The Teacher Educators' Journal

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Remembering Dr. Maria Stallions

Like many of you reading this issue of *The Teacher Educators' Journal*, I was deeply saddened by the sudden loss of our colleague, Dr. Maria Stallions, last year. As I try to write what is in my heart and convey what my heart is feeling regarding Maria, I keep remembering all the times she made me smile or laugh. While I had known *Dr. Stallions* for some time as a fellow administrator and professor of teacher education, I had over the past three years come to know *Maria* as a new friend, and that we shared a common Miami heritage (just writing this line made me smile about an in-joke we shared). I welcomed her mentorship in navigating teacher education, CAEP, and the ATE-VA Board, especially as I was still reeling a bit from the unexpected loss of my very dear friend and mentor, Herb Thompson. Very few people bring us joy and passion, both for life and our field, in the way that Herb, and especially Maria, brought to me and so many others.

As I have experienced the loss of five of the most important people and best examples of servant leaders in my life and vocation over the past four years, it was impossible not to ask God, "Why? Why now?" when I received the email notifying us of Maria's passing. I did not get an answer, nor did I really expect one to such a selfish question. But during almost daily devotions over the following weeks and months, I kept encountering the passage from Isaiah, "Your ways are not My ways." And as I was led to consider this passage and many others, I began to experience a peace that Maria always seemed to exemplify. And maybe that was the answer; I hope that you, as I have, can take solace in knowing they all are experiencing the greatest peace and joy in the presence of God, and that He welcomed them and Maria with a hearty, "Well done, my good and faithful servant."

As the tributes that follow express what Maria meant to her colleagues, students, and to so many of us, I invite you to think about what Maria meant to you and to our field, and to remember her smile, her wit, her passion, and most importantly, her spirit. May we all in this life be "good and faithful servants" in the best spirit of Maria Stallions.

Peace,

Malcolm Lively

Tribute to Dr. Maria Stallions
Shared by Thao Nguyen, Roanoke College alumna

My name is Thao Nguyen, and I was privileged to be one of Dr. Maria Stallions' advisees during my years at Roanoke College. I graduated in 2018, and I currently teach English as a second language to grades 2 through 5 for Prince William County Public Schools. Throughout college I always told people that Dr. Stallions was my college mom. She dried my tears, let me talk to her about anything, and took care of me. She was my go-to person whenever I needed life advice, a pep talk, or education support. In my graduating class I was one of only two students who were receiving their teaching degree in English as a second language. This meant that most of my education classes were independent studies in Dr. Stallion's office. I am pretty sure that over the course of my four years at Roanoke, I spent more time in Dr. Stallions' office than I did anywhere else on campus.

Due to the independent study nature of my coursework with Dr. Stallions I was lucky enough to get tailored instruction in whatever area I needed support, and because of that I was blessed to have a high-quality educational experience. At my current school I still get praised on my English as a second language and language arts knowledge, and that is all due to Dr. Stallions. Not all of those hours I spent with Dr. Stallions in her office were centered around course work, however. We talked about her love of coffee, looked at pictures of her grandchildren and her dogs and talked about my life. She knew everything about me, where I was from, about my family, about financial aspects of my life, and how I was handling college. Before coming to college, I was originally from New Hampshire, and she helped my homesick self feel more comfortable and confident at Roanoke. She understood the strong ties that I had to my family and how important family is. She was sure to tell me to always put my family first and helped teach me to balance my family life with college.

I was also fortunate enough to spend hours with Dr. Stallions that were not in the education office. I enjoyed my Saturday mornings volunteering to teach English at her church, where I was pushed by her to find my inner leadership skills in education. I was also part of her May term travel course to Yucatán, Mexico. While there I was lucky enough to spend hours by the pool with her and her sister, Noreen, talking about their childhood, learning about the education system in Mexico and even taking a quick trip to the hospital. All of the time I spent with Dr. Stallions helped to not only make me into the teacher that I am today, but also the person that I am. She made me into a stronger, more independent person and teacher. The time I spent with Dr. Stallions is something that I will always look back on fondly. So much so that the bracelet she and Noreen got me while in Mexico will be the same one that I wear at my wedding next year. I will never be able to thank her enough for the person she made me into and, "God willing" (as she always said), I hope to someday become half the teacher and person that she was.

Tribute to Dr. Maria Stallions
Shared by Dr. Timothy Reynolds, Principal - Provincetown Schools and Former Professor of Teacher Education and Chair of the Education Department

At Roanoke College, I came to one of life's crossroads and settled for a spell. There, I found other life travelers pausing to learn – students, parents, staff, and faculty. So many of them made lasting impressions on my values, my understandings, and worldview. And, among

those passing there were individuals who touched my heart and became family of choice. For all these, I am grateful.

One of the special travelers I met at the crossroads of the College was Dr. Maria Stallions. I first met Maria in the nation's heartland, at an academic conference. With a colleague, I had presented on a newly emerging professional development program for teachers, The Margaret Sue Copenhaver Institute for Teaching and Learning; a program named in honor of a public school librarian and endowed by one of the College's benefactors, The Hanes Foundation. At the presentation, I was disappointed that the room was not filled. Actually, there were only two or three academics present, one of them Maria. Though the room was not full that day, the outcome of the presentation was about to be life changing. Thinking back on the event, I realize these conferences are not about numbers, but impacting lives and learning. I'm thankful Maria was there.

At the end of the presentation, in Maria-type fashion, she validated the work of the Institute. It was affirming, but little did I know that it was only the first time Maria would validate and believe in me and Roanoke College. From that meeting, a research relationship developed between Roanoke's Department of Teacher Education and Maria's home institution of Barry University. Maria began attending the Copenhaver Institute, bringing with her students and colleagues that joined us at Roanoke's crossroad.

In those meetings, we learned how, as a little girl, Maria's family fled Castro's Cuba. A doll, her one simple position, clasped in her hands. Her story of immigration echoed the stories of our nations' millions of immigrants and pointed to the value of immigrants that continue to join us today.

It wasn't long before the education faculty at Roanoke began to recognize Maria as a trusted colleague. She was quickly grafting into our college family, so she pulled up her stakes in Florida and joined us in Virginia. She introduced the College's first English Language program, served on countless committees, shepherded the Education Department through new and demanding national accreditation processes, and guided the education faculty as its chair. In all that work, she also found time to serve professionally in state and national teacher education organizations. It was not all work, though; she brought laughter to us, shared her deep Christian faith, prepared Cuban meals, introduced us to fresh Mojitos, and grieved or celebrated all our life events. She was a scholar, a colleague, a sister, a friend, a mentor.

Roanoke College's Alma Mater summarizes nicely the memories we have of Maria. With her we celebrated joys, learned how to live and how to love as we were learning. Now Maria's winter has passed before us and we know that through her work and commitment dear old Roanoke served us well.

Alma Mater
Deep in our hearts, a flame is softly burning.
Deep in our thoughts, memories are returning.
Bells that are ringing, Choirs that are singing.
Bring back the joys that we have known.
Learning to live, and loving as we're learning.
Seeking to find the truths for which we're yearning.
Years come and go, but we'll always know that dear old Roanoke served us well.

To live once more, here in these hallowed halls.
To know once again all the joys that we used to know!
Some day the winter of life will pass before us, then we'll remember the place
that proudly bore us. Then we'll remember Alma Mater, then we'll remember Thee.

A Tribute to a Dear Colleague and Friend
"Education is improving the lives of others and for leaving your community and world better
than you found it." Marian Wright Edelman

Maria Stallions, PhD

Colleague, teacher, advocate, mother, daughter, grandmother, wife, friend. In whatever role we knew her, from whatever vantage point, she stood apart as a unique individual and special to us in many different ways. Maria's unparalleled expertise combined with her innovative thinking and sheer passion for the work of education made her a highly respected figure in the VACTE/ATE-VA community. She truly exemplified, *One Voice for All Virginia Teacher Education*.

In my time working with Maria, I found her caring, passionate, humorous, gritty, and determined. Words describe Maria; however, her influence on preservice teachers, education, and colleagues is not easily expressed in mere words. Maria spent her career working for fair and equitable learning opportunities for all. She exemplified personal qualities including honest, responsibility and sound judgment skills.

Throughout her time with VACTE/ATE-VA Maria worked tirelessly to help us all function as a part of a community of learners and leaders. Every new person was welcomed and made to feel a part of the organization - part of the team. This vital characteristic was recognized when she was voted in as the 2020 VACTE president. There were few policies, laws, or regulations, which pertained to this crazy field of ours in which she did not have some role. Her energy was boundless, her dedication total, and her insight razor sharp. As a leader, she was focused on supporting us all to further our teamwork skills as this organization worked to support educator preparation. We will forever miss the opportunity to partner and bond with Maria.

Maria was a transformational leader and change agent who had great dreams of what public education could be for students and teachers. She had a gift of innovative thinking, a visionary spirit, and the tenacious patience required to successfully lead meaningful educational reform. An area of great skill was Maria's fortitude to review and examine, in great detail, complex and sophisticated documents designed to improve education. The way she went about these tasks was similar to a well-trained FBI field agent. With her knowledge of educational issues, she had the commitment and fortitude to investigate policies and procedures affecting teaching and learning. She left no stone unturned as she searched for accuracy and fairness. During discussions with policy developers, you would invariably hear Maria say, "*Help me understand*." This simple statement would lead to meaningful and professional discourse of topics she did not always agree were in the best interest of students and teachers, or at least it prompted many to pause and reflect on the meaning behind policies. I will forever remember this "*Help me understand*" phrase. I use this strategy during multiple interactions and teach this effective statement to preservice teachers as they work with parents, colleagues, and administrators. It can be highly productive when opinions differ. This approach grew from

Maria's curiosity to know more about different perspectives, and to make sure all voices were heard. Such a tactic to challenging topics was one Maria employed effectively. Her work, encouragement and support to VACTE has been instrumental in our work in recent years. Maria lived her belief that together we can make a major contribution to change teacher preparation for the better. Her strong mentorship is cherished. Important as well, she was also great fun to be with, and I enjoyed sharing a glass of wine at our conference gatherings. We will all remember her love of good conversation, her humor, and her wit.

Maria was a voice for quality education. Her enthusiasm for that next big project was infectious and she shared this passion with us all. Maria left us a legacy of engaging in continuous improvement. "*Always include a bit of humor to lighten the mood*" – another Maria word of advice. She will be greatly missed and forever respected. It was a privilege for me, and for us all, to have been a part of Maria's life. Although much too short, hers was a life well lived.

Shared by Peggy Schimmoeller, Randolph College

Tribute for Dr. Maria Stallions
Shared by Leslie Murrill, Roanoke College Education Department

As a faculty member in the Roanoke College Education Department, I was blessed to work closely with Dr. Maria Stallions for many years. We first met, however, while Maria still called Florida home. Her journey toward Virginia began in 2003 when she attended a Kappa Delta Pi conference session which focused on Roanoke College's Copenhaver Institute. Tim Reynolds, who presented this providential session, reflected on their first meeting, "I was disappointed that the room was not filled. Actually, there were only two or three academics present, one of them Maria. But the outcome of the presentation was about to be life changing. Thinking back on the event, I realize now that conferences are not about numbers, but impacting lives and learning. I'm thankful Maria was there. Following the session, in Maria type fashion she validated the work I had presented. It wasn't long after when she began traveling each summer from her home institution, Barry University, to attend Roanoke College's annual Copenhaver Institute, bringing with her students and colleagues. And the rest, as they say, is history." Four years later, Maria joined the Roanoke College Education faculty.

Many descriptions may be used when remembering Maria. She was a coffee-lover, an avid reader of C.S. Lewis, a devoted wife, daughter, mother and sister, and she was the first person I consulted when I wanted to keep current on education policy, whether nationally or in Virginia. But two things stand out to me, which undergirded everything. One – her deep faith and trust in the Lord, and two – the way she cared for others.

Maria's deep faith was built on many years of walking with her Lord. She got up before 6:00 every morning, reading her Bible through every year in a different translation, and spending time in prayer. When she arrived at the college, she often asked how I was doing. If a stressful situation was in front of us, she would assure me that she had talked to the Lord about it. Her inner strength and peace came from trust in God during the good and the bad. Matthew 7:24 speaks of the wise man who built his house on the rock – and that was Maria. Verse 25 reads, "…and the rain descended, the floods came, and the winds blew and beat on that house; and it did not fall, for it was founded on the rock." God was her rock.

Maria was a scholar, teacher, leader and wonderful hostess. One of the things I respected most, however, was the way in which she used her gifts to serve others – to help them on their

own journeys as family members, colleagues, and Roanoke College's future teachers. Since her passing, many notes have arrived from past and present colleagues, current students and alumni. It is evident that Maria's legacy continues to have an impact as our students prepare to teach or, for the alumni, in the way that they are now touching the lives of their own students.

Roanoke College sophomore, Caitlyn Blake, wrote: "Dr. Stallions' passion for learning and for education was clear. She was one of the first people to give me a chance and she believed in my ability even when I didn't. With her help and encouragement, I completed an application for summer research. Dr. Stallions was a beautiful soul who saw the potential and good in everybody she met and helped all of her students to see that for themselves, too, so that in the future we can model her example in doing the same for our students."

Rebecca Cox, a faculty member in the Hollins Education Department, shared this tribute in a card: "Maria was a mentor to all ages. She was a natural leader who never left a stone unturned in the pursuit of excellence. She never missed an opportunity to challenge herself and those around her. In turn, we all grew in our profession as she elevated us to higher standards. She paved the way for innovation, creative thinking, and problem solving. She never met a stranger and had the star quality of making everyone feel important and valued. She always gave her undivided attention and steadfast diligence to any question or situation."

This holiday season while decorating my Christmas tree, I came across something Maria gave to me several years ago - a silver ornament in the shape of a cross. Engraved in tiny letters at the top of the ornament was a verse, I Peter 4:10. It read, "God has given each of you a gift from His great variety of spiritual gifts. Use them well to serve one another." That is how Maria humbly and thoughtfully sought to live her life. She genuinely wanted others to achieve great things, and she dedicated herself to providing them with the resources and support to make that happen. Her kindness, words of wisdom, laughter, and faith left an indelible mark on those who were privileged to know her. What a wonderful model for all of us.

Remembering Dr. Maria Stallions

When asked to write about my friend Maria Stallions, I struggled to come up with just the right words to say. As I thought about our friendship, a quote from C.S. Lewis' book, *Four Loves*, seemed to express much of what I was feeling. It also seemed fitting considering Maria named one of her dachshunds Lewis after C.S. Lewis. Lewis states in the chapter on friendship,

> In friendship…we think we have chosen our peers. In reality, a few years' difference in the dates of our births, a few more miles between certain houses, the choice of one university instead of another, posting to different regiments, the accident of a topic being raised or not raised at a first meeting--any of these chances might have kept us apart. But, for a Christian, there are, strictly speaking, no chances. A secret Master of the Ceremonies has been at work. Christ, who said to the disciples "Ye have not chosen me, but I have chosen you", can truly say to every group of Christian friends "You have not chosen one another but I have chosen you for one another". The Friendship is not a reward for our discrimination and good taste in finding one another out. It is the instrument by which God reveals to each the beauties of all the others. (p.1256)

Maria and I didn't grow up in the same town (I was from Ohio and she was from Cuba – two totally different worlds). We were not the same age, didn't attend the same university or

church, we didn't have kids the same age, work for the same college, or live on the same street. I believe we were truly friends by God's design.

I met Maria, shortly after she came to Roanoke College through work with the Southwest Virginia Professional Educational consortium. I honestly don't remember why or how Maria and I were tasked to work together to revise the materials the consortium used to prepare teachers to serve as sponsoring teachers and mentor teachers. These materials ended up becoming an on-going project for us and the start of a true friendship.

Maria and I both had research interests in clinical practice and were active in our state organizations, the Virginia Association of Colleges of Teacher Education and the Association of Teacher Educators in Virginia. Our joint service on the two perspective boards led to us spending a lot of time traveling to board meetings and conferences.

As I thought about our travels, I wasn't sure whether to refer to this time as "Driving Miss Maria" or "Planes, Trains, and Automobiles with Dr. Stallions" due to the many hours and different modes of transportation we took. It was through this travel that Maria and I became not only colleagues but friends. I always looked forward to this time together as we would work on our current projects but also catch up on our personal and professional lives.

If you have ever spent any amount of time with Maria you would know that her priorities were God, then family, and finally work. Maria's faith in God was evident in all she did. She gave time every morning to God during her devotions, read a different version of the bible each year, and openly expressed her belief in following his will. Every time I would say to her "See you Soon" her response would be "God willing, my friend, God willing."

One main topic of conversation with Maria during our travels was her family. She was immensely proud of her daughters, Jennifer and Jessica, often spoke of her extended family, and treasured her time with her husband, Brian. She was "over the moon" when her first grandson, little Brian "aka little man arrived," and then again with the birth of granddaughter Olivia. Our travels were full of stories of their development, antics, Halloween costumes, and many, many pictures.

She truly had a heart for the work she did and was a strong voice for teacher education across the state of Virginia. She used her experience and knowledge in governmental relations to draft position letters and meet with legislatures to make sure the voice of teacher educators in Virginia was heard. Maria was always there to assist when a colleague needed help with a CAEP question or accreditation issue

I am truly going to miss my traveling partner, friend, and colleague. I will miss our traditional stop on our way to Richmond at the Starbucks in Waynesboro for a vanilla scone and strong coffee. I will miss sharing stories of our dogs, our trips to Disney, and our favorite wine. I will miss having her save me a seat at conferences and sending me texts asking if I have "time to chat". But as painful as it has been to lose her, I am thankful God chose Maria Stallions to be my friend.

By Nancy Bradley

President Association of Teacher Educators - Virginia

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Lewis, C. S. (1960). *Four Loves*. Harcourt.

Exploring the Literacy Leadership Practices of Literacy Teacher Educators

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Abstract

Literacy teacher educators must actively engage as literacy leaders who are advocates for literacy, continuous professional learners, and responsive leaders. However, the literature base for literacy leadership is narrow and does not specifically address literacy teacher educators. To address this research gap, the current study explored current literacy leadership practices of literacy teacher educators and challenges they encounter during their literacy leadership pursuits. Using a survey research design, quantitative and qualitative data were collected among 65 experienced literacy teacher educators affiliated with university-based teacher preparation programs located in the South Central United States. Quantitative data were tabulated and reported as frequencies, and qualitative data were analyzed using three levels of coding. Findings revealed preliminary understandings about the literacy leadership practices of literacy teacher educators and pointed to three practical implications for teacher preparation programs administrators and leaders of professional organizations.
Keywords: literacy leaders, literacy leadership, literacy teacher educators

In an era of accountability and heightened responsibilities, it is clear that all classroom teachers must be literacy leaders. Literacy leaders are teaching professionals who are familiar and savvy with navigating institutional micro-politics within their school systems (Tang, Chen, & Wong, 2016) and know how to establish and maintain effective relationships with their colleagues (Broemmel & Swaggerty, 2017). Literacy leaders also know how to promote a positive culture of literacy within their classrooms (Houck & Novak, 2017; Swanson & Da Ros-

Voseles, 2009) and network actively among other teaching professionals across disciplines and grade levels to engage in collaborative professional learning (Chilla, Waff, & Cook, 2007; Cobb, 2005; Francois, 2014; Murphy, 2004; Novak & Houck, 2016; Overholt & Szabocsik, 2013; Steeg & Lambson, 2015). Furthermore, literacy leaders stay informed about current literacy issues (Smith, 2006) and possess a refined understanding of research-based instructional practices that support literacy learning among diverse learners (Wepner, Gómez, Cunningham, Rainville, & Kelly, 2016). Ultimately, engagement with literacy leadership practices brings teaching professionals a sense of vitality and enthusiasm that is encouraging, enriching, and empowering both personally and professionally (Cobb, 2005; Turner, Applegate, & Applegate, 2009).

Much literature published within the past decade has advocated for teacher educators to address and develop leadership skills among preservice teachers (Ado, 2016; Bond, 2011; Dunlap & Hansen-Thomas, 2011; Holland, Eckert, & Allen, 2014; Pucella, 2014; Rogers & Scales, 2013). Additionally, the International Literacy Association (ILA, 2018) recognized the importance of leadership within their professional standards for classroom teachers in PreK-12 grade levels. With such a focus on leadership among preservice and practicing teachers, it is of equal importance that attention is also given to individuals who prepare teachers—literacy teacher educators.

Within the existing knowledge base, the term "literacy leader" is commonly used as a reference for PreK-12 school professionals who hold an administrative (e.g., principal) or quasi-administrative (e.g., literacy coach) position. Little is known about literacy leadership among literacy teacher educators, and a few researchers have attempted to investigate this area. For example, Wold, Young, and Risko (2011) examined "distinctive features" of literacy teacher

educators who had a substantial and positive influence on the professional literacy practices of award-winning PreK-12 teachers (p. 157). However, Wold et al. elicited viewpoints from PreK-12 teachers in their study, rather than from those who were involved with their preservice teacher development. We sought to address this gap by collecting data about literacy teacher educators from literacy teacher educators themselves.

We are literacy teacher educators who actively engage with literacy leadership. We also recognize our position as models of literacy leaders among the preservice teachers we serve. Recently, we conducted a research investigation that examined preparation practices that literacy teacher educators use to cultivate literacy leadership among preservice teachers (Sharp, Piper, & Raymond, 2018). Our findings revealed a great need for increased attention to literacy leadership during teacher education. With this finding in mind, we wondered, how do literacy teacher educators practice literacy leadership themselves? Unfortunately, we found limited literature on literacy leadership and available literature focused on practicing teachers, specialized literacy professionals, and school administrators (e.g., Cobb, 2005; Chilla et al., 2007; Houck & Novak, 2017; Overholt & Szabocsik, 2013).

In this article, we present findings from a research endeavor that explored the following research questions: How do literacy teacher educators engage as literacy leaders? What challenges do literacy teacher educators encounter during literacy leadership pursuits? As an under-researched area, our primary goal for the current study was to present a preliminary snapshot for the literacy leadership practices of literacy teacher educators and identify ways in which they may be better supported as literacy leaders.

Review of Relevant Literature

Literacy teacher educators play a pivotal role in developing preservice teachers as literacy leaders within PreK-12 grade levels and must be literacy leaders themselves. However, the term "literacy leader" is a common designation for literacy coaches, reading specialists, or comparable PreK-12 literacy professionals in literacy education research, not literacy teacher educators. Therefore, we used ILA's (2018) professional standards as a reference point to identify key characteristics of literacy leaders. According to these professional standards, literacy leaders are advocates for literacy, continuous professional learners, and responsive leaders. In the absence of literature specific to literacy teacher educators, we consulted relevant literature that describes each of these key characteristics in practice among literacy professionals.

Advocates for Literacy

Literacy leaders view literacy learning as a top priority and are committed to developing high-levels of literacy skills among PreK-12 students (Murphy, 2004; Taylor, 2004). Literacy leaders model positive attitudes towards literacy and believe that every student is capable of being "an independent, joyful reader and writer" (Taylor, 2004, p. 27). Literacy leaders advocate for the learning needs of their students primarily through professional connections and collaborations (Fletcher, Greenwood, Grimley, & Parkhill, 2011; Shanton, McKinney, Meyer, & Friedrich, 2010). Within a connected and collaborative school environment, literacy leaders engage in honest conversations and work with colleagues to implement evidence-based literacy practices that attend to specific learning needs of students (Fletcher et al., 2011; Murphy, 2004;). Additionally, literacy leaders look beyond the school environment and create linkages with students' home environments to maximize literacy learning (Murphy, 2004).

Continuous Professional Learners

Every school has its own unique context, culture, and learning atmosphere. In order to best serve the uniqueness of a school's environment, literacy leaders must engage in continuous professional learning activities through informal and formal means (Fletcher et al., 2011). Informal professional learning activities typically consist of routine discussions or meetings with colleagues, whereas formal professional learning activities encompass more structured events led by experts. Collectively, literacy leaders view professional learning activities as collaborative endeavors where they may share "their awareness of challenges and imperfections of their knowledge" safely among others (Shanton et al., 2010, p. 308). By participating in continuous professional learning activities, literacy leaders develop current, research-informed understandings about literacy that replace old patterns of thought (Rogers, 2014). Fortified with the most up-to-date information, literacy leaders also update their pedagogical practices to establish "optimum learning conditions" that "effectively raise literacy achievement" among all students (Fletcher, Grimley, Greenwood, & Parkhill, 2012, p. 80).

Responsive Leaders

In order to be effective, literacy leaders must be responsive leaders (Calo, Sturtevant, & Kopfman, 2015; Mongillo, Lawrence, & Hong, 2012) who approach literacy teaching and learning as a shared endeavor (Lassonde & Tucker, 2014). Literacy leaders draw upon the collective expertise of all stakeholders within a school community to create a shared vision and common goals for literacy (Bean et al., 2015). By doing so, literacy leaders recognize and value all stakeholders and provide "meaning and context to literacy learning and improvement" (Greenleaf, Katz, & Wilson, 2018, p. 107). As agents of change, literacy leaders play the roles of coach, collaborator, consultant, facilitator, mentor, and supervisor to build capacity and

sustainable education practices that are tailored to the specific needs of students (Lassonde &
Tucker, 2014).

Methods

Context

The current study was part of a larger-scale study conducted in the South Central United
States. We employed a survey research design to explore aspects of literacy teacher preparation
from the viewpoints of literacy teacher educators. In the current study, we focused our analysis
to explore data related to the literacy leadership practices of literacy teacher educators, as well as
challenges they encounter during literacy leadership pursuits.

Research Sample

Due to nuances and state requirements for teacher licensure, we created a purposive
sample of literacy teacher educators in a single state located in the South Central United States
(Cappello & Farnan, 2006). From the state education agency's website, we obtained a listing of
all state-approved teacher preparation programs (TPPs) and filtered it to include only those
which were based at regionally accredited universities. Among these 67 university-based TPPs,
we conducted extensive online searches on each university's website to identify instructors who
teach literacy-focused courses for preservice teachers. Since literacy-focused courses may be
taught in multiple departments across a university, we performed a broad search to include
faculty members affiliated with various academic departments, such as curriculum and
instruction, education, English, literacy, reading, and teaching and learning. During our search,
we accessed faculty member listings on departmental webpages, class schedules, and course
syllabi. Our search efforts resulted in a pool of 457 potential respondents.

Instrumentation

We created an electronic survey in Google Forms that included two questions concerned with literacy leadership. In a closed-ended question, we asked respondents to indicate specific ways in which they engage as literacy leaders and included a fixed list of answer options (e.g., reading literature, attending professional learning activities) and an open answer field. In an open-ended question, we asked respondents to describe challenges they encounter during their literacy leadership pursuits.

Data Collection and Analysis

We collected data during a five-month time frame. When the survey period opened, we sent an informative email to all potential respondents that explained the purpose of the study and invited them to participate. Individuals who elected to participate used a hyperlink included within the email to access the survey and provide consent electronically. Beyond informed consent, survey respondents were not provided any additional information prior to gaining access to survey questions. We tracked participation in a spreadsheet and sent monthly reminders to encourage participation among non-respondents. When the survey period closed, we received 65 completed surveys.

To achieve the goals of the current study, we retrieved data collected from the questions concerned with literacy leadership. We analyzed data from the closed-ended question quantitatively by tabulating responses and reporting frequencies (Christensen, Johnson, & Turner, 2014). We analyzed data from the open-ended question qualitatively by conducting three levels of coding (Corbin & Strauss, 1990). In the first level, we used open coding to label initial concepts present in the data. In the second level, we used axial coding to confirm the accuracy of codes and group similar codes into themes. In the third level, we reviewed codes within each theme to confirm their coherence and identify the presence of any subthemes. We completed

each level of coding independently and used analytic memo writing to document questions,

reflections, and thoughts that materialized (Saldaña, 2016). After we completed our independent

analyses in each coding level, we held virtual research team meetings to discuss and harmonize

our findings.

Findings

Of the 65 respondents, five were male and 60 were female (see Table 1). All respondents

were literacy teacher educators with one or more years of experiences in training preservice

teachers as state-certified classroom teachers for PreK-12 grade levels. Additionally, more than

80% of respondents (n = 57, 87.7%) held full-time positions as literacy teacher educators in their

respective universities. Overall, the majority of respondents were affiliated with public

universities (n = 44, 67.7%) and were in the Carnegie Classification of Master's Colleges &

Universities: Larger Programs (n = 17, 26.2%), Doctoral/Professional Universities (n = 19,

29.2%), and Doctoral Universities: High Research Activity (n = 10, 15.4%). Every respondent

provided information to either one or both survey questions concerned with literacy leadership,

which we have summarized below.

Table 1

Participant Demographics and University Characteristics

Participant Demographics and University Characteristics	n
Gender	
Female	60
Male	5
Years of Experiences in Training Preservice Teachers	
1 Year or Less	--
2-4 Years	7
5-7 Years	9
8-10 Years	15
More than 10 Years	34
Current Professional Role at University in TPP	
Adjunct Instructor	8

Instructor/Lecturer	11
Assistant Professor	13
Associate Professor	20
Professor	13
Type of University	
Private	21
Public	44
Carnegie Classification	
Baccalaureate Colleges: Diverse Fields	4
Master's Colleges & Universities: Small Programs	6
Master's Colleges & Universities: Medium Programs	2
Master's Colleges & Universities: Larger Programs	17
Doctoral/Professional Universities	19
Doctoral Universities: High Research Activity	10
Doctoral Universities: Very High Research Activity	7

Quantitative

Our examination of quantitative data revealed a number of ways in which respondents engage as literacy leaders (see Table 2). The highest frequencies occurred with reading various types of literature. Findings showed that more than half of respondents read professional journals that report effective practices ($n = 38$) and an almost equal number of respondents read professional journals that report research ($n = 37$). Findings also showed that just under half of respondents read professional books ($n = 32$).

Table 2

Reported Literacy Leadership Practices

Literacy Leadership Practices	N
Reading Literature	
Professional Journals that Describe Practices	38
Professional Journals that Report Research	37
Professional Books	32
Attending Professional Learning Activities	
Hosted by Professional Organizations	35
Hosted by Regional Education Service Centers or State Agencies	21
Hosted by Local School Districts	10
Other	
Professional Collaborations	20
Scholarly Endeavors	13

Lower frequencies were reported for attendance at various types of professional learning activities. Although findings demonstrated that more than half of respondents attend activities hosted by professional organizations ($n = 35$), only one-third of respondents reported attendance at activities hosted by regional education service centers or state agencies ($n = 21$). Moreover, findings revealed that less than one-quarter of respondents attend activities hosted by local school districts ($n = 10$).

Responses provided for the "other" option revealed four additional ways in which respondents engage as literacy leaders. Twenty respondents reported engagement with the following professional collaborations:

- Collaborations among literacy teacher educators and teacher educators from other disciplines (e.g., "work in the school with curriculum personnel," "network with researchers and leaders in the field of literacy education," "talk with colleagues about effective practices");

- Collaborations with individuals who were not teacher educators (e.g., "collaborate with others often outside the field of education," "attend seminars with thought leaders"); and

- Collaborations with individuals accessible through digital platforms (e.g., "online professional development via Twitter," "webinars in this field").

Thirteen respondents also noted their involvement with scholarly endeavors, which included "conducting research," "the presentation of research findings," and supporting research efforts among "graduate and doctoral students" and "colleagues." Additionally, seven respondents described consultant work involving the design and implementation of professional trainings for

literacy practitioners, and two respondents reported service work on "boards and advisory groups" within the literacy profession.

Qualitative

Three themes emerged during qualitative data analysis that described specific challenges respondents encounter during their literacy leadership pursuits. These themes included: Inadequate Resources, Limited Partnerships, and Constraints with Professional Learning Activities. We have presented a summary of these themes below.

Inadequate resources. Respondents shared inadequacies they encounter with access to resources. For example, respondents referred to the lack of time to "read, think, and collaborate with peers." One respondent explained:

> The longer I am out of the public school classroom, the more time I need to spend in today's classroom observing teachers teaching and making sure that I am up-to-date on the demands and expectations of the public school classrooms.

Respondents also acknowledged shortages with financial resources "to cover travel costs to conferences." To overcome travel expenses, one respondent suggested a need for "a stronger state journal" that disseminates evidence-based literacy practices focused on state-based classrooms, teachers, and curriculum.

Limited partnerships. Respondents expressed limitations they encounter with partnerships. Overwhelmingly, respondents recounted issues with instituting internal TPP partnerships (e.g., "I would like monthly meetings with other reading faculty here at the university."). Respondents also revealed shortcomings with developing external partnerships and expressed a desire to connect literacy teacher educators affiliated with other TPPs (e.g., "It would be wonderful to have an organized network of university professors throughout the state

who prepare literacy professionals."). Additionally, respondents noted that they interact infrequently with other educational entities, such as "local schools and districts," "regional service centers," and state-level education agencies.

Constraints with professional learning activities. Respondents divulged specific constraints they encounter as consumers of professional learning activities. Respondents explained that there was a lack of available "online training and webinars" that address current and relevant content, such as "teaching online courses" and "using digital textbooks." Respondents also disclosed challenges they encounter as providers of continuous professional learning. For example, one respondent stated, "I need my university to value presentations just as much as publications."

Discussion

First and foremost, we were pleased to see extremely positive stances towards literacy among respondents. This is of extreme importance, as literacy leaders must model positive attitudes towards literacy (Taylor, 2004) and view literacy learning as a top priority for all students (Murphy, 2004). As literacy leaders, literacy teacher educators have a strong potential to influence future professional behaviors of preservice teachers (Wold et al., 2011).

We were surprised by the low levels of participation in different types of continuous learning activities, collaborations, consulting, and service work. This was particularly surprising since most of the respondents were seasoned literacy teacher educators who had several years of experiences in training preservice teachers. However, our findings did shed some light on the challenges that literacy teacher educators face during literacy leadership pursuits. Although our findings provide only a preliminary snapshot of this under-researched area, they do suggest practical implications.

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First, TPP administrators must institute frequent opportunities for all TPP stakeholders to collaborate with literacy teacher educators. Teacher education is an interdisciplinary enterprise, and TPP administrators must overcome the "numerous contextual factors" that hinder professional collaborations in university settings (Weiss, Pellegrino, Regan, & Mann, 2015, p. 101). By doing so, literacy teacher educators are poised to lead professional, cross-disciplinary collaborations that value and draw upon the collective expertise of a wide range of stakeholders. Such collaborations should include TPP stakeholders within the university such as instructors from all academic disciplines, as well as TPP stakeholders beyond the university such as PreK-12 school district personnel and community members (Bean et al., 2015; Greenleaf et al., 2018; Wishart & Triggs, 2010).

Second, TPP administrators must prioritize and strengthen their support of ongoing professional learning. These efforts may require increases to current funding streams and experimentation with distance learning platforms. Although this may prove challenging for universities that have limited resources (e.g., small budgets for professional learning, short-staffed TPPs), participation in continuous professional learning is vital for literacy teacher educators to remain up-to-date in their discipline and teaching practices (Smith, 2003). Low-cost alternatives for professional learning activities may include attending trainings offered within the university, ascertaining feedback from preservice teachers and PreK-12 school district personnel, and establishing professional learning communities among teacher educators. Professional learning activities may also include attending trainings offered within PreK-12 school districts to allow for co-mingling between literacy teacher educators and practicing PreK-12 professionals. Additionally, digital tools and virtual learning platforms also offer countless learning

affordances, flexibility with scheduling, and substantial cost savings to support ongoing professional learning among literacy teacher educators (Rientes, Brouwer, & Lygo-Baker, 2013).

Third, leaders in professional organizations should identify ways that they may support literacy teacher educators as literacy leaders. For example, several respondents indicated that time and financial resources were common barriers hindering their engagement as continuous professional learners. Thus, professional organizations may consider designing and implementing professional learning activities that are more cost-effective or delivered virtually. Furthermore, we encourage professional organizations to align their resources and services with the current needs of literacy teacher educators and continually evaluate their effectiveness.

Limitations and Areas for Future Research

As with any research endeavor, there were methodological limitations in the current study that we must acknowledge. The current study was exploratory and sought to add preliminary understandings to an under-researched area. With this in mind, the sample size was appropriate to achieve the study's purpose but warrants caution with generalizability of our findings. In addition, data were self-reported, so respondents may have held differing interpretations of the term "literacy leadership" or what constitutes literacy leadership practices. This limitation may affect the reliability or validity of reported findings. We recommend that follow-up studies elicit participation from larger samples and employ more rigorous research methods. We also encourage researchers to examine the literacy leadership practices of literacy teacher educators more comprehensively and conduct longitudinal studies that investigate the trajectory of literacy leadership development. Efforts to grow the limited research base for this area have a strong potential to introduce and advance a new area of knowledge and lead to an

increased awareness, including the establishment of a universally accepted definition and inventory of promising literacy leadership practices.

Conclusion

Teacher education is a challenging profession, particularly in a complex and changing educational arena. To navigate the PreK-12 teaching profession successfully, classroom teachers must be literacy leaders who are advocates for literacy, continuous professional learners, and responsive leaders (ILA, 2018). Consequently, it makes sense that literacy teacher educators must also embody the characteristics of literacy leaders. However, little is known about the ways in which literacy teacher educators engage as literacy leaders or the challenges that they encounter during literacy leadership pursuits. Findings from the current study address this research gap and provided a preliminary snapshot of this under-researched area by investigating what literacy teacher educators self-report. While our work has made an important contribution to the existing knowledge base, there is still much work to be done to gain a clearer picture of the literacy leadership practices of literacy teacher educators.

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A Continuum of Critical Consciousness: Exploring One Resident's Concerns

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Abstract

In the United States, there is a demand for richer clinical teacher education experiences. Partially in response to this call, innovative new programs like teacher residencies are being developed. As teacher preparation programs are shaped by these mandates, researchers must respond to shifts in the field. The current manuscript includes data from a resident, or teacher candidate, enrolled in a residency program—specifically, his yearlong apprenticeship. Using interviews and other qualitative data, the author examined how the resident's concerns shifted and also how these concerns differed from those uncovered in previous research. Specifically, his concerns appeared to be more dynamic than previously reported and the residency program may have scaffolded more student-centered concerns. Implications for practice are provided.

Keywords: clinical teacher preparation, teacher residency, teacher concerns

The United States is witnessing a push for richer clinical experiences in teacher education (American Association of Colleges for Teacher Education, 2018; National Council for the Accreditation of Teacher Education [NCATE] Blue Ribbon Panel, 2010). Partially in response to this call, new programs like teacher residencies (e.g., Solomon, 2009) have been developed and advocated widely (Thorpe, 2014). Indeed, teacher residencies have been funded at increasing rates by programs such as the United States Department of Education's Teacher Quality Partnership Grants (n.d.) yet little is known about the benefits of these programs beyond recruitment and retention (e.g., Papay, West, Fullerton, & Kane, 2012). Zeichner (2014) argued that research on different pathways to teacher certification is inconclusive and advocated researching various programs and maintaining the strongest evidence-based pathways to bolster teacher education. Thus, it is important to study the experiences of teacher candidates in all programs to understand how these programs shape teacher candidates.

The purpose of the current study was to explore the concerns of one resident, or teacher candidate, enrolled in a teacher residency program in an urban center in the United States. This study went beyond the stages of teacher candidates' concerns (Fuller, 1969) to examine one resident's critically conscious concerns—or those concerns related to an individual's social and cultural locations and how to use them to make change (e.g., Cross, Behizadeh, & Holihan, 2018)—since the program specialized in preparing teachers to serve marginalized populations via an asset-based approach. The research questions that guided this study were: How do the concerns of one resident change during his residency year? What is the nature of one resident's concerns?

Clinical Teacher Preparation

In the United States, calls for closer relationships between schools and universities in the preparation of teachers can be traced to the Holmes Group's *Tomorrow's Teachers* (1986). Since the publication of this document, clinically rich teacher education has been implemented inconsistently across teacher preparation programs (NCATE Blue Ribbon Panel, 2010). However, relationships between schools and universities are now mandated by the major accrediting body in the United States (Council for the Accreditation of Educator Preparation [CAEP], 2015) and programs have developed innovative pathways to certification in response to this call such as teacher residency programs.

Teacher residencies are successors of the Professional Development School model that has been used around the world to build connections between universities and schools to prepare teachers (Berry, Montgomery, & Snyder, 2008; Clinard & Ariav, 1998). However, teacher residencies differ from Professional Development Schools in significant ways, such as requiring a yearlong apprenticeship in a classroom with a cooperating teacher. Perhaps most stark is the

explicit mission of teacher residencies to provide access to all students—in both urban and rural locations—to effective teachers and their asset-based approach to teacher recruitment (National Center for Teacher Residencies, n.d.a.) that highlights the strengths of communities (e.g., Moll, Amanti, Neff, & Gonzalez, 1992) rather than positioning communities as deficient. Possibly as a result of this explicit mission, as well as supports that the National Center for Teacher Residencies has put in place, these programs have been found to recruit a greater number of teachers of color and to retain teachers in urban schools longer than their counterparts who do not graduate from teacher residency programs (Papay et al., 2012). Academically, Papay and colleagues predicted that graduates of the Boston Teacher Residency would outpace their peers from traditional programs in math student learning after five years. Other research has conveyed how individual teacher residency programs have shaped their recruitment process to select candidates who reflect their vision of quality teachers (Boggess, 2010), provide contextualized teacher preparation (Matsko & Hammerness, 2013), and create new, hybrid roles for veteran teachers (Gardiner & Lorch, 2015). However, relatively little is known about the experiences, beliefs, and perceptions of residents in these programs.

Theoretical Framework: Teacher Concerns

Fuller (1969) conducted seminal work on teachers' concerns and uncovered a three-stage developmental model: a pre-teaching phase, an early teaching phase, and a late teaching phase. Within these phases, teachers' concerns moved from concerns about themselves to concerns about their influence on students. These concerns are significant for study since they influence teachers' actions in schools (Marshall, 1996). For example, Dunn and Rakes (2010) found a significant correlation between teacher candidates and their learner-centered concerns—as participants' learner-centeredness increased, so did their concerns about the effect of learner-

centered instruction on their students. The authors concluded that learner-centered teachers show a deeper interest in students and student outcomes. The authors cited their study as important because it demonstrates a malleable teacher characteristic and noted, "Teacher education programmes may also be designed to promote the development of higher-level concerns that promote the use of learner-centered innovations" (p. 520). In their qualitative study of teacher concerns, Cooper and He (2012) found variation in their seven participants' concerns and the development of those concerns. They advocated that intentional scaffolds be built into teacher preparation programs to support teacher candidates' development throughout their preparation to help them align their idea of teaching to reality. Teacher educators are critical in this work. Thus, there is evidence that carefully scaffolded and coherent programs may shape teacher candidates' concerns, which may, in turn, shape their practices.

   Critically conscious teacher concerns. Recently, research regarding teacher concerns has increased in response to both the changing nature of teacher preparation programs and the demographics of schools in the United States (Cross et al., 2018). I define critically conscious concerns in the same way that Cross and colleagues have: critically conscious educators are aware of their social status based on culture and socioeconomic status and can use their positionality to make societal change. In their study of teacher candidates' concerns in a social-justice oriented program, Cross and colleagues found that very few of the concerns expressed by their teacher candidates demonstrated high levels of critical consciousness despite the explicit mission of the program. In the same vein, Marshall (1996) developed an instrument to measure multicultural teaching concerns including the following factors: (a) cross-cultural competence, (b) strategies and techniques, (c) school bureaucracy, and (d) familial/group knowledge. The author advocated further examination of these beliefs in light of the shifting demographics in the

student population while the teacher workforce remains White, female, and middle class. Thus, there is emerging evidence that social justice- or equity-oriented teacher preparation programs may struggle to foster critically conscious concerns in their candidates. More needs to be known about (a) how these concerns can be nurtured and (b) how these concerns manifest in teacher candidates and novice teachers since these concerns may determine what teacher candidates and teachers do in their classrooms.

Methods

A longitudinal, qualitative case study was chosen for this investigation because this design would allow an in-depth understanding of the case with all of the complexities of a teacher residency setting (Stake, 2006). The unit of analysis for this study was one participant, an aspiring teacher, and his concerns during his residency year including during his summer coursework and his yearlong apprenticeship in an urban school. The study took place at the Fairview Teacher Residency[1] (FTR) during the 2012-2013 school year.

Research Setting

The FTR was purposefully chosen for this study because it adhered to the criteria of teacher residency programs: targeted recruitment of residents, rigorous vetting of mentor teachers, preservice preparation focused on serving diverse students, induction support, and strategic hiring of graduates (National Center for Teacher Residencies, n.d.a.). The FTR is a partnership among three entities: Sinclair University (SU), an urban, research-focused University that is located in the heart of the city; the Center for the Development of Education Talent, which is affiliated with SU and develops teacher leaders; and Fairview Public Schools (FPS). Fairview City has a population of over 100,000 people of whom 40% identify as Black, 50% as White, 6%

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[1] All names of people and places are pseudonyms.

as Latino, 2% as Asian, and 2% as multiracial. However, the demographics of FPS show an overrepresentation of historically underrepresented students with 88% of FPS students identifying as Black and 74% of these students receiving free and reduced-price lunches.

At the time of this study, the FTR solely prepared secondary teacher candidates in its 18-month program. Candidates completed 18 credit hours between May and August before beginning their residency apprenticeships in September. Required coursework adhered to the prevailing state regulations but was tailored for the FPS and Fairview, specifically (Beck, in press), and included educational ethics and policy, teaching reading in the content areas, human development, secondary curriculum, classroom management, and educational psychology. Residents completed an additional 12 credit hours of content-area methods in the fall and spring while completing their residency experience. Residents were hired by FPS schools for the ensuing year as teachers of record, and the FTR provided induction support during this time. Residents also completed a Community Study Project during their residency year. The purpose of the project was to acculturate residents to Fairview through exploring the assets of the community (e.g., Moll et al.,1992).

Participant

The participant in this case study was chosen through purposive sampling based on several criteria. Since it was a foundational goal of teacher residencies to home grow teachers, it was appropriate to select a resident with ties to the area. The participant, William, is considered a typical case (Patton, 2002) of a candidate whom the FTR recruits due to his commitment to Fairview, FPS students, and social justice, which are qualities that the FTR vetted candidates for during Resident Selection Days. William was chosen among a cohort of 16 residents; since I am a former English-Language Arts teacher, I wanted to interview an English-Language Arts

candidate so that content did not serve as a barrier to understanding his story. Out of the four English-Language Arts candidates, William was the only resident who had grown up in the Fairview area and was my first choice for this study in accordance with my sampling criteria. I submitted for Institutional Review Board approval for this study at my home institution and the study was considered exempt. William provided written consent to participate in the study and to be audio recorded. I offered William a $10 gift card after each interview but he declined compensation.

At the time of this study, William was 23 years old. He is a White male who grew up in the suburbs of Fairview City. He majored in criminal justice in college and minored in English and did not decide to become a teacher until his senior year. It is common for residency programs to attract college graduates and career changers since they are graduate-level programs and are designed to reduce barriers of entry into teaching (National Center for Teacher Residencies, n.d.b). William explained his rationale for his decision to pursue teaching as a career:

> But education, I was told, was the only thing that can make a difference. And all of my sociology professors, they're like, "Actually the only real answer to any of these things isn't more police officers, isn't community policing, it's just education."

After completing his undergraduate degree, William looked for alternate route to licensure programs and discovered teacher residency programs and applied to two programs including the LTR. He spent his residency year at Frederick Douglass Middle School in a Grade 6 English Language Arts classroom. This school served approximately 300 students in grades 6 through 8 who were predominantly African American. William's coach (mentor teacher), Danielle, was a White woman in her late 20s.

Data Collection

Data collection consisted of semi-structured interviews and document collection. William's first interview took place in May 2012 when residency coursework had just begun for his cohort, and these interviews continued on a monthly basis throughout the 2012-2013 academic year. Research concluded in July 2013 after he graduated from the FTR with a master's degree in teaching and had earned a teaching position within FPS for the following year. The entire study took 15 months to complete and 14 interviews were conducted. Interviews lasted between 33 and 70 minutes resulting in 11 hours and 32 minutes of audiotape. In keeping with the emergent design of this study, interview guides changed monthly but were always based on the research questions. Documents collected for this study included rubrics and other evaluation materials from Resident Selection Days, course catalogue descriptions, the FTR's Gradual Release Calendar that dictated when residents should be co-teaching with their coaches or solo teaching, and an ethos statement from the FTR regarding the mission of the program.

Data Analysis

A constant comparative approach was chosen for data analysis due to the ongoing nature of this study (Corbin & Strauss, 1990). Analysis began with transcription and multiple rounds of coding were conducted **(**Saldaña, 2009). After each interview, I transcribed the audio file verbatim and highlighted seemingly significant words and phrases during transcription which some qualitative researchers have dubbed "'pre-cod[ing]'" (Layder, 1998 cited by Saldaña, 2009, p. 16). Additionally, every three to four months, I would conduct a line-by-line coding of the data, organize chunks of data into themes, and write a brief memo about these themes and their manifestation in the interview transcripts.

At the conclusion of the study in July 2013, I began to analyze the data as a whole including relevant documents. Because there were hundreds of pages of data, I broke the data into phases and completed an open coding of each transcript. During this second round of coding, the types of codes that I used included descriptive, in vivo, and values coding (Saldaña, 2009). I then used memo writing to synthesize the themes from these data as part of a particular phase through memo writing. For example, the first phase of data collection occurred between May and August 2012 when William was completing coursework and had not yet entered an FPS classroom. Keeping the study's research questions in mind, I reviewed my codes, noted significant themes in a theme matrix (Stake, 2006), and wrote a memo to synthesize the main points from the data and to make sense of what they meant (Saldaña, 2009). This process was repeated for phase two (i.e., September, October, November, and December 2012 interviews), phase three (i.e., January, February, and March 2013 interviews), and phase four (i.e., April, May, and July 2013 interviews). I included a summary of each phase in each memo, which was particularly useful in synthesizing the data for reporting purposes. I then looked across these four memos and the theme matrix to identify the most significant themes to organize the findings according to Fuller's (1969) phases of teacher concerns.

Credibility

To ensure the credibility of this research, what Maxwell (2013), refers to as validity in qualitative research, I used multiple approaches including rich data; respondent validation; and intensive, long-term involvement. In all, I collected 392 pages of interview transcript data, 692 minutes (11 hours 32 minutes) of audio recordings, and 21 pages of relevant documents. The second method I used to ensure the credibility of my interpretation was respondent validation, or member checking. Specifically, I embedded member checks into the process of data collection

(Sandelowski, 2008) when I conducted interviews with William. During these member checks, I would share with William what I saw as patterns in the data so that he could confirm, correct, or elaborate on my analysis. The following example is taken from our interview on December 20, 2012:

> Researcher: When I was looking at these data the other day, it seems like the seminar series is the most pivotal element of the program? Would you agree?
>
> Participant: I mean, that is the most like steady part of the program. We don't really do get togethers or anything so that part of the cohort isn't really there. I would say the seminars are definitely how they keep tabs on us, how we can ask questions of them … kind of like the glue that keeps the whole thing [program] intact.

In this instance, William does not simply agree with my interpretation but instead provides nuance to my observation and corrects my nascent understanding. A member check was also included at the end of the study when the participant read through a draft of the manuscript and confirmed my interpretation. Maxwell (2013) noted, "In qualitative studies, the researcher is the instrument of the research and the research relationships are the means by which the research gets done" (p. 91). Because I spent months getting to know William, our relationship was honest and open and he felt safe in correcting my understanding to ensure a credible research product.

Limitations

Unfortunately, FPS would not allow me access to observe William, so data collection was limited in this regard. This limitation is troubling since teacher residency programs have an explicit mission to build relationships. My status as an outsider to Sinclair University and the school district likely raised suspicion; at the same time, this outsider status also provided me with objectivity in conducting this investigation not evident in previous studies of teacher residencies

(e.g., Gardiner & Lorch, 2015). To gain insight into William's teaching without actually observing him, I adapted Flick's (2000) episodic interviewing technique. This interviewing technique taps into episodic knowledge, which is "linked to concrete circumstances (time, space, people, events, situations)" (p. 77). For example, I asked William what he would do if I were a student in his classroom who was being openly defiant and to describe the steps he would take in order to resolve the situation.

Findings

The findings are reported as a narrative that begins with William's coursework before he began his residency year (i.e., pre-teaching concerns) and concludes with his residency year (i.e., early teaching concerns). Fuller's (1969) model of teacher concerns is used to report the findings (a) because this work is germinal, (b) to convey how my findings extend previous work, and (c) because the nature and sample of my data collection align well with this developmental model. Both of the phases of teacher concerns reported here respond to my research questions: How do the concerns of one resident change during his residency year? What is the nature of one resident's concerns?

Pre-Teaching Concerns

According to Fuller's (1969) work, pre-teaching concerns were typically disconnected from the actual work of teaching. In the summer before his residency year, William grappled with the ideas presented in his coursework and his upcoming residency year including work with his coach. His concerns were directly related to teaching which contradicts Fuller's findings. However, throughout his stages of development, I found that William's concerns tended to be more dynamic than represented by Fuller's model. At first, William expressed being overwhelmed by the ideas about teaching presented in his coursework,

So I find myself, not coming from an education background, kind of buying into almost

everything that I'm reading. Because a lot of them [authors] are very persuasive with

their writing and their arguments … It's kind of hard to mold your own [educational

philosophy], just right now, because I'm getting so many convincing arguments…

Thus, the intensity of summer coursework may have caused concerns for this new teacher who

was not yet able to apply this information to his own classroom. However, at the end of this

summer experience he noted, "We're [residents] also wanting to actually get some real-world

experience to apply to what we've learned. So it's [residency year] coming at the right time."

Thus, this particular scaffold may have prepared William and his fellow residents for their

yearlong apprenticeships.

William also expressed concern about his upcoming residency year and, in particular, his

work with his coach. He hoped that his coach would allow him to "ease into things … give me

some responsibilities so I'm not just like the guy in the corner …" He also hoped that his coach

would also allow him to develop his own teaching identity. He recognized that building

relationships with students individually was a strength for him while he worried about his

presence in front of an entire classroom. He also worried about his qualifications to be a teacher,

Just with being the age that I am. And I've had discussions with some of the older people

in the cohort … who am I to have no life experience and be in front of the classroom?

I'm only 23 years old and haven't really been anywhere. Haven't had any really big

experiences. But it's going to be my job to be … responsible for people's education.

Which is a huge responsibility … did I do this at the right time?

Thus, William wondered whether he was even qualified to be a teacher and lead a classroom of

students. William also noted that this summer was the first time in his life that he had

conversations about race. However, he did not describe these conversations or his concerns about race in depth. In contrast to Fuller (1969), who found that pre-teaching concerns were disconnected from the work of teaching, William's concerns at this stage were related to teaching but conveyed an uneasiness related to his career and developing knowledge.

Early Teaching Concerns

In Fuller's (1969) work, early teaching concerns differed little from pre-teaching concerns and the teachers tended to focus on themselves. During William's residency year, or yearlong student teaching (August 2012 through June 2013), William's concerns shifted sharply away from his coursework, "It's tough to put those in a priority. I mean, because your *real* day is in the classroom and you're planning for that" (original emphasis). His concerns in this stage again demonstrated a movement forward and backward in his development. This phase of data collection showed nuance in the development of William's concerns regarding relationships with students and classroom management and thus shifted almost entirely to his students.

William felt he was good at developing individual relationships with students but worried about how this would translate to his leadership in the classroom. Moreover, he was concerned with how students would view him in the classroom—a concern that Fuller (1969) identified previously. William elaborated,

> It was important to us [William and his coach] to kind of just establish my presence in the classroom because … if I start off too slow then when it comes time for me to be the lead teacher then I'm kind of two steps back and they won't see me as an assertive voice in the classroom. So even though she [coach] was definitely the lead teacher, I was like *always* involved in every part of the class. (original emphasis)

This concern was compounded by the fact that William had classes on Friday and was not at Douglass on those days which he felt was a setback in his goal to build his teacher persona and rapport with his students. Indeed, William's concerns about relationships with his students were twofold: he was concerned about his students' perceptions of him as a leader in the classroom while he also wanted to ensure that he was building productive relationships with his students. In November, he reflected that his identity as a White male might have prevented him from connecting with his Black male students who could instead identify with the Black male authority figures in the school. This sentiment is notable because it indicated his understanding of the importance of representation for his students but also seemed to identify William as an outsider. William's concerns about his relationships with students turned into his greatest reward in teaching, "I would say with me getting positive feedback from the students is good because that's the part of it that I'm putting into it the most is the relationship-building." Thus, his concern transformed into his strength. William was student centered in his approach to teaching both in how he interacted with students and in his teaching methods, and he was beginning to think critically about his relationships with his students.

William also became concerned with classroom management during his early teaching. In September a student defied him and he took the student into the hall to have a conversation. He wondered, "What am I going to say to this kid out in the hall?" These concerns grew and changed during the year. By October he was struggling to reconcile his relationships with students while in the role as teacher, which required him to be more assertive; for example, his coach encouraged him to work on his "empty consequences." However, his coach was also a source of concern while he was developing his classroom management repertoire. William felt

compelled to conform to her style even while he was still grappling with competing ideals from his coursework,

> She [Danielle] does not like chaos in the room. And that's kind of rubbed off on me now where I think coming off of [SU coursework] I would have been like, "Alright, a few pockets of talking here, who am I to say … like [students] shouldn't be talking about other things." [chuckles] But now like I find myself being like, "There's no talking!"

Thus, William seemed concerned about adopting his coach's style even though it was not comfortable for him.

By December, student behavior was William's primary concern. There had been an increase in the number of fights at Douglass since November. He was also making several phone calls to parents during class and pulling many students for hall conferences. His struggles with behavior continued throughout the year; in January, William thought he had classroom management under control and then, "the last two days I'm like, ugh!" In March, he described how this was, at times, a gendered issue for him,

> I think I've found it easier to deal with the guys … if the guys give me attitude I know how to handle that, but with the *girls*, [if they] decide to cuss me out or, you know, lose it a little bit, then I don't know how to handle that as much. So I'll usually just let the parent handle that at that point. (original emphasis)

Although William developed a larger repertoire of classroom management practices, and he noted wonderful experiences with his students, he still expressed moments of what he felt to be defeat, "You make all these big moves with kids and then you can't be with them at all times." Such a stance is dangerous in that it can presume that the White teacher is there to save the poor, Black child (Chubbuck, 2010). In contrast to Fuller's (1969) model, William's concerns at this

stage wavered between himself and his students and were fluid rather than static. Fuller depicted teachers' early teaching concerns as more steadily focused on the new teacher rather than students.

Discussion and Implications

Teacher preparation in the United States is shifting toward a clinical model (AACTE, 2018). As a result of these calls, programs such as teacher residencies have placed teacher candidates in schools for extended periods of time. Moreover, some of these candidates are now spending increased time in schools with diverse populations of students, and their beliefs may change due to scaffolds provided in these programs and/or interactions with students. Teacher concerns can influence practice and, thus, are worthy of in-depth exploration (Marshall, 1996). The current study conveys the concerns of one resident during his summer coursework and residency year at a teacher residency in the southeastern United States.

My findings extend previous work on new and novice teacher concerns in at least two ways. First of all, in contrast to previous reporting of the phases of teacher concerns (e.g., Cross et al., 2018; Fuller, 1969), I found that William's concerns were not static but instead moved in a Z-wave pattern which Baily and Katradis (2016) have described as, "two steps forward, one step back" (p. 224). For example, although William was student-centered in his concerns and his teaching practices, which is in line with the research on teacher concerns (Marshall, 1996), he also conveyed a savior view (Chubbuck, 2010) at times that did not seem to be remedied or challenged. Thus, these views about students in need of saving likely held him back from being consistently student-centered in his concerns and practices.

Second, my study extends previous literature by examining critically conscious concerns as an inherent element of new and novice teacher concerns. Previously, these have been studied

as a separate construct (Marshall, 1996), which perpetuates the notion that critical consciousness is outside of teacher education. In a study focused on critically conscious concerns specifically, Cross and colleagues (2018) conveyed how, even in a program focused on social justice, teacher candidates' concerns can still manifest in dangerously dysconscious ways. William expressed a continuum of critically conscious concerns that shifted throughout his summer coursework and residency year. Further research should follow teacher candidates into their beginning years as teachers of record to examine how these concerns evolve at the individual level to build on Fuller's (1969) model. As student populations grow and change demographically so too do new and novice teachers' concerns about these students and their teaching. Teacher educators have a responsibility to explore these shifts as the field innovates.

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Supporting Provisionally-licensed Teachers Using eCoaching in a Distributed Internship

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Abstract

There is a critical shortage of special education teachers. To address this shortage, states have allowed alternative licensure paths such as issuing provisional licenses in order for individuals to take teaching positions while they complete coursework for the teaching license. These provisionally-licensed teachers are expected to fill the roles of fully-licensed teachers on day one. In this paper, we describe a pilot program for provisionally-licensed teachers in which we incorporated eCoaching and bug-in-ear coaching in the first semester and second semester of coursework. Results are largely positive. Implications are discussed.

Keywords: eCoaching, coaching, technology, internship, provisional license

There is a continuing shortage of special education teachers in the Commonwealth of Virginia. According to a preliminary report, teacher shortages have increased by 40% over the past 10 years. Factors such as high attrition rates and declining enrollment in teacher education programs have been blamed (Advisory Committee on Teacher Shortages, 2017). One way the Commonwealth has addressed the problem in critical shortage areas such as special education is by granting provisional teaching licenses to individuals who have a college degree, have completed one course toward licensure, and have secured a position in a school (Va. Administrative Code, 2018). Once the provisional license is granted, these individuals typically enroll in coursework to complete licensure requirements in three years.

In schools, these provisionally-licensed teachers take on the responsibilities of fully licensed teachers on day one. In most cases, though they are completing coursework, they do not have the option for the scaffolded introduction to teaching or the mentoring that traditional

teacher candidates do through integrated field experiences and internship. Mentoring programs typical in school divisions may address components of the job such as individualized education plans (IEPs) or data collection but mentor teachers may not be given the time by administration to regularly meet with, observe, and provide feedback on instruction to provisionally-licensed teachers (Whitaker, Good, & Whitaker, 2019). In preparation programs, this direct observation and feedback on instruction usually occurs in internship, often a culminating activity late in the program sequence. Unfortunately, this may be too late for provisionally-licensed teachers because they have been teaching in the classroom for almost two years when they take an internship course.

Internship and Coaching

According to research, internships can have a powerful impact on teacher candidates in traditional preparation programs (Goldhaber, Krieg, & Theobald, 2017). Typical internships are usually culminating experiences in which a candidate slowly takes over the responsibilities of planning, instruction, and assessment from a mentor teacher, with support and coaching along the way (Nagro et al., 2016). A university supervisor is assigned who observes the candidate's instruction and evaluates the candidate's mastery of specific skills outlined by the university program. Several factors are critical to the relevance and effectiveness of the internship, including: (a) alignment between coursework and internship experiences (Leko & Brownell, 2011), (b) collaboration and relationships that allow for risk-taking and feedback (Cook, 2007), and (c) opportunities for practice (Recchia & Puig, 2011).

Coaching is a different approach to the traditional internship model and provides a means of scaffolding support and providing feedback to encourage the risk-taking and opportunities for practice so necessary for beginning teachers (Knight, 2007). Coaching, providing frequent

feedback in a non-evaluative capacity, addresses the concern that isolated coursework and one-shot professional development sessions do not change practice. Candidates can make connections between coursework and the classroom through practice with deliberate and specific feedback (Leko, Brownell, Sindelar, & Kiely, 2015). Coaching is done in different ways (Marzano & Simms, 2013); however, most coaching models follow the pattern of initial classroom observation, development of goals for improvement, subsequent classroom observations, and reflection/feedback. Quality coaching requires that coaches develop relationships with teachers that include setting goals, providing feedback, and reflecting on a more frequent basis than traditional professional development or supervision (Knight, 2007).

Coaching can be critical for provisionally-licensed teachers because they are responsible for instruction immediately, without the gradual release with practice and feedback that traditional candidates receive. However, to do a quality coaching job, the need for frequent engagement between the coach and teacher requires significant time and resources (Knight, 2007). Programs must find ways to balance these requirements with available resources. New technologies such as Bluetooth devices, web-based video conferencing, and screen recording have provided opportunities for increasing the ability of coaches to effectively reach teachers and for providing live, in-the-moment feedback, even with limited resources (Wake, Dailey, Cotabish, & Benson, 2017). Using these technologies allows for (a) increased number of coaching opportunities, (b) opportunities to provide quality coaching without disruption to instruction, and (c) improvements in teachers' feelings of support and levels of implementation fidelity (e.g., Coogle, Ottley, Storie, Rahn, & Burt, 2017; Rock et al., 2014).

Making Internship More Meaningful

At a public University located outside of the District of Columbia in the United States, more than 50% of special education teacher candidates are provisionally-licensed teachers in local school systems. Many of them participate in University coursework through a cohort program with fellow candidates from their division. For two years, they attend courses taught by faculty one evening per week (see Table 1 for the course sequence). Either during or after they complete one of the methods courses, they enroll in a three-credit internship course where they are assigned a mentor teacher and a university supervisor. The mentor teacher is generally another special educator in the same building and the university supervisor is either an adjunct or full-time faculty member required to complete three observations with a debrief session after each. A debrief session may include a written or verbal sharing of performance-based feedback

Table 1

Program Course Sequence

Course Number	Course Name	Semester Taken
EDSE 501	Introduction to Special Education	Before entry into program
EDSE 540	Characteristics of Students with Disabilities who Access the General Curriculum	Fall Year 1
EDSE 502	Classroom Management and Applied Behavior Analysis	Spring 1 Year 1
EDSE 662	Collaboration and Consultation	Spring 2 Year 1
EDSE 503	Language Development and Reading	Summer Year 1
EDSE 627	Assessment	Fall Year 2
EDSE 628	Elementary Reading, Curriculum, and Strategies for Students with Disabilities who Access the General	Spring 1 Year 2

	Curriculum	
EDSE 629	Secondary Curriculum and Strategies for Students with Disabilities who Access the General Curriculum	Spring 2 Year 2
EDSE 783	Internship	Spring Year 2
EDSE 544	Adapted Instruction Methods and Transition for Secondary Learners	Summer Year 2

to the teacher after an observation that includes specific strengths of one's instruction and areas for improvement. The debrief session may include questions, suggestions, resources, and/or reminders for the teacher. Anecdotally, University instructors reported that several provisionally-licensed teachers in cohort courses have expressed frustration with the demands of the special education teacher role and voiced being overwhelmed with responsibilities. For example, many of them co-teach with general educators and are not sure how to participate in instruction. Or they experience classroom management issues and are not sure how to establish consistent routines or reinforce positive behaviors. Consistent with recent program evaluation data, some graduates from the program reported that the internship provided too few opportunities for feedback, came too late in the program, the feedback from university supervisors was not helpful, and the university supervisors were often disconnected from the coursework (College of Education and Human Development, 2017). Therefore, we began a pilot program (**D**ynamic **C**oaching **O**utreach **P**rogram; DCOP) in our special education teacher preparation program in which we distributed the internship across coursework and incorporated eCoaching as a means to provide frequent feedback on instruction to a cohort of provisionally-licensed teachers in a local school division. Using research (e.g., Kretlow & Bartholomew, 2010; Rock et al., 2014), literature (Knight, 2007; Marzano, 2013), and funding from the state department of education,

this case study provides a preliminary description of our process to define quality coaching, to provide it as consistently as possible, to distribute it across the provisionally-licensed teachers' program, and to evaluate its feasibility. The case study was guided by the following research questions:

1. How can an internship with eCoaching be feasible with provisionally- licensed special education teachers enrolled in initial coursework?

2. How do provisionally-licensed special education teachers perceive the internship with eCoaching when experienced early in their coursework?

Method

The purpose of this descriptive case study is to describe the first two semesters of a distributed internship model that incorporated eCoaching to determine if providing this type of support would (a) be feasible for implementation and (b) make the internship meaningful to provisionally-licensed teachers.

Participants

Two groups participated in this case study: (a) 16 provisionally-licensed special education teachers participating in a cohort for licensure coursework and (b) two faculty members serving as instructors and coaches.

Provisionally-licensed teachers

Sixteen provisionally-licensed special education teachers, newly enrolled in the **D**ynamic **C**oaching **O**utreach **P**rogram (DCOP) participated in this case study. See Table 2 for demographic characteristics. These candidates began the program in the fall of their first semester of their initial teaching position. None of the candidates had previous teaching experience; all had successfully completed the introductory required course, EDSE 501

Introduction to Special Education. To participate in the pilot program, candidates had to be (a) full-time teachers, (b) assigned to positions that required instruction of students with disabilities who accessed the general curriculum, and (c) concurrently enrolled in EDSE 540 Characteristics of students with disabilities who access the general curriculum.

Table 2

Teacher Candidate Participants

Candidate	Gender	Teaching Assignment
Ginny	F	Elementary (general education classroom; self-contained)
Danica	F	Elementary (general education classroom; self-contained)
Angela	F	Middle (6-8) (general education classroom; self-contained)
Rachel	F	Middle (6-8) (self-contained)
Tammy	F	Middle (6-8) (general education classroom; self-contained)
Katrina	F	Middle (6-8) (general education classroom; resource)
Melinda	F	Middle (6-8) (general education classroom; self-contained)
Karen	F	Middle (6-8) (general education classroom; self-contained)
Kristy	F	High (itinerant; transition)
Jancy	F	High (general education classroom; self-contained)
Hannah	F	High (general education classroom)
Jenny	F	Elementary (general education classroom; self-contained)
Mary	F	High (general education classroom; self-contained)
Chuck	M	Elementary (self-contained)
Victoria	F	High (general education classroom)

Note. All names are pseudonyms.

Faculty/Coaches

The first two authors, faculty members in the program, participated in the pilot program as instructors and coaches. The first author is an Assistant Professor in special education with over 20 years of experience in teacher education. She has received training in eCoaching with bug-in-ear (BIE) technology and worked with the second author to develop a program of eCoaching within the program's traditional internship model. In this pilot program, the first author taught the course, EDSE 540 Characteristics of students with disabilities who access the general curriculum, in the first semester of the program and concurrently served as university supervisor and coach to the candidates. The second author is an Associate Professor in special education with over 15 years of experience in teacher education. Through a federally funded, 325T program improvement grant, she facilitated and participated in training for faculty in eCoaching. She also supported the development of eCoaching within the traditional internship program and has implemented it over the course of four semesters. The second author served as instructor for the candidate's second course, EDSE 502 Classroom management and applied behavior analysis, and concurrently served as university supervisor and coach to the candidates.

Data Sources

Two data sources were used to determine if the internship was meaningful for the provisionally-licensed teachers and feasible for implementation. The first data source was coaching records from the university supervisors. These records included number of coaching sessions, types of coaching sessions (virtual observations with debrief or bug-in-ear coaching), number of follow up sessions, and general notes about the observation session. The second source was an anonymous survey administered to the candidates at the end of the first and second internship experiences. The researcher-created survey (see Table 5) consisted of six

Likert scale questions about the internship experience, one question about the coaching experience, one question rating the overall internship process, and three open-ended questions about the coach and the feedback provided. The six Likert scale questions about the internship experience and the question rating the overall internship process were drawn from a survey used by the School of Education (SOE) to evaluate all internships in all programs. The Likert scale question regarding the coaching experience and the three open-ended questions about the coach and the feedback provided were developed for this case study. They mirrored the open-ended questions used in the SOE survey for all internships; however, each question was modified to ask about eCoaching, specifically (see Table 5). Quantitative data (e.g., Likert scale results, number of observations) were analyzed by calculating descriptive statistics such as frequencies and means. Qualitative data (e.g., open-ended question responses, observation notes) were open-coded by the first and second authors and similar codes were collapsed into categories (e.g., "couldn't hear the co-teacher" and "video froze on several occasions" collapsed to technology issues category). For each category, the authors identified characteristics and dimensions of the category, using text directly from the sources. Authors then met to discuss these characteristics and dimensions and to verify agreement (Saldana, 2016).

Procedure

The standard preparation program for provisionally-licensed special education teachers at the targeted University includes approximately two years of coursework to satisfy licensure requirements, a total of 33 credit hours with an optional six credits to earn the Master's degree (see Table 1). For provisionally-licensed teachers who hold positions in local school divisions, licensure courses are administered in a cohort model where candidates attend classes together with other provisionally-licensed teachers in the division once a week throughout the program.

There are generally four semesters per year: fall (10 weeks), spring 1 (9 weeks), spring 2 (9 weeks), and summer (9-10 weeks). Candidates complete their developmental field experiences in the schools and classrooms within which they work. Candidates also complete their internship in their own classrooms either while taking one of the two methods courses or after completing them. They are assigned a mentor teacher who is a fully licensed special educator at the school and a university supervisor who is either a full-time or adjunct faculty member of the University. The internship experience extends through the semester in which the candidate is enrolled.

The internship requires that candidates teach a total of 150 hours (75 indirect and 75 direct teaching hours) and be formally observed by a university supervisor at least three times throughout the semester. The intern, mentor teacher, and university supervisor gather evidence to verify that the intern can independently meet expectations on an internship rubric derived from both the Interstate New Teacher Assessment and Support Consortium (InTASC) and Council for Exceptional Children (CEC) standards for initial teacher licensure (Council of Chief State School Officers, 2011; CEC, 2015). In addition, each mentor teacher completes a disposition assessment of the intern and the intern completes a technology portfolio and a reflection assignment.

Pilot DCOP program description

The pilot DCOP program included two main components: (a) distributed internship experiences across coursework and (b) eCoaching with bug-in-ear technology in the internship. The distributed internship experiences included splitting the end-of-the-program internship into three, one-credit internships that were taken concurrently with coursework. Internship 1 took place in the first semester of the program, concurrently with EDSE 540. The first author served as both instructor and university supervisor. The focus of the internship experience and feedback was on InTASC standard 1 (Learner Development), 2 (Learning Differences), and 9

(Professional Learning and Ethical Practice). See Table 3 for the internship crosswalk.

Candidates were required to complete 25 hours of direct teaching and 25 hours of indirect

teaching. The university supervisor completed eCoaching sessions and at least one formal,

Table 3

Internship Crosswalk

Semester	Course Number	Course Title	Internship Component	Internship Rubric Addresses
Fall	EDSE 540	Characteristics of Students who access the General Curriculum	1 credit EDCI 790 (25 hrs direct and indirect MAX)	InTASC 1 learner development, InTASC 2 learning differences; InTASC 9 Professional learning and ethical practice
Spring 1	EDSE 502	Classroom and Behavior Management	1 credit EDCI 790 (25 hrs direct and indirect MAX)	InTASC 3 learning environments; InTASC 6 assessment
Spring 2	EDSE 662	Consultation and Collaboration		
Summer	EDSE 503	Language Development and Reading		
Fall	EDSE 627	Assessment		
Spring 1	EDSE 628	Elementary Methods	1 credit EDCI 790 (based on their classroom grade level; 25 hours direct and indirect MAX)	InTASC 4 content knowledge, InTASC 5 content application; InTASC 7 planning for instruction; InTASC 8 instructional strategies
Spring 2	EDSE 629			
		Secondary methods		
Summer	EDSE 544	Transition		

written observation. Internship 2 took place in the second semester of the program, concurrently

with EDSE 502. The second author served as both instructor and university supervisor. The

focus of the internship experience and feedback was on InTASC standard 3 (Learning

Environments) and 6 (Assessment). Candidates were again required to complete at least 25 hours of direct teaching and 25 hours of indirect teaching. In addition, they were required to complete a reflection activity using a videotape of an observed instructional session. The university supervisor completed eCoaching sessions and at least one formal, written observation. In year 2 of the DCOP program, Internship 3 will take place concurrently with EDSE 628 and EDSE 629 with the first two authors serving as both instructors for the courses and university supervisors. At that time, the focus of the internship experience and feedback will be on InTASC 4 (Content Knowledge), 5 (Content Application), 7 (Planning for Instruction), and 8 (Instructional Strategies). Candidates will complete at least 25 hours each of direct and indirect teaching. The university supervisor will complete eCoaching sessions and one formal, written observation.

eCoaching

Quality coaching is providing feedback to candidates in order to increase their implementation of evidence-based practices through an individualized and targeted plan-do-study-act process (Fixsen, Schultes, & Blasé, 2016). It requires frequent engagement with a candidate and a degree of trust in order to try new strategies, reflect, and accept both positive and constructive feedback. To provide coaching in the first year of DCOP, university supervisors used three basic technologies: videoconferencing platform (WebEx), Bluetooth headsets, and email. For virtual observations, candidates scheduled specific times with university supervisors, sent information about the lesson to be observed, and scheduled a debrief session. At the beginning of the semester, candidates were given a WebEx link to use. They would place their school division-issued laptop at the back of the room, aiming the camera at themselves and not the students, and connect to WebEx at the appointed time. University supervisors would connect to WebEx at the same time and observe the lesson. After the lesson, the university supervisor and

candidate would connect again to debrief or would reflect/communicate via email to debrief. In order to provide opportunities for video analysis at least once per semester, university supervisors used the WebEx screen-recording feature to make a video of the observation. The link to the recording was sent to the candidate for viewing and to complete the reflection assignment.

For BIE coaching, the sessions were set up similarly except that the candidate would sync a Bluetooth headset with the laptop and configure WebEx to allow the audio out to go only to the headset. University supervisors would establish verbal cues ahead of time that aligned with the candidate's goals (e.g., Be specific. Nice specific feedback! Rephrase as a question.) and would discuss what the candidate's response to the cue would be. See Table 4 for cue and response samples. University supervisors would coach on the target behaviors or goals throughout the instructional session, lasting about 20 minutes. The university supervisor would then connect with the candidate after the bug-in-ear session for follow up and debriefing (see Regan & Weiss, 2019).

Establishing rapport and goal-setting

Each semester, the instructor of the course also served as the university supervisor. This allowed the university supervisor to develop relationships and rapport with candidates individually, outside of the coaching experience. It also allowed for a forum to collaboratively discuss, observe, and plan for using targeted teaching skills with fidelity in the classroom. For example, EDSE 540 focused on specific instructional behaviors (e.g., explicit instruction to include student engagement, opportunities to respond, feedback) in the first semester and EDSE 502 focused on behavior management skills (e.g., verbalizing and reinforcing behavioral expectations, increasing use of positive praise) in the second semester. Within these skill areas,

university supervisors set goals with the candidates (e.g., increase frequency of praise statements) and focused observations and coaching on those specific areas (see Table 3). For example, many of the candidates used global, positive feedback statements such as, "Good job!"

Table 4

Sample Coaching Goals, Cues, and Responses

Directive Statement	**Coach says:** *Rephrase as a question.* (e.g., "Nimbus clouds are dark, stormy clouds.")	**Teacher should:** Turn what you just said into a question. (e.g., "What are nimbus clouds?" or "What type of clouds are dark and stormy?")
➢ Use a replacement behavior. ➢ Do something specific again. ➢ Tell what to do next. ➢ Incorporate component of explicit instruction.	**Coach says:** *Use the same words.* (e.g., Teacher initially says, "Nimbus clouds are dark, stormy clouds" then later says, "Nimbus clouds are black and rainy clouds.")	**Teacher should:** Plan and use the same words to define/describe critical vocabulary at all times. (e.g., Teacher initially says, "Nimbus clouds are dark, stormy clouds" and later also says, "Nimbus clouds are dark, stormy clouds.")
	Coach says: *Model it.* (e.g., Teacher says, "When we begin to solve an equation, we want to get all of the X's on one side. I do that by adding -1 to both sides" ***but*** it is all done through talk or with a completed example on the board)	**Teacher should:** Work through the activity/skill as if you were a student, showing every step (e.g., Teacher says, "When we begin to solve an equation, we want to get it to a form that looks like this x=___" ***and*** actually do the problem on the board or SMART Board; if it's a skill or activity, do an example for them)
	Coach says: *Have the students do it with you.* (e.g., The teacher has provided several examples and models, but has not elicited student feedback or help working through the examples (no guided practice). Then, the teacher gives them the task to complete at their desks.)	**Teacher should:** While modeling, ask students for next steps or next answers so that you can provide feedback. (e.g., Put an example on the board. Begin to work on it by asking questions of the students, "What do I do first? Ok. Like this? What's next? How do I find that? How did you figure that out?")

The goal for virtual observations and for bug-in-ear coaching may have been to increase the number of specific feedback statements. The bug-in-ear coaching statements might have been, "Be specific. Tell him exactly what you liked." In debriefs following the virtual observation, the university supervisor would often share counts of specific feedback statements and general feedback statements and video of those observations allowed candidates to identify alternative, more specific statements when general ones were used.

Results

In semester 1 of the pilot, the first author conducted 28 eCoaching sessions and 13 bug-in-ear sessions for 13 candidates. In semester 2, the second author conducted 25 eCoaching sessions for 13 people and 22 bug-in-ear sessions for 11 people. In semester 1 during EDSE 540, 11 of 16 candidates completed the survey and all rated questions 1-5 about the internship at Agree or Strongly Agree. All candidates gave an overall rating of the university supervisor as 5 (Strong). Suggestions for the internship included face-to-face feedback as soon as possible (for virtual observations) and notes of technology issues (discussed below). All results are in Table 5. In semester 2 during EDSE 502, 11 of 16 candidates completed the survey and all rated questions 1-5 about the internship at Agree or Strongly Agree. Ten candidates gave an overall rating of the university supervisor as Strong with one rating of Neutral. Similar to the responses from semester 1, participants expressed discomfort with the technological aspects of the internship (e.g., hard to hear sometimes).

Open-ended responses were largely positive. Candidates across both semesters reported that they agreed or strongly agreed that they received accurate, timely feedback and useful recommendations from their coach. They also unanimously reported that the coaching experience was a supportive and positive learning space. One candidate shared, "She really

makes you delve into the 'Why' behind every action." Another identified a benefit to the use of technology when coaching, noting "Having my coach visit via technology helped her to see the class exactly as it was with no influence from another person being in the classroom." The debriefing exchanges were especially appreciated by the candidates, with one sharing "she was able to provide very specific feedback with a significant number of glows and grows." Another added, "[the feedback] enabled me to reflect and improve."

Another candidate commented, "I love how positive the exchange was. Although the [coaching] process as a whole is intimidating, I always felt like the feedback was encouraging and meaningful." Additionally, the candidates recognized value in watching themselves teaching on video and the specific written feedback sent via email that included 'glows' and 'grows.' One candidate claimed, "I loved the internship taking place during the first year of teaching. It is great to have immediate feedback on teaching techniques and suggestions to improve delivery and classroom management."

The candidates all commented that they believed coaching made the coursework connect to their classroom. Using technology meant that the university supervisors did not interrupt classroom instruction to conduct observations and they were able to provide far more coaching opportunities than in standard internship practice. Following the second semester, all candidates noted that the amount of "touch points" they received for coaching was "just the right amount" of support.

Technology Difficulties

In observer notes and open-ended survey responses, issues with technology were described as challenges. The two main technology difficulties described included either video or audio not working. This often was a result of video or audio being blocked by the school's

firewall and not being able to get audio through the Bluetooth headset device. Though all of the provisionally-licensed teachers were in schools in the same school division, each school had its own network settings and technology staff. This often meant that the first attempt at observation was more of a dry run to understand the technology set up. On a few occasions, audio was blocked by the school's firewall or the connection would drop after a short period of time. These problems were usually overcome by either having the teacher log in to their school network with their division login credentials (using study computers) or by having the school's technology coordinator work with the teacher to set up the computer directly on the network. The difficulties experienced in connecting the Bluetooth headset to the computer were usually due to user inexperience with the type of laptop used in the study (MacBook Pros) and so a step-by-step guide was developed and distributed.

Discussion and Implications

The shortage of special education teachers has forced states and local divisions to look for alternative ways to staff classrooms. In the Commonwealth, individuals can be provisionally-licensed to teach after taking one special education course and being hired by a school division (Va. Administrative Code, 2018). For the next two to three years, they complete coursework for licensure as they are assuming the responsibilities of a fully-licensed teacher. As such, waiting until the end of their course sequence to provide coaching and feedback related to instruction, as traditional teacher candidates experience internship, is too late. This case study described a program referred to as DCOP, which distributed a teaching internship across a preparation program, beginning in the first semester by incorporating eCoaching and BIE coaching. The DCOP program provided the opportunity for candidates to receive twice the amount of feedback typically provided in a regular internship model, all during the first year of their teaching

experience. The shared results of our research questions suggest that the DCOP program is feasible for preparing provisionally-licensed special education teachers and the teacher participants positively perceived the internship experience. Their high acceptability of BIE coaching and reportedly, minor concerns with the technology are consistent with a review of studies investigating immediate feedback provided to teacher practitioners via bug-in-ear technology (Schaefer & Ottley, 2018).

One of the difficulties in providing instruction to provisionally-licensed teachers is that they straddle the categories of traditional pre-service teacher candidates and in-service teachers and, therefore, there is little research on effective preparation practices. However, recently, Brownell and Leko (2018) analyzed several studies focused on professional development for in-service teachers in a special issue of *Teacher Education and Special Education*. Each study had included coaching with specific feedback as part of the professional development package. The authors describe a cognitive apprenticeship approach—one in which the coaches

> assist teachers in developing expertise by modeling how they, as experts, engage in teaching tasks and make decisions about teaching and scaffolding teachers' performance through feedback and support. The process of modeling and scaffolding involves a gradual reduction in expert guidance as teachers gain mastery of PD content and strategies (Brownell & Leko, 2018, p. 160).

It would make sense that this might be the best approach to working with provisionally-licensed teachers in order to bring the coursework they experience weekly in preparation programs to their daily practice in the classroom. Using virtual coaching combined with a distributed internship provides the opportunity to teach knowledge and skills and then incorporate a cognitive apprenticeship approach in the teachers' classrooms.

Whereas the Virginia licensure requirements for special education have expedited teachers in the classroom, there is a trade-off. The breadth of knowledge and skills needed to be an effective special educator of students with high incidence disabilities for grades K-12 can be overwhelming. These provisionally-licensed teachers are in classrooms while still acquiring the knowledge and skills needed to meet the needs of students with disabilities. In turn, novice special educators may feel that they have not been provided with the supports necessary to address the complex needs of students with diverse disabilities. Therefore, there is a critical need for these provisionally-licensed teachers to have ample opportunities to receive performance feedback in order to attain and deliver evidence-based practices with fidelity (Leko & Brownell, 2011). The virtual observations and described bug-in–ear coaching allowed for more frequent touch points across two semesters for 11 provisionally-licensed teachers. Although this study did not evaluate if the teacher participants' use of evidence-based practices improved as a result of coaching, feedback that is immediate, positive, and corrective has been associated with the most enhanced practices (Scheeler, Ruhl, & McAffee 2004).

The described coaching model of DCOP is versatile and can be used flexibly to personalize the experience for each individual learner. The first two semesters of DCOP included virtual observations, targeted goal setting, bug-in-ear coaching, debriefing, email feedback, and video reflection. Be it virtual, face-to-face, or via email, the more frequently the practice-feedback cycle occurs, the greater the teachers' fidelity of implementation (Kretlow & Bartholomew, 2010). For teacher preparation programs, providing an ongoing and fluid professional development for in-service special education teacher candidates who are already in classrooms during the day is critical. Using technology can help to change and improve teachers' targeted practices when given ongoing quality performance feedback while teaching.

To further illustrate the versatility of the described model, coaches can be principals, school leaders, or seasoned teachers. There may also be an existing instructional coaching model in a school district that may benefit from using technology to expand their capacity for coaching. We hope that the described DCOP project will allow school district leaders and/or preparation program leaders to consider ways to further enhance and support provisionally-licensed teachers in their practice. Specifically, implications for teacher educators may include a critical look at how they are considering performance-based feedback in their own programs. Typical teacher preparation programs have university supervisors or clinical faculty members who spend a great deal of time traveling between schools. Using technology for virtual observations and bug-in-ear coaching minimizes or eliminates the need for travel, multiplies the coaching effect, and provides the critical support that teachers need to enhance their practice. Finally, researchers might also consider how to extend research on practices such as reflection, video analysis, and eCoaching so that these practices are both feasible and sustainable in large and small preparation programs.

Table 5

Internship Survey and Results

Question	Response	Results (Sem 1; n=11)	Results (Sem 2; n=11)
Maintained effective communication with me	1 (Strongly Disagree) to 5 (Strongly Agree)	11 Strongly Agree	8 Strongly Agree; 3 Agree
Was available electronically or in person, and kept appointments/rescheduled appropriately	1 (Strongly Disagree) to 5 (Strongly Agree)	11 Strongly Agree	10 Strongly Agree; 1 Agree
Demonstrated knowledge of the internship process	1 (Strongly Disagree) to 5 (Strongly Agree)	11 Strongly Agree	7 Strongly Agree; 3 Agree; 1 no response

Question	Response	Results (Sem 1; n=11)	Results (Sem 2; n=11)
Provided me with accurate and timely feedback, and useful recommendations during conferences/written reports	1 (Strongly Disagree) to 5 (Strongly Agree)	7 Strongly Agree 3 Agree 1 no response	7 Strongly Agree; 3 Agree; 1 no response
Provided opportunities for discussion/reflection with other students in the course	1 (Strongly Disagree) to 5 (Strongly Agree)	9 Strongly Agree 1 Agree 1 Neither Agree/Disagree	7 Strongly Agree; 4 Agree
Overall rating of Instructor/Coach	1 (Very Weak) to 5 (Strong)	11 Strong	10 Strong; 1 neutral
The coaching experience was a supportive and positive learning space	1 (Strongly Disagree) to 5 (Strongly Agree)	8 Strongly Agree 1 Agree 1 Neither Agree/Disagree	7 Strongly Agree; 4 Agree
The overall rating of the internship process	1 (Very Poor) to 5 (Great)	9 Great 2 Good	8 Great; 3 Good
Comments about instructor/coach	Open ended		
Comments about the Internship Process	Open ended		
Suggestions to Improve the internship process	Open ended		
Comments about specific feedback from the instructor/coach that proved most helpful to you during the internship	Open ended		
Any additional feedback?	Open ended		

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Strategies Used By Historically Black Colleges and Universities to Recruit Minority

Teacher Education Candidates

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Abstract

Despite the growing evidence of the benefits of having a teacher of the same race and ethnicity as the student, the educator workforce remains overwhelmingly White, while the K-12 student population is becoming more diverse (Egalite & Kisada, 2018; Gershenson et al., 2016; National Center on Education Statistics, 2019). Historically Black Colleges and Universities (HBCUs) have demonstrated a successful track record of preparing Black teachers. Using a quantitative research methodology, this investigation sought to identify and evaluate the effectiveness of recruitment practices that HBCUs implement to attract teacher candidates. The analyses revealed that HBCUs implement practices that are culturally relevant and aimed at reducing barriers that many Black and minority teacher candidates face, such as college affordability and flexible options to licensure and program completion. The difference between the means of the practices was small, and the independent samples *t*-test yielded results that were not statistically significant. Implications for future research, policy and practice to enhance teacher diversity are discussed.

Keywords: teacher recruitment, teacher retention, minority teachers, teacher diversity, Historically Black Colleges and Universities

By 2027, White students are projected to account for 45 percent of students enrolled in

public schools, making the nation's schools "majority minority" (National Center on Education

Statistics, 2019). While the K-12 student population is becoming increasingly diverse, the

teacher workforce remains overwhelmingly homogenous, comprised of majority White teachers.

In fall 2015, 80 percent of teachers were White, compared to 49 percent of students (de Brey et

al., 2019; NCES, 2019). Although nearly half of all students in public schools are Black and

Latinx, teachers of these racial backgrounds represent 16 percent of the entire educator

workforce, with Black teachers representing just 7 percent (de Brey et al., 2019). Even more

alarming is the low representation of Black male teachers in the educator workforce at just 2 percent nationally (de Brey et al., 2019). Given the vast disproportionality of Black students in special education identification and discipline (Skiba & Losen, 2015; Sullivan et al., 2014), diversifying the educator workforce is imperative for Black students' academic success. From the 2003-2004 academic year to 2015-2016, most teachers of other races experienced an increase in hiring, whereas Black teachers experienced a decrease from 8 percent to 7 percent nationally (de Brey et al., 2019). As a result of the widening gap between minority teachers and their counterparts, and more specifically Black teachers and students, more arguments have surfaced to diversify the teaching workforce (Achinstein et al., 2010; Jackson & Kohli, 2016; Villegas & Irvine, 2010; Villegas et al., 2012).

Research suggests that students of color benefit academically from being taught by a teacher of the same race or ethnicity (Egalite et al., 2015; Gershenson et al., 2016; Wright et al., 2017). Though not an exclusive focus on the K-12 student experience with having a teacher of color, researchers at the Learning Policy Institute, in a report regarding diversifying the teacher workforce, provided a summary of some of the literature about this topic and noted the positive benefits of teachers of color on K-12 students of color (Carver-Thomas, 2018). Some conclusions drawn from the summary report that teachers of color positively impact the educational experiences of students of color, including (a) boosting academic performances, (b) improving test performance, and (c) improving positive social and emotional outcomes, and (d) positively impacting these same outcomes (e.g., academic, social) for White students (Carver-Thomas, 2018). Broadly categorized, these conclusions help to ground the significance of elevating research about recruiting and retaining teachers of color.

Challenges with Recruiting and Retaining Teachers from Underrepresented Groups

The lack of diversity in the educator workforce stems from a myriad of factors including unequal access, racism, and the ineffective strategies to recruit and retain pre-service teachers from culturally and linguistically diverse backgrounds (Dorman, 1990; Frank, 2003; Ingersoll & May, 2011; Ladson-Billings, 2005; Suzuki & Valencia, 1997). Epstein (2005) posits that the causes of the whitening of the U.S. teaching force is rooted in systemic racism, both institutional and ideological, which infiltrates the selection process of teacher preparation programs. Pre-service minority teachers also face challenges nationally with standardized testing requirements which have been found to be racially, culturally and linguistically biased (Suzuki & Valencia, 1997).

Moreover, minority pre-service teachers have experienced feelings of isolation and lack of belonging at Predominantly White Institutions (PWIs). Frank (2003) studied the voices of African American education majors enrolled in a teacher education program at a predominantly white university to understand how their experiences might affect their perceptions of teaching and behaviors as future teachers. Frank (2003) asserts that African American pre-service teachers experience feelings of fear, anger and frustration at their PWI because of challenges with transitioning from an environment in high school that had been predominantly Black to a majority White setting. These pre-service teachers felt that they were expected to represent the entire Black race and that their success made them exceptions to the stereotypical views that Whites held of Blacks. They also expressed incidents of racism and the negative assumptions held by their White peers, affecting how they functioned at their institutions. Frank (2003) emphasizes the importance of PWIs to increase the number of minority pre-service teachers, and implement programs and supports to assist minority students as they transition from a mostly minority setting in high school to a majority white environment in college (Frank, 2003).

Ultimately, it is the responsibility of universities to develop programs and strategies to both recruit and retain minority pre-service teachers to better serve the growing diverse population of students.

<div align="center">**Identifying Recruitment and Retention Strategies**</div>

The U.S. ranking on the 2018 Programme for International Student Assessment (PISA) for reading and math has remained almost stagnant over the past decade and the same for low-performing students as it was 30 years ago, creating mounting pressures to produce students who can thrive in a global society (Walker, 2019). Therefore, teacher preparation programs must be innovative in their approaches to recruit and retain minority teachers. Since the adoption of the Council for the Accreditation of Educator Preparation (CAEP) standards which require recruitment of quality and diverse teacher candidates (CAEP, Standard 3), there is growing pressure for institutions of higher education (IHEs) to diversify their teacher preparation programs to reflect the needs of the field and local communities. CAEP defines diverse candidates as individuals who "reflect the diversity of America's P-12 students" and candidates who can fill areas of critical shortages, including special education, STEM and English as a Second Language (ESL) (CAEP, Standard 3.1). Despite the focus on recruiting diverse teacher candidates under the CAEP accreditation standards, it's well known that challenges still exist to meet this mandate (CAEP, Standard 3.1). Ladson-Billings (2000) acknowledges the bias selectivity towards pre-service teachers from underrepresented backgrounds, with most IHEs focusing solely on high academic merit, as opposed to a comprehensive profile of the candidate including their commitment to teaching and social justice.

Several researchers have identified strategies for recruiting minority pre-service teachers. Carrero and Lusk (2014) propose that IHEs use word of mouth through college faculty and other

professionals to reach prospective minority teacher candidates, and use culturally diverse students as recruiters on college campuses, as well as media campaigns directed at culturally diverse populations in and out of college. Tyler and colleagues (2004) suggested that universities publish culturally diverse students' success stories to attract future pre-service teachers, advertise to culturally diverse organizations on college campuses, and use professional publications and mediums for recruitment. The authors also recommended that colleges and universities offer college credits for culturally diverse high school students, provide opportunities for these students to attend college events or use college resources, and create linkages between 2-year colleges and 4-year institutions. Once minority students are recruited into teacher preparation programs, necessary steps must be taken to engage and retain students. Tyler et al. (2004) assert that an important strategy to promote engagement is to present curricula that focus on culturally relevant pedagogy, so that students feel that their experiences and cultures are represented in teaching and learning. To address retention of culturally diverse pre-service teachers, colleges should offer academic support and funding for minority students in teacher preparation programs (Tyler et al., 2004). Culturally diverse college students are disproportionately underrepresented on college campuses, often leading to feelings of isolation, therefore colleges should offer emotional support and mentorship to minority pre-service teachers through culturally diverse faculty and mentors (Tyler et al., 2004). Although several studies have reported on recruitment and retention strategies, IHEs have typically relied on theorizing and less on research strategies that consider individuals and institutions that utilize these strategies. This gap between research and practice, and lack of awareness of strategies to recruit minority teacher candidates suggest that more investigations are needed to understand the strategies used to recruit minority teacher candidates and whether they are useful.

Recruitment Strategies at HBCUs

Historically Black Colleges and Universities (HBCUs) have prepared African American educators and leaders who have been influential in challenging injustice and inequality to achieve greater access and opportunities for minorities (U.S. Department of Education, 2016). There are 117 HBCUs, ranging from competitive premier research institutions offering undergraduate and graduate programs, to two-year colleges with non-competitive open admission (Brooks et al., 2012). Given their rich history, HBCUs play an important role in the nation's efforts to diversify the educator workforce. In many urban and rural communities, HBCUs produce high numbers of teachers who work in the local school divisions (Fenwick, 2016). Although they make up only 3% of the nation's colleges and universities, HBCUs prepare nearly 50% of the nation's African American teachers (Fenwick, 2016).

HBCUs also enroll a small proportion of individuals who are preparing to be teachers, yet 16% of all African American teacher candidates attend HBCUs (U.S. Department of Education, 2016). HBCUs are essential to creating and advancing educational opportunities for minority, first generation, low-income, and underrepresented students who want to teach. Other non-minority serving institutions can draw from the effective practices of HBCUs to attract and maintain pre-service minority teachers in their programs. It is important to analyze the strategies HBCUs are currently employing and examine their effectiveness. Therefore, our objective was to explore the recruitment strategies used by HBCUs in order to understand the practices that lead to effective recruitment of African American teacher candidates at these institutions. Based on the researchers' review of the literature, no prior descriptive study has been conducted on this topic.

What We Know About Early Recruitment of Prospective Minority Teachers in High

School

Ginsberg et al. (2017) recommend that minority serving institutions (MSIs) take proactive measures to recruit minority students into the teaching profession when they are still in high school. MSIs which include HBCUs, Hispanic Serving Institutions (HSIs) and Tribal Colleges and Universities (TCUs) have a holistic approach when it comes to selection of pre-service teacher candidates, including reaching out to students in high school to introduce them to the teaching profession, and identify their commitment and potential to teach. Cheyney University of Pennsylvania employs early recruitment by hosting an annual teacher conference for minority high school students who have an interest in teaching to identify and engage students before they enter post-secondary education (Ginsberg et al., 2017).

In addition to partnering with the local school division to provide field experiences in urban settings to their teacher candidates, several HBCUs have applied a unique model that utilizes the expertise of the university to establish public schools on their campuses (Ginsberg et al., 2017). Howard University, a premier research university in Washington, D.C., and second ranked HBCU by U.S. News and Report, operates the Howard University School for Mathematics and Science $(MS)^2$, the only public charter school on an HBCU campus. $(MS)^2$ prepares middle school students to enter careers in Science, Technology, Engineering and Mathematics (STEM) through their Math and Science-focused curricula, with the goal of diversifying the pipeline of minorities in the STEM field. $(MS)^2$ partners with the university to collaborate with faculty to develop and embed research-based programs, recruit minority teachers from the university, support instructional practices of teaching staff through professional development, and utilize facilities and resources of the university to offer a rigorous learning experience to its students. By establishing a middle school on its campus, Howard University is

able to attract minority pre-service teachers with interest in gaining field experience in an urban school setting, while receiving direct support from the university to cultivate their development.

Another innovative approach by HBCUs to diversify the educator workforce is evident in North Carolina A&T State University's *2+2 Transfer Program* that creates a pipeline for prospective minority pre-service teachers to transfer seamlessly from two-year community colleges to a four-year institution. Students who have earned their Associate degree at a community college can enroll at North Carolina A&T State University to obtain a Bachelor of Science degree in Elementary Education (Ginsberg et al., 2017).

Coppin State University also operates two public schools on its campus, the Rosemont Elementary/Middle School and Coppin Academy High School. Both schools were established through the Coppin Urban Education Corridor, an initiative that launched in 2003 in effort to enhance the achievement pipeline for K-12 students in Baltimore, Maryland by providing a quality education and increasing the number of students who are college and career-ready. More than 30% of teaching staff at the campus-based schools are Coppin State University graduates (Ginsberg et al., 2017). The partnership between Coppin State University and Baltimore City Public Schools to establish public schools on the HBCU campus has also produced positive outcomes for K-12 students. In the 2013-14 school year, Coppin Academy High School had 87% graduation rate and by 2017-18 had reached a 91% timely graduation rate. On key measures of school climate, students at the high school reported feeling safe attending school on an HBCU campus (77%) and felt a strong school connectedness and belonging (76%) (Coppin Academy High School Report Card, 2015; Maryland Department of Education School Report Card, 2017-18).

Given the strength of these initiatives at HBCUs to recruit teachers of color and the need

to diversify the teacher workforce nationwide, this study evaluated the recruitment strategies and practices used by HBCUs. As noted above, the unique ability of HBCUs to impact the diversity of the teacher workforce, despite the relatively low number of institutions is impressive, and other institutions, including PWIs must understand what recruitment strategies are applied at HBCUs that yield positive outcomes, and how these strategies can be replicated at non-HBCUs if diversifying the teacher workforce is going to be taken seriously by all stakeholders. Therefore, this study sought to identify the most salient recruitment strategies used by HBCUs, and specifically asked:

1. What recruitment strategies are being employed at Historically Black Colleges and Universities (HBCUs) to recruit minority teacher candidates?

2. What strategies do HBCUs identify as effective for recruiting minority teacher candidates?

Methods

Survey Development

To answer the research questions, a 24-question survey was designed to gather data for analysis. The survey questions were developed over the course of several weeks of discussion between team members. Demographic data (questions 1-5) were developed and modified from the researchers' previous studies (Scott & Alexander, 2017). The remaining items on the survey were based on previous research regarding recruitment practices from universities, colleges, community colleges, and most specifically, HBCUs (Carrero & Lusk, 2014; Hill-Brisbane & Mosby, 2006; Kurtts et al., 2007; Rogers-Ard, 2015; Sawchuk, 2015; Smiles, 2002; Tyler et al., 2004; USDOE, 2016). It was determined that Google Forms (Alphabet Incorporated, 2014) would be the most reliable, secure form of conveyance based on the senior researchers'

experience with the platform and the university's partnership with Google technologies, ensuring data security (VCU, 2018).

The survey included four categories: (a) demographics, recruitment practices/strategies, (b) teacher preparation programs, and (c) incentive programs. The demographics included basic information about the participant and their school such as the name of the college/university, the participant's primary role in the department, the state or territory where the school is located, the number of students enrolled in the teacher preparation program, and the areas that students can attain licensure (e.g., elementary education, special education, secondary education, and post-secondary education).

The next section, recruitment practices/strategies, was developed based on prior research regarding recruitment practices (Elliot, 2001; Collins, 2004; Hill-Brisbane & Mosby, 2006; Sawchuk, 2015). The questions not only asked participants to identify practices their school employs from a list, but their perceptions of the frequency of how often these strategies accrued interest from students. This included items such as the use of word of mouth, advertising strategies, and in-house scholarships or grants (among others). The frequency was determined via a six-point Likert type scale, from no interest to the most interest, with a not applicable option. A list of application pre-requisites was developed based on prior research to college applications. These included items like applicant ACT/SAT scores, GPA, personal essays, and resumes, some or all of which are used by colleges during the application process to determine which candidates will be enrolled in their programs (Dale & Krueger, 2002; Orepoulos, 2016). Questions regarding partnerships to local school districts and the type of recruitment targets were also asked.

In the third section of the survey, the researchers developed a series of questions specific

to teacher preparation programs within HBCUs, our focus of interest. This included questions regarding the geographic location that students were being prepared to teach in (i.e., urban, rural, or suburban) and the tracks that the education program offers. These are focused on the environments that students are being prepared to teach in, and are separate from the demographics of the colleges/universities themselves. Participants were asked to select all that applied to both questions. Finally, a series of yes/no questions were developed based on whether or not the colleges/universities provided common forms of student incentives (such as publishing and distributing student-authored papers, academic and emotional supports, and specialized financial rewards) (Carrero & Lusk, 2014; Tyler et al., 2004). These were then followed by questions regarding how participants felt these incentives affected recruitment in their teacher preparation programs on a six-point Likert-type scale, from highly ineffective to highly effective, with an option for non-applicability. The survey was pilot-tested with doctoral students for content clarity. Feedback from the pilot suggested rephrasing within select questions and answers (such as adding a "no opinion" option to a series of questions along with a "not applicable" option). Moreover, an expert reviewer and researcher assessed the content validity of the instrument. The survey was finalized and sent to participants in the summer and fall of 2018.

Procedures

During survey development, the researchers started a search of potential HBCUs to participate in the study in the fall of 2017. It was determined that the most reliable list of HBCUs was curated by the National Center for Education Statistics (2017). This list included 102 federally recognized HBCUs from the United States and its territories. The list was pared down to determine which colleges included teacher preparation programs; 89 potential participant universities were identified. From there, the colleges were pared down further to only include

programs that were accredited or under the review of the Council for the Accreditation of

Educator Preparation (CAEP) or the former National Council of Accreditation for Teacher

Education (NCATE), leaving 72 potential universities. CAEP and NCATE (or accreditation

review) were selected as a criterion because of their focus on ensuring the quality of teacher

preparation programs in colleges and universities (CAEP, 2013). A single contact was gathered

for each of the universities, specifically targeting program coordinators or program directors.

Following Institutional Review Board approval in May of 2018, the survey was refined

based on pilot reactions, and a final 24-question version of the survey was sent via email to 72

contacts in June of 2018. Despite multiple reminders over the course of one month, only three

responses were collected during the initial data collection phase. It was determined that due to

the time of year, many of the nine-month faculty members who could have participated in the

survey were not present or checking their school emails. After deliberation among the

researchers, it was determined to try to survey participants once again in the fall of 2018 when

the majority of universities would be back in session. Additionally, the researchers expanded the

scope of the search to include program directors, coordinators, deans, department chairs, and HR

personnel specific to the department of education. This increased the number of potential

contacts to 189 at the 72 universities. On August 20th, the survey was disseminated once more,

with reminders sent every two weeks. Fifteen respondents had emails that were either bounced

back due to 404 errors or automatic responses from inactive email accounts, reducing the

potential participant pool to 174. The survey was closed on September 17th, with the final sample

consisting of 18 total participants from 17 universities, a 23.6% response rate from the total

number of HBCUs. While this is not necessarily representative of this population of HBCUs as a

whole, it is also typical of online-only, web-based surveys to feature lower response rates

compared to other survey methods (Manfreda et al., 2008). Additionally, there is an argument that finds low-response surveys (25% and lower) are as accurate as high-response surveys (60% and higher) when assessing the accuracy of measurements (Holbrook et al., 2005; Keeter et al., 2006; Visser et al., 1996). With these responses, the researchers confidently proceeded to analyze the data.

Results

This study examined two research questions about the recruitment strategies that are implemented at HBCUs to attract students into their teacher preparation programs. The first research question sought to identify the recruitment strategies that are implemented at HBCUs. Table 1 describes the frequency of strategies that were reportedly implemented by the participants. Overall, HBCUs reported implementing the following strategies *more frequently* to recruit students into their teacher preparation programs: (1) Word of mouth through faculty, students and other professionals; (2) Financial aid awards; (3) In-house scholarships and grants; and (3) Recruiting from local communities.

Table 1

Recruitment Strategies Implemented at HBCUs

Recruitment Strategies	Frequency	Percent
Word of mouth, current students and other professionals	18	100
Publishing culturally diverse students' success stories	8	44.4
Creating partnerships with 2-year colleges	8	44.4
Financial aid awards	13	72.2
Flexible options to licensure and degree completion	9	50

Using culturally diverse students' as recruiters	8	44.4
Advertising through culturally diverse student organizations	7	38.8
In-house scholarships and grants	10	55.5
Using professional publications and mediums for recruitment	9	50
Mentor/advisor with similar racially diverse background	9	50
Recruit from local communities	12	66.6
MOU with another institution to complete teacher preparation program *	1	5.5
Offering college credits to minority students to create an early pipeline*	3	11.1
Recruit from targeted regions within the state*	1	5.5
Recruit nationally*	1	5.5

Note. These strategies with asterisks were not included as options to select in the survey; participants listed them in the "Other" field.

The second research question of the study investigated the effectiveness of these strategies to recruit students into the institutions' teacher preparation programs (TPP). To answer this question, we examined Descriptive statistics using SPSS (see Table 2). The mean scores suggest that the top strategies that yielded the *most applications* or *interest*, in other words being more effective, were: (1) Word of mouth through college faculty, current students and other professionals; (2) Financial aid awards; (3) Recruiting from local communities and (4) Flexible options towards licensure and degree completion.

Table 2

Means and Standard Deviations of Recruitment Practices that have yielded the Most Interest

Variable	M	SD
Word of mouth through college faculty, current students and other professionals	3.44	1.617
Publishing culturally diverse students' success stories	2.17	1.917
Offering college credits to minority high school students	1.28	2.024
Advertising through culturally diverse student organizations involved in the community	1.28	1.638
Financial aid awards	3.00	2.249
In-house scholarships/grants	2.28	2.137
Flexible options for licensure/degree completion (e.g., teacher residency, online programs)	2.39	1.944
Mentor/advisor with similar racially diverse background	1.72	2.052
Recruit from local communities	2.39	2.173
Creating partnerships between 2-year colleges and your institution	1.78	1.987
Using professional publications and mediums for recruitment	1.39	1.819
Using culturally diverse students as recruiters	2.11	2.220

To determine whether there is a statistical difference between the means of the recruitment strategies that yielded *most interest* or *applications*, an independent sample *t*-test was conducted. The difference between the means of the practices was small, and the independent samples *t*-test yielded results that were not statistically significant. Since the result

was not significant, Table 3 below describes the independent sample t-test when equal variances are assumed.

Table 3

Independent Samples t-Test Comparing Recruitment Practices on Level of Interest or

Applications

Recruitment Practices	*N*	*M*	*SD*	*t*	*Df*	*P*
Word of mouth	18	3.44	1.61	.658	12	.628
Financial Aid Awards	13	3.00	2.24	-.071	12	.220
Recruiting from local communities	12	2.39	2.17	.-.690	12	.450
Flexible options to licensure/degree completion	9	2.39	1.94	-1.15	12	.267

Discussion

While States struggle to address the achievement disparities of students from racial/ethnic groups and the growing teacher shortage, an immediate and intentional focus must be made to effectively recruit minority teacher candidates into teacher preparation programs. This study sought to examine the strategies that are carried out by HBCUs, who have historically been at the forefront of producing more Black teachers in our nation. Our results suggest that HBCUs use recruitment strategies that are reflective of the values and beliefs of the Black community. In this study, HBCUs expressed using "word of mouth through college faculty, current students and other professionals" most often to recruit teacher candidates and that this strategy has yielded *high interest* and applications from prospective students. Word of mouth is embedded in the

historical and sociocultural context of African Americans. Hamlet (2011) describes the African

American oral tradition referring to the stories, old sayings, songs, proverbs and other cultural

artifacts that had not been written down or recorded, but have been passed down from generation

to generation through word of mouth. As Hamlet describes, this oral tradition predates slavery

and has served as a conduit for cultural expression and survival, and establishes trust between

Blacks and systems and institutions. For example, in the African and African American

community, then and now, families rely on word of mouth of trusted people within their families

or network when it comes to decision-making on many things including the effectiveness of a

health remedy or the selection of a school or place of worship. This value of having a trusted

community is also consistent with HBCUs focus on recruiting from local communities, which

was identified as one of the strategies that yielded *high interest* and applications from

prospective students.

Financial aid awards and flexible options to licensure were also identified as two of the

top four strategies that were used to recruit minority teacher candidates. These results are

consistent with the research literature, which indicates that minority teacher candidates

experience financial barriers and biases during the process to becoming licensed (Suzuki &

Valencia, 1997; Tyler, 2011). Minority teacher candidates are more likely to not pursue their

licensure due to its high cost, as in the case of California where the California Subject

Examination for Teachers (CSET) in English, one of several assessments required for an English

endorsement, is twice the cost of a Praxis subject test in English Language Arts and higher than

the average cost for teacher certification nationally. In Virginia, the initial application fee for

teacher licensure for in-state candidates is $100 with an additional $50 to add an endorsement. In

addition to the application fees, the licensure requirements can cost up to $400 and includes the

Virginia Communication and Literacy Assessment (VCLA) which costs $130 ($50 non-refundable fee and $80 for two subtests), the Praxis Subject Assessment ($120 - $146) and the Praxis Series Reading for Virginia Educators ($130) for individuals seeking elementary or special education licenses (Educational Testing Service, 2020; Virginia Communication and Literacy Assessment, 2020). Since the requirements for teaching certification and licensure vary by state, this poses significant challenges for teacher candidates who may not have the financial resources to afford the various assessments and steps in the licensure process, therefore statewide efforts should offer financial support based on need for teacher candidates to afford the costs of obtaining their licensure. Minority teacher candidates also experience testing bias with required assessments. In 2011, a report by the Educational Testing Service (ETS), the entity that produces the widely used Praxis exams for teacher licensure, found that candidates of color who took the Praxis 1 basic test were more likely to fail the exam. Specifically, Black test-takers were nearly 40 percent less likely to pass than White test-takers, and Latinx candidates were about 20 percent less likely to pass. There were similar disparities for the Praxis II subject exams and disparities between White and Asian-Americans, and White and Native American test-takers.

Implications for Future Research, Policy and Practice

Based on interpretation of the results, there are several recommendations to inform the future of minority teacher preparation. First, future research should investigate the recruitment strategies implemented at PWIs, to examine the differences in strategies implemented at HBCUs and at PWIs. This research must also seek to explore the selection processes of teacher preparation programs at PWIs, and whether there are inherent biases towards candidates of color. Secondly, an inquiry on teacher shortage and the teaching endorsement areas of minority teachers who are obtaining their teaching licensure would inform future strategies to recruit and

prepare more diverse teacher candidates. Every state has identified critical shortage teaching endorsement areas. To establish the importance of how HBCUs and all higher education institutions can help to address the national education policy issue of teacher shortage, additional research should examine the teaching endorsement that minority teachers are pursuing and whether they are highly sought after to fill the consistently high vacancies in urban and rural school divisions where the student needs are high and the shortage is widespread.

Lastly, federal and state education agencies must seek to establish policies and expand programs that support the preparation of minority teachers. At the state-level, policies should be established between higher education institutions and K-12 systems to prepare a teacher workforce that represents the diversity and needs of the student population and community. Such policies should consider scholarships based on need for teacher candidates who may not have the financial resources to obtain their licensure. At the federal level, we recommend increased funding for TEACH grants to recruit and prepare minority teachers, with a focus on awarding grants to institutions who have historically and successfully produced minority teachers for the workforce.

Limitations of Study

With any quantitative inquiry, there are limitations that impact the interpretation of the results and the generalizability of the findings. For this study, there were limitations related to the methodology and the research process. First, the response rate of 23.6% makes it difficult to establish significant relationships from the data and generalize the findings to all HBCUs. Majority of the HBCUs that participated in the study were geographically located in the southeastern United States. There were two institutions from the Washington D.C. Metropolitan

Area. Another limitation is the self-reported data that cannot be completely verified and may contain sources of bias, whether intentional or unintentional.

Conclusion

Minority teachers are underrepresented in the educator workforce when compared to the general student population, which is becoming increasingly diverse, and predicted to be majority "minority" by 2027 (NCES & U.S. Department of Education, 2019). Research suggests that minority teachers produce stronger academic outcomes for minority students and have higher expectations of these students (Gershenson, et al., 2016). Therefore, these teachers are essential to closing the longstanding achievement gap between students of racial/ethnic groups and their counterparts, particularly the disparity between Black and White students. The 2017 National Assessment of Educational Progress (NAEP), also known as the Nation's Report Card, revealed that there have been few changes in the score gaps between minority students and White students since the test was last administered in 2015, and in some instances inadequate progress in the last 25 years. The score gap between White and Black students in reading at grade 4 went from 32 points in 1990, with White students scoring higher than Black students to 25 points in 2017 (NAEP, 2017).

With previous research confirming that same-race teachers can have a greater impact on the academic success of minority students, it's critical that IHEs embed innovative approaches to attract minority students into their teacher preparation programs. This investigation confirms that there are effective ways of addressing the national epidemic of teacher shortage and teacher diversity. When it comes to recruiting Black teachers, the institutional knowledge and expertise of HBCUs must be sought after to identify and implement practices that represent the beliefs and values of the Black community, while attracting Black teacher candidates into teacher

preparation programs. Here are specific ways of how colleges and universities can implement the strategies identified in this study.

Expand Grant Support and Guarantee Job Placement

Teacher candidates and particularly candidates of color need access to more financial resources and guaranteed job placement upon degree completion. From the 2009-2010 academic year to 2015-2016, salaries for teachers in the U.S. increased modestly from $55,202 to $58,064, while the student loan debt increased by 6 percent in just one year from 2015 to 2016 (NCES, 2016; Cheng & Gonzalez, 2018). Students often consider many factors when choosing to enroll in college, one of the key factors being the amount of debt they will accrue and the prospect of securing a competitive paying job to pay off their debt. These considerations are no different for teacher candidates and particularly minority teacher candidates. Black graduates are more likely to take on student loan debt and they borrow more than other students for the same degrees because they lack the resources to afford college (Goldrick-Rab et al., 2014; Heulsman, 2015). Black and Latinx students also have a higher rate of defaulting on their student loans after graduation (Choy & Li, 2006; Dillon, 2007) and the majority of borrowers who are delinquent on their student loans reside in Black and Latinx communities (Steinbaum & Vaghul, 2016). For these reasons, IHEs should advocate for an increase to TEACH grants, the Teacher Quality Partnership grant program and other funding during the reauthorization of the Higher Education Act (HEA) to enable more minority teacher candidates to enter their programs. Secondly, IHEs should have established partnerships with school divisions to guarantee job placement with competitive wages for their graduates.

Engage in Intentional and Culturally Relevant Recruitment

Colleges and schools of education must revise their approach to recruiting minority teacher candidates by using current minority students and minority faculty in its recruitment efforts and encouraging these individuals to also recruit within their network. As the findings of this study suggest, "word of mouth" has been an effective strategy to increase interest in TPPs for minority teacher candidates, thus the use of minority students and faculty in recruitment efforts and tapping within their respective networks will yield high interest. Moreover, recruitment should also occur within the community in which candidates are being prepared to teach in. If candidates are being prepared to teach in local urban schools, then recruitment efforts need to attract individuals who reside in and are from those communities.

Provide Multiple Pathways to Successful Completion

Lastly, as identified in the study's findings, flexible options to licensure and/or program completion was identified as a strategy that yielded high interest for minority teacher candidates. Therefore, TPPs must offer innovative ways of engaging students and multiple pathways for students of all backgrounds and lifestyles to be successful in their programs. These pathways may include a teacher residency model or an online program to meet the needs of students who are parents, full-time professionals and those who commute from far distances to campus.

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Technology-Enhanced Performance-Based Feedback in Teacher Preparation

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Abstract

Quality supervision of teacher candidates during field placements can be a challenge for many university supervisors, particularly given time required for travel, locating an appropriate setting, and identifying effective ways to support teacher candidates in their implementation of evidence-based practices. One effective way to support teacher candidates in their use of evidence-based practices is technology-enhanced performance-based feedback. University supervisors have a range of knowledge and experience in implementing performance-based feedback and using technology to deliver feedback. The purpose of this article is to describe how university supervisors can deliver technology-enhanced performance-based feedback to support teacher candidates' use of evidence-based practices within authentic education environments. Specifically, we identify different modes of technology, which university supervisors can use to deliver performance-based feedback (e.g., email, text messaging, bug-in-ear, and video-based feedback). Additionally, we include logistical and practical suggestions for university supervisors to consider when implementing technology-enhanced performance-based feedback to support teacher candidates during field placements.

Keywords: technology, performance-based feedback, teacher preparation

Kristie is currently in a teacher preparation program that prepares teacher candidates to work with children with and without disabilities. She is enrolled in her first class that includes a field placement, SPED 318: Positive Behavior Support for Diverse Learners. Kristie is feeling concerned because she is not yet sure what to expect or what her role is within her field placement. Her teacher educator, Dr. Herlada, knows that Kristie is likely feeling a little uncomfortable as she has entered the preparation program with little experience in classroom settings. Dr. Herlada wants to be sure that Kristie has a clear understanding of her role in the

field placement, she learns about evidence-based practices, and that Kristie is provided with opportunities to practice the specific evidence-based practices she is learning about in the course. Dr. Herlada would like to provide Kristie with feedback that is specific to the evidence-based practices they are discussing in SPED 318. Therefore, Dr. Herlada knows it will be important to have multiple opportunities to observe Kristie and provide her with feedback. Although Dr. Herlada understands the importance of field placements, practice opportunities, and feedback, Dr. Herlada is not yet sure how she can do this given all of the demands on her time.

Connecting Research to Practice

Quality teacher preparation requires creating intentional opportunities for teacher candidates to learn and use evidence-based practices (Brownell, Ross, Colon, & McCallum, 2005; Kennedy et al., 2016; Nagro & deBettencourt, 2017). Field placements create opportunities for teacher candidates to use the evidence-based practices they are learning about within their coursework so that they can develop both their knowledge and skills (Scott, Gentry, & Phillips, 2014). Although field placements are a critical component of teacher candidate preparation (Macy, Squires, & Barton, 2009), identifying a supervising teacher who has the time to mentor a teacher candidate, and finding a placement where the specific evidence-based practices and course objectives are modeled can be a challenge resulting in a disconnect between coursework and the field placement (Billingsley & Scheuermann, 2014; Ostrosky, Mouzourou, Danner, & Zaghlawan, 2012; Scott et al., 2014). In addition, limited resources including time, scheduling, and funding create challenges in providing adequate field placement supervision (Scheeler, McKinnon, & Stout, 2012). Therefore, quality supervision that cultivates connectivity

between coursework and the field placement is necessary (Kennedy et al., 2016; Leko & Brownell, 2011).

Currently, there is not a recommended supervision model across teacher preparation programs; however, performance-based feedback has evidence of being both feasible and effective in supporting teacher candidates to use evidence-based practices (Barton, Fuller, & Schnitz, 2016; Barton & Wolery, 2007; Brock & Carter, 2017; Coogle, Ottley, Rahn, & Storie, 2018; Coogle, Rahn, & Ottley, 2015; Fallon, Collier-Meek, Maggin, Sanetti, & Johnson, 2015). Performance-based feedback has been used to support both general and special educators and for students ranging in age from preschool to high school (Solomon, Klein, & Polat, 2012). Performance-based feedback has focused on making recommendations for teacher educators in-practice improvements and the correct implementation of instructional strategies (Powell & Diamond, 2013; Solomon et al., 2012).

Performance-based feedback includes providing information within an authentic setting regarding the use of specified practices (Powell & Diamond, 2013; Snyder, Hemmeter, & Fox, 2015) with a focus on meeting targeted objectives, student performance during implementation and the status in meeting/exceeding targeted objectives (Cornelius & Nagro, 2014). During the process of providing performance-based feedback, a supervising teacher and teacher candidate discuss what went well, potential changes in student outcomes, and any challenges the teacher candidate may have experienced (Fallon et al., 2015). Performance-based feedback can include suggestive and affirmative feedback (Scheeler, Ruhl, & McAfee, 2004). The university supervisor provides suggestive feedback when they give suggestions regarding how the teacher candidate might use a target practice (e.g., "Provide wait time"), and the university supervisor provides affirmative feedback when they praise the teacher candidate for using a target practice

(e.g., "Nice job using wait time"). Further, the teacher candidate has the opportunity to ask any questions he/she may have in order to deepen his/her understanding of how to effectively implement an intervention or strategy (Sanetti, Fallon, & Collier-Meek, 2011).

Performance-based feedback can take many forms (e.g., verbal, written, or graphical) (Barton, Kinder, Casey, & Artman, 2011; Casey & McWilliam, 2011; Sanetti et al., 2011); however, current research does not exist to suggest one form of delivery is more effective than another. Performance-based feedback may be immediate or delayed. The use of immediate feedback occurs within seconds or minutes of an event (Scheeler et al., 2012), while delayed feedback occurs at any time after the event occurs (Barton et al., 2016; McLeod, Kim, & Resua, 2019). Immediate feedback is more effective than delayed feedback as teacher candidates can make connections about the effectiveness of their instructional practices as they occur. These connections result in decreasing the likelihood of continued use of incorrect teaching practices and an increase in the use of positive, correct instructional strategies (Scheeler et al., 2004; Scheeler, Macluckie, & Albright, 2010).

Performance-based feedback can be delivered face-to-face (Friedman & Woods, 2015; Hsieh, Hemmeter, McCollum, & Ostrosky, 2009; Snyder et al., 2015) or using technology-enhanced methods (Barton et al., 2016; Barton & Wolery, 2007; Coogle et al., 2018; Coogle et al., 2015; Scheeler, Morano, & Lee, 2018). The use of technology-enhanced methods may decrease challenges associated with limited resources while enhancing connectivity between coursework and the field placement. Therefore, the purpose of this article is to describe how technology-enhanced performance-based feedback can be delivered to support teacher candidates to use evidence-based practices within authentic education environments.

Delivery of Technology-Enhanced Performance-Based Feedback

Technology-enhanced, performance-based feedback can eliminate some of the challenges associated with quality supervision. The use of technology may be advantageous in decreasing the time required for on-site supervision, making scheduling more feasible, decreasing costs associated with mileage reimbursement for faculty supervisors, and/or decreasing distractions within a classroom setting (Ottley, Coogle, & Rahn, 2015; Scheeler et al., 2012). Technology-enhanced performance-based feedback can include a form of technology to deliver feedback (e.g., email) or a combination of technology systems (e.g., email, text messaging). These forms of technology-enhanced performance-based feedback can range in immediacy and intensity. For example, some feedback (e.g., bug-in-ear) can be provided in real-time, while other forms of feedback may be delayed (e.g., email, text messaging).

Email. Email feedback in educational settings has resulted in teacher candidates increasing practices such as descriptive praise, providing choices, emotion labeling, language expansions, promoting social interactions, and directives (Barton et al., 2016; Barton & Wolery, 2007; McLeod et al., 2019). Email feedback has traditionally included face-to-face observations from an observation area paired with performance-based feedback delivered via email on the same day regarding target practices. Feedback has included an opening statement (e.g., greeting paired with a positive statement, ["Good afternoon, I saw some great examples of emotion labeling today."]), frequency counts of target practices, (e.g., number of target practices used, ["I observed three instances of emotion labeling."]), examples of teacher candidate's use of target practices, (e.g., use of expansions ["I noticed you expanded Rachel's language during art center. When she said, "I want paper," you expanded her language by saying "I want the blue paper."]), a closing statement (e.g., next steps, ["I look forward to our observation tomorrow"]), and a request for a response to ensure the teacher candidate reviewed the feedback, (e.g., seeks

clarification ["Please let me know if you would like more information about how often to use the target practices."]).

Text messaging. Text messaging has been used to support teacher candidate's use of target practices such as facilitating language development and promoting positive social-emotional development (Barton, Rigor, Pokorski, Velez, & Domingo, 2018). Text messaging feedback has involved a supervisor being on site in the classroom, recording targeted teacher behaviors (e.g., choices, language expansions, descriptive praise), and sending a text message with feedback on use of the targeted behaviors to the teacher candidate after completing the observation. Recent research (Barton et al., 2018) suggested the use of six steps in providing text messaging feedback: (a) a positive opening statement, (b) a frequency count of target behavior(s), (c) one verbatim example of her use of the target behavior, (d) feedback related to the target behavior, (e) a positive closing statement, and (f) a response request. Examples of how text messaging performance-based feedback may be used are provided in the following sentences. Feedback begins with a positive opening statement (e.g., "I enjoyed seeing how much fun your class had on the playground this morning!"), includes a frequency count of targeted behavior(s), (e.g., "I noted you expanded David's language five times during the observation today!"), a verbatim example of how the teacher candidate used the targeted behavior(s) (e.g., "For example, you said "in car" to expand his request for you to assist him in getting in the car by saying "car"), feedback related to the target behavior(s) (e.g., "You can expand his language by adding 1-2 words to his utterances such as 'go car,' 'blue car,' or 'all done car'."), a positive closing statement (e.g., "Keep up the good work in responding to David's language through your use of expansions."), and a response request (e.g., "Is 10 a.m. a good time for our next observation?"). The text is sent after checking the data collection sheets regarding teacher

practices. In addition, a reminder text can be sent prior to the observation (e.g., "I look forward to the next observation on Tuesday at 10 a.m.") to remind the teacher candidate which target behavior(s) will be observed (e.g., "During our next observation we will observe use of providing choices with David.").

Bug-in-Ear. Bug-in-ear feedback has enhanced teacher candidates' use of evidence-based practices such as three-term contingency trials, reading practices, and naturalistic instruction in early childhood settings (Coogle, et al., 2018; Coogle et al., 2015; Randolph, Duffy, Brady, Wilson, & Scheeler, 2019; Rock et al., 2012; Rock et al., 2009; Scheeler, McAfee, Ruhl, & Lee, 2006; Scheeler et al., 2018). Bug-in-ear feedback is effective in promoting immediate changes in a teacher candidate's use of evidence-based practices due to feedback received while engaging in instruction or interaction with a child. As the teacher candidate wears the earpiece, he/she can hear the feedback from a teacher educator while teaching in real-time, continue or make corrections to his/her use of teaching practices in the moment, resulting in increased use of positive teaching behaviors (Scheeler et al., 2018).

Bug-in-ear feedback involves providing teacher candidates with feedback from the same location or an alternate location using a variety of technologies (Hollett, Brock, & Hinton, 2017). When receiving feedback from an alternate location, teacher candidates have used technology such as iPad minis, swivls, iPods, Bluetooth devices, and web conferencing systems to communicate with the individual delivering feedback (Coogle et al., 2018; Ottley et al., 2015; Rock et al., 2012; Rock et al, 2009). When delivering feedback face-to-face, the teacher candidate and individual delivering feedback have used one-way wireless transmitters (same location) (Scheeler et al., 2006; Scheeler et al., 2018). Feedback has included affirmative

statements (e.g., "Nice job using in sight out of reach") and suggestive feedback (e.g., "Try placing the glue sticks where Toby can see them but cannot reach them.").

Video-Based Feedback. The use of video feedback has been used to help promote teacher reflection and changes in instructional practices (Nagro & Cornelius, 2013). The use of video analysis involves three steps: (a) a teacher candidate can self-record while teaching, (b) the teacher candidate reviews the recording to reflect and analyze what happened during the teaching, and (c) based upon the reflection and analysis with the support of a teacher educator, the teacher candidate makes adjustments in his/her instruction to facilitate student learning (Kennedy, Alves, & Rodgers, 2015; Nagro & Cornelius, 2013). Video-based feedback may include the use of computers, mobile technology, or other devices (Nagro, deBettencourt, Rosenberg, Carran, & Weiss, 2017).

Video-based feedback has also been provided by teacher educators through the use of video annotated software (Ardley & Johnson, 2019). For example, programs such as Go React (goreact.com), Torsh (http://www.torsh.co/classroom-observation-tools/torsh-talent/), and Edthena (https://www.edthena.com/about.html) are programs that teacher candidates can use to self-record. In this method, teacher candidates share a video recording of him/herself teaching and the teacher educator provides feedback on the video at the point in which a behavior was observed.

Researchers have identified five key principles in using video-based technology to support teacher candidates: (a) the use of expert coaches, (b) making connections between videos and coursework, (c) discussion focused on short clips rather than an entire lesson, (d) the use of real and complex situations to support teacher candidates in problem-solving, and (e) focusing on what happened rather than what should have happened when teaching (Kennedy et al., 2015).

Researchers have noted pros and cons associated with the use of video feedback. As many states use edTPA as part of their certification/licensure process, the use of video feedback may align with activities to support teacher candidates in preparing for student teaching and the submission of edTPA materials (Nagro et al., 2017). In contrast, Kennedy et al. (2015) acknowledged that due to time needed to watch videos of teacher candidates, the use of video-based reflection and feedback activities might be more time consuming for teacher educators.

Although Dr. Herlada is aware that some preparation programs are using technology to support their teacher candidates, her program continues to use a traditional approach in providing supervision. However, she would like to examine effective ways of supervision that are supportive in meeting the needs of teacher candidates, promote growth in their use of evidence-based practices, economical, and time-efficient. Finally, Dr. Herlada wants to ensure both she and the teacher candidates are able to use the technology.

As Dr. Heralda considers possibilities of using email, text messaging, bug-in-ear, or video-based feedback she compiles a list of equipment needed for each (see Table 1). Because she has the capacity to use any of the systems, she communicates with her students to make individualized decisions regarding how they might like to receive feedback and reviews other considerations such as placement of equipment, permission forms, and training needs (see Table 2). The students in the teacher preparation program are very comfortable with technology, and they decide as a cohort on one system that they will use to receive feedback in Dr. Heralda's SPED 318 course. They also make decisions regarding a feedback schedule. The field placement schedules, as well as Dr. Heralda's schedule, are considerations they must make, but Dr. Heralda and the students find that when using technology, it is much more manageable to develop an agreed upon schedule.

Table 1

Technology-Enhanced Performance-Based Feedback Systems

	Procedures	Materials	References about Technology-Enhanced Performance-Based Feedback
Email	Observation	Teacher candidate email account	
	Send email		Barton, Fuller, & Schnitz (2016)
	Confirm receipt of email	Field placement supervisor email account	
			McLeod, Kim, & Resua (2019)
		Internet access when sending the email	
Bug-in-ear	Observation	Bluetooth ear piece	
	Feedback provided in real time	iPad, Smartphone (if feedback is provided from another location)	
		Video conferencing system (if feedback is provided from another location)	Coogle, Rahn, & Ottley (2015)
			Coogle, Ottley, Rahn, & Storie (2018)
		Internet access in both classroom and alternate location (if feedback is provided from another location)	Ottley & Hanline (2014)
		Optional: Swivl	
Text Messaging	Observation	Phone	
	Text message sent	Text messaging data (teacher candidate and field placement supervisor)	
	Confirm receipt of text message		Barton, Rigor, Pokorski, Velez, & Domingo (2018)
	Reminder text message		
Video-Based Feedback	Video-record teacher candidate while teaching	Computer	Ardley & Johnson (2019)
		Mobile technology	
	Teacher candidate reviews video-	Ipad or other technology	Nagro, deBettencourt, Rosenberg, Carran, & Weiss (2017)

recording, reflects, and analyzes what happened during teaching	Video-based feedback software subscription
With support from the teacher educator, the teacher candidate adjusts use of instructional strategies with students	

Table 2

Considerations in Selecting a Technology-Enhanced Performance-Based Feedback System

	Where to place technology in the classroom
	If teacher candidate and university supervisor have previously used the equipment
	Training needs in using equipment
	Permission forms signed by caregivers of children in classroom
Considerations	Obtaining approval for use of technology by university/school systems/childcare programs
	Potential distractibility in using technology for both the teacher candidates and children in classroom
	Student interest in using technology
	Cost of technology
Resources available	Bluetooth devices, earbuds, iPad minis, swivls, web conferencing systems, cell phones, computers, mobile technology
	Data plan/usage of technology
Internet access	Does the school system/childcare program have wi-fi?
	Will cell phone reception be clear throughout the school and classroom?

Conclusion

It is critical that teacher candidates within teacher preparation programs are enhancing both their knowledge and application of evidence-based practices. Field placements are an important element of teacher preparation; however, teacher candidates must receive quality feedback regarding their use of target practices. Performance-based feedback has demonstrated

effectiveness in increasing teacher candidate's use of target evidence-based practices (Barton et al., 2016; Brock & Carter, 2017). One method in providing performance-based feedback that can decrease challenges to quality supervision is technology-enhanced performance-based feedback. Technology-enhanced performance-based feedback can include a variety of technologies, and can increase the feasibility and quality of performance-based feedback. Research comparing the effectiveness of different types of technology-enhanced performance-based feedback has not yet been conducted and could provide useful information for teacher educators in making informed decisions about how to best support their teacher candidates.

As teacher educators examine the possibility of implementing technology-enhanced performance-based feedback, considerations must be made regarding costs, comfort level in terms of implementation by both the teacher candidate and teacher educator, the technological support at the university level and capacities of different educational programs for internet/Wi-Fi access. Further, although this manuscript provides an overview of different types of technology to consider when providing performance-based feedback, teacher educators may find training opportunities on the implementation of different supports, as well as a more in-depth review of the articles discussed in this manuscript to be helpful. Finally, it may be beneficial for a teacher educator to practice the implementation of technology-enhance performance-based feedback with a small number of students to develop a protocol and method that works best at his/her institution.

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