

**Excelsior**  
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**Article Abstracts**

**Reports of Research and Self-Study**

**Modeling Collaboration in Teacher Education: The Effects on Preservice Candidates**

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Educational Consultant

***Abstract***

In this research project, a special educator and a general educator tested the efficacy of modeling collaboration for teacher education candidates in a childhood program. Two professors taught an instructional strategy to preservice candidates using a variety of co-teaching models. Data about the effects of this intervention were collected using a pre- and post-survey. Overall, the intervention had a positive effect on candidates' perceptions of their knowledge about collaboration, even considering prior knowledge, as well as a disposition to value collaboration. Modeling collaboration by a special educator and a general educator appears to be efficacious.

**Science Education and TESOL: A Collaborative Professional Development Model for First-Year Teachers in Alternative Certification Programs**

*Angela M. Kelly*

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***Abstract***

To support novice urban secondary science teachers in their interactions with English Language Learners (ELLs), Science Education and Teaching English to Speakers of Other Languages (TESOL) faculty created a framework for a collaborative professional development model based on surveys, discussion groups, and targeted intervention from preservice training through the first year of teaching. Once the model was implemented, many teachers reported adopting effective pedagogical strategies, although few had worked collaboratively with TESOL colleagues to improve instruction. Several teachers experienced persistent difficulties in understanding and addressing the learning needs of their ELLs, in part because of a lack of administrative and peer support. Implications for the continuation and further development of the collaborative model are discussed.

## **Sharing Perspectives and Practices**

### **Doctoral Student Socialization: Moving from the Margins to the Center**

*Lisa S. Bircher*

*Katherine O'Brien*

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Kent State University

#### ***Abstract***

This article describes the inception, growth, and future plans of the Doctoral Forum, a grassroots organization focused on supporting and encouraging peer and faculty collaboration among doctoral students in Kent State University's College of Education, Health and Human Services. Forum activities discussed include annual retreats, summer picnics, monthly professional development sessions, a listserv, and website. Experiences from one retreat are highlighted including one literacy educator who shares, as part of a keynote address, a text set of high-quality and award-winning children's literature that offers important lessons for being a successful doctoral student. Future plans including greater collaboration with faculty and peers are discussed.

### **Educational Leadership and School Counselor Education Programs Collaborating to Close PreK-12 Achievement, Opportunity, and Attainment Gaps**

*Janet R. DeSimone*

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#### ***Abstract***

The importance of strengthening preservice collaboration to close PreK-12 achievement, opportunity and attainment gaps between Educational Leadership (EDL) and School Counselor Education (SCE) graduate programs is addressed. Opportunities exist within EDL and SCE graduate programs to develop and refine collaborative skills of future principals and school counselors. Activities that increase leadership candidates' knowledge of principal and transformative school counselor roles; strengthen EDL and SCE candidate advocacy, collaboration, program development and data assessment skills; and create mutual understanding and an exchange of ideas between preservice principals and school counselors are discussed.

### **Storytelling through Collaborative Musical Theater**

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***Abstract***

Storytelling provides a means by which the teller examines a tale, reframes it, and shares it with others. Collaborative musical theater offers a multi-dimensional platform for this retelling in which participants join together to discuss, write, and stage a play. In work outlined in this article, preservice education graduate students experience reauthoring stories as they learn to stage mini-musicals in a class project. The model takes place in Lehman College, City University of New York, where the author serves as faculty member and facilitator.