

Reports of Research

On the Pathway from Pre-service Teacher to Teacher Leader

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Abstract

In this mixed methods study, the author analyzes changes in pre-service teachers' conceptualizations of teachers acting as leaders as a result of participation in an undergraduate course. The author collected data through a matched pre-and post-course assessment and focus group interviews. Pre-service teachers' understandings of leadership shifted, from conceptualizing teacher leaders as isolated within classrooms to collaborative leaders within schools and as primarily supporting students and colleagues to advocating for and implementing changes to improve their schools. Self-reflection, analysis of case studies and articles, collaborative problem-solving tasks, and the pairing of coursework and fieldwork were central to these shifts in thinking.

From Laptop to Tablet: Faculty Use of iPads for Instruction to Prepare Education Professionals

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Abstract

This paper reports on an institution iPad pilot project. A cohort of university faculty was given iPads for the purpose of improving instruction for their graduate and undergraduate students in the school of education as well as in speech-language pathology programs. The researchers studied implementation details to gather insight into instances where iPads were perceived to have a positive impact on learning, and where they failed to meet expectations. Findings indicated that, in the absence of extended professional development over time, faculty with prior experience using tablet computers and in fields that are already clinically saturated with iPad use had the best chances of success in transition from desktop to mobile computing.

Aesthetic Connections to Multicultural Literature: Supporting All Elementary Children's Literacy Development through Arts Integration

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Abstract

In past years the word *literacy* referred to the ability to read and write. However, in response to expanded notions of literacy and the literacy learning needs of the multitudes of children who struggle with reading and writing in United States schools, there is increasing momentum among scholars and in national and state education standards to consider literacy broadly—composed of multiple sign and symbol systems (i.e., all forms of communication). Accordingly, some classroom teachers have expanded their reading and language arts instruction to include the arts. However, many teacher education programs do not incorporate experiences to help teachers learn how to teach literacy connected to the visual and communicative arts. In this article, we present data that illuminate the benefits of aesthetic and literacy learning connections for all children. We also depict two authentic scenarios that begin with the arts connections, literacy instruction, and relationships to the Common Core Standards incorporated in the lessons in which teachers unite literacy instruction with the arts.

Sharing Perspectives

Lessons Learned: Reinvigorating a Higher Education Partnership through Development of Common Lesson Plans

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Abstract

Developing clinically rich field placements within school districts is critical to the preparation of teacher candidates both at the community college and comprehensive college levels. Recently, a reinvigorated partnership between Jamestown Community College (JCC) and The State University of New York at Fredonia has allowed the transfer process between the two teacher education programs to become even more seamless. It is critical to the field of education that teacher candidates are consistent in their design and implementation of instruction as they transition from one institution of higher education to another and eventually to teaching in the

schools. The evolution of the Common Core Standards nationwide, as well as, performance-based New York State teacher certification exams also provided the impetus to further the discussion among teacher educators to increase the usage of common vocabulary and lesson formatting.

Although the partnership between the JCC and Fredonia had been strong for many years, specific activities starting in spring 2012 have advanced the exchange of expertise among faculty and staff. *Project RAISE-UP (Redesigning and Improving Special Education - Undergraduate Program)*, a federally funded grant by the U. S. Department of Education, reinvigorated the overall collaboration between the two institutions of higher education.

A key component of this particular partnership was the development and piloting of a common lesson plan format shared by the two teacher preparation programs as recommended by our nearby local rural school district partners. The piloting of a common lesson plan format led to three collaborative activities consisting of joint JCC and Fredonia faculty presentations to colleagues on each campus, a joint national conference presentation, and two grant submissions, one of which was funded.

A Clinically Rich Residency Track for Teaching Assistants

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Abstract

For the past four years our clinically rich residency program has been providing a unique track for Teaching Assistants (TAs) to complete their MAT degree. Our TA track addresses the national calls to increase clinical teacher training and recruit teachers from the communities where they live and work (e.g., Mada & Schultz, 2009). Our model removes some of the financial barriers for TAs through only requiring an eight week leave of absence from their position for them to earn their MAT. The program also provides the clinical training that is aligned with current best practices (e.g, National Council for Accreditation of Teacher Education, 2010; National Research Council, 2010). In this paper we describe the development and implementation of our clinically rich residency program, more specifically, the TA track, while also discussing how we have attempted to address some of the best practices for clinically rich residencies, Grow Your Own (GYO) programs, and attracting a diverse, experienced teaching force. We believe that this program can serve as a model for schools of education that are focused on clinical practice, and who are committed to recruiting TAs who live and work in the communities that they serve to earn their Master's degree.

More Than Teaching To The Test: Curriculum Response To Certification Changes

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Abstract

Teacher education programs in New York State have been invited to embrace the teacher certification requirements adopted by the State Education Department. In understanding these requirements, programs must recognize the impact these changes have on the institution's approach to teacher education. How can a teacher education program respond? This perspective article presents one program's response, which involved curriculum revisions. These revisions began with faculty conversations resulting in a strategic plan. A combination of curricula revision and common sense has brought this program to doing more than just "teaching to the test."