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MANAGING EDITOR
Elda E. Martinez

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Elda E. Martinez serves the University of the Incarnate Word in San Antonio, Texas as director of teacher education and professor. Elda earned a Master of Arts in Teaching degree from Trinity University and a Doctor of Education in Organizational Leadership from Teachers College, Columbia University. She completed ten years of classroom teaching in both general education and special education settings. Elda's research initiatives focused in special education, learning disabilities, and teacher preparation and induction.

Elda served CSOTTE as TxATE President (2011-2012), TDFE Secretary (2015-2017), and as the TxEP Managing Editor (2017-2019).

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TABLE OF CONTENTS

Editor's Introduction.. 1
Elda E. Martinez

2018 CSOTTE Conference Chair Editorial
Embracing Change 2
John Sargent, CSOTTE Board Chair 2018-2019

CSOTTE Organization Editorial
Texas Directors of Field Experience: Quality Clinical Experiences. 3-4
Tim Sutton, TDFE President 2018-2019

Data Driven Practicums: Putting Theory into Practice 5-10
Tia Agan, Raelye Self, Heather Schoen, Lesley Casarez

Fear and Threat: School Shootings and Violence in the United States 11-18
Stephen Benigno, Elisabeth M. Krimbill, & Maureen Fox

Using TED Talks to Prepare Future Teachers to Become Advocates for Students with 19-28
Emotional/Mental Health Challenges
William Blackwell

Examining the Levels of Transfer: A Closer Look at the UTeach Preparation Program......... 29-38
Melanie Fields, Kathryn V. Dixon, Laura Isbell, & Jeanne Tunks

"It's Making Me a Better Teacher" Transforming Latinx Teacher Candidates'
Clinical Field Experiences in a Hispanic Serving Institution 39-49
Sandra I. Musanti, Alma D. Rodriguez, & Patricia Alvarez-McHatton

EDITOR'S INTRODUCTION

TxEP: Texas Educator Preparation is the official publication of the Consortium of State Organizations for Texas Teacher Education (CSOTTE). The journal is an extension of the annual fall conference, both serving to disseminate research and practice associated with the preparation and development of Texas educators. Each year, TxEP invites editorials from the past conference chair and one of the CSOTTE organizations. This year's publication includes five peer-reviewed manuscripts, providing practice- and research-based insight.

John Sargent, 2018 Conference Chair, reflected on the conference theme of "Embracing Change". He reminds us that we, as educator preparation programs, must embrace the many changes and the challenges that come from them.

The Texas Directors of Field Experience represent CSOTTE organizations. Tm Sutton, TDFE President 2018-2019, shares, "Quality Clinical Experiences". Sutton shares the Association of Teacher Educators (ATE) Standards as guidance for preparing new teachers.

Tia Agan, Raelye Self, Heather Schoen, and Lesley Casarez's article, "Data Driven Practicums: Putting Theory into Practice", shares how Angelo State University's educator preparation program revised and used program data for improvement of candidate preparation.

Stephen Benigno, Elisabeth M. Krimbill, and Maureen Fox write about administrative roles and responsibilities with respect to school safety in their article, "Fear and Threat: School Shootings and Violence in the United States".

William Blackwell discusses the importance of preparing teachers to become advocates for students with emotional/mental health challenges in his contribution, "Using TED Talks to Prepare Future Teachers to Become Advocates for Students with Emotional/Mental Health Challenges".

Melanie Fields, Kathryn V. Dixon, Laura Isbell, and Jeanne Tunks present "Examining the Levels of Transfer: A Closer Look at the UTeach Preparation Program". They share findings from their study to examine the levels of transfer from past experiences to new experiences based on skills and concepts learned in the educator preparation program

Sandra I. Musanti, Alma D. Rodriguez, and Patricia Alvarez-McHatton share, "'It's Making Me a Better Teacher' Transforming Latinx Teacher Candidates' Clinical Field Experiences in a Hispanic Serving Institution". This work explores the outcomes of a university-district partnership that provides Latinx teacher candidates with a year-long clinical experience as a culmination of their teacher preparation.

The CSOTTE Board is pleased to present the 2019 publication of TxEP and encourage Texas teachers, practitioners, and researchers to contribute to TxEP 2020.

Elda E. Martinez, Ed.D.
University of the Incarnate Word
Managing Editor 2019

EMBRACING CHANGE

Editorial: 2018 CSOTTE Conference Chair

John Sargent, Ed.D.
East Texas Baptist University
CSOTTE Chair, 2018-2019

The theme for our conference last year was *Embracing Change.* At the conference we heard from Jones Loflin, a business expert on how we embrace and adopt the changes required in our profession in order to train the best teachers for our state. I hope that from the last conference, you gained a sense of the monumental changes that we have all experienced in the last few years and a preview of what is on the horizon.

Please allow me to recap some of the changes over the last few years. They include the number of times a teacher candidate can test before the results count against an educator preparation program, the new EC-3 certificate, the proposed separation of the Pedagogy and Professional Responsibilities (PPR) exam from one EC-12 exam into four different ones covering various grade levels. These PPR exam changes were eliminated before they had a chance to be implemented. Others included the revising of the counselor certification requirements, the change in the principal certification testing, and the principal survey on all graduates from an EPP. The principal survey pushed many programs into an accredited warning status from TEA. Various state training programs on substance abuse, behavior intervention, suicide prevention and dyslexia were also mandated. On the horizon is a survey given to new teachers to determine how well their education programs prepared them for the profession. Also being developed is a metric that will somehow determine a teacher's efficacy in the classroom by how well their students did on various state assessments with consequential results for the educator preparation program that trained the teacher. Additionally, the science of teaching reading certification test is a new measurement instrument and will be required for candidates in the EC-6, EC-3, and 4-8 English Language Arts and Reading areas. Teacher candidates will now be required to take a content area knowledge test and the edTPA measure described below.

In July, the State Board for Educator Certification (SBEC) gave approval for a pilot of the proposed new teacher certification assessment known as edTPA. The transition to this assessment will require embracing changes to the way we prepare candidates for this certification assessment. The edTPA is a nationally known assessment of beginning teacher candidates. Tasks involving the planning, instruction, and assessment of a series of lessons provide the mechanism. In most certification areas, the three tasks are scored with a series of 15 rubrics using video and written commentary from a candidate's instruction.

Over the last three years, educator preparation programs have been asked to include at least 12 major changes to their training of new teachers. These requirements are met with the idea of embracing the change upon us. Organizational culture often resists the changes thrust upon them by outside entities. If we are to continue to train the best teachers for our great state, we must embrace the changes and the challenges that come from them. My hope is for all educator preparation programs to be successful in training the best possible teachers for the children that enter Texas classrooms.

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TEXAS DIRECTORS OF FIELD EXPERIENCE: QUALITY CLINICAL EXPERIENCES

TDFE: Representing the CSOTTE Organizations

Tim Sutton
TDFE President, 2018-2019

A critical component of an Educator Preparation Program (EPP) is clinical/field experience. The design of these experiences varies by each EPP and is coordinated by those known as Field Directors or a related title. Texas is fortunate to have an organization, Texas Directors of Field Experience (TDFE), within the Consortium of State Organizations for Texas Teacher Education (CSOTTE) whose members serve in public and private institutions and are responsible for the administration and coordination of the educational field experiences at their respective institutions. TDFE provides a forum where its members can share ideas and common concerns while creating a framework for cooperative action toward improving the quality of educational field experiences. Field directors interact with various organizations, institutions, and agencies to guarantee the success of each teacher candidate. TDFE members collaborate and support each other in ascertaining best practices to address the needs of each stakeholder.

Field experience programs are the co-responsibility of institutions of higher education and P-12 schools. To ensure successful clinical experiences, field directors orchestrate and direct several participants in the process; students, partner districts, cooperating teachers, and supervisors.

Recognizing the complex developmental process of becoming a teacher necessitates the adherence of field experience standards. The Association of Teacher Educators (ATE) recently revised its Standards for Field Experiences in 2016. As TDFE members strive to emulate and model what is expected of educators, the following ATE Standards are worthy of our attention. Revised ATE Field Experience Standards (2016).

Standard 3: The selection, preparation, and assignment of school-based teacher educators are systematic, collaborative, and based on a framework agreed upon by campus-based and school-based educators.

- Teacher candidates work under the direct guidance of a cooperating teacher who can serve as a professional role model, mentor, and coach in a manner that is consistent with program goals.
- Field directors collaboratively select cooperating teachers based on experience, quality of instructions and other relevant criteria.
- Cooperating teachers are provided with written guidelines and teacher development opportunities.

Standard 4: The selection, preparation, and assignment of school-based teacher educators (supervisors/EPP faculty) are systematic, collaborative, and based on a framework agreed upon by campus-based and school-based educators.

- Each teacher candidate interacts in a variety of ways with a prepared supervisor or faculty member who can serve as a liaison, collaborator, and clinical instructor in the field experience program.
- Supervisors have been trained with the appropriate assessment instrument and have completed the TEA-approved observation training.
- Supervisors are well-versed in knowledge and skills regarding teacher development, supervision, conferencing, and assessment.

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Standard 5: Engagement among teacher candidates, campus-based teacher educators, and school-based teacher educators are focused on the teacher candidate's professional growth linked to teaching and student learning. This interaction focuses on specified areas featured in the teacher education program as well as course outcomes that include high standards developed by the program and current state and national standards.

- All field experience participants demonstrate pedagogical and content knowledge, skills, and dispositions that are congruent with teacher education program outcomes.
- Teacher candidates articulate the connections and/or disconnections between the teacher education program outcomes and practices in the field.
- Teacher candidates demonstrate increased professional learning.

Standard 6: Teacher candidates receive verbal and written feedback on a continuous formative and summative basis regarding progress in demonstrating professional learning in relation to explicitly stated program and course outcomes agreed upon by campus-based and school-based educators.

- Field directors inform teacher candidates of all field experience expectations.
- Field directors provide resources for giving feedback to teacher candidates.
- The experience is designed with regularly scheduled times for conferences among the teacher candidate, cooperating teacher, and supervisor to provide feedback for improving instructional practice.

Standard 7: Teacher candidates, school-based teacher educators, and campus-based teacher educators interact on a regular basis about issues, best practice, and research related to teaching and learning through frequent on-site observations and conferences, cross-site interactions, and the use of interactive, electronic communication networks which link school, campus, and home locations.

- Teacher candidates, school-based teacher educators, and campus-based teacher educators communicate with each other in some way at least once a week.
- School and campus-based teacher educators create safe and supportive environments for constructive criticism and reflection.
- Teacher candidates are part of an ongoing dialogue about teaching focused on important aspects of teaching and learning.
- Problems during field experience are resolved in a timely manner.

The Field Experience Standards articulate the importance of true collaboration between the EPP and public schools. Effective collaboration takes time; time to build trust and working relationships, particularly when forming partnerships among institutions with different missions and cultures. It is our responsibility to understand and know the characteristics of quality clinical experience and pledge our fidelity to the standards which guide our endeavor to produce quality teachers.

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DATA DRIVEN PRACTICUMS: PUTTING THEORY INTO PRACTICE

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Abstract

Practicum courses and meaningful field experiences provide opportunities for professional licensure candidates to obtain supervised experience and to integrate theoretical and practical knowledge gained during their graduate program. This is one of the most important aspects of educator preparation as candidates conceptualize and put into practice real-world experiences that transform them into educators who are prepared with skills and confidence to succeed. Because of the importance of the practicum for full transformation, university professors must ensure that candidates are receiving consistent experiences tied to best practices aligned with state accreditation compliance procedures. This article describes how Angelo State University's educator preparation program revised and used program data for improvement of candidate preparation and compliance with state regulations.

Keywords: graduate practicum, field experiences, online programs, compliance

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The purpose of graduate-level practicum courses at a Angelo State University is to prepare candidates (students in the practicum) to assume school administrator, school counseling, superintendent, and higher education positions with the knowledge, skills, and confidence to be successful. For this university, it is one of the most important aspects in the Educator Preparation Program (EPP). Throughout the online programs leading up to the practicum coursework, candidates are provided course assignments showcasing theoretical knowledge and a variety of real-world, on-the-job experiences relating to state and national standards to integrate practical exposure. Depending on the program and the setting, candidates may observe, collaborate, participate, and act as leaders in various activities. These activities may include interviews with practicing educators in the field of study, needs assessments, video recordings, trainings/presentations, websites, podcasts, and more.

The overall goal of the practicum is for candidates to obtain supervised experience and integrate the theoretical and practical knowledge gained during the online graduate program through meaningful field-based experiences under the supervision of a site supervisor (mentor) and a field supervisor (evaluator). This supervisory team, including the site supervisor, field supervisor, and university instructional unit, all collaborate to ensure candidates are obtaining appropriate field-based hours. The university's practicum follows the requirements set forth in the Texas Education Agency's (TEA) Texas Administrative Code (TAC) Chapter 228 (2018) for Texas certification programs. The minimum number of field-based hours needed to successfully complete a practicum is 160 clock hours (TAC, 2018). Each month, candidates submit a record of hours, reflections, and evaluations that help them become reflective practitioners. These records are scored by university instructors according to program guidelines and TEA requirements. These records also serve as documentation and evidence for compliance.

While the current model of practicum experiences has shown improvement in order to move towards all state requirements, that has not always been the case. Although standards and requirements tend to change frequently at the state or national level, it sometimes takes university programs longer to catch up with those changes. However, because of the importance of practicums as set forth in TAC, all university EPPs must continually transform. This college's efforts to transform and improve may help other EPPs improve and gain compliance.

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Theoretical Framework

While transforming and improving the practicum and internship experiences, the educator preparation program's coursework and assignments were grounded in Kolb's (1984) experiential learning cycle, which helps conceptualize how candidates in the practicum are able to fully immerse in a transformative learning experience. To review, Kolb's learning cycle involves four stages of experience: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984). In the EPP, candidates learn theoretical content and pedagogy in their coursework (concrete); then, they conduct field observations and use reflective journals and discussions to help conceptualize what they learn (reflective observation and abstract conceptualization); and finally, candidates participate in the practicum to put into practice what they have learned (active experimentation). This model utilizes multiple program faculty in order to establish learning outcomes and experiences that are appropriate for each candidate, whether they are in the practicum for school counseling or school administrator, or the internship in higher education or superintendent program. This model supports candidates and allows them to have a full transformative learning experience.

Statement of the Problem

Because of the importance of the practicum experience for this full transformation, as well as the specific requirements of TAC Chapter 228 (2018), university EPP faculty and staff must ensure that candidates are receiving a quality experience while collecting evidence of compliance. Although Texas has specific guidelines on what teachers (TAC 228.30 and TAC 228.35, 2018), counselors (TAC 239.15, 2017), principals (TAC 241.15, 2018), and superintendents (TAC 242.15, 2009) should know and do, it can be difficult to document that candidates are gaining experiences in the field aligned with the required elements outlined in code. Collaboration and communication among faculty within the department, and also with those who are supporting candidates in the field, are key to creating consistent experiences with the required documentation for evidence.

Purpose

The purpose of this paper is to review Angelo State University's transformation to a field-based practicum program that relies on communication, feedback, data collection, and collaboration for candidate success. This article reviews program data in areas of program improvement, compliance, documentation, communication, and feedback. The information provided may help other EPPs in their efforts to improve.

Background

To provide background on this topic of transformation, in December of 2016 and 2018, TAC Chapter 228 was updated. Chapter 228 emphasizes collaboration among those working with candidates: the field supervisor, the site supervisor, the campus administrator, as well as university professors (TAC, 2018). Defining the roles of field supervisor and site supervisor helps to understand how stakeholders interact in their collaborative efforts.

TAC (2018) defines the field supervisor as a certified educator with at least three years of experience; hired by the EPP; and with advanced credentials to observe, monitor, and provide constructive feedback to improve candidate effectiveness as educators. A site supervisor is defined by TAC (2018) as a certified, accomplished, trained educator with at least three years of experience in the certification class in which the practicum candidate is seeking certification who guides, assists, and supports the candidate and provides feedback to the field supervisor regarding the candidate's performance.

The TAC (2018) also holds EPPs accountable for developing candidates that are prepared in the standards specific to their field and for providing candidates more opportunities to practice theory before obtaining certification. For example, within this specific university program, candidates in the school counselor preparation program are required to complete a demographic and needs assessment. This allows candidates the opportunity to dig into the data on their campus and to collaborate with professionals to see where needs could be addressed through intervention in a positive way from the perspective of a school counselor. Not only does this fulfill TAC Chapter 228.35, which dictates that EPPs "shall provide evidence of ongoing and relevant field-based experiences throughout the EPP in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning" (2018, para. 12), but it also ties into several specific standards in TAC 239.15, such as:

> (b) Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

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Agan, Self, Schoen, & Casarez, pp. 5-10

(6) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;
(11) techniques and behavioral interventions to assist teachers with classroom management;
(13) the roles and responsibilities of a comprehensive school counseling program that is responsive to all students;
(14) counseling-related research techniques and practices. (2017, para. 4)

Another primary example would include candidates in Angelo State University's principal certification program engaging in action-based research assignments throughout their coursework. Upon entry into the principal certification program, candidates are guided through an intense data dig using actual data specific to their campus and district, and as a result, they are to identify a specific area of need to focus their coursework towards. The concept behind the action-based research model involves engaging candidates in actual administrative actions guided by a mentor and field supervisor, generating meaningful artifacts that are relevant in leading student success initiatives, and contributing via research to actual areas of need on campuses throughout the state. The principal standards are a vital component to crafting a successful curriculum for an optimum practicum experience, as they assist in building a foundation of knowledge, skills, and mindsets of aspiring principals, as outlined in TAC 241.30 (2018).

Additionally, Chapter 228 (2018) includes regulations for field supervisors, indicating that a field supervisor must have the same certifications as the candidates he/she is observing, are seeking. Additionally, field supervisors must participate in the TEA-approved field supervisor coaching training. These requirements create consistency in the supervision of candidates, as well as criteria used by schools and districts, to develop and support candidates. Because of the updated requirements, stakeholders within this university's EPP met weekly to incorporate compliance standards into the practicum for improvements.

Improvements

To improve course and program documents, the faculty aligned course requirements with Chapter 228 (2018). The Practicum Handbook, already in place, was updated to reflect the new requirements. Application packets were updated to include the specific wording from TAC for documentation purposes. For example, the application cover page was updated to include fields for candidates to initial that they have read TAC, that they have followed their district procedures for securing a practicum, and that they have verified that their campus is TEA-accredited. The revised application also included a requirement for a letter of support and approval from each candidate's district superintendent, proof of liability insurance, a screen shot of current State Board for Educator certification, acknowledgement the site supervisor's successful impact on student learning, and a district cooperating agreement.

Embedded Program Standards

The preparation standards for each program were embedded into its particular practicum course. For example, TAC Chapter 239.15 (2018) lists the school counselor standards that must be used by an EPP in coursework. To help candidates conceptualize the standards, they were grouped into domains; thereby allowing the candidates to log their experiences with a more intensive focus. For example, TAC Chapter 241.15 (2016) encompasses the updated principal standards required for the EC-12 Principal as Instructional Leader certificate, is six pages long, and includes six standards and 66 descriptors. Candidates are assigned two standards and about 20 descriptors as a focus per month. For the principal standards, the divisions in the course became: Domain I School Culture and Leading Learning; Domain II Human Capital and Executive Leadership; and Domain III Strategic Operations and Ethics, Equity, and Diversity.

Evaluation

New evaluation forms were created to include documentation fields for TEA, including start and end date of the practicum, date of observation, time in and time out, proficiency in each standard, evidence of educational activity observed, strengths, areas to address, and signatures from the candidate, site supervisor, and field supervisor. Three reflections were added into the course which allowed candidates one more layer of conceptualizing theory into practice, as per the reflective observation and abstract conceptualization phase of Kolb's Experiential Learning Cycle. A self-evaluation over all of the standards was implemented to allow the candidates to reflect on their mastery of the standards in their field at the end of their term.

Not only do these evaluation areas help with continuous program improvement, many of the program standards also require an understanding of evaluation. For example, the counseling standards mandate that the certified school counselor must "use reflection, self-assessment, and interactions with colleagues to promote

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personal professional development” (para. 6, TAC 239.15, 2018). The principal standards similarly include that the principal “reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow” (para. 5, TAC 241.15, 2018).

Support Systems

Candidate support was also greatly increased when clinical experts were added to the team. These clinical experts were the educators that hold positions in the field in the same certification field as the candidates. With current experience, these experts provided a relevant, realistic support system to help candidates understand their future roles. Additionally, the university instructors, site supervisors, and field supervisors offered support in the field and through feedback and encouragement. Field supervisors were enrolled as guests in Blackboard courses (the program’s online course management system) so they received the same communication regarding deadlines, announcements, and discussion questions that candidates received. Furthermore, site supervisors provided input regarding candidate performance in the areas of willingness to learn, professional appearance, professional interaction, punctuality, completion of assignments, initiative, communication skills, individual growth, and overall quality of work. This information was given to the field supervisors for inclusion in the evaluation. The collaboration of all stakeholders helped to build a cohesive team that provided a comprehensive picture of the candidate throughout the term.

Training

Within the department, one faculty member became a TEA Field Supervisor Coaching Trainer, in order to supervise and train all field supervisors. In addition to this TEA training, the site and field supervisors received training through a university-specific Field and Site Supervisor Training Guide. This was very similar to the practicum handbook given to candidates, but it was catered to site and field supervisors and provided step-by-step directions on supervision, forms to complete, and how their efforts followed Chapter 228 (2018) requirements and directly impacted the EPP’s compliance efforts.

Data Collected

All of the forms and documentation previously mentioned were placed in a digital folder, including: TAC Chapter 228 (2018), the Practicum Handbook, all of the standards required for curricula and coursework, the applications, training guides, site supervisor qualifications, field supervisor training certificates, State Board for Educator Certifications, and curriculum vitae for every clinical expert. Additionally, documentation is contained in a separate folder for each candidate, including the logs, reflections, field supervisor evaluations, site supervisor evaluations, and self-evaluations. These folders were labeled by candidate name and program for ease in providing documentation to TEA in the event of an audit.

To showcase the variety of geographic diversity, a map was created of all practicum locations to share with the dean and department chair, as well as other stakeholders, for a final data report. At the end of the semester, tallies for all of the communication methods utilized with the candidates were calculated so that a record of all of the ways that candidates were supported were documented. Finally, copies of actual communication documents were saved and archived. For example, a PDF document of the course announcements was exported and saved, and a PDF of all of the discussion board communication was exported and saved. Also, as TAC Chapter 228 (2018) requires ongoing communication and support by field supervisors, one of the department’s field supervisors created a document to share with the other field supervisors to document the times they visited with their candidates throughout the semester. Candidate evaluation details were inputted into a Google Form, to include the date, the time-in and time-out of the observation, and field supervisor comments. This helped validate that the department was following the TEA requirements for all evaluations.

TaskStream Surveys

TaskStream, a web-based portfolio program, was integrated with Blackboard so that the candidates’ scores for each standard in their field was entered from their field supervisor’s evaluations for a snapshot of how well candidates were progressing towards proficiency. Also, four surveys were released at the end of the term to collect additional data. The first survey was for the site and field supervisors to garner feedback on candidate performance and to ensure recommendation for certification, as per TAC Chapter 228, (8) (D) which states: “A practicum is successful when the field supervisor and the site supervisor recommend to the EPP that the candidate should be recommended for a standard certificate” (2018). The next survey was for the candidates to rate their site and field supervisor. This assisted with the site and field supervisor evaluations and hiring.

In addition, candidates completed a two-part course evaluation survey to rate the course effectiveness including content, assignments, knowledge and skills, technology, collaboration, critical thinking, instructors, and reflection.

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There was a section for open-ended responses regarding support, strengths of the course, and areas that could be improved. Candidate feedback on open-ended responses showed what was working and what was not. For example, one candidate wrote, "I would suggest trying to find a way to turn in all paperwork without the need to purchase a [TaskStream] account if possible." Additionally, another candidate responded:

> The structure of [the course] has been set up in a way to help me be successful. The three checkpoints along the way are perfect to help keep me on track. The experiences I have gleaned are crucial to helping me understand the role of a school administrator. Please do not change anything about the structure of this course. The assignments, resources, and accessibility to professors has been perfect. Thank you for working alongside me to help me be successful.

All information collected from the various evaluative data was then analyzed quantitatively and qualitatively and condensed into easy-to-understand reports for program improvement, as well as a one-page report in the form of a final executive summary. These measures strengthened the practicum in regard to compliance and provided evidence of quality experiences and opportunities for continuous improvement.

Conclusion

Angelo State University's educator preparation program followed the requirements set forth in the TAC Chapter 228 (2018) for all practicum and internships for compliance and quality by incorporating the following elements for improvement:

- Revised the handbooks, applications, and courses with wording from TAC Chapter 228 (2018)
- Embedded the preparation standards for each field
- Grouped standards by domain for focused activities
- Integrated TaskStream with Blackboard for candidate portfolios
- Incorporated instructors as clinical experts
- Added field supervisors as guests in Blackboard for consistent communication
- Created new evaluation forms for field supervisors
- Added field supervisor requirement to email evaluations to faculty
- Created new evaluation forms for site supervisors
- Created Site & Field Supervisor Training Guide
- Added candidate reflections for each domain
- Added a candidate self-evaluation over preparation standards

Because of the importance of the practicum experience for the full transformation of candidate preparation for a role in advanced certification, as well as the specific requirements by TAC Chapter 228 (2018), university EPP faculty and staff must ensure that candidates are receiving the most quality experiences while collecting evidence of compliance. Although Texas has specific guidelines on what teachers, counselors, principals, and superintendents should know and do, it can be difficult to document that candidates are obtaining quality experiences in the field. Ongoing data collection and research is a constant practice, as this institution strives to ensure that an optimum practicum experience is provided to all candidates. Furthermore, preparing individuals to obtain an advanced certification is one layer of performance for the faculty at this institution, but analyzing the vast impact on student success by arming candidates with the essential knowledge, skills, and mindsets to step into advanced certification roles in the educational arena is another significant layer. Data collected as evidence of compliance and program improvement includes the following:

- Site and Field Supervisor Training
- Site supervisor qualifications
- Field supervisor training certificates, certifications, qualifications
- Field supervisor evidence of ongoing communication
- Candidate records of observations: Dates, time, field supervisor comments
- Folders with artifacts: Logs, evaluations, reflections, final self-evaluation
- TaskStream reports by standard
- Blackboard communication
- Survey results (candidate, course, instructor, & field supervisor evaluations)

Collaboration and communication among faculty within the department are key to showcasing quality programs, and this university's EPP was able to transform the practicums with data and evidence for compliance and continuous program improvement.

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FEAR AND THREAT: SCHOOL SHOOTINGS AND VIOLENCE IN THE UNITED STATES

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Abstract

The first recorded school shooting took place in Charlottesville, Virginia on November 12, 1840. The most recent school shooting took place July 13, 2019 in Hartford, Connecticut. Over 600 school shootings have taken place since the Charlottesville incident (Winn, 2017). Sadly, school shootings are not an anomaly to many communities in America. Administrators, particularly principals, are faced with significant challenges in creating an environment that is conducive to the development of a productive and safe school culture. This article will explore the existing administrative roles and responsibilities with respect to school safety and the implementation and supervision of those procedures. Also discussed in the manuscript will be the role that fear plays in the decision-making process and how some decisions may be misplaced and could be redirected toward more favorable areas of emphasis (e.g., counseling, active supervision, alternative academic options, community outreach, and inclusive student opportunities).

Keywords: fear, supervision, inclusive, alternative, decision making

An Administrator's Story

It was a late January morning when I decided to go for a run. The school semester was nearing an end and I was preparing to return to my campus after a semester of sabbatical. I had been finishing up my doctoral requirements, one of which required me to spend one semester as a resident student at the University of Southern Mississippi in Hattiesburg, Mississippi, a long way from California.

I started the run from my house and was planning to take a course along the levy for about two miles and then deviate off the levy to West Lane Racquet Club. As I started my run, I noticed a number of police cars and ambulances racing down Pacific Avenue, a street not more than a block from my house. I noticed immediately that the sirens were ending, and the police cars were making turns very near the direction that I was running. I decided to make a detour and head in the direction of all of the commotion. I soon realized that the commotion was coming from a school not four blocks from my home. The school was Cleveland Elementary.

When I approached the school, I paused near a huge oak tree that was growing in the middle of the street near the school. I knew the area really well as I had grown up less than a mile from that neighborhood. It was a really quiet area with tidy little homes that were located less than three blocks from the University of the Pacific. As I approached the school, I was overwhelmed by the sight of first responders and police officers. I immediately noticed a fire engine spraying water on a vehicle on the other side of the campus. I knew immediately that something terrible had happened. A number of neighborhood residents were standing next to the fence overlooking the school. I approached a man who was obviously distraught and asked him what had happened. He told me that somebody had just shot a bunch of kids on the playground. The terror and the panic were something that I will never forget. People running, screaming, and trying to comfort one another at the same time. The first mass school shooting had just taken place and, unfortunately, I was there. Thursday, January 17th, 1989, Stockton California (Personal notes, S. Benigno, August 20, 2018).

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Introduction

School shootings and school violence are not an anomaly in the United States. Over the last 100 years there have been too many incidents to count. The recent school shootings in Florida and Texas combined with the atrocities in Las Vegas, the mass shooting at the church in Sutherland Springs, Texas, and the recent synagogue shootings in Pennsylvania and California have caused a frenzy of concern with public safety; particularly in our schools. Politicians, activists, and parents are clamoring for increased safety, security, and accountability. Solutions to the problem range from social transformation to political activism. School leaders are caught in the middle of the outrage. School boards are putting pressure on superintendents and school leaders to create an environment that is totally safe and isolated from the social forces that seem to be the root of the cause.

Administrators, particularly principals, are faced with complex issues when addressing the utilization of the instructional, classified, and counseling personnel (Benigno, 2017 a). Effective schools have specific characteristics that make the operation of these entities receptive and conducive to the transformational development of a productive school culture (Benigno, 2017 a). Building walls, bulletproof glass, increasing security personnel, and arming more individuals in the building are among the many suggestions aimed at providing safer school environments. As educators, we depend on data to give us insight into what should be a priority or an emphasis in our teaching, assessment, and in the development of the curriculum. Educators and school leaders should also be looking at the data to find out what should actually be the emphasis of our focus as it pertains to school shootings and violence.

Statement of the Problem

Over the last thirty years since the Stockton school shooting, there have been 13 mass school shootings. The Columbine, Parkland, and Santa Fe shootings were perpetrated by students from within the campus. The Sandy Hook killer, an adult, shot his way onto the campus where he was not a student, and committed the atrocity. The perpetrator in the Stockton shooting was an adult who entered the campus from a nearby street through a fence. Interestingly, both perpetrators in the Sandy Hook and Stockton shootings were former students at their respective schools. Columbine, Parkland, Santa Fe, Stockton, and Sandy Hook receive a lot of attention because of the number of students killed during the attacks, but there have been many more incidents that have not received the same level of media attention. In Littleton, Colorado, an adult opened fire with a rifle from a parking lot and wounded two eighth grade students. In Detroit, Michigan, two students were wounded in front of their high school by a 17 year-old student. In Carlsbad, California, a 41 year-old man climbed over a fence and opened fire with a handgun on a playground full of elementary school students. In Omaha, Nebraska, an 18 year-old student shot and killed the assistant principal and wounded the principal in the front office area before retreating to his car and killing himself. In Marinette, Wisconsin, a student took 23 students hostage in a portable before killing himself. Recently, on December 13, 2018, a 14 year-old student took a handgun onto the campus in Richmond, Indiana, where he planned to commit murder. His intentions were thwarted by the information provided to police by his mother. He killed himself when he was confronted in the building.

Several questions resonate from all of these tragedies:

Could the incidents have been prevented?

Would the current recommendations and safeguards have made a difference?

Should we, as educators, be focusing on more pressing issues related to the students under our care?

The following statistics indicate an alarming trend in rates of teen suicide and teen firearm deaths. Additionally, over 6 million children were referred to child protection agencies last year. Should these areas identified by the Center for Disease Control (CDC, 2019) be of major concern to educators?

- After declining from 11 per 100,000 in 1990 to 7 per 100,000 in 2007, suicide rates for 15- to 19-year-olds are again increasing, reaching 10 per 100,000 in 2016.
- The proportion of teens dying from firearms increased by nearly 30 percent from 2013 to 2016, from 10 to 13 per 100,000.
- The five leading causes of death among teenagers are accidents (unintentional injuries), homicide, suicide, cancer, and heart disease. Accidents account for nearly one-half of all teenage deaths.
- Every year, more than 3.6 million referrals are made to child protection agencies involving more than 6.6 million children (a referral can include multiple children). The United States has one of the worst records among industrialized nations –

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losing on average between four and seven children every day to child abuse and neglect.

- Among teenagers, non-Hispanic black males have the highest death rate (94.1 deaths per 100,000 population).

Statistics

The National Center for Education Statistics (NCES, 2018) reports that over 56.6 million students are enrolled in our nation's elementary and secondary schools that depend on our school systems for an education and for their safety while at school. The U.S. Department of Education prepared an annual report on school crime and safety. This report includes the National Center for Education Statistics (NCES) School Survey on Crime and Safety (SSOCS) consisting of survey data from over 3,500 public elementary and secondary schools. The SSOCS collects data from public school principals regarding the prevalence of violent and/or serious violent crimes in the school system. The analysis of the data with respect to the authentic information that has been assimilated is an invaluable tool for school leaders to be assessing.

Table 1
Findings from the School Survey of Crime and Safety: 2015-16

Rate of Violent Incidents	● *2 per 1,000 students* ● *middle schools: 27 incidents* ● *high schools: 16 incidents* ● *primary schools: 15 incidents*
Threat of Physical Attack	● *39 % of schools reported at least one student threat of physical attack without a weapon, compared with* ● *9 % of schools that reported such a threat with a weapon*
Distribution, Possession, or Use of Illegal Drugs or Alcohol	● *25 % of schools reported at least one incident of the distribution, possession, or use of illegal drugs* ● *13 % reported at least one incident of the distribution, possession, or use of alcohol 10 percent reported at least one incident of the distribution, possession, or use of prescription drugs*
Bullying (occurred at school daily or at least once a week)	● *22 % middle schools reported that student bullying* ● *15% high schools* ● *8% primary schools*
Inadequate Alternative Placement Programs	• *30% lack of or inadequate alternative placement programs*

Fear vs. Threat

Realistically, there are 50 million students attending U.S. public schools for approximately 180 days a year. Since 1999, approximately 200 public school students have been shot while school was in session. The statistical likelihood of any given public-school student being killed by a gun, in school, on a given day since 1999 was roughly 1 in 614 million and shootings have been getting less common (Ropeik, 2010).

Parents, students, teachers, and school administrators are horrified by the existence of the threat of tragedy within the walls of our school buildings. The existence of threat and violence is especially disconcerting when it concerns people who are close to us. Sometimes the sheer threat of a calamity can cause fear in the hearts of those who are responsible for care and safety of others. Fear is defined as "an unpleasant emotional state characterized by anticipation of pain or great distress and accompanied by heightened autonomic activity especially involving the nervous system… the state or habit of feeling agitation or dismay…something that is the object of apprehension or alarm" (Merriam-Webster, 2019). Fear can cause consternation and panic among teachers and

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parents and the idea of losing a child can multiply that fear exponentially. Fear is a protective mechanism that protects many forms of life from situations of peril. According to Begley, (2007), fear can inhibit a person's ability to reason effectively. Fear can affect the decision-making processes of organizations and individuals who are charged with the education, care, and commitment to the wellbeing of children. Fear can affect the attitude, intentions, and behaviors of people (Wilson & Albarracin, 2015).

In contrast, the word threat is defined as "an indication of something impending or an expression of intention to inflict evil, injury, or damage" (Merriam-Webster, 2019). Clearly, the mere idea of violence occurring in a school causes immediate and powerful feelings of fear and anxiety. These emotions can trigger changes in hormones and brain chemistry which may change a person's behavior. The "fight or flight" reaction of the amygdala can interfere with a person's ability to assess a situation accurately. "Fear is intended for short term survival not long-term existence" (Psychology Solutions, 2019), whereas, a true threat is one that requires immediate and appropriate action for a person to shield and protect themselves and those around them.

Programs like the federally marketed "Run, Hide, Fight", the privately promoted ALICE Training, and other options-based active shooter training that teach children to escape if possible, hide, or attack active shooters, and which are encouraged by Homeland Security departments, fall neatly into the Fear Appeal Theory posited by Kaylene C. Williams (2012). After a school-shooting, there is an increase in public fear for the safety of children in schools, and increased pressure on state and federal legislators to do something. These "ready-made" programs and the marketing they have received seemingly supply a quick solution to a real fear. Districts across the nation have been quick to adopt one of these programs and to pass reactive legislation, some of which may actually violate the law. For example, after the Parkland tragedy in Florida, the Florida Department of Education in March 2018 passed SB 7026 Public Safety, Section 24 (Florida Department of Education, 2018). This requires parents to disclose any mental health referrals and services their children have ever received when registering their children for school. This appears to be a violation of HIPPA; it is a legal question that has yet to be answered. Of particular concern in adopting an options-based program is the safety and legal rights of students with disabilities. In an interview with Education Week, ALICE creator Linda Crane stated that the program does include the safety of students with disabilities. "They would never be instructed to attack a shooter and their classrooms should be the ones where furniture is fitted with wheels so it can be moved in front of doors in case of an attacker." (Blad, 2017)

Could fear actually be making a difference in the decision-making process of our school leaders?

Are we making the wrong decisions for the wrong reasons?

Are we looking at all of the data and developing the right priorities?

Decision making at the policy, district and site levels should be based on relevant data and not predicated on the fear and threat perceptions that may cause "knee jerk" decision making. The market for school security is growing. In 2017, sales of security equipment and services to the education sector hit $2.7 billion, up from $2.5 billion in 2015, according to data from IHS Markit. In 2013, a Salt Lake City resident named Jim Haslem founded "Shelter in Place," a company that builds custom, military-grade refuges designed to withstand bullets and extreme weather events. The first shelter was installed at an Oklahoma elementary school in 2015, and hundreds of American schools have them today. According to Haslem who spoke to Business Insider, orders and inquiries from school districts had skyrocketed since the Parkland shooting (Garfeld, 2018).

School leaders, in an attempt to make the community feel safe, plan for every foreseeable threat to campus safety. This task of identifying every potential "what if…" is impossible to achieve. The solutions currently under consideration in the U.S. Department of Justice and Congress are the wrong approach to a very serious problem. Federal dollars for more police in schools, metal detectors, and anonymous hotlines to report students who may be in crisis will do nothing to stop gun violence and undermine the learning environment (Leadership Conference personal notes Benigno. August 20, 2018). "School police and school safety are not synonymous", said Judith Browne Dianis, executive director of Advancement Project national office. "Arming teachers and investing in more school police is a recipe for deadly mistakes." (Dianis, 2018). James Alan Fox and Emma Fredel, authors of "The Three R's of School Shootings: Risk, Readiness, and Response," state that arming teachers is absurd and over the top and that making schools look like fortresses can be detrimental because it sends a message to the kids that "the bad guy is coming for you" and will actually instill fear in the students and not relieve it (2018, p.9) .

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Is this evidenced based decision making?

Are we really going to create shelters in every classroom across the country?

Will these interventions really make a difference?

Would interventions have prevented the shootings in front of the schools, on the playgrounds, on the busses, in the hallways, or in cafeterias?

We need to focus on the data. We are not in the business of creating fortresses of protection or panic rooms. We are in the business of instruction, counseling, nurturing, identification, remediation, motivation, and research.

Counseling

Where have all the counselors gone? Many students at the elementary and middle school levels encounter issues related to social and emotional development that are often overwhelming and, many times, detrimental to the academic development of students (Benigno, 2017 b). Effective schools are successful in mobilizing both the academic core of schools, teaching and learning, as well as practices such as guidance counseling, teacher teams, and extracurricular activities which encourage affective relationships between adults and students (Ingersoll, 2003). Nationwide, public-school counselors are woefully understaffed and overworked. According to Education Week (2018), the average student-to-school counselor ratio is 482 to 1; almost double the ratio recommended by the American School Counselor Association. The first contact for a teacher or a caring professional concerning a troubled child may be the counselor who is often overworked and many times unavailable. Up to 60% of the assailants in mass shootings in the United States since 1970 displayed symptoms of mental illness (Follman, 2012). Counselors are required to have the pulse of the school community through ongoing conversations with students, parents, teachers, and administrators (Benigno, 2017 b). Instead of building safe rooms or constructing fences and bullet proof foyers, we need trained counselors who can support and develop a referral process that is conducive to the identification of students who may be in crisis.

Active Supervision

Principals are expected to be transformational strategists who build capacity through leadership, empowerment and facilitation, and theoretically sound administrative practices (Benigno, 2017). "School administration is no longer about school leaders who lead only because they supervise others; it's about leaders who lead through the lens of coaching, help others acquire for themselves their own set of new essentials" (Kee, Anderson, Dearing, Harris, & Shuster, 2010, p.9). Active supervision involves the empowerment and identification of individuals in the building who can assist in creating an educational environment that is conducive to the enhancement of the individual student's potential. Active supervision is engaging and transparent. Students and teachers see the active leaders for who they are and for what they stand for. The active leader is visible and approachable and because of that accessibility, is able to intercede where others may fail. We need active leaders to be in the hallways, speaking to students and adults alike. We need these active leaders in the lunchroom during lunch, in the halls during passing periods, in the parking lot at dismissal, and as an active participant in the classroom and at school events. We cannot depend merely on police officers, security guards, or hall monitors to supervise our students. We need active leaders who know the students, who are trained to engage, counsel, and communicate with our student and teacher populations.

The active leader must be in touch with the environment, social forces and transcend traditional supervisory behavior. The active leader will empower other professionals and use that behavior to support an agenda conducive to maximizing communication, collaboration and school safety.

Alternative Academic Options

When will we stop pounding round pegs into square holes? We need schools that support motivation, build capacity, expand competence, and structure opportunity (Farrington, 2014). Students need to be motivated and they should be able to see the light at the end of the tunnel. Too many children have encountered "life" along that journey through their traditional educational experiences. Tragedy, disappointment, and failure have crossed their paths too many times. These students are falling through the cracks, "roughly half of all incoming ninth-graders across urban districts will fail classes and drop out of high school without a diploma" (Farrington, 2014, p.14).

There is a dire need for alternative academic options within our comprehensive high school systems. Secondary schools force students into pre-determined trajectories. Many students become disenchanted,

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discouraged, bored, and often disruptive and rebellious. Alternative tracks are not new strategy. Schools-within-a-school, academies, magnets, and high school equivalency programs have been in existence since the 1960s. The characteristics of this concept provide a smaller student to teacher ratio and learning programs that are often prescriptive and individualized with flexible class scheduling. These programs have been shown to reduce truancy, improve attitudes toward school, and reduce behavior problems (Cash, 2004). School leaders need to prioritize the implementation of this concept to address the changing needs of our student population. We can no longer afford to force our students to be victimized by bureaucratic factors that are constrained by resources, values and practices (Follman, 2012).

Inclusive Student Opportunities

The least empowered people in the school building are the students. The hierarchy of authority representing the public-school system, according to Weber (1978), has developed and written policy books, trained a specialized teaching force, moved students through the grades based on achievement, and focused on efficiency. Students have come to be seen as objects to fill with knowledge and compared to others and to benchmarks in order to rank and classify them (Foucault, 2001). The empowerment of our student population does not mean that educational leaders are relinquishing power to the students. This empowerment will allow the student population an opportunity to take control of their learning and to enable the students to develop self-efficacy and an intrinsic desire to gain knowledge.

Inclusive opportunities should begin the day the students enter the school building for their first instructional experience. Teachers can empower their students by making them feel valued for being themselves (Broom, 2015). If the school leadership embraces the concept of student empowerment, teachers and teacher leaders can implement, through a continuum, a gradual opportunity for the students to gain greater choice and control over their own learning. School leaders have the opportunity to maximize student empowerment through already existing vehicles of implementation.

Of course, athletics and the arts provide an outlet for some students to express their identities and expertise. But what about students who do not excel or have a talent or expertise in a given area? How does the leadership encourage or dissuade student participation and opportunities for belonging? Is the student government operational and relevant? Are students denied access to activities because of logistical facility problems? Are students forced to attend tutorials in order to participate in curricular activities? Are school activities curtailed because of the transgression of a few? Are we forcing students to take remedial classes without receiving academic credit? School leaders need to understand that schools have the opportunity to serve multiple student needs. We must individualize and personalize our instructional and management strategies to address the differences and selective needs of our student population.

Conclusion

Fears and high levels of anxiety in the aftermath of a school shooting impact school leaders around the nation. Community outcry for the principal to “do something” can result in immediate actions that may or may not actually address the root cause of concern in the school or district. Parents seem to find comfort in the hardware of solutions including door locks, bulletproof glass, metal detectors, and the like. The visual appearance of safety initiatives instills feelings of safety for parents and the community. Principals, on the other hand, often feel that creating a safe environment is not tied to visual appearances. Instead, many principals describe campus safety as an evolving process in which all stakeholders systematically review, practice, and hone their preparation skills for unexpected events.

According to a school principal, “The last five years has made it very difficult to think that I’m an instructional leader and that, that’s why I became a principal.” (Blad, 2019, p. 1). This principal reported that her campus would be far more likely to deal with issues including suicide, mental health situations, and self-harm (Blad, 2019). Principals feel inadequately prepared to deal with safety issues that are above and beyond their levels of preparation or control. DuFour (2001) commented that school leaders are frequently underprepared for many facets of school leadership including maintaining a healthy and safe culture.

Cromwell (2002) describes school culture as “the set of norms, values, beliefs and ceremonies, symbols and stories that make up the ‘persona’ of the school” (p. 4). This definition highlights the importance of the actions and behaviors of the school stakeholders and their impact on the day-to-day processes of the campus. Schools that have developed a culture of inclusive participation encourage students to take responsibility for their role in creating and maintaining a safe school. This approach relies on student engagement in reporting and identifying potential risks and concerns.

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In order to develop a more inclusive learning environment, many schools have focused on the affective domain including positive behavior interventions, increased psychological and counseling support services, explicit emphasis on the identification and prevention of bullying, restorative discipline, and mediation. These structures may result in a more caring school climate which can dramatically decrease incidents of violence or unsafe behavior.

The safety of the school relies on the engagement of all stakeholders to be observant and aware of the environment. Students need to feel empowered to report and discuss situations that make them feel uncomfortable, anxious, or fearful for their safety and well-being. These empowered students can be a part of the positive support and management of the campus culture. One principal advised students, “If it doesn’t seem right, sound right, feel right, it probably isn’t right. Find the closest trusted adult and let them know what is going on” (Krimbill & Thompson, 2017, p.14).

The National Association of School Psychologists (2019) recommends the following guidelines for school violence prevention:

1. Create school-community safety partnerships.
2. Conduct a needs assessment for planning and selecting programs and interventions.
3. Establish comprehensive school crisis response plans.
4. Balance measures to ensure both physical and psychological safety.
5. Enhance efforts to create and maintain a positive school climate that promotes learning and psychological health along with student success.
6. Respond systematically to all threats made by students.
7. Promote antiviolence that include prevention programs for all students.
8. Provide adequate access to mental health services and supports, and interventions for students who experience significant school behavioral adjustment problems.

As we put the finishing touches to our paper about of this topic, another tragic incident took place in the school library at North Carolina, Charlotte. The terrible truth is that schools and churches are places of opportunity and fellowship. We can’t build walls and create military fortresses around institutions of learning and worship. Churches, synagogues, and schools must have flexible access to address the needs of the many constituents who frequent those institutions. Churches, synagogues, and schools are places of healing and instruction, we can’t allow the transgressive behavior of a few to dictate our mission and our calling.

Although there appears to be no simple solutions or single programmatic steps that a school can take to address campus safety, through a committed and consistent effort by all stakeholders’ schools may begin to address the actual threats and issues that they may face.

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USING TED TALKS TO PREPARE FUTURE TEACHERS TO BECOME ADVOCATES FOR STUDENTS WITH EMOTIONAL/MENTAL CHALLENGES

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Abstract

This manuscript describes an approach for preparing future teachers to become advocates for students with emotional/mental health challenges. Students diagnosed with emotional/mental health challenges often face stigma and are pushed to the margins of K-12 classrooms. By using TED Talks that presented first-person narratives from individuals with emotional/mental health disabilities, a university instructor was able to help future teachers feel better prepared to become advocates for students with similar challenges. This manuscript presents an overview of the process and highlights key resources that can be used in university classrooms and field/clinical settings.

Keywords: emotional disorders, mental health, teacher preparation, TED Talks

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Children and adolescents diagnosed with emotional/mental health disorders are often pushed to the margins of school settings by their peers, teachers, and other school staff (Kauffman & Landrum, 2013). They may be subjected to gossip, rumors, and social isolation by their peers, as well as being frequently ignored, removed from classrooms, and avoided by teachers (Moses, 2010). These experiences contribute to the fact that students with emotional/mental health disorders frequently experience lower levels of academic achievement and school completion, along with experiencing higher levels of absenteeism and suspension/expulsion (Cannon, Gregory, & Waterstone, 2013).

The roots of this marginalization are found in the historical stigmatization of individuals with emotional/mental health challenges (Baglieri & Shapiro, 2012). Garland (1995) identified social beliefs and practices in the Greco-Roman cultures that viewed individuals with emotional/mental health disabilities as being undesirable and unworthy of participating in mainstream social networks and employment opportunities. These prejudices extended through the Judeo-Christian tradition and into the Middle Ages, with these individuals being viewed as subject to demonic possession and the displeasure of God (Mackelprang & Salsgiver, 1996). As European society moved into the colonial and industrial eras, individuals with emotional/mental health disorders were viewed as burdens on their communities and forced to live in asylums and institutions that offered little opportunity for happiness or well-being (Trattner, 1994). By the mid-twentieth century, societal practices toward these individuals had shifted into more of a focus on care and rehabilitation, but this was still predominantly provided in institutional settings or in separate classrooms within K-12 public school buildings (Baglieri & Shapiro, 2012).

Theoretical Framework: Disability Studies in Education

Over the past 20 years, the field of disability studies in education has grown as part of a repositioning of how children and adolescents with disabilities are perceived and treated within our public school systems (Connor, Valle, & Hale, 2015). Drawing from the work of social scientists, historians, and other academics who have examined the historical prejudices and mistreatment of individuals with disabilities, the field of disability studies in education seeks to enact a paradigm shift in which the dominant forms of viewing disability are no longer as deficit, deficiency, and defect (Baglieri & Shapiro, 2012). Instead, disability studies in education contends that individuals with disabilities should be afforded the agency and voice that allows them to control their own narratives and the resulting social and educational policies which are enacted.

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A disability studies framework posits that the experiences, needs, and desires of students with disabilities are best understood through the voices of individuals who have lived these challenges directly. Instead of using the traditional medical model of disability that holds that disability is an identifiable defect that can be treated and remediated, disability studies calls for educators to learn about the direct experiences of individuals with disabilities through first-person narratives, to view disability as a fundamental part of human life and not as a problem to be repaired, and to advocate for barrier-free educational environments that are inclusive for all individuals (Gabel, 2005). For our work in teacher preparation, disability studies pushes us away from teaching about disability as a problem that needs to be cured; instead, it asks us to invite disability into our classrooms and welcome it as part of the continuum of human individuality that needs to be woven into the fabric of our teacher preparation curricula.

The work described in this manuscript is an initial attempt to incorporate aspects of a disability studies framework into a traditional undergraduate special education course titled *Students with Emotional and Behavioral Disorders*. In various avenues of my professional and personal life, I have witnessed the stigmatization and marginalization of children and adults with emotional/mental health disorders. The historical roots and current manifestations of this prejudice as described in the opening paragraphs of this manuscript remain alive in many of our schools and classrooms throughout Texas. This seemed to be an ideal opportunity to address some of the prejudices associated with emotional/mental health challenges by incorporating elements of a disability studies approach into a course taken by future teachers.

Context

When I was provided the opportunity to teach this course, I wanted to explore an approach for preparing future teachers to become advocates for students with emotional/mental health challenges. However, there were some considerations as to how I could reasonably explore the nexus of disability studies in a course on emotional and behavioral disorders. First, I was a new faculty member to our university. In this position, I felt it was appropriate to work within the previously approved course syllabus that had been in use for several years. The course content was grounded in what is widely considered the leading textbook for future special educators on the topic of supporting children with emotional and behavioral disorders: *Characteristics of Emotional and Behavioral Disorders of Children and Youth, 10th edition* (Kauffman & Landrum, 2013). Kauffman is considered a giant in this field, and the research-base and overall content of the textbook is firmly established.

However, the textbook tends more toward the medical model of disability that the field of disability studies seeks to challenge. While giving some consideration to the social and ecological factors that shape the experiences of students with emotional/mental health challenges, the textbook presents disability as a deficit and contends that the primary role of educators is to remediate the negative impact of emotional/mental health disorders. The companion case study book provides brief profiles of children and adolescents with emotional/mental health disorders, but the cases are largely written from the perspective of a teacher or caregiver and not from the individuals themselves. Thus, I wanted to find options for integrating viewpoints more aligned with disability studies within the existing content structure of the course syllabus and textbook.

A second consideration related to my preconceived notions of special education in Texas. I am a product of the Texas K-12 public school system and have a sibling with three children presently enrolled in our schools. However, prior to my current faculty position at a large state university in Texas, I spent the previous 20 years working in special education in Massachusetts and Illinois. My previous two faculty positions had been at private universities with strong emphasis on social justice issues and pushing the boundaries of traditional special education teacher preparation. According to the informal convenience sample of teachers, principals, colleagues, and family that I used to shape my preconceptions of services for students with emotional/mental health disorders in Texas, it seemed that I should work from within the more traditional medical model of disability presented by Kauffman and Landrum (2013) and gradually integrate components of a disability studies approach to teacher preparation.

Authentic Voices as Component of Disability Studies

Based on the above considerations, I attempted to identify one high-impact strategy influenced by disability studies that might help prepare future teachers to become advocates for students with emotional/mental health challenges. My intention was to incorporate the strategy into the course and monitor the results over a three-semester period. From that point, I could better determine how to further embed disability studies influenced strategies into the course.

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As for identifying the strategy, Baglieri and Shapiro (2012) and Connor (2015) discussed the importance of first-person narratives in helping teachers and teacher candidates to better understand the dynamics of disability and to reduce commonly held prejudices and misconceptions directed toward individuals with disabilities. By learning to recognize and address these prejudices and misconceptions, teacher candidates are better prepared to support and advocate on behalf of students with emotional/mental health disorders (Baglieri & Shapiro, 2012). As is the case for many special education faculty, I brought in parents and young adults with disabilities into my classrooms for years. However, I had never been able to identify a person with an emotional/mental health disorder to speak to my classes.

My theory has been that the stigma associated with mental illness is too great for people to readily want to talk with strangers. I know that this is the case within my own family system. For whatever reasons, individuals with autism spectrum disorders, physical disabilities, or learning disabilities have always been more willing to talk to my student audiences. Typically, students in my classes report that the authentic voices of parents and young adults with disabilities are their most impactful and favorite learning experiences. In order to incorporate this design element while navigating the difficulty in finding individuals to discuss their mental health challenges, I turned to a frequently referenced tool in popular internet culture: the TED Talk.

TED Talks as a Teaching Tool

The initial Technology, Entertainment, and Design (TED) conference was held in 1984 and has since grown into an active, worldwide nonprofit organization that serves as a platform for ideas on a wide range of topics (TED, n.d.). The organization's most recognizable tool is the TED Talk, an 18-minute or less lecture that challenges viewers to consider new ideas or viewpoints (TED, n.d.). TED Talks have emerged as a popular and effective teaching tool in university classrooms, including the disciplines of economics (Geerling, 2012), psychology (Wilson, 2013), social work (Rodriguez-Keyes & Schneider, 2013), and education (Rubenstein, 2012). TED Talks are used in classrooms through a variety of strategies. They are used to supplement lectures and in-class activities (Rubenstein, 2012), introduce key ideas and new ways of thinking in online and hybrid courses (Rodriguez-Keyes & Schneider, 2013) and to expand on assigned readings in flipped classroom models (Rodriguez-Keyes & Schneider, 2013; Wilson, 2013).

Based on the reported effectiveness of using TED Talks in university courses, it seemed that this tool would provide a viable solution to my desire to incorporate first-person narratives from individuals with emotional/mental health challenges into our undergraduate special education course titled *Students with Emotional and Behavioral Disorders*. TED Talks provide the authentic voice of individual human experience in a multimedia format that students report as influential and engaging (Loya & Klemm, 2016). By using TED Talks to provide first-person narratives of emotional/mental health challenges, I would be able to have my students listen to a wide range of speakers who have broken through the veil of stigma associated with talking about mental health issues. As noted in the disability studies literature (Baglieri & Shapiro, 2012; Conner, 2015), examining first-person narratives is a key strategy that helps teacher candidates learn to recognize and address prejudices and misconceptions about emotional/mental health disorder. By recognizing and examining these issues, teacher candidates become better prepared to support and advocate on behalf of this vulnerable student group (Baglieri & Shapiro, 2012). As an added instructional feature, TED Talks are essentially always available. This meant that students could watch the videos multiple times to gain greater understanding and complete homework assignments based on the videos, as well as the fact that students absent from class would not miss out on the content as would happen in the case of an in-person speaker.

Instructional Design

Students with Emotional and Behavioral Disorders is a required course in our university's special education minor program. It is typically the second special education course taken by our teacher candidates, following an introductory course that addresses the fundamental aspects of special education laws, services, and supports. For the three semesters addressed in this manuscript (Fall 2016, Spring 2017, Fall 2018), the course was delivered in face-to-face format twice weekly. It was organized into five content modules that were spread evenly throughout the semester:

- Module 1: Foundations for studying emotional and behavioral disorders;
- Module 2: Attention deficit hyperactivity disorder;
- Module 3: Conduct and other oppositional disorders;
- Module 4: Anxiety and related disorders; and
- Module 5: Depression and related mood disorders.

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TED Talks were incorporated into the course modules in two ways: 1) as the focal points of in-class learning activities; and 2) as the focal points of homework assignments. Both of these approaches will be discussed in detail.

As in-class learning activities, TED Talks presented the first-person narratives of individuals with emotional/mental health challenges in an engaging way that were paired with research-supported active learning strategies for the university classroom. As noted by Loya and Klemm (2016), university students reported that the multimedia format of TED Talks helped them to stay motivated and engaged during class sessions. In each course module, TED Talks were the central learning activity in two or three class sessions. As the instructor, I would identify one TED Talk directly related to the module topic for students to view during class. Before watching the video, students would be cued to engage in an active learning strategy. Students were encouraged to take notes during the TED Talk and then complete the activity following the video. In most cases, the entire learning event (TED Talk and activity) would take approximately 30 minutes. A variety of active learning strategies were used to enhance the TED Talks based on the recommendations of Paulson and Faust (n.d.). Table 1 provides a brief overview of each strategy.

Table 1
*Active In-Class Learning Strategies Used with TED Talks on Emotional/Mental Health Challenges**

Strategy	Brief Descriptor
Affective response	Students record the reactions, feelings, emotions, and perceptions that they experience as they are watching the speaker.
Buy or sell	Students justify in writing or in group discussion whether they are willing to “buy” (i.e., agree) or “sell” (i.e., disagree) various points made by the speaker.
Dear diary	Students write a diary/journal entry that articulates their perceptions of the content presented by the speaker, with an emphasis on how it directly relates to their own lives.
Graphic organizer	Students create a graphic depiction of the key talking points presented by the speaker.
TED letter	Students write a letter to the speaker that acknowledges points of agreement and highlights questions and/or disagreements.
What would the textbook authors say	Students work in groups to imagine how the course textbook authors would react to the key points presented by the speaker.

*NOTE: Strategies adapted from Paulson and Faust (n.d.).

As the focal points of homework assignments, TED Talks were used in two different assignment formats. First, students completed a video analysis assignment for each of the five modules in the course. At the conclusion of each module, students were asked to select one TED Talk that they watched in class as the focus for the assignment. Students were then asked to locate one other video online that presented a first-person account of the emotional/mental health challenge that was the topic for the module. They then wrote a 300-500 word essay that

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summarized the viewpoints of each speaker and compared/contrasted their perspectives. Students were required to use the course textbook or journal articles to support their analyses. Table 2 presents a brief overview of the TED Talks that were watched during class sessions from which students could choose to complete the video response assignments.

Table 2
*TED Talks that Present Authentic Voices on Emotional/Behavioral Challenges**

Module 1: Foundations for studying emotional and behavioral disorders
- Alicia Raimundo: *Mental Health Superhero*
  https://www.youtube.com/watch?v=blSkkwcy4uo
- Ruby Wax: *What's So Funny About Mental Illness?*
  https://www.youtube.com/watch?v=mbbMLOZjUYI

Module 2: Attention deficit hyperactivity disorder
- Stephen Tonti: *ADHD as a Difference in Cognition, Not a Disorder*
  https://www.youtube.com/watch?v=uU6o2_UFSEY
- Salif Mahamane: *ADHD Sucks, But Not Really*
  https://www.youtube.com/watch?v=fWCocjh5aK0

Module 3: Conduct and other oppositional disorders
- Jennifer Senior: *For Parents, Happiness is a Very High Bar*
  https://www.youtube.com/watch?v=DOgsYATbV-s
- Jon Ronson: *Strange Answers to the Psychopath Test*
  https://www.youtube.com/watch?v=xYemnKEKx0c

Module 4: Anxiety and related disorders
- Jessica Dare: *Challenges and Rewards of a Culturally Informed Approach to Mental Health*
  https://www.youtube.com/watch?v=VrYmQDiunSc
- Neil Hughes: *A New Plan for Anxious Feelings: Escape the Custard!*
  https://www.youtube.com/watch?v=bM06o26PCDQ
- Alison Sommer: *Anxiety Disorders and Panic Attacks*
  https://www.youtube.com/watch?v=bl8_81JF3b8

Module 5: Depression and related mood disorders
- Kevin Breel: *Why We Need to Talk About Depression*
  https://www.youtube.com/watch?v=-Qe8cR4Jl10
- Kevin Briggs: *The Bridge Between Suicide and Life*
  https://www.youtube.com/watch?v=7CIq4mtiamY
- J.D. Schramm: *Break the Silence for Suicide Survivors*
  https://www.youtube.com/watch?v=Hy4yby7ZAd0

*NOTE:_The URLs listed are from the YouTube platform so that readers can access the closed-captioned version for increased accessibility.

The second way that TED Talks were used as a focal point of a homework assignment was the application and analysis assignment. Toward the conclusion of the course, students were asked to identify a TED Talk on emotional/mental health challenges that we had not watched in class. In order to identify the video, they were directed to locate the video from one of the four playlists that TED provided on emotional/mental health. Table 3 presents a brief summary of the TED Talk playlists used for this assignment.

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Table 3
TED Talk Playlists on Emotional/Mental Health Challenges

Playlist	Brief Descriptor
The Struggle of Mental Health https://www.ted.com/playlists/175/the_struggle_of_mental_health	Collection of 12 TED Talks that focus on depression, suicide, schizophrenia, and post-traumatic stress disorder.
The Importance of Self-Care https://www.ted.com/playlists/299/the_importance_of_self_care	Collection of nine TED Talks that explore the nexus of emotional and physical health.
Overcoming Depression https://www.ted.com/playlists/287/4_ted_talks_on_overcoming_depr	Collection of five TED Talks that specifically address issues related to depression.
Let's End the Silence Around Suicide https://www.ted.com/playlists/296/let_s_end_the_silence_around_s	Collection of four TED Talks that present the stories of suicide survivors and the family members of suicide victims.

Students were encouraged to watch their selected video a minimum of three times: 1) to gain comfort with the overall message; 2) to identify key points on which to focus their analysis; and 3) to actively take notes and frame their papers. They were then asked to write a 500-1000 word paper that examined how the speaker's message impacted their own thinking about emotional/mental health disorders. Students were also asked to examine how the speaker's message could impact children and adolescents, their families, and their teachers. For the conclusion, students had to juxtapose the speaker's message with the viewpoints of the course textbook authors on the applicable topic (e.g., anxiety disorders).

Student Feedback and Instructor Considerations

The purpose of incorporating TED Talks into a more traditionally structured course focused on emotional-behavioral disorders was to explore an approach for preparing future teachers to support and advocate on behalf of students with emotional/mental health challenges. By using a disability studies in education framework that contends the experiences, needs, and desires of students with disabilities are best understood through the voices of individuals who have lived these challenges directly (Gabel, 2015), I was hoping to encourage our students to value the voices and narratives of those experiencing emotional/mental health challenges. In this particular course, the design approach that I used focused on incorporating TED Talks given by individuals who directly experienced the impacts of emotional/mental health disorders.

Throughout the three semesters, I collected feedback from the students in a variety of ways. First, we had ongoing dialogue through the in-class activities and the homework assignments based on the TED Talks. I recorded notes after each class session and after grading assignments. These notes served as the primary basis for analysis in this study. In looking back through my notes, the most frequently occurring themes from students related to the idea of the talks being *eye-opening* and *ringing true*. These were both terms that students used in conversations and in written products. Students connected these themes to their preparedness to support and advocate on behalf of students with emotional/mental health challenges.

The theme of *eye-opening* most commonly connected to a sense of students enhancing their understanding of emotional/mental health disorders. In multiple examples, students would relate their experiences of having a sibling, relationship partner, or roommate who struggled with mental health issues. After watching a TED Talk from someone with similar challenges, students would then be better able to contextualize what they had observed and identify ways in which they could advocate or support someone more effectively. As an example, my field notes detailed a student recounting the story of his high school

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classmate who had obsessive-compulsive disorder (OCD). They lived together during their freshman year of college, at which time the student reported that they grew apart because of the stresses both of them experienced due to the manifestation of OCD behaviors in such a close environment. After that class, the student reached out to his friend to rekindle their relationship. He reported that he started the conversation by simply stating that he now had begun to understand the stresses and pressures of OCD behaviors on individuals and those around them. In our class conversation, he stated, "I just told him that I never got it. I thought he was being weird. He just needed to get on with stuff and quit worrying about if he had the right number of pens in his bag and whatever else it was. There was so much." The student went on to identify several strategies for how he could have better supported his friend and roommate. He concluded, "Now I know what I will do when I teach. You just have to let the little stuff go and focus on the big picture."

The theme of *ringing true* was perhaps the most profound for me as their instructor. The rising prevalence rates of diagnosed emotional/mental health disorders among university students has been well-documented in recent years (Auerbach, et. al., 2018). In particular, depression and anxiety have become more prominent in our students' lives. However, I was unprepared for how far back into their experiences the students would recount the difficulties of anxiety, depression, and related mood disorders. In reading their assignment responses and looking over notes from class discussions, the TED Talks helped the students situate their own experiences in relationship to the speaker. Students frequently compared their own experiences with those of the speaker, often focusing on the supports provided or the lack thereof. An illustrative example came from one student: "I didn't have any of that help. His [the TED Talk speaker] parents tried to help him. He got to go to therapy. I didn't get that. I didn't even go to the school counselor." While the sense of *ringing true* was the most common thread, students often challenged the speakers' messages by writing and reminding their classmates that each talk represented the experience of *one* individual. They frequently pointed out different circumstances that impacted emotional/mental health, such as access to resources, family dynamics, and the support (or lack thereof) of teachers during their K-12 and university schooling.

The other method for collecting student feedback on the influence of TED Talks was to ask students to rate the level of influence of the various talks. At the conclusion of the semester, students would spend a class session re-watching clips of the TED Talks from the semester (see Table 2). They were then provided a list of the TED Talks (similar to that presented in Table 2) and asked to rate how influential they felt each talk was in preparing them to support and advocate for students with emotional/mental health challenges. The four-item scale consisted of *not influential, limited influence, influential,* and *highly influential.* After completing the scale for each TED Talk, students were asked to provide their comments and reasoning for the rating.

Across the 75 students who took the course over three semesters, there were three TED Talks that over half of the students rated as *highly influential*. The first talk was Salif Mahamane's *ADHD Sucks, But Not Really* (2015), which was rated as *highly influential* by 42 students (56.0%). In reading the feedback from students, they related to the juxtaposition that Salif Mahamane presented as being an extraordinarily talented and motivated student who was viewed by his teachers as being incapable of academic success. In their notes, students frequently listed multiple strategies that teachers could use to have helped Salif succeed in school. The second talk was Kevin Breel's *Why We Need to Talk about Depression* (2013), rated as *highly influential* by 56 students (74.7%). Students conveyed that they related to his ability to present an outward face to his peers that conveyed confidence, while inwardly struggling significantly with depression and mental well-being.

The third TED Talk consistently rated by students as *highly influential* was Kevin Brigg's *The Bridge Between Suicide and Life* (2014). This talk was rates *highly influential* by 60 out of 75 students (80.0%). Their responses to this talk both in writing and during class discussions presented me with complex situations to navigate. On one level, Kevin Brigg's talk accomplished what I was hoping to achieve through this project. After watching his talk, students were open about discussing the stigma associated with suicide. They readily identified strategies for supporting individuals who expressed an intention to harm themselves, and they discussed various community resources at which they would consider volunteering. From a disability studies perspective, students conveyed a sense of preparedness toward supporting and advocating for adolescents and young adults who had attempted suicide. They were also influenced by Kevin Brigg's message about the impact of suicide on all those surrounding the individuals, including family, friends, and classmates.

However, there were several students who shared their stories of friends and family members who had committed suicide or attempted suicide. In four cases, the suicide or attempted suicide had been within the previous three months. While some students discussed these stories

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openly in class, more students revealed these situations to me through their written responses. As I disclosed to my students before we watched Kevin Brigg's TED Talk, attempted suicide is something that is very close to my own friend and family network. When the students would disclose their experiences, I relied on coaching and support from our university's counseling center on how best to direct and support students who were closely connected with suicide and attempted suicide.

In reflecting on these experiences, I contend that these were moments in which a disability studies framework manifested itself most notably in the course. Instead of holding suicide at a distance as the act of a deeply troubled person far from ourselves, the students listened to the voices presented in the TED Talks and expressed an understanding of human suffering and a desire to support individuals who have gone through these situations. This was a shift away from the traditional medical model that viewed emotional/mental health disorders as deficit, deficiency, and defect (Baglieri & Shapiro, 2012). Instead, it was a shift toward helping our students become prepared to address the stigma often associated with mental health challenges. As Connor (2015) and Gabel (2005) have asserted, a fundamental element of a disability studies approach to teacher preparation is to help candidates recognize and address the negative assumptions and prejudices that are often directed toward individuals with disabilities. By using first-person narratives such as TED Talks, the students in these classes moved toward becoming better prepared to support and advocate for children with emotional/mental health challenges in their future classrooms.

Conclusion

Disability studies in education challenges those of us working in teacher preparation to move away from a traditional model of viewing disability as something to be diagnosed and cured (Balgieri & Shapiro, 2012). It contends that first-person narratives of the lived experiences of individuals with disabilities should have a central place in shaping our understanding of how to support and advocate for students with emotional/mental health challenges. This manuscript described an approach that used TED Talks to embed authentic voices within an undergraduate special education course to help future teachers feel better prepared to support and advocate on behalf of students with emotional/mental health challenges. While this was an initial attempt located within one course at one university, the feedback from students showed that this could be an effective strategy for achieving this goal.

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Examining the Levels of Transfer: A Closer Look at the UTeach Preparation Program

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Abstract

Haskell's (2000) Theory of Transfer of Learning was used to guide this study on the levels of transfer demonstrated by beginning teachers who graduated from a UTeach replication program. Considering Darling-Hammond's (2016) emphasis on the importance of knowledge of transfer from past experiences to new experiences based on skills and concepts taught previously, this study examined the levels of transfer from a teacher preparation program to beginning years of teaching. Participants included six graduates of a secondary preparation program who were observed and interviewed in their first two years of teaching. Participants demonstrated some, but not all, levels of transfer of strategies learned in their preparation program to their classroom teaching practices. Findings from the study indicated a further need to research and explore the effectiveness of context-embedded knowledge and skills practice within teacher preparation programs for transfer of best practices from teacher preparation programs to the classroom.

Keywords: transfer, preparation, teaching practices

> *"We don't learn in school just to stay in school for the rest of our lives. We have to be able to transfer what we learn in one setting and use it somewhere else."*
>
> *Linda Darling-Hammond,* 2016

Teacher preparation programs are tasked with preparing teachers for content, pedagogy, pedagogical content knowledge, teaching theory, and many other facets of teaching. Programs are also challenged to meet the needs of a 21st century student, which means preparing students to become problem solvers, critical thinkers, and lifelong learners (Bybee, 2009; Darling-Hammond, et.al., 2019; Gasser, 2011). Well-developed teacher preparation leads to the transfer of best teaching practices from university experiences to prospective classrooms. While transfer can be thought as of as a separate, special form of learning (Bransford & Schwartz, 1999), Haskell (2000) theorizes learning as transfer. This subtle difference does not lessen the importance of the notion that "transfer of learning is universally accepted as the ultimate aim of teaching" (McKeough, Lupart, & Marini, 1995, p. vii). It does, however, aim to emphasize the transfer of knowledge learned in a teacher preparation program to actual teaching practices and strategies as a classroom teacher.

Some claims of transfer indicated that learning occurs in social settings, from emotions (Lobato, 2003), historically, and from prior experiences (Larsen-Freeman, 2013). In the case of preservice teachers (PSTs), research suggests teachers often enter preparation programs with specific ideas about how they will teach based on previous schooling experiences (Fajet, et.al., 2005; Minor, Onwuegbuzie, Witcher, & James, 2002; Watson, Miller, Davis, & Carter, 2010). These authors found PSTs believe teaching required effective, interpersonal skills and do not associate effective teaching with pedagogy, knowledge, or skill. Teacher preparation programs were designed to provide pedagogical knowledge, with the intent to alter PSTs' perceptions regarding the importance of pedagogy, knowledge, and skill. Researchers agree that the primary goal of education is to enable learners to transfer what they have learned to new and unique settings (Barnett & Ceci,

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Fields, Dixon, Isbell, & Tunks, pp. 29-38

2002; Darling-Hammond, et.al., 2019; Haskell, 2000; Larsen-Freeman, 2013; Lobato, 2003, 2006). However, no notable research explicitly shows what a teacher knew, learned, and chose to transfer into classrooms from teacher preparation programs.

Statement of Purpose

The purpose of this study was to determine what levels of transfer in instructional practices graduates demonstrate as they move from the UTeach program to the initial few years of teaching. UTeach, a highly stylized form of secondary mathematics and science teacher preparation, specifically prepares PSTs to use UTeach instructional practices. A replication of UTeach program, designed by the University of Texas at Austin, combines a degree in either mathematics or science, with a minor in secondary education (grades 8-12). In addition, if these particular students are interested in teaching, they generally seek secondary teacher certification.

The UTeach program is distinctive from other secondary teacher preparation programs because PSTs experience teaching during the first semester of coursework. These early experiences give secondary PSTs a unique exposure to teaching early in their program. Studies from the program typically review development of an observation protocol, expose antidotal preservice experiences, or report retention statistics (Fields, Williams, & Isbell, 2017; Walkington, et. al., 2012). Currently, little to no research examining which instructional practices transfer from the preparation program UTeach to initial years of teaching exists.

Research Question

Due to the unique characteristics of the UTeach program structure, which includes classroom experiences from the onset, we sought to explore how this structure would affect students' transfer of knowledge from the teacher preparation program to the classroom. This study, which is part of a larger research project, was guided by the following research question: What are the levels of transfer from the UTeach program to the beginning years of teaching?

Theoretical Framework

Haskell's (2000) Theory of Transfer serves as the model for this study due to its extensive taxonomy of levels. The theory provides a multi-dimensional framework including principles, levels, and types, for application to the study of transfer. Each dimension can be observed in order to recognize and analyze how best to negotiate teaching for transfer. Haskell (2000) provides a structure through which transfer of learning can be analyzed and examined by researchers and teachers alike. However, for context of this piece of the larger study, we only delineate the levels of transfer.

Haskell's six levels of transfer are: nonspecific, application, context, near, far, and creative displacement. Table 1 details the six levels, description, and indicators of transfer. Although the levels of transfer are not wholly hierarchical or mutually exclusive, each level can be illustrated through examples. The taxonomy levels can provide insights about PSTs' transfer from UTeach preparation to the beginning years of teaching.

Table 1
Six Levels of Transfer

Level	Description of Level	Indicator of Level
Level 1	*Nonspecific transfer*	All learning is transfer of learning
Level 2	*Application transfer*	Learned to specific situations
Level 3	*Context transfer*	Learned under slightly different situations
Level 4	*Near transfer*	Transfer previous knowledge to new situations based on similar situations
Level 5	*Far transfer*	Learning to situations entirely dissimilar to initial learning
Level 6	*Displacement or creative transfer*	Creation of new concept

NOTE: Calais, G. J. (2006). *Haskell's taxonomies of transfer of learning: Implications for classroom instruction.* Paper presented at the National Forum of Applied Educational Research Journal.

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Explicitly in teacher education, transfer suggests a teacher will use a variety of teaching practices learned in their preparation program. Haskell (2000) warned that many teaching practices were fads, and an attempt at a quick fix. Yet, he suggested an alignment between theory of learning and instructional practices. According to Haskell, the best practices for fostering transfer of learning in a classroom included any instruction that involves *deep-context teaching.* He found a common theme in the transfer research whereby the learner exhibited successful transfer based on a concrete context. Haskell notes, "learning was all too often welded to the context or situation in which it was learned…" (2000, p. 219). Therefore, teacher educators should purposely provide multiple contexts for preservice teachers to retain, and then ultimately reuse their knowledge.

Related Literature

Research shows that as PSTs complete teacher preparation programs, their experiences influence their beliefs of teaching (Decker & Rimm-Kaufman, 2008; Pajares, 1992). Brown, Morehead, and Smith (2008) note that oftentimes PSTs are encouraged to teach in ways that are in direct contradiction to what they experienced as learners in P-16 school settings. Essentially, most students were taught in a lecture, rote manner, yet are instructed in teacher preparation programs to create a classroom learning environment that encourages experimentation, exploration, and inquiry.

Hammerness and Darling-Hammond (2007) argue that in order to foster teacher expertise, teacher learning must be situated within a particular content and context and that "teachers need to learn how to evaluate how aspects of what they have learned in one context may apply to new contexts or problems they encounter" (pp. 403-404). This idea of situated learning for transfer supports Bransford, Brown, and Cocking's (2000) claim that "for transfer to occur, learning must involve more than simple memorization or applying a fixed set of procedures" (p. 55). For PSTs to transfer knowledge effectively from Teacher Preparation Programs (TPPs) to classrooms, they must learn how to make connections with the use of knowledge have and be able to apply that knowledge to new or similar situations. Providing opportunities for students to learn in social setting, not in isolation and within the confines of a classroom is where a teacher will learn to teach (Herrington & Oliver, 2000; Juarez & Purper, 2018; Moore, 2003; Putnam & Borko, 2000).

Haskell (2000) claims transfer is the fundamental goal of all learning, yet it is difficult to achieve, observe, and frequently does not occur. Haskell suggests when transfer occurs, it typically occurs within the first few years following instructional intervention. At present, Haskell's theory has not been used as a framework in its entirety. Haskell's book has been cited often, yet few of the studies citing his book were empirical studies. In one empirical study, Belling, James, and Ladkin (2004) site Haskell only three times to mention his negativism towards transfer.

Although Haskell does agree that transfer was difficult, he also postulates that transfer happens even when we were not looking. Haskell takes care to voice both sides of transfer as something that may not be seen in laboratory settings, but people likely transfer knowledge in everyday situations. Ermeling (2010) used Haskell's premise of transfer in his work "to trace the specific effects of a clearly defined intervention on teachers' classroom practice" (p. 379). Ermeling used Haskell and Bransford's theories on transfer with respect to the second domain – connecting theory to action in an effort to provide theoretical credence to teaching practices that would support transfer of learning.

Research Design

A multiple case study design (Stake, 1995) was used to examine transfer knowledge from UTeach to classroom practice. Participants included six inservice teachers in the first two years of induction and who had received teacher preparation from a UTeach replication setting. Additionally, the six participants are employed as secondary mathematics teachers in Texas. During this study, the teachers were in the induction years of teaching, which are considered the initial three years. Specifically, four of the teachers were first-year teachers and the remaining two were in their second year of teaching. Table 2 outlines the participant demographic information

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Table 2
Participant Demographics and Teaching Information

Participant	Gender	Ethnicity/Race	Year	Content	Grade Level	Certification
Pedro	M	Non-Hispanic White	1	Honors/Regular	6	4-8 Math
Abagail	F	E. Asian/Asian Am.	1	Pre Alg. /Alg. 1	8	4-8 Math
Barry	M	Non-Hispanic White	1	Geo. / Pre-Cal Reg.	9-11	7-12 Math
Jasmine	F	Non-Hispanic White	1	Alg. 2 Reg.	11-12	8-12 Math
Paula	F	Latino or Hispanic	1. 5	Pre-Cal/Math Models	11-12	8-12 Math
Kumar	M	Non-Hispanic White	2	Alg. 2 Reg.	10-11	8-12 Math

Data Collection and Analysis

In order to determine which levels of transfer the teachers demonstrated, classroom observations and interviews were conducted. Observations and interviews occurred monthly for the duration of a three-month study. During each observation, extensive field notes were taken, and audio recordings through Evernote were utilized. Observations were categorized using the UTeach observation protocol (UTOP) (Walkington, et al., 2012). The UTOP is organized by the four components of the program that are expected to transfer from UTeach to the classroom: (1) classroom environment, (2) lesson structure, (3) implementation, and (4) content.

Following each observation, extensive interviews were conducted. These interviews consisted of questions related to the lesson, such as: what went well, what s/he would do differently, and where s/he got ideas for the lesson. A final interview was conducted, which focused on the teachers' perceptions of how well prepared they felt for teaching based on their overall experiences and, more specifically, their exposure to innovative teaching practices during their time in the UTeach program. Transcripts of the observation notes and interviews were placed in the NVivo electronic qualitative analysis instrument to code for evidence which aligned with the levels of transfer, plus examination for trends or themes among the new teachers. Haskell's (2000) taxonomy for levels of transfer, a system of classification, was used as a framework to categorize the participants' levels of transfer based on lesson observations and interviews.

Findings

Overall findings indicated that participants' typical transfer levels observed were *non-specific*, *application, context,* and *near*. The findings are presented by participant in Table 3 and a detailed description of findings for individual participants follows.

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Table 3
Participants' Levels of Transfer

Participants	Levels
Pedro	*near*
Abagail	*context*
Barry	*near; application*
Jasmine	*Context; application*
Paula	*non-specific*
Kumar	*near*

Pedro's Level of Transfer

Of the levels of transfer, Pedro most clearly aligned with *near transfer*. Haskell (2000) describes *near transfer* as the demonstrated use of knowledge from one situation to a new situation. The situations do not have to be identical, but at least one point of commonality is needed to make a connection. Pedro used questioning strategies he learned from participating in the UTeach program, which are part of the questioning and engagement components of most UTOP configurations. In these components, Pedro often scored high and he also mentioned this particular ability in his interviews. Pedro indicated:

> Yeah, I'm getting better at it. Definitely going over it, asking the questions when they say, "I don't understand this." What do you not understand about this? You got to use your words. Don't just tell me you don't understand it.

The organization skills he learned from his mentor were apparent in observations and interviews. Pedro expressed a desire to implement the UTeach strategies and obtain more information about how to apply these strategies with new materials (i.e. new curriculum, textbooks, resources provided by the district). Again, these ideas aligned with someone in *near transfer* because he wants to implement strategies he has learned in a variety of contexts. Ultimately, Pedro indicated in his interviews that he felt prepared to teach as a result of participating in the UTeach program:

> Yes, I'm very high on the UTeach courses. They definitely prepared me very well content-wise. Being able to - because you need to go back in your lesson and look at the different avenues of approach and the different strategies or different learning styles.

Abigail's Level of Transfer

Of the levels of transfer, Abigail most clearly aligned with *context transfer.* Haskell (2000) describes *context transfer* as applying what is learned under slightly different situations to a new context. She rated high on her ability to question, which she noted specifically was from participating in a program that places a heavy emphasis on questioning. Abigail was often observed using questioning as a means of engagement for her students. Her use of cooperative learning groups, another component of UTeach, fluctuated between pairs and fours. Abigail remarked that her students were not always prepared to be in groups; therefore, she had to shift the seating arrangements to increase management of her classes.

Due to the district's limited resources and a worksheet-based curriculum, Abigail relied on district resources over UTeach exploratory and investigative activities more frequently. Abigail commented on how the ideals were a regular part of her thinking, so she was continuously working towards being a better mathematics teacher. Abigail spoke to the dilemma of what she was taught versus a reality she had not expected.

> Because in my preparation in Uteach, we were trained to do higher order thinking. And what I'm just learning just now was that's kind of what I just believe was that kids should always be in a higher order of thinking. But reality was that's not the case. You have to bring them to higher order thinking. That's kind of the gap I have. If only we teach higher order thinking, put them in groups, do formative assessments, having them create their own notes, summarize, you know. Just creating that knowledge was the last step. What I do was I start at that, which I'm like, no, this was not

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> going to work. So, I had that disconnect. So basically, I went to the real world thinking that everybody was smart. I'm having difficulty with that because I'm having a hard time putting myself in the kids' shoes.

Additionally, Abigail demonstrated the ability to relay mathematics to her students. Her presentation of mathematics concepts typically aligned with instructional practices she witnessed in previous experiences. Although she had a strong desire to allow her students more time to explore mathematical concepts, she often relied on modeling problems due to time constraints and class management challenges. The UTOP ratings of mid-level range was indicative of a person demonstrating partial transfer.

UTeach stresses the importance of using questioning, planning elaborate 5E lessons, and offers many early experiences in the program to prepare PSTs for their first year of teaching. Abigail reflected on these aspects of the program and how they affected her teaching practice:

> Okay, so UTeach prepares you to really think through your lessons, especially—I got drilled with questioning. I will make sure you ask them the how and the why, don't ask the what, don't ask what was the answer and then just stop there, ask the how and the why and know that. The lesson plans that we do the 5E. They were extensive lesson plans. It was like 5-10 pages for one lesson...I mean, I don't do lesson plans like that anymore because frankly, honestly, I do not have time to do that, but it was embedded in my head. And in fact, UTeach can send you out to the wolves during step 1 like instead of theory for three years and then student teaching for last year, you go to your classroom almost every year.

Barry's Levels of transfer

Based on observations and interviews, Barry demonstrated two types of transfer: *near transfer* and *application transfer*. First, Barry demonstrated *near transfer* for some components of the UTeach. He used questioning strategies, foldable activities, and management practices he learned during his apprenticeship. *Near transfer* is exhibited when someone applies what they have learned in one situation to a similar, but not indistinguishable, situation. In this case, Barry experienced many teachers who use questioning to keep their students engaged in lessons. He attributes the management techniques he uses in his own classroom to the mentorship in his apprenticeship semester.

Also, Barry's mathematics content knowledge was demonstrative of *near transfer*. He had high flexibility in teaching a variety of courses. There were no courses Barry felt concerned about teaching. Barry taught geometry and pre-calculus using very similar teaching styles. His ability to teach both types of content in the same manner, direct teaching with questioning strategies to encourage participation, indicated *near transfer*.

The preparation program promotes creating a positive learning environment in mathematics classrooms and Barry's ability to incorporate an atmosphere where students can openly ask questions demonstrates an *application transfer*. In Barry's classes, students appeared comfortable answering questions and had little fear of answering incorrectly. Barry promoted a positive learning environment in the classroom; this was evident during the observation when students were supportive of one another when they did not know the correct answers to questions. Barry reflected on how he creates a supportive classroom environment:

> I think when kids answer questions, I don't tell them—just point blank they were wrong. If a kid doesn't know an answer, they know I'm going to help them. I'll ask them leading questions. I won't give up on them. If someone doesn't know the answers, I'm not going to be like - I am not going to punish them.

Jasmine's Levels of Transfer

Jasmine exhibited *application transfer*, which is evident when the person applies knowledge in an exact manner. Jasmine incorporated strategies such as putting her class in groups of two and four, gallery walks, and random ways to assign problems based on some ideas she gained in her preparation program. She also used questioning strategies she learned in the UTeach program courses and apprenticeship. Jasmine stated:

> I have like a gallery walk and stuff. I have different stations. For example, right now in the back, those were our different stations for pre-cal. As you notice, there's a group of tables in front of each one, which I would time. I have clear examples of what to do, what I expect from them, my expectations. A clear example and explaining my example. And then it's their turn as you can see. I have a second sheet of paper that says "Your turn" and they do the exact same thing that I did on the previous paper.

Jasmine also demonstrated *context transfer.* The school adopted a new curriculum that she claimed contained strategies similar to the ones she learned in UTeach. In the first interview, Jasmine mentioned she was excited to have something the teachers used that aligned with her instructional practices: "now we've shifted to using Abbott strategies and a lot of those strategies were similar to UTeach." Jasmine used some strategies that

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encouraged students to practice problems, but the problems were typically on worksheets. Students were engaged on several levels: using team games, random assignment of a problem, and/or assigning groups particular problems to create a class key. These activities were a way to encourage students' productivity; however, the activities were not inquiry or conceptually based activities. This is an example of *context transfer* because Jasmine took her knowledge of instructional practices learned in UTeach and applied some, but not all, of them to an extent in a different context (new curriculum).

Paula's Level of Transfer

The transfer level of Paula's preparation to teach was *nonspecific transfer,* which is described as all learning being connected to previous learning. In the final interview, Paula stated:

> Like right away like as soon as they send you out to a classroom because like step one, very first class, they already send you out. Right, they don't even like, like baby you into it. They're like, no if you want to teach, we're going to go. And I love that part where you can get the feel of it, you're either going to get a good vibe or bad vibe. If you absolutely don't like it, you don't have to continue the step two, you can already get out.

During the beginning of the UTeach program, Paula decided teaching was what she wanted to do. In order to become a teacher, she had to stay in the program. However, she acknowledged direct instruction as her teaching style preference. Paula typically prepared a worksheet with practice problems on the content. She then modeled the lesson, asked a few procedural questions, and then allowed students to work individually on the remaining problems. She frequently monitored students' work by walking around and checking for understanding. According to Paula, the preference of pedagogy was due to the students she wanted to teach. In the first interview, Paula made it clear she was back at a school that needed her, supported her, and wanted her there because she shared a cultural background with the majority of the student population and could easily relate to them.

Paula's teaching practices do not align with the pedagogical focus of the UTeach program, but rather her previous experiences in school as a student. Her comments that her students, who share a cultural background with her, require direct teaching and rote practice speak to her limited pedagogical knowledge and worldview. While no transfer can be attributed to the courses or preparation, she did recognize that she learned about teaching based on the way she was taught in K-12 schooling.

Kumar's Level of Transfer

Of the levels of transfer, Kumar aligned with *near transfer,* which utilizes previous knowledge from a previous situation to a new situation. The situations do not have to be identical, but relatively close in nature.

Kumar was using questioning strategies he learned from participating in the UTeach program and demonstrated an ability to effectively generate classroom engagement through his use of real-world and relevant connections. Again, these ideas align with someone in *near transfer* because Kumar was using the strategies he learned in UTeach in a similar manner in his mathematics classes. He learned in the program that it was not enough to understand the content, but he needed to implement the pedagogy meaningfully.

Additionally, Kumar was prepared to be a leader in mathematics education. At the beginning of the year, Kumar was named head of his PLC. Kumar was tasked with aligning curriculum, implementing innovative lessons, and holding regular meetings. The campus was very supportive of his methods of instruction. Many of the ideas the campus adopted, Kumar learned in his UTeach preparation program. Kumar indicated,

> Essentially the things that the administration was starting to push were things that UTeach had stressed. They're just finally starting to show up here. And the things that seem rather obvious to me and I want to implement…They're like, here's all the things you guys need to do. If somebody would have asked me last year, what were all the things you want to do, I would have given them the same list that they've just given me.

Discussion and Implications

Between the observations and conversations, the beginning teachers provided evidence that they transferred some of the knowledge of mathematics content and pedagogy they learned in the UTeach preparation program. Although higher levels of transfer such as *far* and *displacement* did not occur, the teachers exhibited *application* and *near transfer* levels with respect to their content and pedagogy. Both align with the Theory of Transfer research that suggests that in early years of transfer, lower levels of transfer are anticipated (Haskell, 2000).

Based on interview data, it was apparent that teachers were instructed in the practices of applying UTeach pedagogy: inquiry learning, hands-on experiences,

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shared learning, etc. Teachers reported that they were charged with the responsibility of facilitating learning. Teachers recognized that while they knew the content, knowing how to teach the content in an effective way to high school students was challenging.

Two participants, Pedro and Kumar, showed higher levels of *near transfer.* They have been teaching longer and demonstrated the ability to move from what had been learned in the program to the classroom. Throughout observations, the two participants were able to monitor and adjust instruction, whereas the other four participants rarely deviated from the planned lesson. Barry showed *near* and *application* levels of transfer while Jasmine and Abigail showed *context* and *application* levels of transfer. Paula was a first-year teacher who showed the lowest levels of transfer (*non-specific*).

All teachers rated high on the ability to effectively ask questions to promote engagement in the classrooms. The preparation program places emphasis on this particular skill and the teachers had opportunities to practice questioning strategies in the UTeach program. Two of the UTeach graduates demonstrated *near transfer* in the daily teaching practices. Both were using more UTeach instructional strategies regularly than the other teachers.

All six teachers demonstrated some form of transfer with their questioning strategies. As mentioned previously, the UTeach program provides multiple opportunities for PSTs to study and practice various questioning skills and that may have led to the consistent application of questioning skills in the teaching practices of the program's graduates. These findings can inform UTeach program faculty as they conduct program curriculum mapping and course development to provide deeper study and practice of the skills and concepts they most want graduates to transfer to their own teaching.

Additionally, the findings point to a need to expand the research to explore the reasons why higher levels of transfer were not observed. A model to examine transfer from TPPs is essential to determine what is affecting change, student success, and teaching practices (Juarez & Purper, 2018). Using a framework such as Haskell's to examine transfer could provide valuable feedback on transfer. Further research on transfer could reveal whether or not the participants in this study, and studies like it, faced obstacles that prevented them from demonstrating higher levels of transfer or if they are even aware that they were not fully transferring their knowledge from the teacher preparation programs (TPPs) to the classroom practice. Other researchers (Brashier & Norris, 2008; Strom, Martin, & Villegas, 2018) have found that although novice teachers may have learned best practices during their TPPs, they encounter obstacles once they begin their teaching careers that prevent them from fully implementing the strategies and methods they learned and practiced.

Conclusion

As teacher educators, we aspire to influence how a teacher views teaching and learning in classrooms across the nation. Teacher preparation programs serve as a springboard for the initial years of teaching and provide new teachers with the foundation they need as they embark on their careers. Teacher education programs are inherently designed to transfer preparation into practice. Programs for secondary teacher preparation like UTeach are designed to promote content knowledge and content specific pedagogy; both are important pieces to transfer to the classroom.

Although, we recognize that as teachers progress through their careers, they participate in professional development opportunities that allow them to grow and progress more. As this happens, the transfer of knowledge could shift. We cannot expect that the knowledge and transfer that we see several years into their career would be a direct result of their teacher preparation program; it will be the result of the teacher preparation program, plus years of experience and continuous professional development. Therefore, study of professional development transfer provides another avenue of research.

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"It's Making Me a Better Teacher": Transforming Latinx Teacher Candidates' Clinical Field Experiences in a Hispanic Serving Institution

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Abstract

This manuscript explores the outcomes of a university-district partnership that provides Latinx teacher candidates with a year-long clinical experience as the culmination of their teacher preparation. Qualitative data collected as part of a mixed methods study were analyzed to determine how Latinx teacher candidates and cooperating teachers understand learning to teach, and perceptions of the partnership. Results show an emphasis on mastering routines, learning to teach through observation, and reciprocal growth derived from their mentoring relationship. Salient is the tendency to homogenize Latinx students and a reductionist vision of diversity. The authors explore the positionality of culture and language in Latinx teacher preparation and implications for quality teacher preparation, including a structured clinically rich approach to learning to teach.

Keywords: university-district partnership, Latinx teacher preparation, clinical experience

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In 2014-15, the Texas Education Agency (TEA) reported that Latinx students accounted for the largest percentage of total enrollment in Texas public schools (52.0%) while Latinx teachers account for only 25.56% of the teaching force (TEA, 2016. Unfortunately, many teachers from diverse racial, ethnic, and linguistic backgrounds leave every year for a variety of reasons including feeling inadequately prepared to teach Latinx students (Clark & Flores, 2001; Gándara & Contreras, 2009; Davis, et al., 2016). Lavadenz and Hollins (2015) argue that preparing teachers for underserved populations "requires re-conceptualizing the process for learning teaching and locating clinical/field experiences in schools and communities serving these students" (p. 12). Amidst this reality, it is imperative to develop innovative models of Latinx teacher preparation that attracts them to the profession, provides meaningful support, and better prepares them to have a significant impact on Latinx students' learning and achievement (Davis, et al., 2016). In addition, "given the role that teachers play in cultivating the pool of students who can gain access to college, the experiences of Latinos/as within teacher education are particularly significant and merit further exploration" (Irizzary, 2011, p. 2806). Traditionally, educator preparation programs consist of courses addressing content and pedagogy, embedded or stand-alone field experiences, and student teaching. Jacobs (2014) extended this discussion by arguing for the need to construct field experiences that are deliberate and designed to be collaborative and inquiry based.

This study explores the outcomes of a university-school district partnership designed to improve Latinx teacher candidates' clinical experiences. The program design and implementation draws from research that explores the gap between what preservice teachers learn in methods courses and what they learn in field placements (Zeichner, 2010), and research that argues for practice-based pedagogies (Ball & Forzani, 2009; Grossman, Hammerness, & McDonald, 2009; Hollins, 2011; McDonald, Kazemi, & Kavanagh, 2013). In addition, this study aspires to contribute to the preparation of Latinx teacher candidates, especially considering that:

> Given the failure of teacher preparation programs to attract and retain more Latino/a students, and the implications that the shortage of qualified teachers has on Latino/a and other K–12 students, it is vital to learn from the challenges and successes of Latino/a

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Musanti, Rodriguez, & McHatton, pp. 39-49

> preservice teachers to improve the ways in which teachers of diverse backgrounds are attracted into the field and prepared for this work. (Irizarry, 2011, p. 2806)

The program consists of a year-long field-embedded professional education model to prepare Latinx teacher candidates to become effective practitioners. Prominent in the project is a strong collaboration between the district/school and university in which all partners participate in discussion, decision-making, and program improvement. Key elements of the program are co-teaching (Bacharach & Heck, 2012) and a reflective approach to bridge theory and practice through instruction and data driven practices (Berghoff, Blackwell, & Wisehart, 2011). This research explores the project's outcomes, challenges, and the implications to improve clinical field experience in teacher preparation programs targeting Latinx teacher candidates and students. Specifically, we seek to answer the following research questions:

1. How do Latinx teacher candidates (TCs) and cooperating teachers (CTs) understand learning to teach?
2. What do TCs and CTs perceive as the impact of the year-long field embedded district-university partnership?

Theoretical Perspectives

Many teachers from diverse racial, ethnic, and linguistic backgrounds leave the profession for a variety of reasons including feeling inadequately prepared to teach Latinx students (Gándara & Contreras, 2009; Davis et al., 2016). Amidst this reality, it is imperative to develop models of Latinx teacher preparation that attract them to the profession, provide meaningful support, and better prepare candidates to have a significant impact in Latinx students' achievement (Davis, et al., 2016).

Research shows that Latinx teachers are more likely to support Latinx students' success by affirming languages and cultures (Achinstein & Aguirre, 2008; Irizarry, 2011). Much of the research regarding the experiences of students of diverse backgrounds in institutions of higher education, and more specifically in teacher education, has focused on minority students or students of color without disaggregating the experiences of Latinx or others incorporated under those umbrella terms (Irizarry, 2011). Research exploring the reasons for Latinx teachers to choose the profession indicate that they hope to improve students' future and fight injustices they have experienced (Irizarry & Donaldson, 2012; Ocasio, 2014).

District-university partnerships have the potential to positively impact the recruitment and quality of preparation of Latinx teacher candidates (Oliva & Staudt, 2003). Teacher preparation programs should focus on Latinx teachers' identity development to ensure school success for language minority students, modeling the value of cultural knowledge (Clark & Flores, 2001). To that end, it is important to consider teacher education research that argues for the need to bridge the gap between practice and theory, and the disconnect between the reality of K-12 classrooms and university coursework (Ball & Forzani, 2009; McDonald, et al., 2014) while ensuring teacher candidates' understanding of the broader professional, cultural, and relational aspects of teaching.

Research on Teacher Preparation

Over the past 20 years, teacher education research has tackled the need to bridge the gap between practice and theory, and the disconnect between the reality of the K-12 classroom and university-based coursework (Ball & Forzani, 2009; Grossman, et al., 2009; McDonald, et al., 2013). Research has documented teacher candidates' perception of classroom experience as where the real learning happens versus the university-based course that seems far removed from the day-to-day realities of teaching (Rozelle & Wilson, 2012). Research has shown the importance of providing meaningful, practice-based learning opportunities to move teacher education closer to the work of teaching (Zeichner, 2012). Zeichner (2012) argues that what makes teacher education "practice based is its systematic focus on developing teacher candidates' abilities to successfully enact high-leverage practices" (p. 378) while ensuring teacher candidates understanding of the broader professional, cultural, and relational aspects of teaching.

A recent review of teacher preparation research (Anderson & Stillman, 2013) identified the need to strengthen the evidence base concerning teacher preparation, especially in regard to the nature of teacher candidates' learning in the field. There has also been a recent call for more research focusing on questions about how teacher candidates learn the tasks of teaching as they learn to reflect on beliefs and practice (Cochran-Smith, et al., 2016). Presently, there is consensus that more research is needed to determine the characteristics of teaching and learning that make the most difference in preparing effective teachers (Grossman, et al., 2009; Hollins, 2011). In this regards, Cochran-Smith et al. (2016) assert that

> From a social constructivist approach, learning to teach has been defined as a collaborative endeavor

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> that occurs in a community of peers, which involves learning from and with others by exchanging ideas, articulating the reasoning behind instructional decisions, engaging in inquiry aimed at solving specific problems of practice, and reflecting on one's teaching to improve student learning (p. 111).

In this sense, teacher preparation programs need to provide teacher candidates opportunities to develop and examine their practice amidst their sociocultural and political reality, through purposefully planned opportunities to engage in making meaning of prior and new knowledge and experiences through "intentionally guided practice while student teaching" (Anderson & Stillman, 2013, p. 5).

Field Experience and Learning to Teach

Schools are where the practice of learning to teach is situated; thus, the choice of setting and the field experiences that each setting affords to teacher candidates deserve special attention. In a thorough review of the literature, Grossman, Ronfeldt, and Cohen (2012) call for attention to the setting of field experiences as it frames teacher candidates' experiences. They explain "[t]he activities of prospective and novice teachers are framed by the settings in which they work, including the individuals who work there, the tools and curricular resources available to them, as well as the students who populate the classroom" (p. 111). For instance, they point out that unstructured or naturally occurring field experiences in urban school settings could contribute to perpetuating negative stereotypes and be detrimental to the development of cultural competency. They also conclude that carefully structured field experiences have positive effects, especially when including cooperating teacher training and course support.

Research has explored the gap between what preservice teachers learn in their methods courses and what they learn in their field placements (Zeichner, 2010). Now there is evidence that planned and purposeful integration of field experiences into coursework that are part of carefully thought programs have the potential to benefit candidates (Grossman, et al., 2012), and contribute to overcome what Feiman-Nemser and Buchmann (1985) identified as the "two-worlds pitfall," signaling the gap or disconnect between university and classrooms and the assumption that "making connections between these two worlds is straightforward and can be left to the novice" (p. 16). As previously stated, there has recently been an important development in research that argues for practice-based pedagogies (McDonald et al., 2013) with a focus on implementing strategies that represent different stages or levels of approximations to practice (Hollins, 2011).

One essential component of learning to teach in the context of field experiences is the essential role of university supervisors and cooperating or mentor teachers in bridging coursework and fieldwork (Grossman, Ronfeldt, & Cohen, 2012). This requires that both, university supervisors and cooperating teachers are carefully selected, receive meaningful and sustained training and support, and work in collaboration with university faculty within a structured program. For instance, Grossman et al. (2012) note that

> supervisors may need more clarification and guidance from the university about the nature of their role and desired outcomes associated with supervision and would benefit from support for collaborating with cooperating teachers to target and scaffold the development of specific features of teacher candidates' practices. (p. 324)

Research shows that cooperating teachers have the most significant impact on teacher candidates (Clarke, Triggs, & Nielsen, 2014); therefore, it is important that teacher education programs consider cooperating teachers' involvement in teacher preparation not as peripheral but as a key component of program outcomes. The caveat is how to approach this with the inherent challenges of selecting and recruiting effective cooperating teachers.

Latinx Teacher Preparation

Latinx educators represent less than 9% of all teachers (National Center for Educational Statistics, 2019). Moreover, the number of students of color, specifically Latinx students enrolled in teacher education programs, remains critically low nationwide (Irizarry, 2011; Ocasio, 2014). Developing a better understanding of how to attract, support, and prepare teacher candidates of diverse backgrounds can have a significant impact on the academic experiences and outcomes of Latinx youth and other students traditionally underserved by K–12 schools. Research shows that Latinx teachers are more likely to recognize and affirm Latinx students' languages and cultures, which are important for fostering school success (Achinstein & Aguirre, 2008; García-Nevarez, Stafford, & Arias, 2005; Villegas & Lucas, 2004). Much of the literature regarding the experiences of students of diverse backgrounds in institutions of higher education, and more specifically in teacher education, has focused on minority students or students of color without disaggregating the experiences of Latinx students (Irizarry, 2011). As a result, when Latinx teacher candidates are addressed within teacher preparation, they are often positioned as subjects to be worked "on" rather than partners in the educational process (Grinberg, Goldfard, & Saavedra, 2005).

Irizarry (2011) documents that recruiting students

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and preparing them to work as educators in their own communities is a well-researched strategy whose outcomes include the potential to transform teacher education culture and quality of education offered in public schools. In addition, as Irizarry highlights, research indicates that colleges of education in minority serving institutions have consistently worked on increasing students of color recruitment efforts. Still, teacher education programs are challenged by the need to prepare teachers to work with a growing body of students who are racially/ethnically and linguistically diverse (Irizarry, 2011).

Nonetheless, Latinx representation in the teaching force is an issue to address. There is a clear disproportion between the number of Latinx teachers available to teach (Ocasio, 2014) the 26% of students who identify as Hispanic or Latinx in public school classrooms in 2015 (National Center of Education Statistics, 2019). Research has also shown that the lack of Latinx teachers negatively impacts Latinx student achievement and graduation rates and that the inclusion of minority teachers is important in terms of role modeling (Frankenberg, 2009; Ocasio, 2014; Flores et al., 2007).

In regard to recruitment, "[c]ollaborative school–university partnerships (…) show great promise as K–16 early interventions for recruiting Latinx students to the teaching profession and college, both contexts in which they are under-represented" (Oliva & Staudt, 2003, p. 278). Recruitment efforts should not be in isolation but, when possible, followed by induction programs to fight attrition as they have shown a positive impact on teacher retention. The induction of Latinx teachers into the profession should prepare them "to effectively communicate and support culturally responsive practice and to be resilient in the face of the limited numbers of professional practitioners from the same ethnic background" (Davis et al., 2016, p. 9).

For partnerships to be successful in terms of graduation rates and career initiation, teacher preparation programs should

> focus on the development and enhancement of ethnic identity in teachers in order to ensure school success for language minority students. As well, teacher preparation programs should model the value of cultural knowledge and provide teachers with the skills necessary to enhance ethnic identity of their future students, in this way enhancing their students' internal power (Clark & Flores, 2001, p. 83).

Research exploring the reasons for Latinx teachers to choose the teacher preparation pathway indicate that they are primarily "motivated by a desire to combat negative experiences they had as students, hoping to create a better future for the students they teach" (Ocasio, 2014, p. 257). Research in the field of bilingual education teacher preparation has also shown how bilingual teachers choose teaching to counteract their own schooling experiences and as a way to afford Latinx bilingual students with opportunities to learn that value their culture and language (Flores, Sheets, & Clark, 2010; Irizarry & Donaldson, 2012; Musanti, 2014). Studies found that Latinx teachers pursue to fight injustices they have experienced (Irizarry & Donaldson, 2012), to fulfill an early calling to the profession (Oliva & Staudt, 2003), to learn how to provide Latinx students with the opportunities they were not afforded to learn their heritage language (Musanti, 2014, Rodríguez & Musanti, 2017), and to provide experiences that value their culture (Flores, et al., 2010, Rodríguez, 2014). This study contributes to the body of literature by exploring Latinx teacher candidates' and cooperating teachers' understandings of learning to teach in the context of a year-long field embedded teacher preparation university-district partnership.

Methods

This qualitative study takes place in South Texas, a region with a predominantly bicultural and bilingual Latinx community. The study investigated is a collaborative program between the regional university and a school district both with a predominant Latinx student population. The program consists of a year-long field-embedded experience model. During the final year of the teacher preparation program, the teacher candidates (TC) are placed in a district selected elementary school for the complete calendar year starting the first day teachers are on site for the school year. This research encompasses the first and second year of implementation of the program.

Context of the Study

The program came to be as a result of initial conversations with the district superintendent and the then dean of the college of education. Their discussion was rooted in reconceptualizing the student teaching experience to allow for a more substantive and purposeful clinical experience. The goal was to ensure TCs had opportunities to bridge theory to practice through inquiry, develop data literacy, and engage in critical reflection. A design team comprised of faculty from both the college and the district convened during the spring semester to develop the program for implementation the subsequent fall semester.

During the fall semester, TCs spent one full day in the school every week. During the spring semester, TCs

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completed their student teaching. TCs and CTs participated in monthly planning meetings co-facilitated by a faculty liaison and a district liaison and met once a month with the field supervisor to address specific areas of student teaching. Throughout the year, TCs also participated in monthly seminars facilitated by the faculty liaison to reflect on different aspects of practice.

Participants

TCs were eligible to apply to the program if they had a 3.0 GPA and were on track to complete clinical teaching the following spring semester. Applicants submitted a short essay and were interviewed by faculty. Cooperating teachers were selected by the district and the school principal (See Table 1).

Table 1
Program Participants: Cooperating Teachers

CT (N=7)	Grade level	Ethnicity	Years of experience in the classroom	Program or Degree Leading to Certification	Years as CT in the Program
Mrs. Morales	2nd grade English instruction with ESL support	Latinx	4	Bachelor	2nd year
Mrs. Alvarado	2nd Grade Dual Language	Latinx	6	Bachelor	2nd year
Mrs. Guerrero	3rd grade Dual Language	Latinx	11	Bachelor	1st year
Mrs. Maldonado	3rd grade Dual Language	Latinx	5	Bachelor	2nd year
Ms. Navarro	4th grade Bilingual	Latinx	20	Alternative Certification	2nd year
Mrs. Delgado	Kinder Dual Language Two Way	Latinx	30	Bachelor	2nd year
Mrs. Huerta	Kinder	Latinx	8	Bachelor	2nd year
Mrs. Sandoval	5th Grade Dual Language	Latinx	6	Bachelor	2nd year
Mrs. Pale	Resource Room	White	20+	Post-Bac	1st year
Mrs. Kyle	PPCD Room	Latinx	6	Bachelor	1st year

NOTE: All names are pseudonyms.

Once admitted, the TCs' placements were decided by the faculty liaison working closely with the district liaison and school principal. During year 1, 10 TCs were accepted in the program, and eight completed all program requirements. During year 2, 14 TCs were accepted, and 10 completed all program requirements. All TCs were Latinx (See Table 2). We identified the participants with pseudonyms or with random initials to protect their identity.

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Table 2
Number of Participating TCs by Specialization who Completed the Program

Specialization	Year 1*	Year 2**
Bilingual Education	4	6
English as Second Language	0	1
Early Childhood	2	3
Special Education	2	0
TOTALS	8	10

*All female TCs
**One male TC in the Early Childhood specialization.

Data Sources

This paper focuses on qualitative data collected as part of a mixed methods study. The analysis involves data from TC's reflective journals and semi-structured interviews with TCs and CTs. TCs were interviewed twice during the year and CTs were interviewed once during the second semester. Interviews explored participants' experiences and perceptions of their student teaching experience in terms of their learning, the project's outcomes, and challenges.

TCs kept a reflective journal throughout the year where they described the activities they had taken part of, salient notes from classroom observations, and their insights, questions, and doubts about teaching and learning. In addition, we analyzed a component of the Teacher Work Sample, a performance assessment completed during the second semester. Analysis focused on Standard 7, Evaluation and Reflection: "*The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.*"

Qualitative data were independently open coded by the research team members (Corbin & Strauss, 2008). Analysis included repeated reading of interview transcripts and journals in order to gain a sense of participants' experiences and perceptions on teacher preparation programs. Open coding involved labeling data that the researchers identified as significant to the research questions, specifically data were coded identifying segments related to defining teaching, learning about teaching, understanding of learning, knowledge of students, and instances where participants revisit their practice, provide a rationale for decision-making, or identified experiences that impacted their change/learning. Open coding was followed by a focused reading of the data to identify themes in response to the research questions (Corbin & Strauss, 2008).

Findings

In agreement with previous research, participants' understanding of learning to teach included a focus on what needs to be learned and how it is learned, or the process of learning to teach. The nuances identified in TCs' and CTs' perceptions evidenced the complexity of teaching and learning (Hollins, 2011) and a coexisting narrow and simplified view of what it entails: mastering routines and learning through observation. Practices addressing the linguistic and culturally diverse student population were not in the conversation; however, differentiated instruction was identified as an area for growth. In relation to the impact of the year-long partnership, CTs discussed the reciprocal growth derived from their mentoring role and highlighted positive impact on students. Four themes were identified in response to the research questions: envisioning teaching as mastering routines, learning through observation, homogenization of the Latinx community, and co-teaching as reciprocal growth.

Mastering Routines

Teacher candidates' understanding of learning to teach included both, a focus on what needs to be learned, and how it is learned or the process of learning to teach. The nuances identified in TCs' and CTs' perceptions spoke about the complexity of teaching and learning (Hollins, 2011) and a coexisting narrow and simplified view of what it entails. In relation to what TCs need to learn, the TC and CT interview data showed a persistent trend to initially locate the meaning of being and becoming a teacher on mastering the routines of teaching and managing student

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behavior as well as developing character traits such as being patient and flexible.

Classroom management was identified by TC and CT as a main area for learning and improvement: "I think as long as you master that classroom management first, I think everything flows from there" (VV, Interview, Year 2). From the seven CTs, only two highlighted some aspect of content knowledge, such as the TCs' abilities to teach vocabulary. The absence of acknowledgement of mastery of content or specific strategies related to bilingual education or ESL is significant considering the school houses a dual language program and most of the students are classified as bilingual.

By the end of the year, classroom management continued to be a concern; for instance, LG mentioned what she envisions as her biggest challenge during her first year of teaching:

> I feel probably classroom management is going to be big. You never know what type of students, what type of behaviors they are going to have. And so I feel that's one thing that's just the classroom management being able to, you know, handle a whole class. (Second interview)

Cooperating teachers also shared perspectives on learning to teach that resembled TCs' emphasis on routines and behavior management strategies as areas for learning. One CT indicated that "classroom management is another huge thing that I think a lot of new teachers will struggle with and I kind of exposed her to the way our classroom runs as far as procedures" (Ms. Navarro, 4th grade). Of the seven CTs, only two highlighted some aspect of content knowledge, such as the TCs' abilities to teach vocabulary.

Moreover, the learning that had taken place in previous years during their schoolwork appeared diluted or questioned as the most relevant learning related to becoming a teacher had taken place as they entered the classroom and became part of the school life. For instance, LG, an early childhood major, pointed how she learned about routines and planning. "That is probably the two most important things I learned for teaching." MC, a bilingual major, described the disconnect she saw between her coursework and the experience of being in the classroom, for her "theory and practice are very different ….there is so much I didn't know… stuff that you don't learn in school that I am learning now that I wouldn't have learned if I wasn't here" (MC). Cooperating teachers described teaching as complex and indicated learning to teach develops from experience. For example, MD, a cooperating teacher expressed that teaching is "not something you can tell somebody but if they are actually experiencing it, that's amazing" (interview). Along those lines, LP, another cooperating teacher explained, "I have been doing this for years, so I can take things for granted" (interview), stressing the complexity of effectively handling the multiple responsibilities of a teacher, and adding "I can tell her, but if she is not actually there, there is no way she could do anything" (LP, interview). Clearly, TCs and CTs prioritize the mastering of routines as central to effective teaching. Moreover, the persistent disconnect between what happens in the classroom and what they have learned during their coursework is still present despite the efforts to bring practice and theory together through on-site seminars and field-based course assignments.

Learning through Observation

TCs and CTs agreed that one of the main components of the experience was the opportunity for learning through observation. TCs used terms such as: watching, observation, experience, being exposed to. For instance, MR emphasized the importance of following the CT model and to "see" students at work: "I followed exactly how Ms. Delgado did it just to get myself started. I also had small groups where I *was able to see* which students need help in what and where I need to target. …" (MR, Journal, Year 1). CTs also highlighted the criticality of observing practice. Ms. Maldonado explains how TCs learn: "Being able to mirror us and kind of be our shadows" (Year 2). Mirroring CTs and experiencing practice through observing mentors was the perceived way of learning to teach. Observing is a critical skill in teaching. It relates to the ability to notice and understand practice in context to be able "to do" the teaching Latinx students' need and deserve (Barnhart & van Es, 2015).

All TCs at some point identified how their observations lead to important insights. For instance, most of them noticed how "every child is different. Every situation is different" (KC, first interview). They mentioned differentiating instruction and adapting to students' needs as critical part of their learning. AG explained "I am able to differentiate; I know my students a lot better, so I am able to say okay, I know what they individually need" (second interview). The absence of acknowledgement of mastery of content or specific strategies related to the specialization area (i.e. bilingual education) as at the core of TC learning process was noticeable.

Even though cooperating teachers highlighted the importance of being observed by and observing teacher candidates, some appear to prioritize conversations about practice as a medium to develop practice. In general, even though most CTs highlighted the need to talk, it was, for the most part, from the perspective of telling TCs than from

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generating a space for collegial conversation. A transmission model was evident in CTs' vision of the process of learning to teach that they defined as situated in the classroom and a result of observing and doing. This is also reflected in one of the TC's words, "Being able *to observe* different grade levels gives me an idea of what students should be learning at each grade level and how we make a difference when we are teaching …" (DR, Journal, second semester). MR also emphasizes the importance to mirror the CT model and to "see" students at work. In talking about one of her first lessons, she describes,

> I followed exactly how Mrs. Delgado did it just to get myself started. I also had small groups where I *was able to see* which students need help in what and where I need to target. …I *was able to see* where they were at. (MR, Journal, second semester)

Direct experience and observation seem to be the privileged way of learning to teach. AG explained "I feel the experience most of all from ... just the classes that we have taken prior to this and *being able to see* it here with actual students and being able to see I guess" (First interview). Being in the classroom and being in charge of students is perceived as a primary way to become a teacher. "When my cooperating teacher leaves the room and the para[professional] is not there and it is just me with the student that is when I start to feel like. Okay this is my class. I am the teacher" (MR, second interview). These quotes indicate that TCs understand teaching as an act of experiencing ways of doing when teaching. Despite the focus on developing a co-teaching model, most of the candidates valued the opportunities to experience teaching alone, showing how viewing teaching as a solitary act is entrenched in teaching. Some of them refer to the importance of "seeing" in learning to teach and references to teaching as a reflective act were absent. Research has identified the importance of teacher noticing but defined as the capacity of teachers to observe, analyze and interpret the meaning of students' work and interactions (Barnhart & van Es, 2015; Jacobs, Lamb, & Philipp, 2010).

Teaching and the Homogenizing of the Latinx Community

All elementary teacher candidates take at least one lower level and one upper level course on linguistically and culturally diverse student populations. Bilingual and ESL specializations include at least five courses that explore issues of language and culture. The campus where candidates were placed is a dual language school. However, issues of language and cultural diversity were not identified as central to TCs' development. Data show that TCs understood the need "to get to know your students" (MC, interview, Year 1). However, there seemed to be a tendency to universalize what teaching and learning is, even within a predominately Latinx community, as opposed to contextualize teaching considering language and cultural diversity. When asked about what TCs learned about students, responses usually included variations of "Every single student is different… You have your high, medium, lows and you have to be super patient" (MA, Year 2). This way to describe students reflects a predominant discourse in schools. Moreover, they seemed to homogenize Latinx students as opposed to recognizing the diversity in language and culture (Irizarry, 2011). Even when TCs were able to identify language differences, the tendency was to classify students in dichotomic categories: those who speak or do not speak English, those with family support or without it. The consideration of issues of language in relation to teaching were for the most part equated to differentiated instruction.

Co-Teaching and Reciprocal Growth

TCs and CTs described personal growth as a result of co-teaching interaction, especially as a result of a mirroring component of the TC-CT relationship where CTs modeled practices, TCs observed and then attempted to perform them (Rozelle & Wilson, 2012). CTs also referred to their own growth. Mrs. Morales explained, "I've learned from them as well. … [I am] more specific and intentional through my lesson planning and make sure that I share with them and it is not just for my own eyes" (Year 1). Cooperating teachers acknowledged the impact that engaging in a mentorship relationship has had in their own development. "It's made me a better teacher. I think this is my best year yet…. you are constantly [reflecting] you have someone who is shadowing you and you are setting that example for" (Ms. Alvarado, Year 1). As this quote shows, cooperating teachers indicated the awareness of having to model effective and quality teaching for teacher candidates was especially impactful.

CTs drew from their own experiences as novice teachers and what they considered more effective for their own professional growth. For instance, Ms. N., who had completed an alternative certification program identified her mentor as essential to overcome the challenges of her first year of teaching.

> …the mentor plays a very important part I feel. It gives you that comfort you know. I may not know what to do and how to do it but I have this person here who is a veteran teacher and she can, she is willing to share all her ideas with me, and that really helped me to become a better teacher. (Ms. Navarro, interview).

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CTs also shared what they learned from TCs and what they brought to their classrooms. "We've been trying to definitely look more into technology. I…need to grow professionally in that. I know she (TC) had some ideas as far as using technology" (Ms. Huerta). They Cooperating teachers also described the value of jointly attending professional development to learn about new programs being implemented at school. One CT described the importance to be open to peer observations. She explained "I am always willing to learn. To go see classrooms that I know, that I heard the teacher is amazing. I want to see what she is doing….I am always …opened to ideas and suggestions from colleagues." Similarly, to how "seeing" and "observing" were identified as vehicles to learn to teach for teacher candidates, cooperating teachers also identified observing colleagues as a source of professional development.

Discussion and Conclusion

To date, there has not been consensus on how to prepare quality teachers, but there is agreement on the need to identify what it entails (Cochran-Smith et al., 2016; Harris & Sass, 2011), especially in the field of Latinx teacher preparation. This study contributes to the body of literature exploring Latinx teacher candidates' and cooperating teachers' perceptions of a year-long clinical experience in a school (Lavandez & Hollins, 2015). This study shows that TCs and CTs still value "apprenticeship of observation" (Lortie, 1975) and experiencing teaching as the main venue for learning to teach (Anderson & Stillman, 2013; McDonald et al., 2014), maybe at the risk of perpetuating an emphasis on routines and behavior management and teacher personality attributes (e.g. patience) as the main focus for learning to teach and teaching. It is concerning that most TCs and CTs tend to present a vision of issues of language and culture as related exclusively to differentiated instruction and a depiction of teaching that reproduces pedagogical tenets such as "knowing your students" or "doing more differentiated instruction" (Rozelle & Wilson, 2012). These findings indicate that Latinx teacher preparation need to bring to the forefront issues of culture and language, situating and structuring field experiences as opportunities to explore, analyze, design, implement, and deconstruct teaching practices in terms of how they leverage diversity. In addition, we argue that it is not only the teaching experience that will shape novice teachers but also a mentoring relationship with quality mentors that perceive themselves as reciprocal learners.

In terms of lessons learned that can contribute to improve our teacher preparation programs, this study sheds light on the importance to help our teacher candidates move beyond the idea that teaching is learned by observing and doing detached from theory to teaching as an interpretative act (Hollins, 2011). One potential venue is through teacher preparation frameworks that leverage the notion of teaching noticing. In this regard, following Jacobs et al. (2010), we identify three critical elements of teacher noticing: (a) identifying key elements of a classroom situation or learning event or product, (b) using knowledge about the context, students and content to reason about the classroom interactions, and (c) making connections between the specific classroom events and broader principles of teaching and learning (p. 171). In addition, the findings indicate that we need to move into revisiting the role of teacher educators - including university professors, cooperating teachers, clinical faculty and field supervisors - identifying key competencies to support their role and effectiveness in preparing future teachers (Goodwin, et al., 2014; Korthagen, 2010). Additionally, cooperating or mentor teachers, universities and districts could partner to provide professional development on how to implement a co-teaching model (Shaffer & Brown, 2015) to overcome the limitations of the traditional "apprenticeship of observation" model. Ultimately, faculty and field supervisors, teacher preparation can benefit from building capacity to implement a practice-based model (Ball & Forzani, 2009, Hollins, 2011). Hollins (2011) defines this model as addressing the "grammar of practice" and

> the relationship between characteristics of the learner, the learning process, pedagogy, and learning outcomes. In this holistic perspective, the processes of representation, decomposition, and approximation can be employed in the epistemic practices of focused inquiry, directed observation, and guided practice to help candidates understand the anatomy of pedagogical practice (p. 396).

Despite the certainties in the direction to move the transformation of teacher preparation, more research is needed to address the challenges of defining what teacher educators need to know and be able to do to support teacher candidates. The need for research is more acute in the field of Latinx teacher preparation.

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