school settings does not mean that
48
49 collaboration or improved learning will occur (Wang et al, 2010). Data indicated
50
51 that PDCs, mentors and residents valued FLs' perspective (content and teacher
52
53 education knowledge) but also wanted them to build trust, collaborate, and be
54
55 supportive. Such findings reflect social learning theories (John-Steiner, 2000;
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3 Wenger, 1998), as it appeared that dispositions of trust, joint commitment,
4
5 complementary expertise, and mutual engagement were necessary to foster
6
7 successful learning conditions. To this end, it is important to note that the FL role
8
9 entails both affective and intellectual dimensions.
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13 Furthermore, engaged faculty roles can help overcome the lack of connection
14
15 and the fragmentation typically experienced in teacher education programs (Wang
16
17 et al., 2010; Zeichner, 2010). Mentors, PDCs, current residents, and FLs unanimously
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19 stated that the FL role should be maintained. FLs stated that they felt that the FL
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21 provided the time, space and context to more holistically and comprehensively
22
23 support resident learning both in the field and on-campus. FLs also stated that they
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25 felt that connecting with all stakeholders at one school enabled them have a more
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27 dynamic and engaged role in the field than they previously experienced as
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29 supervisors.
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35 Data indicate that the FL role was expanded through collaboration with
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37 mentors and PDCs that went beyond a focus on resident development. In each
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39 training academy, PDCs, some mentors, and FLs learned with and from each other's
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41 expertise in a range of ways including jointly addressing classroom or school
42
43 challenges or goals, or collaborating around areas of interest and learning with and
44
45 from each other's expertise. Indeed, mentors and PDCs recommendations for
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47 change included bringing FLs into schools more frequently and capitalizing more
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49 extensively on their expertise. Such engagement can serve to flatten traditional
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51 hierarchies (John-Steiner, 2000) that too often exist between schools and
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3 universities and foster greater collaborative depth, as well as set a foundation for
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5 ongoing and expanding collaboration.
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8 The FL model was influenced by the professors in the practicum model (Beck
9 & Kosnik, 2002) and demonstrated similar positive results. Despite positive
10 outcomes, Beck and Kosnick were uncertain of their model's sustainability.
11 Specifically, faculty indicated that the model was time consuming, that they were
12 not adequately compensated for their work, and that the university did not value
13 their investment in field-based learning. As Beck and Kosnik (2002) noted, the
14 negative impact reduces the likelihood of sustainability and reliability. In this
15 manner, Beck and Kosnik's (2002) findings reflect the pervasive academic cultures
16 that devalue full time faculty's work in school settings as teacher educators
17 (Darling-Hammond, 2010; Goodlad, 1990; Zeichner, 2010).
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32 In the FL model presented in this study, the college of education counted FL
33 work as teaching load with one school (five to eight residents) equating to teaching
34 one university class. FLs did indicate that the work required a great deal of
35 involvement and investment, but that they felt personally rewarded and fairly
36 compensated. Indeed, each FL planned to continue in the role if it was maintained.
37 Researchers have stated that that full time faculty need to be rewarded through
38 teaching load reductions or service credit for their engagement in field-based
39 portions of teacher education, and without adequate compensation the status quo of
40 faculty disinvestment will be maintained (Darling-Hammond et al., 2005; Goodlad,
41 1990; Slick, 1998; Zeichner, 2010).
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Changing Role

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Currently, there is a press for field experiences to be the central focus of teacher education (Ball & Forzani, 2010; Darling-Hammond, 2010; Lampert, 2010; NACATE, 2010). In this shifting context, colleges and universities should no longer maintain the status quo in which supervision is considered low status and full time faculty refrain from school-based teacher education. To maximize teacher candidate learning in field placements, it is imperative to rethink how full time faculty's roles and relationships in school-based teacher education are constructed (Darling-Hammond, 2010; Goodlad, 2004; NCATE; 2010; Zeichner, 2010), and to ensure sustainability. While Rogers and Keil (2007) lament that little has changed in the nature of supervision in the last 35 years, this study presents a sustainable model for improving teacher candidate learning and school-university collaboration. If teacher education is to respond to calls for robust field intensive teacher education, bridging the traditional school-university divide through sustainable models is not only imperative but also requires the development of and inquiry into such models. Not doing so will perpetuate what Valencia and colleagues note as "lost opportunities for learning (2009, p. 318)."

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For Peer Review Only

Appendix A

Faculty Liaison FAQ: UTR Partnership

At the Site:

- One formal observation with feedback at least once each lead teach (fall, winter, spring), using Danielson aligned observational tool
- Weekly or bimonthly observations with feedback, using any observational and feedback tool
- Regular check ins with PDC (ideally at each visit or via virtual communication)
- Quick check ins with residents and mentors (ideally at each visit)
- Provide support/problem solve with residents, PDCs and mentors when issues arise
- Contribute to residents' remediation plans
- Assist residents, mentors and PDC's with university coursework (clarifying key assignments, course sequences, etc.) and program expectations
- Competency Appraisal meetings (fall, spring)—summative evaluation

Outside of classroom time:

- Review lesson observations done by mentor and/or PDC
- Prepare Competency Appraisals
- Review student work; give input on lesson plans
- Locate resources for residents, mentors, PDCs (when requested)
- Coordinate with other instructors in the UTR program
- Meet monthly with FL Team

Liaisons Professional Development

- Monthly FL meetings

Work connected back to university

- Revising curriculum to connect theory and practice
- Bringing contextualized site-based knowledge back to university that can contribute to course and program re-design
- Building site-based relationships for field-intensive preparation

Optional roles

- Watch and respond to resident videos (when requested)
- Informing school sites about practices occurring in other school settings
- Connecting residents with other residents at different sites
- Providing feedback and suggestions to improve partnership
- Providing research or other resources to residents, mentors and/or PDCs
- Engaging in research with school sites
- Contributing to and/or attend school sites PD initiatives

Appendix B**Current Resident Questionnaire**

1. How often did your liaison visit?
2. What other communication did you have (phone, email, etc.)? How often?
3. What did you typically do when you met?
4. What were the most important roles and/or tasks of the liaison?
5. Were there roles or tasks you felt were unnecessary?
6. Did your liaison impact your development as a resident? If so, how and in what ways? If not, why not?
7. Are there other ways the liaison could have supported your development?
8. What were the benefits of working with your liaison?
9. What were the drawbacks?
10. To what extent did you feel that your liaisons' advice & expectations were aligned to those of the training academy?
11. What qualities do you think are most important in a liaison?
12. If we bring in new liaisons next year, what advice or suggestions do you have in terms of supporting your learning and development?

Appendix C

Former Resident Questionnaire

1. How often did your supervisor visit?
2. What other communication did you have (phone, email, etc.)? How often?
3. What did you typically do when you met?
4. What were the most important roles and/or tasks of the supervisor?
5. Were there roles or tasks you felt were unnecessary?
6. Did your supervisor impact your development as a resident? If so, how and in what ways? If not, why not?
7. What were the benefits of working with your supervisor?
8. What were the drawbacks?
9. To what extent did you feel that your supervisor's advice & expectations were aligned to those of the training academy?
10. This year, we implemented a new model in which full time faculty teaching in the NLU-AUSL program also serve as site-based liaisons in lieu of supervisors. Liaisons collaborate with MRCs and mentors to support and evaluate residents. For example, a liaison may teach reading methods to residents and be the liaison (replacing supervisors) at a training academy. What are your thoughts on the benefits and drawbacks of this model?

Appendix D**Mentor Questionnaire**

1. Have you worked with a traditional supervisor? If so, please respond to the following:
 - a. In what ways do you see the role of the liaison being similar and/or different from a traditional supervisor's role?
 - b. What are the benefits of the liaison role in comparison to the traditional supervisor?
 - c. What are the drawbacks?
2. What are the most important roles and/or tasks of the liaison?
3. Were there unnecessary roles or tasks?
4. Has the liaison done anything to support you as a mentor?
5. Does the liaison's work with residents supporting their learning and practice? If so, how and in what ways? If not, why not?
6. Were there any challenges (expected and/or unexpected) as they pertain to the faculty liaison role?
7. Would you recommend maintaining the liaison role next year? Why/why not?
8. Do you suggest any changes for the role?

Appendix E**Faculty Liaison Interview Protocol**

1. What drew you to become a liaison?
2. Have you been a traditional supervisor?
 - a. In what ways do you see the role of the liaison being similar or different from that of supervisor?
3. How would you define the role of the faculty liaison?
4. What are the most important roles and/or tasks of the liaison?
5. Were there unnecessary roles or tasks?
6. Were there roles or tasks that you felt were particularly valuable?
7. Are there roles you didn't have but would consider valuable?
8. Describe a typical visit to a training academy.
9. Approximately how much time per week did you spend on this role (average)? Was the time allotted adequate to do the tasks required?
10. Describe some of the work you do outside of your visits.
11. In what ways do you feel your work with residents supported their learning and practice? If so, how and in what ways? If not, why not? Is that similar to or different from your prior supervisory work?
12. In what ways do you work with MRCs? Is that similar to or different from your prior supervisory work?
13. In what ways did you work with mentors? Is that similar to or different from your prior supervisory work?
14. What, if any, unexpected roles or tasks did you undertake?
15. Were there any challenges (expected and/or unexpected) as they pertain to the FL role? Prompt if needed
16. Has being a liaison impacted the coursework you teach at NLU?
17. Were you able to bring your own areas of expertise to your work as a liaison? If so, what? If not, why not?
18. What have been your most important insights about being a liaison in a training academy?
19. What advice would you give to others who are interested in becoming a faculty liaison?
20. Would you recommend maintaining the liaison role next year? Why/why not?
21. Do you recommend changes to the role?
22. Would you want to be a FL again next year? Why or why not? What would you similarly and differently?

Appendix F**PDC Interviews**

1. Did you work with a supervisor previously as a PDC?
 - a. In what ways do you see the role of the liaison being similar or different from the supervisor?
 - b. Ask about benefits and drawbacks to the role
2. How often do you meet with the liaison for your site?
3. What other communication do you have (phone, email) and how often?
4. What do you typically do when you meet?
5. What are the most important roles and/or tasks of the liaison?
6. Were there unnecessary roles or tasks?
7. Has the liaison done anything to support you as a PDC? If PDC worked with supervisors, ask: Is that similar to or different from your work with supervisors?
8. Can you describe how the liaison at your site worked with residents?
9. Can you describe how the liaison at your site worked with mentors?
10. If PDC worked with supervisors in the past ask: Do you think the liaison added value to residents' learning in ways beyond what a supervisor would?
11. Would you recommend maintaining the liaison role next year? Why/why not?
12. Do you recommend changes to the role?
13. If we move forward with new liaisons next year, what advice or suggestions do you have in terms of supporting your role and a mentor and residents' learning?