Sustainability of Reforms, Both School and University Based

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Context of the Study

- PDS
  - Urban Education
  - FACE, CRP, IT, CM, SPED, EL
  - PDS network – seven high needs schools in feeder pattern & KSU teacher education departments: EECE, SMGE, INED, ITEC, Math, Science, History, English, Art, Music, HPE
  - Induction
  - Research
  - Co-teaching with coaching, co-instructing
  - PD
Theoretical Framework/Methodology

- Grounded theory & A/r/tography (Springgay, Irwin, Leggo, & Gouzouasis, 2008)
- Qualitative research methodology
- Teacher thoughts on what should be kept in the programs and activities, what should be changed, and what should be added
- Began as “taking the pulse” of PDS partners to include their voice as program redesign began on KSU campus
- Posters – Keep
  - Change
  - Add
Participants

- N=350
- K-12 teachers in our PDS partnership
- At middle school – core content
- At high school – all invited
- At elementary – uneven groups
- At research academy
Results - Keep

- UE Program-based –
  - co-teaching/co-instructing*, the year-long internship*, and courses taught at the school sites
- Professional development* -
  - culturally relevant pedagogy and induction
- Activities –
  - Professional Learning Communities and intern involvement in school events, such as Math Bowls, Family Night, and Community Reads
- * Most frequently recorded
Results - Change

- Program-based –
  - interns taking additional classes; eliminating professional development modules for co-teaching; more communication and consistency; and restructuring the mentoring program
Results - Add

- Program-based –
  - classes on teaching writing and classroom management for the interns, English for Speakers of Other Languages (ESOL) endorsement, and a special education component as part of the programs

- Professional development –
  - culturally relevant pedagogy and induction
Summary

- Without an assigned role or active engagement there was limited knowledge of PDS activity within the school partners
- PDS information was often silo(ed) by role or committee
- Improved communication
- Total immersion in student teaching (final semester); syncing calendars
- Consistency of CRP and induction
Discussion

- Interest in components of UE moving into program redesign
- The co-teaching model (intern-classroom teacher share responsibility; both actively involved in classroom instruction)
- Co-instructing model should be generalized to other programs
- With the call for highly and comprehensively trained teachers, especially at high need schools, the reforms implemented within this PDS can serve as a model for other teacher educators and preparation programs
References