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EdPrepLab as a Learning Community

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EdPrepLab as a Learning Community

About EdPrepLab

Educator Preparation Laboratory (EdPrepLab), an initiative of the Learning Policy Institute and Bank Street Graduate School of Education, aims to strengthen educator preparation in the United States by building the collaborative capacity of preparation programs, school districts, and state policymakers. Linking research, policy, and practice, EdPrepLab supports preparation programs that are equity-focused, student-centered, and grounded in the science of learning and development and seeks to expand these approaches nationwide.

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edpreplab.org



Introduction

As part of EdPrepLab's work to strengthen educator preparation in the United States, network members from across the country partnered to form inquiry groups—each comprised of a cross- or intra-institutional team—focused on collaboratively exploring a topic related to deeper learning and equity. This brief summarizes the proposals of each group and highlights the line(s) of inquiry, scope of work, and intended outcomes of each project. The following proposal summaries are included:

- **Preparing Teachers to Support Deeper Learning in Highly Stressed Schools**
by Peabody College, Vanderbilt University
- **Deeper Learning in School Administrator Preparation Programs**
by the University of Colorado, Denver, the University of Illinois at Chicago, and the University of North Carolina at Chapel Hill
- **Creating a Critical Friends Network to Prepare Anti-Racist, Socially Just Teachers and Leaders**
by Montclair State University, the University of California, Los Angeles, and the University of California, Berkeley
- **Faculty Development for Equity**
by Bank Street Graduate School of Education, Alverno College, High Tech High, and San Francisco Teacher Residency
- **Mapping Deeper Learning Pedagogies in Teacher Education**
by the University of North Carolina at Chapel Hill, Trinity University, and the University of Colorado, Denver
- **Relational and Micropolitical Dimensions of Deeper Learning in Teacher Education Programs**
by the University of Chicago, the University of California, Berkeley, and the University of Colorado, Boulder

Preparing Teachers to Support Deeper Learning in Highly-Stressed Schools

Peabody College, Vanderbilt University

Since 2013, the secondary education team at Peabody College, Vanderbilt University has co-developed and continues to refine a residency model for high-needs schools. The close interdependence among residents, practicing teachers, building leaders, and university faculty is a core strength of the model, but they have found it also poses deep challenges—especially in highly stressed environments. Their inquiry will focus on exploring how other institutions effectively support pre-service teachers who are in schools encountering discrimination/bias toward students from other faculty so that they can learn and enhance their own model. They will explore:

- How can we support residents in learning to teach for deeper learning in deeply stressed environments?
- What is the role/nature of the work of building liaisons?
- How do other institutions provide this level of support (to residents, to schools, to instructors) in sustainable and affordable ways?

Scope of Work	Intended Outcomes
Over six months, the inquiry team will visit university-based residency programs that are working on similar issues and inquire about the nature of their residency programs; how residency partners are identified, supported, and sustained; how residents are supported by university faculty; what supports are in place that allow residents to feel like they can identify as faculty at the school, as well as graduate students at the university; and how the school works with the university to support residents.	The inquiry team will create a series of presentations that will be shared internally with the Department of Teaching and Learning at Peabody College, externally to school and district stakeholders, and more broadly to audiences at the American Educational Research Association (AERA) Annual Meeting in Spring 2020 and EdPrepLab institutions in Fall 2020.

Deeper Learning in School Administrator Preparation Programs

University of Colorado, Denver, University of Illinois at Chicago, and University of North Carolina at Chapel Hill

Revamping school administrator preparation to be more relevant to the demands of a digital, global innovation society is an important challenge of our time and is the focus of this EdPrepLab inquiry group. Three university preparation programs have formed this inquiry team to support each program individually as it investigates and attempts to design and address a specific problem of practice that has implications for the broader field of school leader preparation. Each program will act independently in its designated area of inquiry, and they will support each other collaboratively.

- The University of Colorado, Denver’s (CU Denver) local inquiry project is focused on curriculum and program development
- The University of Illinois at Chicago’s (UIC) local inquiry project is focused on strengthening the leadership coaching that its aspiring leaders receive as a developmental support during their clinical experience
- The University of North Carolina at Chapel Hill’s (UNC, Chapel Hill) local inquiry project focuses on two areas of program redesign: 1) developing intentional, engaging district partnerships for principal preparation and clinical practice and 2) integrating principles and practices of Improvement Science/Continuous Improvement into the principal preparation curriculum

Scope of Work	Intended Outcomes
<p>The inquiry team will begin meeting virtually each month to discuss respective areas of investigation and to gain advice, feedback, and support from each other. They hope to meet in person for longer collaboration and support sessions at both the American Educational Research Association (AERA) and University Council for Educational Administration (UCEA) conferences in 2020.</p> <p>In addition to local efforts and ongoing virtual conversations, the inquiry group also plans to engage in two site visits. The first site visit will be to UIC to learn more about its pk-12 Networked Improvement Communities. The second site visit will be to CU Denver to engage in visits of pk-12 deeper learning schools. Both site visits will inform the local institutional lines of inquiry, as well as collaborative work.</p>	<p>This inquiry team will:</p> <ul style="list-style-type: none"> • Develop programmatic models, curricular structures, and instructional strategies that deepen the work that occurs in their preparation programs • Enable their graduates to facilitate deeper learning experiences for pk-12 students and educators, with a particular emphasis on equitable access for underserved communities • Share with and model for other educator preparation programs some robust inter-institutional collaboration structures

Creating a Critical Friends Network to Prepare Anti-Racist, Socially Just Teachers and Leaders

Montclair State University, University of California, Los Angeles, and University of California, Berkeley

The purpose of this project is to create a cross-institutional network that investigates the following question: How do we prepare anti-racist, socially just teachers and leaders? The network design involves two major components:

- Intra-institutional dialogue across educator preparation and executive preparation programs
- Inter-institutional dialogue across three universities

The project will examine how coherence can be built across preparation programs for multiple educator roles to prepare candidates to work collaboratively for deeper learning and equity within the pk-12 system. This project includes the perspectives of each institution’s deep partnerships with local districts as a part of program practice.

The collaboration between these higher education institutions and pk-12 partners on social justice will enable the simultaneous renewal of the schools and those who prepare educators. The work of these founding institutions has the potential to catalyze innovation and change education policies across the nation.

Scope of Work	Intended Outcomes
<p>This project will use the Critical Friends Model, which was originally developed by the Annenberg Institute for School Reform at Brown University. The Critical Friends Model brings together teachers within a school over an extended period of time to help each other look seriously at their own classroom practice and make changes to adapt practices. The process focuses on developing trusting collegial relationships that encourage reflective practice. This project aspires to use the essence of the Critical Friends Model, but apply it on a broader scale to programs rather than classrooms by creating a Critical Friends Network—a cross-institutional community of educator preparation programs. The work will be broken into four phases:</p> <ul style="list-style-type: none"> • Phase 1: Getting to Know Each Other and Designing the Cross- Institutional Consultancy Protocol • Phase 2: Piloting the Cross-Institutional Consultancy Protocol • Phase 3: Refining the Cross-Institutional Consultancy Protocol • Phase 4: Convening Presentation 	<p>This project moves the field of educator preparation forward in two domains: designing and piloting a Critical Friends Model inquiry process to foster cross-institutional collaboration and promoting the development of anti-racist education in schools and educator preparation programs. At the convening in Phase 4, the group will present the final Cross-Institutional Consultancy Protocol design.</p>

Faculty Development for Equity

Bank Street Graduate School of Education, Alverno College, High Tech High, and San Francisco Teacher Residency

Each institution in this inquiry team will individually document their processes of systematically supporting faculty in the development of equity within and across their programs. They will explore:

- What is the shared understanding of equity between all three institutions?
- What are the ways in which each institution is currently engaged in developing its faculty's capacity to use instructional practices that foster equity?
- How can each institution assess the effectiveness of faculty experiences and support to develop instructional practices that foster equity?
- How have faculty experienced and applied these institutional efforts?

Scope of Work	Intended Outcomes
<p>Each institution will engage faculty over the next five months in an inquiry process. The inquiry team will meet virtually to share work and receive feedback and in the spring, Alverno College and High Tech High will visit Bank Street Graduate School of Education for two days to analyze data together and to experience faculty inquiry groups and graduate classes. Virtual meetings will continue until the summer for the group to share their findings and collaborate.</p>	<p>Each institution will generate a narrative that describes the variety of ways they have or will involve their faculty to examine and develop content and instructional practices that advance equity in their work and the work of their teacher and leader candidates. These narratives will be shared across institutions.</p>

Mapping Deeper Learning Pedagogies in Teacher Education

University of North Carolina at Chapel Hill, Trinity University, and University of Colorado, Denver

These three institutions will engage in cross-institutional inquiry focused on examining deeper learning pedagogies in teacher education. Their hope is that the research generated during this inquiry will advance their collective practice of preparing teachers who can support deeper learning for all pk-12 students and inform policymakers of their efforts to ensure quality preparation of teachers. Each institution will forefront a different area of preparation for deeper learning:

- The University North Carolina at Chapel Hill (UNC, Chapel Hill) will focus on experiential pedagogical practices
- Trinity University will focus on curricular elements
- The University of Colorado, Denver (CU Denver) will focus on clinical experiences

The collaborative inquiry includes the following questions:

- How do we engage our pre-service teachers in deeper learning?
- What is the impact of our approaches on how teacher candidates and teacher educators (university and school-based) perceive preparation for deeper learning?

Scope of Work	Intended Outcomes
<p>Each institution will focus on a single area to facilitate sufficient depth, breadth, and deep discussion as they look across institutional findings to identify themes and approaches that support deeper learning.</p> <p>As each institution engages in its own inquiry work, a collective Critical Friends Group (CFG) will be used. This approach is grounded in research that suggests improvements in practice are connected to communities of practice that are collaborative, reflective, and focused on teacher practice and student learning (Bryk, Harding, & Greenberg, 2012). The group will leverage this approach to explore each other’s work in depth to learn from and give feedback through the use of monthly two-hour video meetings. Partners will meet in person at the American Educational Research Association (AERA) Annual Meeting in April 2020 for a half-day session to share initial findings and begin to identify cross-institutional themes and intersections of deeper learning and preparation pedagogy, curriculum, and clinical experiences.</p>	<p>This collaborative inquiry—across three very different types of preparation programs—will build an understanding of what deeper learning practices might look like in teacher preparation that can inform policymakers as they seek to strengthen preparation policy.</p>

Relational and Micropolitical Dimensions of Deeper Learning in Teacher Education Programs

University of Chicago, the University of California, Berkeley, and University of Colorado, Boulder

This inquiry project brings together key members of the teacher education programs at the University of Chicago, University of Colorado, Boulder, and University of California, Berkeley to better understand how processes of power play out with respect to teacher education for deeper learning. Participants will engage in a structured self-study to inquire into the relational and micropolitical affordances and constraints of engaging in teacher education practices that promote deeper learning.

Scope of Work	Intended Outcomes
<p>Beginning in April 2020, members of these three teacher education program will engage in structured reflection and inquiry to map out the organizational structures and relational and micropolitical dynamics that support and constrain deeper learning in their programs. Questions to be considered include:</p> <ul style="list-style-type: none">• How do these structures reflect the values of the higher education institution? Of K-12 schooling?• How do these values hold up against the values of deeper learning?• How do we navigate potential tensions and contradictions? <p>They will identify similarities and distinctions about how power operates across their programs, particularly in light of contextual differences, and generate an initial framework for how the contextual operation of power in programs of teacher education afford or constrain deeper learning.</p>	<p>Building on the feedback from the critical friends and from the EdPrepLab convening, the participants will prepare a publication to be submitted to the <i>Journal of Teacher Education</i> or <i>Teaching and Teacher Education</i> and a conference publication to be submitted to the American Educational Research Association (AERA) or the American Association of Colleges for Teacher Education (AACTE).</p>