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ABSTRACT

This study is a qualitative case study that examines the lived experience of thirteen school-based hybrid educators in a professional development school context (PDS). It describes the experiences of these veteran classroom teachers who assumed a supervisory role of Professional Development Associate (PDA) from their perspective. The study uses a situated learning framework to organize and analyze the data and provides a detailed description of the PDAs' experiences. This case describes how novice supervisors learn to supervise within a PDS context in a community of practice. The findings have implications for understanding job-embedded role-taking experiences and the factors that contribute to teachers' professional learning.

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"*At times our own light goes out and is rekindled by a spark from another person. Each of us has cause to think with deep gratitude of those who have lighted the flame within us."* – Albert Schweitzer

Those who have gone through the process of writing a dissertation know that it takes a considerable length of time, and that it can be very isolating. I experienced so many emotional highs and lows and sometimes a total loss of confidence; but through this endeavor, I have learned patience, perseverance, and resiliency. It has been an incredible journey and I am grateful for all those individuals who believed in me, encouraged me, challenged me, and supported me along the way. Without them, I would never have reached this goal.

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Chapter 1

INTRODUCTION

The purpose of this introductory chapter is to give a broad description of the study and situate the problem within the context of what is happening in the current field of teacher education. An important component of teacher education that is widely discussed is the student teaching or clinical experience, and in particular, the continual challenge of connecting theory and practice. An overview of these topics is included within the discussion of current trends and reform efforts.

I define and describe professional development schools as a unique and critical context for school reform. The primary focus of the inquiry is on veteran teachers that have left their classrooms to assume the role-taking experience of preservice teacher supervisor; therefore, I illustrate how the hybrid educator role fits into the larger picture of teacher education, professional development schools, and the field of supervision. Since this role-taking experience is situated in a specific setting of a professional development school (PDS), a portrayal of the explicit partnership is provided to give more perspective and a context for making sense of this study.

This overview is followed by the problem statement, the purpose of the study and the research questions. Next, I provide a brief outline of how this study contributes to the research on teacher professional learning and teacher agency and contributes to the larger educational community. The study is anchored in socio-cultural learning theory. A theoretical framework is shared that that serves as the basis for this investigation. Finally, the chapter concludes with background and relevant content to provide a better understanding of the study. Key terms and definitions are shared to guide the reader throughout.

Background of the Problem

American Common Core Standards have put a great deal of pressure on public schools to bring consistency and uniformity to K-12 classrooms. These standards emphasize student learning and outline the goals and expectations that are needed for students to succeed in college and/or a career. Along with the change in pedagogy advocated by both the state and federal government is the recognition that good teachers are important and have a significant impact on student learning. Hence, teacher education programs have also been in the spotlight with education reformers questioning how the field prepares teachers and honing in on what kinds of experiences novice teachers need to be highly effective. Traditionally teacher candidates have gained knowledge through completing university-based courses, followed by clinical practice within a school, divorced from the university setting. These paradigms have not always met the needs of novice teachers because knowledge in itself does not ensure that teacher candidates will connect learning with practice. In response to concerns for better teacher education programs, current approaches to teacher preparation focus more on practice-based teacher education or PBTE (Janssen, Grossman, & Westbroek, 2015, p. 137) and put clinical preparation at the center of teacher preparation programs. Although different approaches to PBTE exist, they all include a strong emphasis on clinical experience (American Association of Colleges for Teacher Education [AACTE], 2010, p.1) and stress the importance of learning to enact practice within high quality clinical settings.

In addition to AACTE, several other professional organizations have given support to the idea of more practice-based preparation programs. In 2010, The Blue-Ribbon Panel commissioned by the National Council for Accreditation of Teacher Education (NCATE) which is now the Council for the Accreditation of Education Preparation (CAEP) published a report on *Clinical Preparation and Partnerships for Student Learning.* This report suggests that

institutions "revamp" their teacher preparation programs to find ways to establish clinical settings that are strongly connected with coursework. The report states:

> This demanding, clinically based approach will create varied and extensive opportunities for candidates to connect what they learn with the challenge of using it, while under the expert, tutelage of skilled clinical educators. Candidates will blend practitioner knowledge with academic knowledge as they learn by doing. They will their practice in the light of new knowledge acquired and data gathered about whether their students are learning. (p. 5)

In order to make such sweeping changes the report makes two recommendations. First, the report recommends that programs be completely overhauled and centered in clinical practice where teacher candidates have opportunities to apply what they learned in coursework, get feedback from experts, and improve their performance just as medical students have historically done in their internships. Second, the report states that programs must join with school districts to take joint responsibility for preparing teachers in ways that require a dramatic shift in thinking and programming. The types of changes that are envisioned are not easily implemented. To participate in these new models, efforts require mentor teachers, university supervisors, and other members of the learning community to re-examine their own experiences with instruction to think about working with teacher candidates in new ways. This approach requires two institutions to work together; and in some cases, abandon their traditional roles.

In 2014, the National Education Association (NEA) issued a report *Teacher Residencies: Redefining Preparation through Partnerships.* The NEA report explored the concept of "teacher residency" and the necessity for beginning teachers to be "profession-ready." They called for a one-year residency in which candidates learn content pedagogy, and they learn to teach in clinical placements. The association explained their vision of teacher-residencies when they stated:

> NEA believes ensuring that beginning teachers are indeed profession-ready requires participation in a teacher residency program. A teacher residency program is the integration of coursework and clinical experiences prior to becoming employed as a teacher-of-record. A residency allows candidates to prove that they are profession-ready

> by demonstrating their subject matter and pedagogical content knowledge through a classroom-based performance assessment. A teacher residency also requires an active partnership among teacher preparation stakeholders who determine program operations and selectivity, and collectively build the candidates' clinical experiences to ensure a coherency between theory and practice. (p. viii)

Additional concerns have also raised questions about how to prepare teachers and have helped give momentum to the argument for reform initiatives. For example, shifting immigration trends and demographics have made it clear that there is a need to rethink teacher preparation to ensure culturally and linguistically responsive curricula and classroom practices. This demand is one with which educators have long been struggling, but have yet to satisfactorily address (Goodwin, 2017). Never, has there been a greater need to examine traditional educational practices and find new solutions to today's educational problems.

Statement of the Problem

The need for reform initiatives has been apparent for some time, but the specifics of how to design a teacher education program with the specific knowledge, skills, and dispositions that are needed to address these trends is problematic. To actually construct a teacher education core curriculum that prepares teachers to continually adapt to fluctuating student populations and address the problems of practice that are required to meet the ever-changing needs of students is quite a dilemma. Evidence has shown that placing teacher candidates in culturally diverse settings with low income students and students of color can often reinforce negative perceptions if not done correctly. As Gallego (2001) noted,

> Though teacher education students may be placed in schools with large, culturally diverse student populations, many of these schools . . . do not provide the kind of contact with communities needed to overcome negative attitudes toward culturally different students and their families and communities (Zeichner, 1992). Indeed, without connections between the classroom, school, and local communities, classroom field experiences may work to strengthen pre-service teachers' stereotypes of children, rather than stimulate their examination (Cochran-Smith, 1995), and ultimately compromise teachers' effectiveness in the classroom (Zeichner & Liston, 1996). (p. 314)

Additionally, it is known that nationally, up to one-third of teachers leave within one year of teaching, particularly in urban and rural districts. It is also clear that teachers who receive student teaching are twice as likely to stay in teaching after a year, and those who receive the kinds of preparation that include learning theory and child development are even more likely to stay in teaching (Henke, Chen, & Geis, 2000; National Commission on Teaching and America's Future, 2003). In spite of this knowledge, there are an increasing number of alternative routes to teaching that require less preparation. These alternative routes have emerged as a way to address the teacher shortage in urban and rural areas. Those involved in teacher preparation support strong teacher preparation programs that strengthen the profession. The hope is that quality preparation will help teachers stay in their teaching positions longer and be better prepared to meet the needs of students when entering the profession. Linda Darling Hammond (2006) said it well when she wrote,

> Although teacher education is only one component of what is needed to enable high-quality teaching, it is essential to the success of all the other reforms urged on schools. To advance knowledge about teaching, to spread good practice, and to enhance equity for children, it is essential that teacher educators and policy makers seek strong preparation for teachers that is universally available, rather than a rare occurrence that is available only to a lucky few. (p. 312)

Reform efforts in teacher preparation programs have common themes. They all call for changes in teacher education programming and "re-imagine not only the curriculum for learning to teach but also the pedagogy of teacher education" (McDonald, Kazemi, Kavanagh, 2013, p. 378). They put clinical practice at the center, but also strongly argue for collaborations in which constituents share responsibility for teaching candidates and efforts are linked to school reform. Fundamental to the shift to a clinical preparation model is increased attention to the quality and quantity of field experiences. It is not necessarily an increase in quantity of field experiences alone that reinforces the connection between theory and practice; but instead the quality and intensity of those experiences that solidifies and reinforces the connections. Unfortunately,

although this call for action was initiated in 2010, contexts that support this type of teacher preparation are not that common. Darling-Hammond (2015) summarizes:

> These settings simply do not exist in large numbers—and where individual teachers have created classroom oases, there have been few long-lasting reforms to leverage transformations in whole schools. Some very effective partnerships, however, have helped to create school environments for teaching and teacher training—through professional development schools (PDS), lab schools, and school reform networks—that are such strong models of practice and collaboration that the environment itself serves as a learning experience for teachers. (p. 553)

Since 2010, AACTE, the Blue-Ribbon Panel, and CAEP have all recognized the importance of school-university partnerships and teacher leadership roles and responsibilities to support their visions. The National Network for Educational Renewal (2020) and the National Association for Professional Development Schools (NAPDS) (2020) continue to provide information, networking, and consulting for P-12 and higher education, and federal grant programs that emphasize school-university partnerships. Teacher Quality Partnerships Grants (TQP) have called for proposals that emphasize partnerships for the purposed of clinical preparation, promoting in particular federal support for model teaching residency programs and/or year-long student teaching experiences within the context of school-university partnerships. (AACTE 2020; United States Department of Education, 2020).

Partnerships seem to embody some of the features that are critical for confronting many of the problems in teacher education. Thus, to conceptualize what representations of quality teacher education programs might look like, I describe professional development schools (PDSs) as one example of an alternate approach with a reform agenda that calls for university/school district partnerships. Within those collaborations is the specific hybrid role that this study highlights and investigates as a way to inform educational reform efforts. While the role contributes to the larger picture of school reform and teacher preparation, it also gives us a unique perspective on how taking on the hybrid role impacts veteran teachers within the professional school context. While many studies have focused on student teachers who work in this context,

fewer studies have centered on the impact that such roles have on veteran teachers who take on hybrid roles. This study is specifically designed to understand how veteran teachers taking on the hybrid role of student teaching supervisor in a professional development school context perceive their role, and how stepping out of the classroom for a period of two to three years to take on the role impacts their professional learning.

Purpose and Research Questions

Purpose of the Study

At the onset of PDS partnerships, as there is now, there is a focus on professional development. As a way to support this commitment, PDSs are dedicated to providing embedded professional development on an ongoing basis for mentor teachers, administrators, curriculum support personnel, doctoral students, and university faculty in a variety of ways. All professional development activities are open to all school personnel, which many take advantage of because efforts are made to address the specific needs of these groups; and in the case of teachers, courses and workshops are offered at convenient times that accommodate their schedules.

The intent of this study is to understand the PDS supervisory (hybrid) role from the vantage point of thirteen reassigned teachers within a PDS. To do this, I asked participants to complete a survey that included rank order questions and short answers. Additionally, the transcripts of in-depth interviews with veteran teachers who left the classroom and assumed the role are utilized as the primary data source. Thirteen of a possible twenty participants responded and are included in the study. Specifically, the study's mission is to describe the lived experience of these veteran teachers and the impact that taking on this role has on their personal and professional development.

I understand from the literature that PDSs are considered a viable vehicle for true school reform efforts. Therefore, I further narrowed my focus to the particular role, hybrid student teaching supervisor, within a particular PDS. Although my main goal is to provide an intense

description and analysis of veteran teachers' perceived experience when they stepped out of the classroom to serve as supervisors in the Coral Ridge School District/Raven University Partnership, the study also seeks to give a full picture of the hybrid experience. Therefore, while this research features the supervisory role, it also explores how participation in the PDS community impacted the participants' professional development.

Research Questions

Good research questions are "open-ended, evolving, and nondirectional; restate the purpose of the study in more specific terms; start with a word such as *what* or *how* rather than *why* and are few in number" (Creswell, 2007, p. 107). My central question describes the "what I intended to understand" in this inquiry. The ancillary questions were formed as a way to support and assist the investigation of the first issue. Whereas the primary question tended to be solid throughout the research process, the sub-questions were more fluid. The ancillary questions were formed as a way to support and assist the investigation of the primary question, but I found that they changed, grew, and developed throughout the process. As they progressed, they clarified the relationship of the research variables and helped me gain the information I needed to understand the participants' lived experience. The research questions also provided a roadmap for how to go about my data collection and analysis.

Table **1-1**: Research Questions

Research Question:	What was the lived experience of veteran teachers who served as professional development associates?
Ancillary Questions:	1. What were the effects of leaving classroom teaching to assume the position of supervisor in a professional development school? 2. How were participants' insights or perceptions of their jobs or profession changed or affirmed?

	3. To what extent and in what ways did the reassignment lead to professional development for the PDAs who assumed the role? **4.** To what extent did the reassignment affirm or change the PDAs perceptions of teaching? Supervision? Leadership?

Significance of the Study

As new pathways have emerged for educating teachers, there is also a general perception that public schools are failing to educate children for a job market that requires high levels of interpersonal, critical thinking, management, and communication skills. In addition to learning new technologies, students in the 21st century must be prepared to negotiate their way through increased diversity and new ideas they will encounter in future workplaces. At this time, so much is required of teachers to meet the demands of schooling, but also much is asked of teacher preparation programs. Professional development schools show promise as a way to more effectively prepare teachers, but also as vehicle for the professional development of classroom teachers. The hybrid supervisory role is part of the triad of student teacher, mentor teacher and supervisor in the PDS. Fundamental to professional development schools is the idea that all stakeholders are learners. This study illuminates how those who take on the hybrid role in a PDS change as they participate in a community of practice.

The results of the study make a contribution to our understanding of the hybrid teaching role of student teaching supervisor within a PDS. The findings capture the complexities of the hybrid role and allow a glimpse of how individuals change as they assume new roles within a community of practice. Perhaps most important is that the study amplifies the connection between teacher professional development and the sense of agency that is possible by taking on this role-taking position.

Theoretical Framework

What is a theoretical framework? As Merriam (2001) proposed, it is the researcher's lens with which to view the world. It is often thought of as a blueprint or guide that provides the structure to define the study philosophically, epistemologically, methodologically, and analytically as one approaches the dissertation in its entirety. The theoretical framework consists of the selected theory (or theories) that undergirds your thinking with regards to how you understand and plan to research your topic, as well as the concepts and definitions from that theory that are relevant to your topic (Lovitts, 2005).

Situated learning theory is embraced as a perspective for this study. Its assumptions are that learning and knowing are processes which are integral to everyday practice in the workplace, family, and other social settings. The focus is on knowing in action and knowing in practice. That means that both context and community are paramount to situated learning theory. This theory is in contrast to conventional cognitivist theories of knowledge and learning that assume individuals acquire knowledge through educational or training sessions where knowledge is delivered and decontextualized. Lave & Wenger (1991) argue that learning as it normally occurs is a function of the activity, context and culture in which it occurs (i.e., it is situated). In this particular case for veteran teachers as supervisors in the PDS, learning is differentiated from professional development during in-service sessions from learning within the context of a professional development school community and taking on a role-taking experience.

Social interaction is a critical component of situated learning, meaning learners become involved in a "community of practice" which exemplifies certain beliefs and behaviors that are expected to be acquired. As the beginner or newcomer moves from the periphery of this community to its center, they become more active and engaged within the culture, and by doing so they assume the role of expert. Moreover, situated learning is usually described as unintentional rather than deliberate. These ideas explain what Lave & Wenger (1991) call the

process of “legitimate peripheral participation.” In this study the veteran teachers become part of a PDS community of practice and as PDAs become enmeshed in the culture.

It also looks as if there is a clear link between the personal and professional self of a teacher (Wenger, 1998, p. 73). Wenger’s view links identity very closely with practice. They are 'mirror images of one another', and the same five characteristics apply to both: identity is the negotiated experience of self, involves community membership, has a learning trajectory, combines different forms of membership within an identity, and presumes involvement in local and global contexts (p. 149). So, by participating in a community of professional practice, a teacher’s identity is influenced by the community or context in which they are involved. The core ideas that represent situated learning are participation, identity, and practice and the dynamics between them (Wenger, 1998; Handley, Clark, Fincham, & Sturdy, 2007).

Individual learning takes place within multiple communities and networks of practice. Methodological approaches that support the development of situated learning theory are those that investigate the way individuals navigate transitions between networks and communities and document how individuals relate to each other within these communities and networks. The authors of the proposed framework applied it in the context of an empirical study of how management consultants learn the practices and identities appropriate to client consulting projects. Yet, their intent was that the framework be generic and apply to other structural contexts and the interactions within these communities. The framework acknowledges the complexities of professional learning though participation and the theories that inform it.

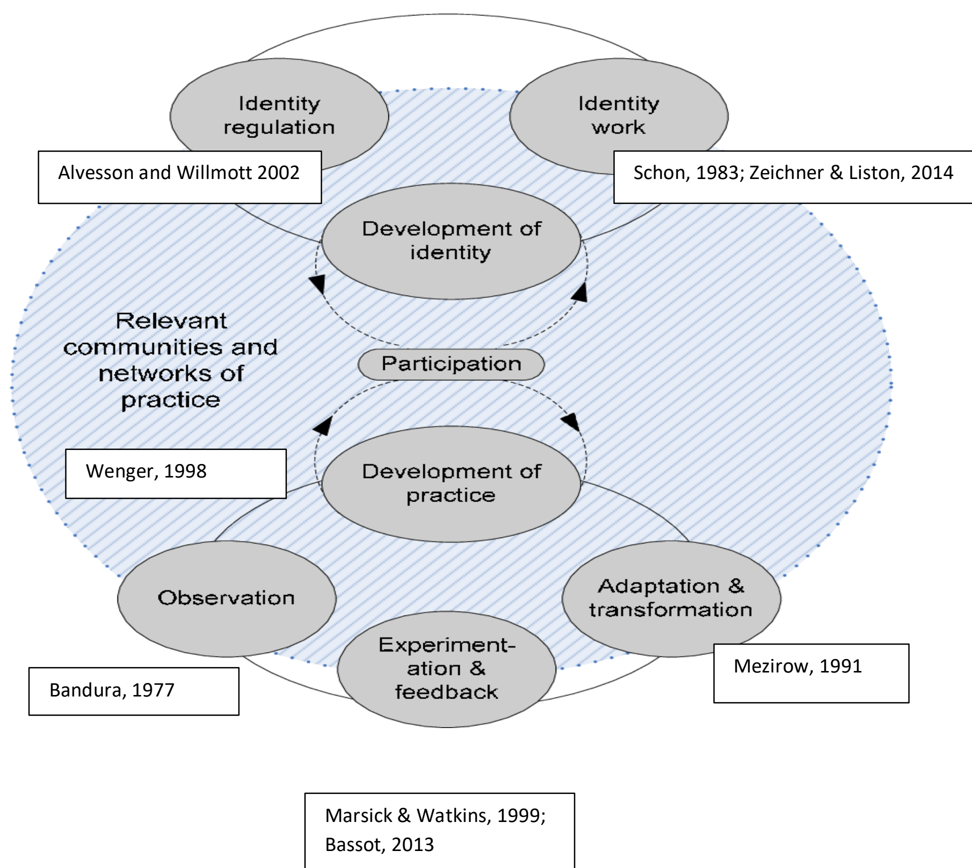

Figure 1-1: Theoretical framework (Adapted from Wenger, 1998; Handley, Clark, Fincham, & Sturdy, 2007)

The Study

This study takes place in a particular, long-standing PDS. All participants are veteran classroom teachers who stepped out of the classroom to take on a new professional development experience for a period of two or three years. To better understand the content in subsequent chapters, it is important to have a more informed understanding of the elements that are unique to the study and its context. This section of the chapter provides more information on professional development schools, the practicum experience in a PDS, the PDS hybrid supervisory role, the Coral Ridge School District/Raven University Partnership, and supervision in the PDS.

Professional Development Schools

Professional development schools were first advocated by educators who viewed school-university partnerships called "Professional Development Schools" as a strong vehicle for educational change and as new models for teacher education and professional development for all educators (Goodland, 1990; Holmes, 1986; Holmes, 1990; Levine, 1992). Hundreds of PDSs have been developed since the Holmes Group recommendations in 1990, and continue to emerge across the United States. The National Network for Education Renewal, organized by John Goodlad, was formed to support these partnerships, and they were endorsed by the National Commission on Teaching and America's Future as an approach to quality teacher education. These individuals and groups laid the groundwork that contributed to the initial germination of professional development schools.

Often at the professional level, universities and public school PDS's developed gradually out of preexisting long-term connections between a school and a university. Although each was a response to the challenge for reform and seemed to have common goals for teacher candidates, they varied from mere verbal agreements to working together in very organized collaborations with a shared missions, shared financial commitments, standards and continual assessment.

This lack of definition of what constituted a professional development school led NCATE (2001) to create standards to hold PDSs accountable for their work. The hope was that by providing specific criteria and benchmarks for the development of a partnership, PDS partnerships would have incremental points of reference to gage their growth as they progressed toward achieving the goals of teacher preparation, in-service teacher learning, and improved learning for students. These guidelines were helpful, but it still seemed that the term PDS was somewhat of a broad term that meant something different to each collaboration. This led to the National Association for Professional Development Schools (NAPDS) to issue a policy statement "What it Means to be a PDS" at its annual meeting in April of 2008 and outline nine essentials

that are necessary for a partnership to be defined as a PDS. These goals have been recently modified (NAPDS, 2020). They include:(a) a comprehensive mission and a shared focus of renewal, (b) a commitment to preparing high-quality teachers, (c) a focus on supporting the professional learning for all participating parties, (d) participation in self-reflection and innovation, (e) the development of an inquiry stance, (f) an articulated agreement of partnership, (g) an ongoing governance structure, (h) the creation of boundary-spanning roles, and (i) shared resources and celebrations.

The Practicum Experience in a PDS

In a PDS there is a shared commitment to the preparation of teacher candidates. As teacher preparation programs shift to a more clinical approach, concerns about the kind of supervision candidates receive have emerged. There is agreement that well-supervised field experiences enable students to connect theory to practice and enact theory in practice (Grossman, Hammerness & Mcdonald, 2009). Rather than the traditional model of the university supervising the student several times throughout the semester, PDSs have experimented with alternative models of supervision that have been implemented with the intent of supporting teacher candidates in a more collective approach.

In highly developed PDS models, curriculum reform efforts and innovation are supported by the school administration, and collaborations exist between university and school educators. Such partnerships encourage teams from both institutions to engage in curriculum development, action research, and other initiatives. Often university faculty are present in schools doing many things, such as teaching children, assisting mentor teachers, and interacting with student teachers. In fact, the term *intern* is used instead of student teacher. The term intentionally makes the connection to the medical internship in which real-world experience is provided that enables one to put everything learned in coursework into action with supervision and feedback.

At the same time, school professionals are involved in teaching college courses, are part of the decision-making process, are given opportunities to attend conferences, and have opportunities to develop leadership skills, such as providing professional development for teaching colleagues and presenting at conferences. Many classrooms are sites for student teaching placements, and mentor teachers receive professional development and attend meetings where their opinions and classroom concerns are addressed. To summarize, the university and school share a common mission and are committed to reform initiatives, all stakeholders view themselves as learners and embrace opportunities for professional growth, and teacher candidates receive more supervision and feedback with support from both institutions, and all stakeholders participate in collective decision-making (Abdal-Haqq, 1998, pp. 13-14; Darling- Hammond, 2005; Trachtman, 1996).

Three key features have been documented as being critical to radically different outcomes in preparation programs that are also common to PDSs. They are: (1) a tight coherence and integration among courses and between course work and clinical work in schools that challenges traditional program organizations, staffing, and modes of operation, (2) an emphasis on extensive and intensely supervised clinical work—tightly integrated with course work that allows students to learning from practice, and (3) new relationships with schools (Darling-Hammond, 2006). Programs that share these features ensure that subject matter and teaching pedagogy are closely aligned, and coursework in the university and partnering schools are in tandem. Core ideas are expressed across programs and theoretical frameworks. As such, these ideas are expressed consistently throughout course work and experiences, with teacher candidates hearing the same fundamental ideas within and across institutions. These frameworks "explicate, justify, and build consensus on such fundamental conceptions as the *role* of the teacher, the *nature* of teaching and learning, and the *mission* of the school in this democracy," enabling "*shared* faculty leadership by

underscoring collective roles as well as individual course responsibilities" (Howey & Zimpher, 1989, p. 242).

An emphasis on extensive and intensely supervised clinical work that is tightly integrated with course work allows candidates to learn from expert practice in schools. In model PDSs there is not only an extensive period of supervision, often as much as a full calendar year under the supervision of one or more expert teachers who models best practices; but there is also intensive supervision and support from a supervisor. A growing body of research confirms the belief that teachers-in-training who participate in fieldwork with course work are better able to understand theory, to apply concepts they are learning in their course work, and to support student learning (Baumgartner, Koerner, & Rust, 2002; Denton, 1982; Sunal, 1980). Therefore, an intensively supervised program is not just the work of the mentor teacher with the university providing coursework, but it is also the support or supervision from an appointed supervisor that allows students to bridge the gap between theory and practice.

Supervisors and classroom mentors work together to help teacher candidates develop skills of self-reflection and self-analysis to improve their teaching. Other research suggests that to be most productive, these opportunities for analysis, application, and reflection should derive from and connect to both the subject matter and the students that candidates teach (Ball & Bass, 2000; Grossman & Stodolsky, 1995; Shulman, 1987). In this manner, prospective teachers are connecting what they are seeing in the classroom with what they are learning in their coursework, but at the same time learning to adapt and change what they are learning to meet the needs of individuals within their particular context.

The third key feature that is critical to teacher education and reflected in PDSs is new relationships with schools. This is probably the most difficult feature to change or achieve. It is very difficult for interns when their university coursework is advocating one way of doing things in the classroom, and the mentor teacher is doing what might be considered the opposite of what

they are being taught. Teacher candidates also tend to rely on what they experienced and observed as learners in schools to guide their selection of learning strategies and practices. Only in school sites in which there are shared cultural norms and practices that are guided by research, theory, and shared information between the university coursework and school practitioners can true reform efforts and improvement initiatives occur.

One of the most difficult challenges is the bureaucracy of schools. Top-down models where the power resides at the top are not in alignment with professional development school models in which power is shared and decisions are made jointly. Traditional ways of working in schools are long standing and difficult to change. Ideally, PDS collaborations are supported by both the district and university; and through joint efforts state-of-the-art practices and a culture of inquiry and learning occur. By engaging in collective planning and group decision making, interns are well-supported and become part of the PDS environment. They participate in all aspects of the school culture and environment; and they not only learn in their own classroom, but also learn from all stakeholders as they engage in inquiry and become part of a community of practice where all participants are also learners.

In conclusion, interns in a PDS receive more support than a typical student teacher in a school placement. They are supported by strong mentor teachers and receive more time and support from supervisors. They also become part of a learning community that focuses on parity and joint decision making. Finally, they are given opportunities to connect theory and practice and engage in reflection and analysis of teaching, classroom research and collaboration with others.

The PDS Hybrid Supervision Role

With the movement toward more intense clinical experiences that connect practitioner and academic knowledge and the new conversations about alternative ways to overhaul teacher education programs, many collaborations are working together to create what Zeichner (2010)

calls a third space. These collaborations appear to be somewhat like the Centers of Pedagogy first advocated by John Goodlad in the 1970's. Goodlad defined educational renewal as a collaborative process in which “colleges and universities, the traditional producers of teachers, join schools, the recipients of the products, as equal partners in the simultaneous renewal of schooling and the education of educators” (p. 2). This is a very ambitious idea, and in many cases, although there have been good intentions, bringing two distinct cultures together with their own discourse has not always been successful. Thus, the third space, as Zeichner describes it, is a lens to discuss various kinds of boundary crossings. For boundary crossings to occur, there must be a more equal distribution of power between those teaching campus courses and field experiences. Integrating theory with the knowledge of practice is much easier to talk about than to implement. This type of thinking is not in accord with long held transitions and defined roles. However, in view of what is happening today in teacher education programs and the shift in thinking toward nonhierarchical relationships between schools and universities, new epistemologies are developing that are allowing teachers to assume more responsibility.

Most teachers who take on the responsibility of a hybrid role have been teaching long enough to be well-regarded by their peers. They have clearly shown their knowledge of theory and demonstrated their expertise in the classroom. In this position a PDS teacher or other staff member is jointly selected by both institutions to act as a facilitator between the university and mentor teachers. This individual helps make sure the PDS operates smoothly, collaborates with the principal and is often the liaison with the university and school district.

There is some research available on boundary spanners, and there is some agreement on their characteristics. Boundary spanners are described as individuals with a great deal of contextual knowledge and strong interpersonal skills (Sarason and Lorentz 1998; Miller, 2008). Most descriptions of the role, when they are available, focus on building relationships that break down barriers between institutions. As dictated by their job descriptions, boundary spanners

indeed, do spend a great deal of time establishing relationships. Additionally, for whatever reason, they have been found to often have an underlying loyalty to their causes. "A strong allegiance to the partnership leads to an emphasis on true collaboration, a focus on common goals, and an earnest desire to benefit both institutions (Sandholtz & Finan, 1998, p. 23).

In this study, the hybrid position of student teaching supervisor is the construct of a specific PDS. These boundary spanners are given the title of *professional development associates* (PDAs). They serve in their positions for a period of two to three years and are selected through an interview process. Their responsibilities are many, but primarily they work with an average of six interns in at least two school buildings, neither of which is in the school where they taught. As one might expect, they support interns in the classrooms in conjunction with mentor teachers, but they also usually teach a methods course such as science methods, math methods, social studies methods or a class on learning environments. There are also many additional responsibilities that include but are not limited to providing professional development for teachers, attending conferences, assisting and participating in classroom inquiry projects, attending meetings, and building relationships throughout the partnership community. As other descriptions of boundary spanners have indicated, they also help make connections between the university and the schools and build relationships with all those involved including: interns, university faculty, mentor teachers, principals, school administrators, PDAs doing the same work, school children, parents, and other educational professionals.

The Coral Ridge School District/Raven University Partnership

The site for this research is the professional development school that exists within the Fern Valley School District. The partnership that was created by the neighboring university and the district has been in existence approximately twenty years. At the onset, teachers in two of the elementary schools met with university faculty to form Coral Ridge School District /Raven University of Education Elementary Professional Development School. In the early stages, the

PDS started in two of the elementary school buildings and initially only had thirteen interns and mentors. Today, all the elementary schools are part of the much larger PDS. On their webpage the collaboration states its goals in the form of the 4E's: (1) Enhance the educational experiences of all children (2) Ensure high quality inductions of new teachers into our professions (3) Engage in furthering our professional growth as teachers and teacher educators of all children (4) Educate the next generation of teacher educators. This mission serves to unite the two institutions with common goals.

This specific partnership has shared resources, and each contributes financial support to further the joint mission. Inquiry is an important element in the collaboration with the expectation that participants will reflect on their practice, ask questions and then collect data to answer those questions. Administrators, teachers, interns and other participants share their inquiry projects at an annual PDS conference each year. Over the years, traditions, celebrations, and celebrations have evolved that help build relationships and goodwill. Additionally, The Coral Ridge School District / Raven College of Education Elementary Professional Development School has received national recognition and awards for their efforts.

Professional Development Associate PDA supervisory positions can be filled by university faculty, graduate students and/or teachers. The university/school partnership website describes two kinds of PDAs: methods PDAs and classroom PDAs. Methods PDAs teach methods courses and lead methods course planning teams while classroom PDAs work with mentors and interns in individual classrooms. Some PDAs serve dual roles as both methods and classroom PDAs. Figure 1-2 shows a graphic representation of the role identities of hybrid educators in a PDS context. In this setting, hybrids come from institutional contexts—universities and schools. University-based hybrid educators are university faculty or graduate students. School-based hybrid educators are reassigned classroom teachers or mentor teachers. Reassigned teachers are veteran classroom teachers who voluntarily leave their classroom

responsibilities to assume this role of hybrid educator for a period of one to three years. When their reassignment comes to a close, they may return to their same school, same classroom if they choose. The other kind of hybrid educator from the school context is the mentor teacher. Mentor teachers are classroom teachers who voluntarily agree to open their doors and mentor a teacher candidate during the yearlong teacher preparation experience. All of these individuals—university faculty, graduate students, reassigned teachers, and mentor teachers—are all considered hybrid educators because their responsibilities span or bridge the boundaries of schools and universities.

Another key function is for PDAs is to join other supervisors (PDAs) in this PDS. Together they discuss supervision, conduct inquiry, plan program and partnership events, and are "equal partners" in all aspects of supervising interns, mentors and the partnership in general. By joining this group of PDAs, they receive support for their role and provide support for others in the role.

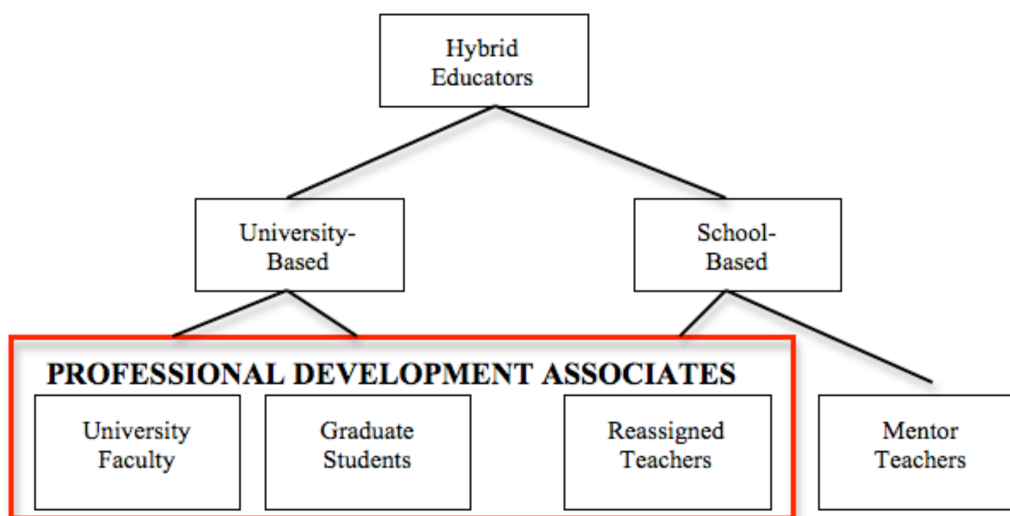

Figure 1-2: Representation of the Role Identities of Hybrid Educators in a PDS context (Burns, 2012)

Supervision in the PDS

How to best supervise and evaluate teachers is an ongoing discussion in education. Along with the emphasis on teacher improvement comes the emphasis on improving teacher preparation. Trends support rich clinical settings with more coherency between theory and practice and more collaborative models that are supported by school/university partnerships to supervise candidates.

Fundamentally, clinical supervision in education involves a teacher or teacher candidate receiving feedback from a supervisor who has observed the individual's teaching performance and who gives feedback and guidance that enables the teacher or teacher candidate to critically examine and possibly change his or her teaching. For the most part, many supervisors, still enact some version of this technique. In truth, due to teaching schedules and other restraints, some of the steps are skipped or eliminated.

As teacher preparation programs move to a clinical preparation model in the current education environment, the question of how to supervise student teachers and how to help them make connections between theory and practice continues to draw attention. Often what is neglected in these discussions when deciding on a strategy for supervising student teachers is the need to look at the purpose of the supervision (Nolan & Hoover, 2006, p. 6). The question is whether supervision is meant to help the teacher candidates improve, evaluate their performance, or both? Supervisors in most cases are the individuals that assign a student teaching grade. This adds to the confusion about the goal of supervision. When Burns and Badiali (2015) studied teacher candidates' perceptions of novice supervisors in a PDS, they learned that when supervision and evaluation are "conflated", student teachers can feel anxious, isolated and limited in their power to be effective. In the ideal situation, both supervision and evaluation does occur.

Alternate approaches to supervision have been described in the literature. Sandford & Hopper (2016). used a case study approach to study a whole-school model for supervising student teachers. In this context, the university supervisory roles changed in that “they were no longer seen as individuals maintaining power, but rather as facilitators and mediators of clear communication and consistent student progress” (p. 1). Other studies have stressed the importance of the triad model rather than the dyad model in clinical supervision in which the student teacher, the supervisor and mentor teacher work as a unit to further the growth and success of teacher candidates (Bulunuz, Gürsoy, Kesner, Göktalay, & Salihoğlu (2014, p. 1831).

In most cases in the PDS context, the partnership provides the supervisor who works in a more collaborative manner with the mentor teacher, and the entire learning community takes the responsibility for the student teacher’s education. As such, the model for teacher preparation may undergo significant changes from traditional supervisory models. For example, the amount of time the teacher candidate spends in the classroom may be different; three-way conferences of mentor, supervisor and student may occur more frequently; or a much more significant amount of time may be spent before the observations cycles to build rapport.

Definition of Key Terms

This study is a rich description of a very specific role in a specific context. The following table defines the terms used throughout this study that pertain to its precise context.

Table 1-2: Definitions of Key Terms

Term	**Definition**
Professional Development School (PDS)	PDSs are more than school university partnerships. To be a PDS, the must have all of the following: The nine required essentials of a PDS are: 1. A comprehensive mission that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the

	broader community; 2. A school–university culture committed to the preparation of future educators that embraces their active engagement in the school community; 3. Ongoing and reciprocal professional development for all participants guided by need; 4. A shared commitment to innovative and reflective practice by all participants; 5. Engagement in and public sharing of the results of deliberate investigations of practice by respective participants; 6. An articulation agreement developed by the respective participants delineating the roles and responsibilities of all involved; 7. A structure that allows all participants a forum for ongoing governance, reflection, and collaboration; 8. Work by college/university faculty and P–12 faculty in formal roles across institutional settings; and 9. Dedicated and shared resources and formal rewards and recognition structures.
Intern	Intern is another name for "student teacher" in a professional development school context.
Professional Development Associate (PDA)	PDA is another name for the term "supervisor" that shifts the emphasis from evaluation to a collaborative learning structure designed to improve learning for all stakeholders.
Teacher Agency	In the context of professional learning, teacher agency is the capacity of teachers to act purposefully and constructively to direct their professional growth and contribute to the growth of their colleagues.
Hybrid educator	Hybrid teacher educators are school- and university-based teacher educators who work across the boundaries of schools and universities to facilitate the professional learning of teachers in the third space of school-university partnerships (Burns & Badiali, 2015).
Situated learning	Situated learning is a theory that explains an individual's acquisition of professional skills and includes research on apprenticeship into how legitimate peripheral participation leads to membership in a community of practice.

Job Embedded Professional Development	Job embedded professional development is teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009).

Summary

In this chapter, I share the need for educational reform in the nation's K-12 schools. Within such reform efforts is a national focus on Pre-K-12 clinical school settings where teacher candidates are able to connect theory and practice. University/school partnerships in professional development school settings create a context that not only supports in-depth clinical experiences, but also contributes to the professional learning for all stakeholders. Closer relationships within the school are characterized by a team approach to supporting student teaching interns. They are a triad of intern, mentor teacher, and supervisor. This study focuses on one part of that team, the veteran teacher who takes on a supervisory role. Specifically it examines the veteran teacher's professional learning in a professional development school and how thirteen individuals perceive their experience. This inquiry is unique because it looks at how veteran teachers are impacted when they step out of the classroom to take on a new role for two to three years. In addition, situated learning theory is introduced as a framework to understand what happens to hybrid teacher educators when they assume the role. This inquiry captures a detailed description of the hybrid experience to enhance the understanding of the professional learning of veteran teachers within the PDS community of practice

Chapter 2

LITERATURE REVIEW

Introduction

The purpose of a literature review is to determine if a topic is researchable, to report the results of closely related studies, and to establish the importance of the current study in relationship to previous studies (Creswell, 2003). The literature review might be seen as casting a broad net around an area to explore the topic. The net should include a presentation of the history or chronology of the manuscript's main idea, but also present the current knowledge including substantive findings as well as theoretical and methodological contributions to a particular topic.

In the previous chapter, I outlined the need for the research and summarized a plan for studying a veteran teacher's role-taking experience in a professional development school (PDS) context. This chapter is dedicated to reviewing the scholarly literature that informed this study. As a study examining the lived experience of thirteen school-based hybrid educators in a PDS context, the bodies of knowledge that inform this study include professional development schools, teacher identity, transformative learning, observation: learning from models, and active learning.

Professional Development Schools

Both individuals and groups have attempted to describe professional development schools over the years. In 2004, Teitel referred to PDSs as " a cornerstone of serious attempts to simultaneously improve teacher education and public schools" (p. 401). In 2012 Carpenter and Sherretz gave a little more explanation when they stated, "PDSs support professional and student learning through the use of an inquiry-oriented approach to teaching" (p. 89). Both of these are correct, but a PDS is much more. Although PDSs can be described as school-university

partnerships, they are distinguished from other school-university partnerships by their focus on teacher preparation, professional development, inquiry and research, and student learning (Ferrara 2014; Teitel 2004).

The PDS movement has grown considerably since it was first introduced by the Holmes Group in 1986. Today, PDSs are part of a movement to improve teacher education and public schools. While they still are defined by the core purposes of teacher preparation, professional development, inquiry and research, and student learning; many PDS sites are part of a district's plans for educational renewal. Strategies adopted by the PDS have also been implemented in school settings with the goal of improving teacher quality and/or teacher retention and helping Pre-K-12 schools that have academic challenges. Most recently, schools have drawn on PDSs to help address issues of equity and diversity. In 2008 when the National Association for Professional Development Schools (NAPDS) first articulated the core purposes and definition of a professional development school in their position paper, "What it Means to be a Professional Development School", they were responding to the proliferation of school-university partnerships that emerged in many sites across the nation. As shared in chapter 1, this organization provided a deliberate set of essentials that allowed educators to "know" whether their university-school partnerships were PDSs. Through collaboration, PDSs offer mutual benefits to both schools and universities, but it can be argued that the greatest benefit is that "PDSs create environments where the continuous learning of all stakeholders, preservice teachers, practicing teachers, college faculty, and Pre-K-12 students come together under one roof to engage in the process of learning." (Ferrara, 2014, p. 11)

A Brief History

The first ideas about school-university partnerships began with Alex Flexner (1910). He is often referred to as the father of the PDS with his vision of applying the model of the medical school hospital to teacher preparation (Levine, 1992). However, the notion of school-university

relationships is not a new concept. In the late 1800's there were model schools across the United States, beginning with John Dewey's efforts around the turn of the 19th century. Laboratory schools attached to schools of education aimed to provide best-practice classroom environments focused on researching and implementing educational theory. After their peak in the 1960's laboratory schools declined, but a succession of reform reports in the 1980s revived interest in collaborative efforts between colleges of education and schools (Stallings & Kowalski 1990). With the launching of the Sputnik satellite in 1957 by Russia, the public began to doubt the curriculum in America's schools. Schools were blamed because they did not have a curriculum that produced engineers and scientists capable of winning the space race. Then, in 1983 after decades of massive curricula changes across the United States, the infamous report "A Nation at Risk: The Imperative for Educational Reform" was published. This report by the National Commission on Excellence in Education further eroded public confidence when it seriously questioned the quality of instruction taking place in our K-12 schools and communicated misgivings about the competence of America's teaching force. Four key efforts responded with recommendations for reform that laid the groundwork for the professional development schools (PDS) movement: (1) the Ford Foundation's Academy For Education Development, a philanthropic organization with a long history of focus on education; (2) the blue ribbon panel of relevant stakeholders—business leaders, politicians, and education representatives—sponsored by the Carnegie Forum on Education and the Economy and the Task Force on Teaching as a Profession; (3) a key group of deans of schools of education from the leading research universities, the Holmes Group; and (4) the educational philosopher and researcher John Goodlad and his colleagues, who had been studying this topic for the past decade and founded the National Network for Education Renewal (NNER) (Rutter, 2011).

The 1986 Homes report, "*Tomorrow's Teachers: A Report of the Holmes Group*" was one of the first responses to "A Nation at Risk". It was responsible for expanding the vision of

university-school partnerships to include inquiry-based research and professional learning (Hunzicker, 2018). In fact, the term *professional development school* was first initiated by the Holmes Group (Teitel, 2004). This report charted five goals:

1. To make the education of teachers intellectually more solid.
2. To recognize differences in teachers' knowledge, skill and commitment, in their education certification, and work.
3. To create standards of entry to the profession-examinations and educational requirements-that are professionally relevant and intellectually defensible.
4. To connect our own institutions to schools.
5. To make schools better places for teacher to work, and to learn (Holmes Group, 1986, p. 4).

In the early years, PDSs were marked by difficulties as Teitel (2004) detailed:

> Early PDSs struggled for support, resources and recognition, and at the same time functioned with high levels of autonomy, often outside the scrutiny, and sometimes not even on the radar screen of school districts or larger university programs. (p. 403)

Two groups, the Holmes Group and NNER, continued to keep the passion alive as they provided support for PDS efforts. The Holmes group continued with two more reports that stressed the importance of PDSs as part of needed educational reform. Not long after their third report "*Tomorrow's Schools of Education: A report of the Holmes Group*" in 1995, the federal government began to provide financial incentives for PDSs in the form of Teacher Quality Enhancement Partnership Grants with matching funds to support partnerships between teacher education programs and high-need schools to improve the clinical preparation of teachers.

The 2000's were the turning point for PDSs in which they began to thrive. The NCATE PDS standards in 2001 were influential in promoting the movement, as was the founding of the NAPDS in 2005. Both of these professional organizations signaled that the PDSs were more than

just a movement, but rather a completion of the vision first shared by the Holmes Group of educational reform and institutional change.

Partnership Work: What it Means to be a PDS

When two institutions come together to form a partnership there are always challenges. It is evident that universities and public schools do not have the same culture. This is especially true regarding uses of time, work styles, and traditions regarding work status. (Darling Hammond, 2005, p. 205). To illustrate, university faculty may not understand how teachers are driven by time and schedules, and teachers may not understand the need for faculty to do research and publish. However, collaboration is at the core of PDS work and is required for a PDS to succeed.

It is helpful to think of PDSs as a clinical site where groups of student teachers are placed in a cohort to work within others in a PDS context. As any co-member in a thriving relationship would confirm, successful relationships are complex and time-consuming. Successful collaborations require trust among stakeholders, and trust building is a slow process with participants negotiating power and continuously working out points of contention.

There is also a certain level of commitment that is needed from participating partners to overcome obstacles if the relationship is to be sustained (Teitel, 2003, p.13). Commitment is not necessarily only at the professional level, but also at a personal level. Initially, there is likely to be excitement and individuals are willing to jump in and become involved in what seems to be new and innovative. Much positive energy seems to be generated that draws stakeholders to the partnership. Sustaining and maintaining the energy level for a strong partnership become an important factor if the relationship is going to continue. Thus, because partnerships require trust and commitment to become PDSs, it can take years for a partnership to develop into a mature and healthy PDS entity (Teitel, 2003). Therefore, to succeed stakeholders not only need trust and commitment but many other new capacities for success.

Shared Decision-making

One such capacity that must be developed is shared decision making. This is a challenge to traditional ideas about who learners are and who leaders are in schools and university partnerships. Learning to communicate in new ways and including all voices requires developing new skills and changing long established ways of thinking about solving problems. PDSs have a broader conceptualization of "collaborative leadership" that allows principals, teachers, and teacher educators to work together in the design of organizational structures that build on their collective knowledge and commitments (Darling-Hammond, Bullmaster & Cobb, 1995, p. 94). The interplay of roles and responsibilities is more fluid and dependent on the needs of schools. Thus, decision-making involves continual reflection, a desire to listen to others and different sides of a situation, and continually asking why are we doing what we are doing?

The distribution of leadership can also have some barriers. One of these difficulties is that it seems to be problematic for those in both institutions to give up long held beliefs about one another. Bullough, Kauchak, Crow, Hobbs, & Stokes (1997) discovered that many teachers discounted the value of theory and research and felt that professors were "out of touch." This reinforces the stereotype in which professors have been seen as inhabitants of the "ivory tower." Fearful of being judged, teachers are at times reluctant to share their classrooms. Getting teachers to let go of their biases regarding professors and persuading them rethink their longstanding beliefs in respect to power and authority can be a challenge. Equally important is the role of administrators. School districts in particular are homes to bureaucratic models. Administrators must make a commitment to step down from power positions and become part of the PDS learning community and learn to interact with both college faculty and teachers in more collaborative ways.

This also means commitment from top leadership. The type of restructuring that allows parity across organizations requires the involvement of institutional leaders that give authenticity

to the partnership and provide the resources needed for future work. When all members are committed to the partnership, information and communication across boundaries has the most potential to be successful. There must be a plan for sharing information and communication that includes all professional colleagues, not only at the beginning when the goals and mission are established, but as an ongoing way of doing the daily work. Members of the professional community must develop the intentional habit of sharing information in order for all voices to be heard and respected.

Reflective Practice: A Focus on Inquiry

According to Dewey, reflection action is that which involves active, persistent, and careful consideration of any belief or practice in light of the reasons that support it and the further consequences to which it leads. He further defines it as a holistic way of meeting and responding to problems. Reflection involves intuition, emotion, and passion and is not something that can be nearly packaged a set of techniques for teachers to use (Greene, 1986). In the PDS, all stakeholders are encouraged to engage in reflection. PDSs embrace a simultaneous renewal agenda as first described by John Goodlad (1994). In Goodlad's view renewal must be regarded as a continuous process in which participants of both institutions see themselves as equal partners in the simultaneous renewal process. This is essential for reform that leads to improvements in both school and university settings. To do so those involved in partnerships must reflect on their practices, question their assumptions, and examine the arrangements of schooling. This type of reflecting can produce knowledge that is useful for the local community but also beyond the local community if it is shared.

Knowledge within the PDS takes on different forms. It can be that which is gained form action and reflection, acknowledging and using information from colleagues findings, discussing experiences within a collegial group, or doing systematic inquiry. This means that stakeholders

are knowledge users, knowledge shapers, but also knowledge producers. PDSs work to develop the type of environment that supports this competence.

PDSs facilitate reflection and inquiry by building a culture that facilitates it. Snow-Gerano, (2005) talks about teachers making a shift from community to uncertainty, as they become teacher researchers. She maintains that disagreement or "dissensus" is a positive experience when teachers become comfortable with problems and dilemmas (p. 243). She says, "Dissensus creates a space where dialogue stretches people's ideas so that when they do not reach consensus they have still engaged in a productive exercise where learning and growth occurs in connection to uncertainty" (p. 241). Levine (1992) asserts that in order for teachers to learn to cope with the uncertainty of their work, professional practice must be viewed not merely as craftlike, learned through apprenticeship, teaching by rule of thumb and imitation, but rather as involving reflection, experimentation, and inquiry. This is true for all learners in the PDS community.

Marilyn Cochran-Smith (2015) takes the ideas of reflection and inquiry further when she defines inquiry as a stance during an interview:

> I think that people who develop inquiry as stance on their practice are being reflective. So inquiry is something bigger than reflection, but I don't think everybody who's being reflective is necessarily taking inquiry as stance. The everyday meaning of reflective or reflection is about being thoughtful, thinking about things, paying attention. Inquiry includes all of that but I think it also includes a bigger range of activities, such as being systematic about what you're reflecting on (Fiorentini & Crecci, 2015, p. 11)

Developing an inquiry stance is vital to a PDS. Teachers in particular have always had good instincts, and they make good decisions based on their experiences. Additionally, the knowledge and experience that they bring to the table is extremely valuable. However, most of the time they have not approached problems in a systematic way that records and analyzes data that they can use as a vehicle to transform teaching and learning. Inquiry is a way of unraveling

some of the intricacies of teaching and learning that also gives validation to the many voices of those involved.

One final step in inquiry that is often forgotten that is essential to school reform is the sharing of results. This is making knowledge public. Having teachers come together and reflect is not inquiry. While it is still beneficial and can help solve some problems and it does consider multiple perspectives; it is not the kind of knowledge generation that is broad and addresses questions that have the potential for major school reform.

Many long-standing PDSs that engage in research focus much of their time on problems of practice. Collaborative inquiry is a key element of professional development schools (Levin & Rock, 2003). It is meant to inform and thus improves practice and conditions within a given context, but if properly designed, implemented, and reported, it can also inform others outside of the immediate context. As such, it has the potential to impact the teaching profession. In some ways engaging in inquiry in the PDS, can be thought of as a way to re-culture teacher education by promoting evidence-based action research. As member of a professional community, all stakeholders are encouraged to assume the responsibility of influencing the community and the collective understanding within it. If the goal of inquiry is to influence policy decisions and institute educational change, then the work must be perceived as credible and trustworthy.

Responsibility for All Learners

Everyone is a learner in a PDS. When the playing field is level, everyone has an equal chance of succeeding, and everyone has an equal voice. Accompanying this assumption is the idea that everyone is responsible for the well-being of each other and contributes to their collective learning. Members of the learning community include university professors, administrators, teachers, interns, and K-12 classroom students.

In the 1990’s or early years of PDSs most of the research and focus was on the challenges of getting things going. As PDSs developed in the early 2000s the external pressures of

assessment and accountability, high stakes testing, and standards, permeated the school environment. This led PDSs to focus more on how structural or collaborative changes could benefit school children. In 2004, Lee Teitel outlined three ways that student learning can be enhanced in a PDS partnership: (a) through better preparation of interns and their enhanced roles inside and outside the classroom with P-12 students; (b) through professional development and other experiences that the faculty, staff and administrators at the faculty, staff and administrators at the school, university, and other partners have, engaging them and focusing them on student learning; (c) directly for the P-12 students, through their engagement in an improved learning environment – improvements in curriculum and instruction as well as enhanced relationships inside and out of class with interns, teachers and other adults (pp. 409-410).

This way of looking at enhancing student learning supports the conception that while PDSs need to continually focus on student learning, they are still dynamic and fluid. They support a broader agenda the continually asks questions and seeks answers. Through attending to some of the foundational elements of PDSs, there can be significant contributions to student learning if PDSs continually look inward to make sure they are addressing all NCATE standards for PDSs and also assessing their programs to make sure they are in alignment with NAPDS standards.

Within the community of learners the responsibility for interns is a joint responsibility as members of both institutions work together to bridge the gap between theory and practice. Staff development is seen as a response to what is needed and can include a myriad of activities such training that promotes the development of instructional skills, book study groups, action research, and attending conferences. With this comes the blending of roles as partners take on new responsibilities and roles. For example, teachers can be seen teaching university classes, professors are helping children in the classroom and administrators are members of book groups.

Through shared expertise and a shift to a collective approach to learning, all participants have opportunities to experience professional rewards and make career progress (Lieberman & Miller (2008).

As noted, for PDSs to be effective they need to shift their thinking and develop new capacities. There is no such thing as an instant PDS. As new capacities and new norms develop there is a progression that at its best leads to communal trust, commitment and goals; shared decision-making, embracing differences and a commitment to professional dialogue and inquiry, the recognition that teacher learning and student learning are intertwined, the commitment to the growth of all stakeholders, and of most importance the desire for school reform that benefits K-12 students.

Identity in Situated Learning

Development of Identity

One of the first things the literature reveals regarding identity is that it is dynamic and can be represented in multiple ways. There is little research explaining identity through the lens of situated learning, but there is broad support that it is more than mere imitation. Teacher identity is extremely difficult to define, but I believe that it can be understood from a sociocultural perspective. A view of teacher identity as both product (a result of influences on the teacher) and process (a form of ongoing interaction within teacher development) suggests the dynamic that takes place as defined by this author:

> I view identity as a label, really, for the collection of influences and effects from immediate contexts, prior constructs of self, social positioning, and meaning systems (each itself a fluid influence and all together an ever-changing construct) that become intertwined inside the flow of activity as a teacher simultaneously reacts to and negotiates given contexts and human relationships at given moments. (Olsen, 2008, p. 139)

Self-identity is not a trait that can be described as an assemblage of characteristics possessed by an individual. It is reflexive and continues to change over time and space. It is

derived from cultural elements such as language, symbols, values, etc. and interactions with others. Also, exposure to messages through the work place, media, and prior experiences, both conscious and unconscious contribute to the process (Giddens, 2003).

The notion of acting in order to secure, defend or enhance one's identity has been termed in the literature as *identity work*. It may be ongoing and occur as part of the everyday experience or it can result from a critical incident. Interactions or dealings that are at odds with an individual's ideas or beliefs require that some sort of sensemaking in order for reflection or identity reconstruction to follow.

Identity construction on the other hand includes processes of sensemaking that may lead to identity work. This activity arises from cues that stem from the social interaction within communities of practice. In some situations they are efforts of superiors to shape or mold particular behaviors to conform to company or institutional goals. In this sense, it recognizes the impact of power in organizations. Individuals can respond by either enacting or resisting messages from the setting, and at the same time work out what their perceptions of self in relation to other community members and their sense of belonging within the learning community.

In some sense the continual fluctuation in identity arises as individuals move from one community to another. Generally, there is an effort to stabilize identity. There is no one pre-determined direction for identity development or an ending point, but individuals strive to maintain, revise, repair and rework their identities in response the multiple communities and networks that they encounter in both home and work.

Integrated, identity work and identity constructions constitute a basis that allows individuals to define their space and determine their position within the community. Businesses and institutions focused on influencing and establishing a group identity concentrate on identity regulation as a way to induce individuals to "buy into" a particular message that they want their group to assume and that represents their community and culture.

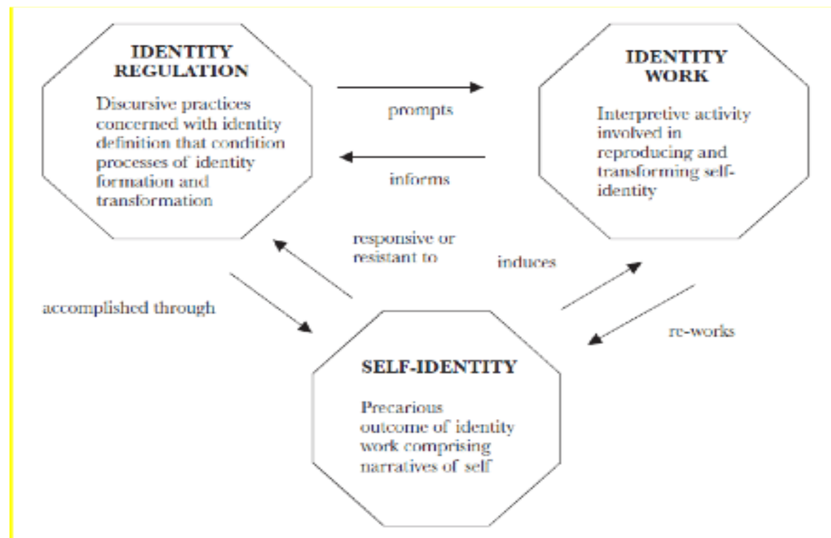

Figure 2-1: Identity regulation, identity work and self-identity (Alvesson and Willmott 2002)

A multitude of research has explored the construction of teacher identity (Alsup, 2006; Twiseltown, 2004), the relationship between identity and agency (Franzak, 2002; Leander & Osborne, 2008), and the overlap of personal and professional identities (Clandinin & Connelly, 1999; Hoveid & Hoveid, 2008). My view of identity for this study is in agreement with Cooper and Olson (1996) who surmise, "teacher identity is continually being informed, formed, and reformed as individuals develop over time and through interactions with others" (p. 80).

There also appears to be a complex link between identity and agency that is documented in the literature of identity in teaching (Parkinson, 2008; Day, 2018). The research suggests that what can result from a teacher's realization of their identity in a teaching context is a sense of agency or empowerment that results in them moving their ideas forward in some way toward a goal or perhaps even transforming an original idea or assumption. This means that teachers can in some circumstances decisively and intentionally contribute to their own professional growth and that their colleagues.

Reflection

Reflection is probably the single most important aspect of a role-taking experience. It is also known that the ability to extract meaning from an experience does not happen incidentally. Reflection is more than a stream of consciousness or a recounting of events. So, what is reflection? What is the distinction between reflection and non-reflection?

The journey for a working definition begins with John Dewey. Dewey's defines reflective action as "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" (Dewey 1933, p. 118). To paraphrase, Dewey asserts that the process of reflection begins for teachers when they encounter a difficulty. This dilemma or problem of practice cannot be immediately solved and requires one to step back and to analyze the circumstances. Dewey theorizes that is not a series of steps but a more holistic activity. Reflection starts with discomfort during an experience and leads a person to a balanced state. It takes time and focus to reach clarity of thought. A key point is that informed action follows this reflective thinking process and leads to more ideas and therefore generates more experience on which to reflect. "Reflective thinking impels to inquiry" (Dewey, 1933, p. 7).

In fact, to Dewey, reflective thinking fosters the development of three attitudes that further the "habit of thinking in a reflective way." These attitudes are open-mindedness, wholeheartedness, and responsibility. The first, open-mindedness is the desire to examine more than one point of view or perspective. One who adopts this attitude continually asks why and questions her/his own and other ways of thinking to find both strengths and weaknesses. Wholehearted individuals approach each situation with the attitude that they can learn something new. The final attitude that Dewey feels promotes reflective thinking is responsibility. Responsibility considers consequences of action, both intended and unexpected, and the implications that go beyond whether or not a goal is achieved. A way to think about Dewey's

ideas is a balance between reflection and routine. His attitudes give us a description of those dispositions that are necessary for reflective teaching.

Donald Schon also offers a critique of reflection in his book *The Reflective Practitioner.* Schon's initial work (1983) was geared toward those who educate professionals. His two main ideas are: reflection-in- action and reflection-on-action. He purports that professionals reflect while they are engaged in an experience (reflection-in-action) and then after an experience (reflection-on-action). Essentially, he looks at reflection as a spiral process in which educators frame and reframe problems considering the new information in hand to make good decisions. This process allows practitioners to make tacit understanding visible so that one can analyze it and improve upon it.

In 2014, Liston & Zeichner also provided an explanation of reflection. They acknowledge the work of both Dewey and Schon, but they also maintain that two features should be added. First, is the idea that reflection; although it is often individual, it is often enhanced through dialog and communication within a group. Second, they emphasize the importance of context, not only in the classroom but beyond to other contexts in which teaching and learning are entrenched.

Lison & Zeichner's understanding of reflection focuses on 5 key features that are embodied by a reflective teacher: (1) examines, frames, and attempts to solve the dilemmas of classroom practice (2) is aware of and questions the assumptions and values he or she brings to teaching (3) is attentive to the institutional and cultural contexts to which he or she teaches (4) takes part in curriculum development and is involved in school change efforts (5) takes responsibility for his or her own professional development.

The latest testing movement and the emergence of scripted curricula has not necessarily led to reflective practitioners even though the catchphrase of reflective teaching is being embraced in the literature and anyone touting school improvement. Too often it has led to teachers as technicians that implement programs prescribed by administrations with a top-down

educational reform agenda. Those in favor of reflection and advocating change argue that "teachers [have been] considered to be consumers of curriculum knowledge, but are not assumed to have the requisite skills to create or critique that knowledge" (Paris, 1993, p. 149). These teacher advocates embrace the idea that teachers are professionals who are capable of playing an active role in school improvement, and teachers are capable of higher order reflection and action. Professional adults who process experience more complexly have a greater ability to "read and flex" with pupils, to take the emotional perspective (empathy) of others, think on their feet and find alternative solutions (O'Keefe & Johnston 1989). Therefore, those teachers who have opportunities to engage with a professional community in which as members they can share, analyze, reflect and discuss dilemmas are likely to grow. By having access to a learning community, stakeholders, and in this study hybrid educators, are able to define their problems and work through real life dilemmas. The problems they face have a high degree of complexity and higher order interactive abilities to develop relationships, to reflect and analyze problems, and to deal with situations in a humane way.

Transformative Learning

Transformative learning is a teaching paradigm that is predominant in the field of adult education. Credit is given to Jack Mezirow who developed the model in the late 1900s. He defined transformative learning as the process by which we transform our taken-for-granted frames of reference (meaning perspectives, habits of mind, mind-sets) to make them more inclusive, discriminating, open, emotionally capable of change, and reflective so that they may generate beliefs and opinions that will prove truer or justified to guide action. (Mezirow, 2000, p. 7-8).

Disorienting dilemmas are commonly seen as an integral part of transformative learning. As such, these transformative experiences do not occur frequently. While Mezirow believes that a transformation usually results from a "disorienting dilemma" that is triggered by a life crisis or

major transition, he also acknowledges that a transformation may also ensue from an accumulation of gradual meaning schemes over a period of time. Transformations may be epochal or incremental and may involve objective (task-oriented) or subjective (self-reflective) reframing (Mezirow, 2000, p. 23).

What is important to this study is the fact that transformation does not occur in isolation, but through discourse with others (Brookfield, 2000; Mezirow, 2000). Mezirow (2003) uses the term discourse to describe dialogue that involves the "assessment of beliefs, feelings, and values" (p. 59). Discourse is about "finding agreement, welcoming difference, 'trying on' other points of view, identifying the common in the contradictory, tolerating anxiety implicit in paradox, searching for synthesis, and reframing" (Mezirow, 2000, pp. 11-12).

Critical reflection is also central to the paradigm and key to this study. Critical reflection is an expansion of critical thinking, but more than making thinking deeper or more insightful. It refers to questioning the integrity of deeply held assumptions and beliefs based on prior experience. It is often prompted in response to an awareness of conflicting thoughts, feelings, and actions (Mezirow, 1991). Critical reflection should not be equated with transformative learning because one can engage in critical reflection and still not transform; yet, critical reflection must be present for transformative learning to occur (Brookfield, 2000).

For the most part, the existing literature on transformative learning has explored the meaning making process and its various phases and the aspect of critical reflection, both of which are relevant to this study. However, a review by Taylor (2007) found that within the literature, most of the research studies document promoting transformative learning mainly in formal higher education settings. Given this focus, more research is needed on fostering transformative learning in other contexts, particularly in workplaces. At the same time, it is wise to remember that transformative learning “is a process that occurs over time, and at moments within the classroom and much later outside those parameters. Although we can set the stage for potential

transformations to occur, we cannot always know what the actual impact of the learning has been on our learners" (Butterwick and Lawrence, 2007).

Most criticisms regarding transformative learning center on the fact that Mezirow's perspective relies solely on rationality. Alternate perspectives argue that transformative learning often goes beyond cognitive dimensions. These unique perspectives conceptualize transformative learning as an imaginative process. Transformative learning as an imaginative process entails engaging images in order to facilitate self-awareness and the development of new perspectives among learners (Mezirow and Taylor, 2009, p. 281). In terms of practice what this means is that activities such as storytelling, role-playing, and the arts are frequently cited as means to foster transformative learning and creating opportunities for "imaging of alternate realities" (Butterwick and Lawrence, 2007). The way this perspective conceptualizes transformative learning is that as individuals embody and emotionally engage with images and experiences through deep learning and inner work, they transform by developing self- awareness and new perspectives that transform their way of living and their ways of thinking (Tisdell and Toliver, 2006).

In support of this inquiry, transformative learning was found to be effective at capturing the meaning making process of adult learners, particularly the learning process of paradigmatic shifts. Much of the research confirms the essentiality of critical reflection, a disorienting dilemma as a catalyst for change, and many of the phases of the transformative process. By and large, those scholars who have critiqued transformative learning theory, argue that it is learning process that needs to give greater attention to: the role of context, the varying nature of the initiators of transformative learning, the role of other ways of knowing, the consequences of relationships and an overall broadening of the definition of a transformation. (Taylor, 2007, p. 174). The primary goal of this study is to understand the lived experience of veteran teachers who served as professional development associates. Critical incidences cited by participants in their personal stories are a focus of this research that is supported by transformation theory.

Observation: Learning from Models

Observational learning is often described as a process of watching others to assist in the learning of varied skills (Schmidt & Wrisberg, 2008). This process of learning from role models is challenging and not completely understood; however, Bandura (1977) provides a useful framework for understanding how it occurs. Bandura claims that learning takes place in social settings through observing others. He also asserts that it involves a cognitive process; to be precise, learners internalize and make sense of what they see so that they are able to reproduce the behaviors themselves. He outlines four conditions for learning that are involved and necessary for observing and modeling: attention, retention, reproduction and motivation.

The first condition is that learners need to attend to the behavior. Most often observers attend to a person that is displaying a behavior that they themselves desire to reproduce. For vicarious learning to be significant, Gioia and Manz state, “it is important for the model to be credible, reasonably successful, clearly display the behavior to be learned, and otherwise facilitate the attention process.” (1985, p. 528). In the second stage, observers need to internalize and retain and what they have seen. During this stage, the observer mentally rehearses the behavior. Thirdly, there must be opportunities to practice the behavior. Observers need multiple opportunities to practice, experiment, and make adjustments to the behavior. Lastly, observers must be motivated. This is most likely to occur if the consequences of the behavior are positive. In most cases individuals imitate behaviors which appear to generate positive outcomes, even if only because the observed model may become something to be resisted (Lave and Wenger, 1991). In other words, sometimes observers learn what they don’t want to do.

In Bandura’s experiments, he viewed children as they observed adults attacking BoBo Dolls. When hit, BoBo Dolls fall over and then bounce back up again. When the children in the experiment were on their own, they imitated the aggressive behavior of the adults. However, there was a new development when the children observed the adults acting aggressively and then

being punished. Bandura recorded that the children were less willing to imitate the aggressive behavior themselves when the results of the behavior were negative. In view of this, it can be surmised that learners are likely to engage in those observed behaviors that bring positive consequences such as: recognition, praise, and self-confidence.

Socio-cultural learning theory distinguishes between acquisition and performance. People do not always perform or enact everything they learn by observation. While research has demonstrated that observing the actions of others is useful when attempting to learn a new skill (Clark & Ste-Marie, 2002), it is also important that Bandura's four stage social learning model for understanding this process and informing recommendations is used in ways that are both systematic and effective. A study of medical students and teachers in the clinical setting illustrates why thought needs to be given to models of observation. In this particular study of five final year medical students and five clinical teachers, the students reported that they valued their role models giving them insight into their thought processes so that they could understand the reasoning behind the actions (Horsburgh & Ippolito, 2018). This builds on the work of Cruess, Cruess, & Steinert (2008) who proposed the idea of making explicit the implicit reasons behind role models' actions for the benefit of both the learners and the role models. That is to say, learners need help to bring their knowledge, skills, and practice together.

Newcomers to a community of practice learn by legitimate peripheral participation, but opportunities for legitimate participation need to be created that allow them to practice and develop their identities. Through interactions with role models, beginners develop repertoires that include images of what the new role entails. This includes not only needed knowledge and skills, but also more humanistic behaviors such as compassion and empathy. Ibarra (1999) argues that people adapt to new professional roles by experimenting with images that serve as trials for possible but not yet fully elaborated professional identities. These "provisional selves" are temporary solutions people use to bridge the gap between their current capacities and self-

conceptions and the representations they hold about what attitudes and behaviors are expected in the new role. As observers practice their new professional roles, they develop self-confidence and efficacy as they practice their new professional roles. This leads into the self-efficacy component of Bandura's theory that is relevant to this inquiry. Self-efficacy is defined as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3) reflecting the confidence an individual has in his or her ability to perform a specific task. His model names four antecedents for self-efficacy beliefs: enactive mastery experiences; vicarious experience; verbal persuasion; and physiological/affective states, with mastery and vicarious experiences the two strongest sources. When observers begin to develop self-efficacy and confidence in their new professional role through observation of models, they integrate their new professional self into their already established identities.

Some of the current literature that focuses on learning from role models refers to the concept as apprenticeship. More often modeling and apprenticeship models that are based on the acquisition of practical skills within a situated learning environment (Smilde, 2009) are used in business organizations and medical professions. One of the key elements in cognitive apprenticeship models is the situated, social context in which learning takes place where novices are able to learn from experts. As learners observe models they are expected to refine their understanding of complex skills. (Collins, Brown & Holom, 1991).

Apprenticeship learning takes place in an embedded experience and requires a dynamic in which models make learning visible to the students. There is an underlying assumption that as the mentoring relationship evolves, it can allow the model or expert to instill a holistic educational experience beyond detailed knowledge, and establish a safe environment for intellectual exploration, and "provide emotional support … such as developing, encouraging, and maturing their protégés' self-esteem and self-motivation" (Erdem & Aytemur, 2008, p. 56). Suppositions in the apprenticeship model are congruent with Bandura's framework. Some of the

current studies have documented a degree of success with Bandura's framework in the medical profession (Horsburgh & Ippolito, 2018) and the cognitive apprenticeship model in the instruction of music students (de Bruin, 2019).

Active Learning

One of the earliest theorists associated with active learning was John Dewey (1956). He advocated that children learn best when they are actively interacting with their environments and are actively involved with the school curriculum. In his time, the dominant theory was behaviorism; but Dewey believed that learning was more complex, and he put greater emphasis on the context of social learning.

Active learning is based on the theory of constructivism which stresses the fact that learners "construct or build" their understanding (Piaget 1986). While these theorists focused on children, other theorists studied the concept of social constructivist learning with adults by investigating the informal and incidental learning in the workplace or in professional contexts. The work of Marsick and Watkins conceptualizes a view of informal and incidental learning that embodies a social constructivist view. They have continuously tweaked and updated their model that was first described in 1990. The radical changes from its original model rethink the ways in which the learning of individuals is integrally connected with their social units and environments. They explain their ideas:

> "Learning takes place when disjunctures, discrepancies, surprises, or challenges act as triggers that stimulate a response. Individuals select a strategy or action based on their cognitive and affective understanding of the meaning of the initial trigger. Once a strategy or plan of action is determined, the individual implements the strategy. The dissonance and the cycle is triggered again" (p. 134).

Learning from direct experience has also been referred to as experiential learning in the literature. One of the individuals most connected with experiential learning is Kolb. He believes that knowledge results from the combination of grasping experience and transforming it. In his hypothesis he describes a learning process that involves a continuous process of experience,

reflection, conceptualization and experimentation (Kolb, 2014). The elements he describes are part of an experiential learning cycle that highlights the relationship between each phase. The concrete phase or experience phase is the hands-on personal experience that occurs when an individual performs a task. Next is the reflective phase in which learners think about what went wrong or what went right, and what might be done differently. The third stage, abstract conceptualization, is when the individual takes those ideas assembled from the reflective process and conceptualizes them into a plan of how to do the task or handle the problem differently. The final stage is putting the plan into action and trying it out.

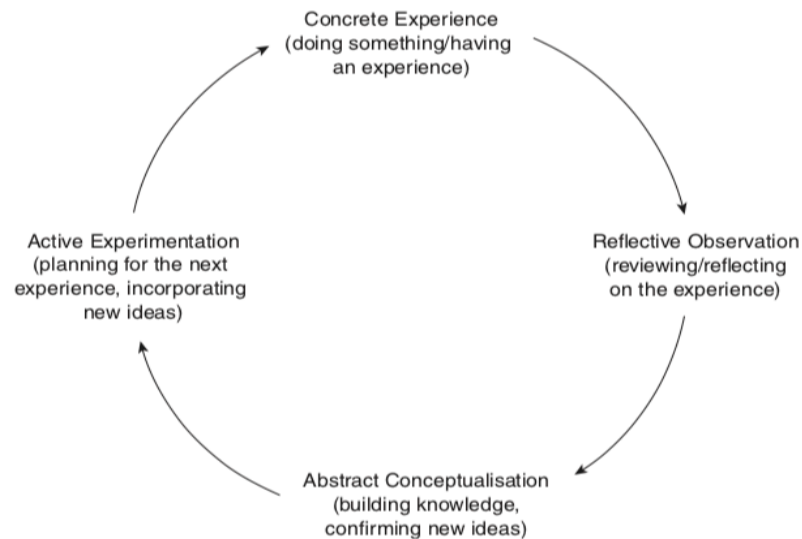

Figure 2-2: Kolb's model of Experiential Learning

Critics of the model center on the fact that the arrows in the cycle point in one direction only, which implies that one stage follows neatly after another. In actual practice this does not necessarily happen. For instance, it is conceivable that an individual might need to conceptualize and experiment multiple times within the cycle. Also questionable, is whether or not all learning starts with a concrete experience.

Another aspect of experiential learning is that there are many factors that can influence the process. Bassot (2015) highlights an array of situations in which an individual is likely to learn or less likely to learn. Therefore, one can surmise that learning does not always occur in with practical experience, but that it is dependent on certain conditions.

Table 2-1: Learning from experience (Bassot, 2015)

Likely to learn	**Less likely to learn**
We feel relatively comfortable	We feel uncomfortable
Relaxed but not too relaxed	Nervous, even fearful
Supported by others	Criticized by others
Focused	Unfocused or distracted
Open minded	'Blinkered'
Willing to try something new	Stuck in my usual ways of doing things
A positive environment	A negative environment
Positive personal circumstances	Negative personal circumstances

Active learning can be professional learning or professional development, but it's important to make a distinction between the two. This inquiry assumes that "professionals learn from experience and that learning is ongoing through active engagement in practice" (Wright, 2009, p. 723). In particular this study presumes that the participants have an opportunity to engage in professional learning through an embedded learning experience in the specific context of a professional development school. Unlike embedded learning, learning opportunities in traditional professional development experiences are separated from their natural contexts and practice. Embedded experiences allow individuals to learn by doing and have the potential to be

more powerful and more motivating. During embedded learning experiences, reflection, and active experimentation are important and contribute to the learning experience.

Chapter 3

METHODS

Introduction

The purpose of the inquiry is to understand the PDS supervisory (hybrid) role from the vantage point of the reassigned teachers within the Coral Ridge School District/Raven University Partnership. This chapter outlines the research methods that support this inquiry. To begin, I revisit the research questions and provide a rationale for my choice of case study methodology. This is followed by a detailed description of the context of the study, and the participants.

Next, the procedures and data sources are described, followed by the analysis procedures. The chapter continues with a section that addresses the transparency and trustworthiness of the study and describes how steps were taken to ensure rigor. The chapter concludes with the ethical concerns associated with this type of qualitative research, including the researcher's bias.

The Research Questions

Researchers often begin to think about their study and formulate it in their minds before they draft their questions. In fact, many qualitative researchers view questions as a beginning point for their research. Good qualitative questions are usually developed or refined in all stages of a reflexive and interactive inquiry journey. Flick (2006) noted that "reflecting on and reformulating the research questions are central points of reference for assessing the appropriateness of the decisions you take at several points (p. 105).

Sometimes overarching questions are not stated as questions, but rather as goals and state the primary focus of the inquiry (Agee, 2009). These questions are discussed in detail in chapter 1 and are represented in Table 1-1. As I outlined the questions for this study, I chose to first state the primary goal or focus, then the overarching research question, followed by the ancillary

questions. Then, as the inquiry progressed, the questions were sharpened and retooled to be clearer and more in alignment with the goals of the study.

The Methodology Choice: A Rationale

A research methodology is a general strategy that outlines how a research study is conducted. Accepting that definition, the case study is one of the most frequently used qualitative research methodologies in educational research. Thus, it comes as a surprise that case study methodologists do not fully agree on the design and implementation of case study. The three seminal researchers that have contributed to the understanding of the case study are Stake (2005), Merriam (1998), and Yin (2003). One major difference in their approaches is that Stake (2005) contends that case study research is not a methodology but a choice of what is to be studied. According to Stake (1995), "Case study is the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances (p. xi)," and yet despite this attention to the particular, a goal of case study is to engage in theoretical generalization. Merriam (2009) includes what is studied and the products of the research with her definition, "... an in-depth description and analysis of a bounded system" (p.40). In agreement with Stake, she emphasizes that one of the features of case study is defining the case within a bounded system. She further explains that the case study should focus on a particular thing, and then adds that the product of the inquiry must be descriptive and heuristic in nature. Yin (2003) states that the goal is to "...expand and generalize theories (p.10)" which he terms analytic generalization. Yin also focuses on the context of the cases and the characteristics of the research, underscoring that the nature should be empirical. Viewing the case study as a methodology, Creswell (2007) sums it up well.

> Case study research is a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed,

> in-depth data collection involving multiple sources of information and reports a case description and case-based themes (p. 73).

Case studies are typically used to provide an in-depth understanding of a case or cases. They offer insights that might not be achieved with other approaches. They are useful in providing answers to 'How?' and 'Why?' questions; and as such, they can be used for exploratory, descriptive or explanatory research (Creswell, 2007, p. 78-79). I chose this methodology because I elected to carry out an inquiry in which I wanted an in-depth and detailed understanding of the PDA role through the eyes of those assuming the role. The case study is a good match for my investigation.

This inquiry focuses on veteran classroom teachers that have stepped out of the classroom to take on a hybrid supervisory position for a period of two to three years (the case). The case is a bounded system in that it investigates a specific group of people-thirteen out of twenty possible participants that assumed the role in a period of approximately twenty years since the inception of this particular PDS partnership. The methods are driven by the choice of methodology and include: interviews, surveys, rank order survey questions and analytic memos and field notes.

The Context

As explained in chapter 1, this study took place in a PDS setting. This particular professional development school partnership is between a large, land grant university and a relatively large semi-rural public-school district as determined by the population and geographical location of the state in which it resides. One of the issues related to PDSs is sustainability. Building and sustaining quality professional development schools can be a challenge due to many factors. Turnover in the school district and university, changes in focus of institutional leaders and policymakers, and limitations related to financial support are some

examples of stressors that impact partnerships. This partnership is a good choice for the study because it has been able to sustain itself for a period of over twenty years. The partnership is distinctive in that it has won three national awards for its exemplary work. As an architype, it adheres to the essentials for professional development schools established by the NAPDS; and it has a history of providing a rich collaborative environment that allows it to be successful. Veteran teachers have been taking on the hybrid supervisory role since its foundation, allowing for a suitable context for researching the role in a mature PDS.

The Participants

Participants are the key individuals who act as the backbone of the study. The information they provide is the data, so it is essential to define who they are for a better understanding of the study. This section describes the characteristics of the participants at the time of the investigation and explains how the participants were selected.

Participant Selection

Participant selection in qualitative research is determined by the choice of the methodology. Case study research requires researchers to purposefully select information-rich cases, as they will allow researchers an in-depth understanding of relevant and critical issues under investigation (Patton, 1990). This study is a case of veteran teachers who stepped out of the classroom to assume a hybrid role in a particular PDS, so the probable participants were a population of 20 possible participants that took on the PDA role over the 20 plus years that the PDS was in existence. All of these teachers were selected because they shared a common experience. Therefore, the method of selection adhered to traditional expectations for case studies in a qualitative research approach to inquiry. Criterion and purposeful sampling methods were used.

Criterion sampling involves selecting individuals because they have a shared experience (Creswell, 1998). All those selected shared the common experience of being a school-based hybrid educator in the PDS. Two primary data collection methods were used to collect data from the participants: interviews and surveys. In addition to open-ended questions, the survey included rank order questions. The table below summarizes the level of participation from the identified population.

Table 3-1: Probable and Actual Participants

Probable # of Participants	Survey # Participants	Interview # Participants	Survey and Interview # Participants	Survey only # Participants	Interview only # Participants
20	12	12	11	1	1

Purposeful selection is a strategy for accessing appropriate data that 'fit the purpose of the study, the resources available, the questions being asked, and the constraints being faced' (Patton 2002, p. 242). The selection of the twenty possible participants is both intentional and purposeful. This group of veteran teachers ae the only individuals in the identified PDS that had insights into the PDA role. All individuals who served in the role were contacted initially through email. After two weeks a second email was sent, and thirteen out of twenty contributed to the collected data. All those who responded are included in the study.

Participant Description

The PDS job embedded professional development role is a hybrid role for veteran teachers that was created to provide professional development for veteran teachers while also providing mentors and interns with well-qualified supervisors and collaborators. As a result, at the time this study was conducted in the summer and fall of 2018, twenty veteran teachers had served as PDAs. Out of 20 possible participants, data was collected from thirteen individuals. Of

the thirteen, one PDA completed a survey only. The group consists of two men and eleven women. There are representatives in the sample that served as PDAs at the beginning of the partnership, and there are representatives that were still PDAs and finishing their commitment. There is also a good selection of PDAs that served over the twenty plus years of the collaboration. I found their responses were consistent over the life-time of the PDS.

Veteran teachers that are selected to serves as PDAs are given the opportunity to step out of the classroom over a time period of two to three years to fulfill this role-many of whom subsequently return to their classrooms. A negotiated partnership agreement guarantees that PDAs are able to return to their classrooms at the end of the PDS commitment. Classroom teachers who choose to apply for the position are selected through the comprehensive process of applications and interviews to find the most qualified teachers. They bring with them varying experiences as classroom teachers and as teacher leaders and educators.

The cross-institutional role gives each candidate the responsibility of field experience supervision and methods course instructor. In conjunction with university faculty, PDAs coteach methods courses, supervise field experiences, co-plan and co-teach seminars, and support interns' inquiry investigations. The district continues to pay their salary and benefits, and the university pays the salary and benefits of the teacher that replaces them while they take on the hybrid role.

Data Collection Procedures

A methods matrix is a visual representation of the research questions and the data sources in an effort to critically examine the research questions and the data sources. The following methods matrix provides each of the research questions associated with this study and the data sources that informed it.

Table 3-2: Methods Matrix

Question	**Interviews**	**Rank Order Questions**	**Survey**	**Field notes and Analytic Memos**
What was the lived experience of veteran teachers who served as professional development associates?	x	x	x	x
What were effects of leaving classroom teaching to assume the position of supervisor in a professional development school?	x		x	x
How were their insights or perceptions of their jobs or profession changed or affirmed?	x	x	x	
To what extent did reassignment lead to professional development for classroom teachers?	x	x		x
To what extent did the reassignment affirm or change the PDAs' perceptions of teaching? Supervision? Leadership?	x		x	x

Although I knew at the beginning of my study that I wanted to interview my participants to get their perceptions of their PDS role, the methods were determined by the choice of case study. As a way to get an in-depth description of the role through the eyes of the PDA, short-answer survey questions, rank order questions, interviews, and field notes and analytic memos, were used, but the interviews are the primary data source.

Surveys

Survey research is defined as "the collection of information from a sample of individuals

through their responses to questions" (Check & Schutt, 2002, p. 160). Survey research is a useful and legitimate approach to research that has clear benefits in helping to describe and explore variables and ideas of interest. In this study, the survey has similar questions to those in the interview protocol. Nineteen of twenty possible candidates were contacted with the survey via email. Contact information could not be located for one of the twenty possible respondents. My hope was that if someone could not or did not want to consent to an interview, then perhaps they would feel comfortable completing the survey. The survey also provides another method for gathering information. Sometimes individuals give different or more complete answers when given time to thoughtfully prepare their answers. Although the surveys were sent via email, I offered to pick up the completed survey if the individual did not want to send it back through email. One individual returned the survey through the United States Postal Service. In the survey, individuals could agree to an interview and provide information about when and where they would like to be contacted. The survey is included in APPENDIX A.

Rank Order Survey Questions

There are a variety of formats that can be used in asking survey questions. Some items can require a simple "yes" or "no" response to other types of forced-choice items, rating scales, and multi-part items in which respondents' opinions are determined through a series of questions. In this study, ranking is used as a question response format to establish a of priority among a group of possible answers.

Rank order survey questions help validate other primary research. The options provided in such a question are brief conjectures from the research. The respondent data from this question helped the researcher understand if the information from other data sources was true, and allowed the researcher to evaluate the most preferred answer choice. There were 3 rank order questions included in the survey that was sent to possible participants. As one can see

below, for the first four participants in question one there are 11 possible answers for the first question. For each question the data was organized in this manner before analyzing.

Table 3-3: Sample Partial Data from Rank Order Question 1

Question: Most relevant reason for becoming a PDA 1	1: most relevant										
RESPONSE	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
Participant 1	1	2	7	4	9	3	10	11	5	8	6
Participant 2	2	6	1	10	11	5	8	9	7	4	3
Participant 3	11	1	10	9	6	5	2	7	8	3	4
Participant 4	2	1	6	4	10	8	9	11	3	5	7

Interviews

At the root of in-depth interviewing is an interest in understanding the lived experience of an individual or group of people and the meaning they make of their experience. Interviewing then is a basic mode of inquiry that allows researchers to learn the stories of others (Seidman, 2013, p. 8-9). Qualitative interviews have an open structure that permits the researcher to follow the thought of the interviewee while staying inside the frame of the study. In these interviews, I used open-ended questions.

This study uses semi-structured interviews. Semi-structured, in-depth interviews are utilized extensively as an interviewing format, possibly with an individual or sometimes even with a group. These types of interviews are conducted once only. Semi-structured interviews are based on a semi-structured interview guide or interview protocol, which is a schematic presentation of questions or topics and needs to be explored by the interviewer. "The style of the qualitative interview may appear conversational, but what happens in the interview is very

different than what happens in ordinary conversation." (Weis, 1994, p. 8). It is the responsibility of the interviewer to direct the interview, but at the same time allow the interviewee to speak about their personal experiences, observations, thoughts, and feelings regarding the topic. This format maintains the integrity of the research because it permits the interviewee to talk freely and in-depth about the topic and provide concrete examples to illustrate their point. However, it is a reciprocal relationship, and interviewers must always keep in mind that it is their task to collect reliable, complete, and high-quality information void of bias.

In this study interviews are the primary data source. Twelve of the twenty possible respondents agreed to an interview. The interviews occurred over a period of two months at the convenience of the participant. The same protocol was used for all interviewees with the last question asking if there was anything they would like to add. Each interview was between one and two hours. In general, the participants were extremely articulate and very willing to talk.

The protocol was useful as I explored the questions with the twelve respondents as it allowed me to be more attentive and focused, but at the same time I was able to ask for clarification or elaboration. See Interview Protocol Appendix B. In order to have the interview data captured more accurately, I recorded the interviews and transcribed them.

Field Notes and Analytic Memos

When one observes and describes an interaction taking place, patterns can be observed. Through participant observation, you can seek to make the strange familiar and the familiar strange (Erikson, 1973). Meaning, that by the process of understanding, the strange becomes familiar, and perhaps by continually questioning one's own assumptions and perceptions, the familiar becomes strange.

In general, interviewing is perceptive in nature; in other words, the information gathered is always filtered through the lens of the researcher. Throughout this experiences I used both field notes and analytic memos to capture data. As a participant observer, I used field notes to record my observations. Field notes can be descriptive, perhaps describing the context or a way to visualize a setting. For me, field notes were used immediately following the interview. I often found them useful as a way to record the non-verbal data such as the emotion that I observed when the respondents answered particular questions. I viewed them as a systematic way of recording data after each interview.

I also wrote analytic memos, which are notes or memos of things that occur to the researcher as they happen such as feelings and impressions. Sometimes analytic memos can clarify earlier thoughts and ideas, but they can also include memos to oneself that may slip away if not recorded. They can also be wonderings or ideas to explore. I found both field notes and memos critical to this inquiry. They helped identify patterns and provided insights as I began to understand the lived experiences of the veteran teachers.

Data Analysis Procedures

Data analysis is summarizing the collected data. During this procedure, researchers inspect, rearrange, and modify data, and transform it to extract meaning. Maintaining the integrity of this process is crucial. In this part of the chapter I give the details regarding how I engaged in analyzing the data from this study.

Interviews

Both the interviews and surveys were coded before the data was analyzed. In order to analyze the data, all twelve interviews and 12 surveys were transcribed and then coded. I began by using open coding. A code in qualitative inquiry is usually a word or phrase that symbolizes a

summative attribute for a portion of the data (Saldaña, 2009). Below is an example of a descriptive code which summarizes the topic of the excerpt from the interview data.

Table 3-4: Excerpt of Descriptive Coding

It was very, very, very difficult for me to return, that claustrophobic, you know all the things you do about being teacher leaders then gets kind of pulled away when you go back and that was hard.	TRANSITION

"Qualitative codes are essence-capturing and essential elements of the research story that, when clustered togethers according to similarity and regularity-a pattern-they actively facilitate the development of categories and thus analysis of their connections " (Saldaña, 2009, p. 8). Thus, after the initial round of coding, I grouped the codes into categories. According to Hatch (2002), we can think of patterns not just as stable regularities, but also as varying forms. A pattern can be characterized by: similarity (things happen the same way), difference (they happen in predictably different ways), frequency (they happen often or seldom), sequence (they happen in a certain order), correspondence (they happen in relation to other activities or events), causation (one appears to cause another) (p. 155). Abbot (2004) likens the cycles of coding to the process of decorating a room: "you try it, step back, move a few things, step back again, try a serious reorganization, and so on" (p. 215). Coding is an ongoing process and there is not necessarily one correct way to code. All coding is a judgment call, "since we bring our subjectivities, our personalities, our predispositions, and our quirks" to the process Sipe & Ghiso, 2004, pp. 482-482).

After a rounds of inductive coding and categorizing, the categories were grouped together to form structural codes. Structural coding involves coding a specific segment of data as it relates to a predetermined topic or a topic that emerges from open coding (Saldaña, 2009). I started with inductive coding in which I derived the codes from the data. The codes were participants'

words or *in vivo* codes by using a word or short phrase taken from a particular section of the data. These codes were built and at times modified throughout the coding process. As I began to categorize the initial codes, the themes emerged, and the themes led to my selection of a framework. The codes and process are included in Appendix C.

Surveys

Qualitative survey research is a less structured research methodology than an interview and is used to gain in-depth information about people's underlying reasoning and motivations. The end goal is to develop a deep understanding of a topic, issue, or problem from an individual perspective. In this study, many of the survey questions were similar to the interview questions. As stated earlier, I hoped to collect data from participants that did not agree to an interview in this manner. There was only one participant that completed the survey that did not agree to an interview. I chose to analyze the data from the survey in the same manner as the interviews. I coded the questions and included this data in my interview data to analyze responses.

Rank Order Survey Questions

A rank order scale can be a type of survey question that allows respondents to rearrange and rank multiple-choice options in a specific order. These questions provide respondents with a unique opportunity to rank a set of items against each other. Rank order questions are usually simple to understand and as in this study; they can help validate or reject results in other research methods.

The findings organize the results of all three questions within the survey in order for them to be easily interpreted. Ranking data captured from responding PDAs was analyzed to evaluate their experiences before, during, and upon completion of their role as a Professional Development Assistant. I collected a relevance ranking of predetermined factors from three questions

describing motivation, preparation, and takeaways from their experience. The rank order results are represented in a table with a discussion and analysis. To organize the data, the responses for each person and how they ranked each question were determined and represented in excel. Then, I determined the average rank of each option and the percentage share of each rank for all the options. The results are represented in a format that shows the question with the top 3% and the bottom 3% for each response.

Table 3-5: Rank Order Analysis Example

"Rank the following indicating the most relevant reason for you becoming a PDA" with an answer of 1 indicating most relevant and an answer of 11 indicating least relevant.

Reason	Top 3 (%)	Bottom 3 (%)
1. I desired Professional Growth.	82%	9%
2. I wanted to contribute professionally to the field of Teacher Education.	36%	18%
3. I wanted to serve as a resource, an assistant, a conversation partner to collaborating teachers.	36%	9%
4. I wanted to be part of maintaining and sustaining the PDS.	27%	27%
5. I saw myself as a bridge builder between institutions.	0%	82%
6. I felt that I understood interns and what they need.	18%	18%
7. I felt that I could support classroom teachers and interns in a way that is less threatening than working with a university supervisor or administrator.	18%	45%
8. I understood both the university and school contexts.	0%	73%
9. I felt that I could help students connect theory and practice.	18%	9%
10. I am able to work well with others and establish relationships.	55%	0%
11. I have had good prior experiences with student teachers.	9%	9%

Ethical Concerns

One the first concerns when conducting fieldwork is that the interview process can often be personal and privacy is important. My initial feeling was that all interviews should be conducted in a private location. However, as I contacted individuals, some of them preferred to meet in coffee shops and slightly more public places. As much as possible, I honored the wishes

of the interviewees because I was concerned with their comfort level. Additionally, I was very careful to get their formal consent. The purpose of the study was shared with an explanation of how the data would be used. Permission to record the interview was requested, and all participants gave permission without hesitation.

When developing the protocol, I was looking for "deep" data, but did not expect the level of emotion that surfaced for some of the participants during the interview process. This illuminated for me that researchers have an obligation to be responsible for the data that is obtained. While there are general guidelines for conducting qualitative research, there is a continual ethical challenge and obligation of the researcher to respect an individual's privacy and to ensure that any sharing of personal and contextual information does not harm them in any way. This is a core ethical principle-beneficence, which is doing good for others and preventing harm. Most of the teachers that were interviewed still worked in the partnership district, and it is conceivable that some of their responses could be used against them in the workplace.

Qualitative researchers focus their research on exploring, studying, and explaining people and their natural environments. Entrenched in qualitative research are the concepts of relationships and power between researchers and participants. Relationships are necessary to build the necessary trust for a strong interview. Through relationships, and specifically rapport in those relationships (Glesne, 2006), the researcher gains access to the critical information needed to understand that which is under investigation (Maxwell, 2005). As a former employee in school district, I knew many of the interviewees. Even so, I really didn't know them well, nor did I ever work with them in the PDS partnership. However, as a part of the same district, we had some common experiences that made contacting them and interviewing them more comfortable. Also, as a former teacher, I have respect for teachers and their work. As I listened to their responses; and at times, followed up with more probing and clarifying questions, I tried to convey that I was

truly interested in their stories and respected them. Simultaneously, I realized that being a member of the "teacher culture" required that I maintain the distance needed to properly conduct the research.

Researcher Perspective

Bias is any drift or divergence from the truth in data collection, data analysis, interpretation and writing which can cause false conclusions. Bias can occur either intentionally or unintentionally; therefore, researchers need to take steps to continually confront their own opinions and prejudices with the data and research process (Bogdan & Biklen, 2007, p. 37). Qualitative research methods are used to understand social phenomena from the perspective of those involved, "to contextualize issues in their particular socio-cultural-political milieu, and sometimes to transform or change social conditions" (Glesne, 2006, p. 4). That is to say, they seek to understand and interpret how the various participants construct their worlds around them. Denzin & Lincoln (2003) remark, "All research is interpretive; it is guided by a set of beliefs and feelings about the world and how it should be understood and studied" (p. 33). Due to the interpretative nature of qualitative research, it is always important for the researcher to disclose their perspective or any potential bias that influences the inquiry.

The concept of researcher perspective plays an important role within the research process. Researcher's perspective is linked to the researcher's subjectivity and objectivity in relation to the research subject. Along with subjectivity and objectivity, positionality is a part of the researcher's perspective as a researcher. Positionality as either an insider or outsider can influence how the research topic is viewed.

Subjectivity is usually something that critics of qualitative research think should be kept out of one's research. There are researchers who challenge this notion that subjectivity is negative (Peshkin 1998; Denzin and Lincoln 1994; Wolcott 1995) and suggest that subjectivity

when recognized can make a positive contribution to research. Consequently, at the very least, the researcher is expected to control and acknowledge it to establish validity.

Subjectivity in qualitative research is sometimes called sensitivity. Instead of suppressing one's feelings, researchers need to be aware of who they are as a researcher and the lenses they use to view their work. Reflexivity is a way to both monitor and use subjectivity. Reflexivity requires continual reflection on the process in order to assess the effect of the researcher on their own techniques and decisions. They must ask themselves questions such as whether or not the participants are telling them what they want to hear; did the data collection strategy limit the content of the information? In the simplest terms, reflexivity involves continually looking back on oneself throughout the inquiry process. Thus, one of the key responsibilities of a researcher is to be as unbiased as possible so as not to flaw the subjective inferences derived from qualitative research. This begins with a personal story or examination of the myself and the biases and lenses in which I bring to the inquiry.

My Story

I view myself as an educator. I was a classroom teacher for 20 years and have been in higher education for approximately 10 years. For this reason, while interviewing and the participants and throughout the research process, I continually asked myself, "Who am I, and where does my responsibility lie?"

As a classroom teacher, I embraced change. While I wasn't sold on every new innovation that came down the pike, I recognized the need for educational reform. At times, I was frustrated by with the top down leadership, but I was always very proud to be working in a progressive district that allowed me some freedom to address what I believed were students' needs. I had a very negative view of professional development. I felt that most in-services didn't

recognize my needs as a teacher, but instead were district goals imposed upon me in the form of training or trainings that needed to fix what we underlings were doing wrong. Rarely, did I have a chance to engage with other teachers from other schools about teaching. I felt that teachers were invited to committees, but too often the final decisions did not reflect their input. Decisions seemed to be based on financial and political objectives rather than a consensus of committee work with little explanation of why.

When I left the my position in the school district to go to higher education, the professional development school was in its infancy and was not in my particular school; therefore, I had limited experience with the PDS. So, as I began this inquiry I had a definite fidelity to teachers. I was too aware of the difficulties they face and aware of how little control they sometimes have over their situation. Be that as it may, I also realized that the reason I was intrigued with these individuals was that they were different. I wasn't sure how, but I had interacted with them at conferences and had attended some courses with them that were taught in the PDS and open to all teachers in the district.

My initial introduction to supervision was as a mentor teacher and supervisors that only visited two or three times per semester. As I look back, I realize my failings as a mentor, but I also remember being a bit frustrated with no connection to the university. I have to admit that I was not sure of my responsibilities as a mentor teacher. As I began to take courses and moved to higher education, I had a better understanding of the mentor role, and my ideas about supervision began to take shape. I also became a supervisor as part of my work load and was able to implement some of my ideas and tweak them as I learned and became more confident. I view supervision as a collaborative effort between the mentor teacher, the student teacher, and the supervisor. One of my main goals has always been to help the student teacher become a reflective practitioner who continues to grow throughout their teaching career.

Who am I, a teacher or a representative of a university, and am I both? Like the participants, maybe both. In terms of positionality, I saw myself as an outsider because I was no longer associated with the district. I think I was able to empathize with the respondents, but not judge. However, I care about teachers and the future of public education, and I have always hoped that in some way this research would be positive and helpful. Therefore, throughout the process I have continually reminded myself that it is my responsibility to present both the positives and the negatives of the PDA experience. Additionally, I have routinely, looked back on this work and asked if I am seeing the data clearly.

Transparency and Trustworthiness

The trustworthiness of qualitative research is often questioned. Nevertheless, qualitative researchers can incorporate measures that address the issues of validity and reliability in a qualitative inquiry. Many naturalistic investigators have; however, used different terminology to correspond with validity and reliability. Four constructs have been suggested by Guba (1985) : credibility, transferability, dependability and confirmability. He advises that investigators should employ these constructs for a strong study.

Credibility is often seen as the most important criterion that must be established. It is the equivalent of internal validity and essentially asks the researcher to link the research study's findings with reality to demonstrate the integrity of the research. Strategies that are employed to address credibility in this study are long, thorough interviews in which I established trust with the participants and captured the data from their perspectives. Additionally, triangulation is utilized in which multiple data collection strategies are used that include interviews, surveys and rank order questions.

Transferability concerns the aspect of applicability (Guba, 1985). To make sure the study is transferable, it is the responsibility of the researcher to provide thick description in the context

of the study. In fact, I provide thick description of the stories that the participants shared, and give an account of the setting and the participants, with an explanation of how the participants were identified. Even so, this study is specific to the context of this particular PDS partnership. Although implications may be make, results are not transferable to other settings.

Dependability is often described as confirmability. To address dependability, the research steps are shared starting at the beginning of the inquiry, to the development of the study, and the reporting of the findings. I also make visible my thinking as I made various decisions throughout. Interviews were recorded to ensure that all the information was accurate, and I reviewed my coding process several times to get an accurate account of what the data was revealing.

Lastly, I engaged in reflexivity by continually evaluating my own conceptual lens, my assumptions and preconceptions and values, and how these influenced by research. Finally, a description of personal biases is communicated. All in all, even though the data is qualitative and the study relies on synthesis and interpretation, I did my best as a researcher to provide links to empirical data.

Chapter Summary

This objective of this chapter is to provide a blueprint for the study. My intent is to show that I have an understanding of methodology and to give a rationale for the choices I made throughout. Using case study methodology allows me to give a detailed, close-up look at the case of the PDA role. I attempt to demonstrate that the methods and all parts of the investigation are in alignment, and throughout the inquiry I worked conscientiously to have a strong investigation that was transparent. In this chapter it is my intent to describe the methodology, the participants,

any potential bias, the research methods and the analysis procedures in a way that can be understood by outsiders.

Chapter 4

THE PDS EXPERIENCE

Introduction

This chapter opens with a brief review of the study. The study focuses on the veteran teachers who have taken the hybrid role of student teaching supervisor in a professional development school (PDS). The term "hybrid educator" is used to describe an individual who spans or bridges two institutions in a school/university collaboration. These individuals help the two institutions make sense of their different discourses and perspectives and help bring together the practical and the theoretical. At times, they have crossed boundaries and walked in two worlds with a foot in the door in both institutions, both literally and figuratively. Burns & Badiali, (2015) explain:

> Many individuals assume hybrid roles that traverse school/university boundaries including university faculty, reassigned teachers, and graduate students. In the literature terms such as border spanner, boundary spanner, teacher-on-special assignment, professor-in-residence, clinical faculty, partnership liaison, and supervisor are just some of the diverse terms used to describe individuals in these roles, but despite the diversity in terminology, all of these terms are encompassed by the broader term of hybrid educator (p. 420)

Before taking on the role of hybrid educator in the Coral Ridge School District/Raven University Partnership, most of the teachers serve as mentor teachers that support interns. As mentor teachers, they live within the professional development school environment and have first-hand knowledge of the PDS. As hybrid educators, when they step out of the classroom to take on a new role, they have expertise in the classroom but also have some knowledge of the university culture and are in a unique position that allows them to help members of the PDS community from both institutions develop common understandings that lead to a stronger teacher preparation program.

In the proposed inquiry the spotlight is on the hybrid educator who is a reassigned teacher in the Fern Valley Area School District / Raven College of Education Elementary Professional Development School. In this particular collaboration, hybrid educators or professional development associates (PDAs) must apply for the position. There is an interview process in which those chosen leave their classroom for an assignment of one to three years. As a PDA, they are part of a group of PDAs that consists of university faculty, doctoral students, retired teachers or classroom teachers who are temporarily reassigned to work in the PDS. Within this particular PDS context there are two kinds of PDAs: methods PDAs and classroom PDAs. Methods PDAs teach methods courses and lead methods course planning teams. Methods courses include social studies methods, math methods, science methods and CLE or classroom learning environments methods. Classroom PDAs work with mentors and interns in individual classrooms. The PDAs in this study are veteran teachers who served dual roles as both methods course instructors and classroom PDAs.

The participants of the study are the heart of the investigation. Twelve of the possible twenty PDAs, who have been assigned to the role over the life span of the PDS agreed to an interview, and these volunteers were interviewed over a period of two months. To do this, I several data collection methods were used, but the semi-structured, reflective interview was the primary data source. To analyze the data, all twelve interviews were transcribed and then coded. In the first round of coding I used Saldaña's (2009) work in which he is defines descriptive codes as words or short phrases that represent a specific segment of data. The specific code then emerges from the essence and/or evocative attribute of the data. After I organized the initial codes into categories, they became the structural codes for the second round of coding. Structural coding involves coding a specific segment of data as it relates to a predetermined topic or a topic that emerges from open coding (Saldaña, 2009).

The process of coding is time-consuming, and it is generally known that it is not a precise science, but an interpretive act. “It is also not just labeling, it is “linking that leads you from the data to the idea, and from the idea to all the data pertaining to that idea (Richards & Morse, 2007, p. 137). In this inquiry the situational learning framework was used to organize the coded data.

As a way to present the findings of this study, chapter four is divided into four specific segments. The first segment addresses the situated learning framework and shows how the findings are inked to the framework. The second part of the chapter uses the framework and themes to tell the story of the PDA experience gathered from the interview and survey data. The third section presents the findings of the rank order survey; and lastly, the chapter concludes by circling back to the original research questions.

Addressing the Situated Learning Framework

Situated learning is a general theory of knowledge acquisition. Its principles are (a) knowledge needs to be presented in an authentic context, and (b) learning requires social interaction and collaboration. Credit for situated cognition or situated learning theory is attributed to Brown, Collins & Duguid (1989) and then Lave and Wenger (1991) who further developed the theory. It has been offered as an option or alternative to popular cognitive theories.

In this inquiry, I propose a framework by Handley, Clark, Fincham, & Sturdy, 2007) based on the work of Lave and Wenger (1991) and (Alvesson and Willmott 2002). To share the findings from this investigation, I connect the themes that emerged from my data to the components of the proposed framework. See the proposed framework in Chapter 1. The story of the PDA is shared through a discussion of each framework component and the corresponding themes derived from the data. The main components of the established literature on situated learning perspective are identity, practice, and participation and the dynamics between them

(Brown, Collins & Duguid, 1989; Lave & Wenger 1991). Although, each component is unique and different, the framework's components are fluid and overlap; therefore, at times it was difficult to separate or match a theme with only one component. Often a participant's response reinforced the notion that the model is active and connected, with one component shaping and influencing another. For example, as PDAs experienced a dilemma or critical incident in practice, they reflected and reframed or reshaped their ideas as part of identity work.

Table 4-1: Connecting the Framework and Themes

Framework Component	**Themes**
Community/Networks	Levels of Relationships
Identity Regulation	Job Description Transition to the Role Support Structures Rewards Power Structures Inquiry
Identity Work	Reflection and Reframing
Practice-Observation	Learning from Models
Practice-Experimentation & Feedback	Learning in Action
Practice-Adaptation & Transformation	Critical Incidences An Ethic of Care
Participation	Professional Development Leadership Transition back to the Classroom

Framework Component 1: Communities and Networks

*"**Communities of practice** are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (Lave & Wenger, 1991)*

Within situated learning theory, the social and contextual nature of the learning experience is paramount. Situated cognition theorists universally make the case that the content of knowledge cannot be abstracted from the context in which both learning and practice take place. Some scholars label it a theory of apprenticeship somewhat like the residency in the medical profession. Understanding the networks and communities that influenced PDAs in this study is a logical place to begin. By understanding the professional communities in the partnership and their connectedness, there comes an understanding of the relationships. The PDA is the individual of interest that exists within the PDA community, the PDA community is part of the PDS community that functions within and across the various school buildings within the larger school district community. Thus, PDA relationships take place across all communities. For example, the PDA may have a relationship with district leadership that never occurred before taking on the PDA role. When PDAs shared their perceptions of the role-taking experience, they spoke of relationships within all of these learning communities: the school district community, the PDS community, the PDA community, and the building community. Thus the PDAs had an identity in each community and were able to span between them.

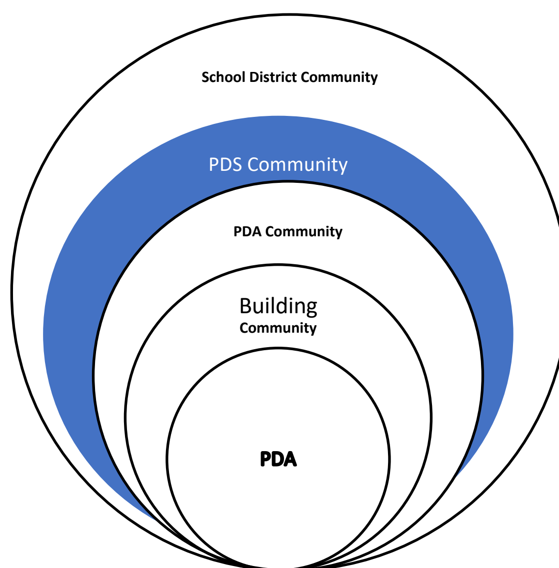

Figure 4:1: Community Relationships

The School district Community

School organizations are structures that arrange things or parts into a whole to achieve a desired mission. For example, the configuration of a school district typically entails a senior high school, a middle school or junior high school, and several elementary schools. There is also usually a hierarchical arrangement in terms of administration and supervision, with a superintendent at the top, then principals, and so on, with teachers on the lower end of the organizational arrangement. It is generally assumed that the level of expertise lies at the top of the bureaucracy, and authority and decision-making rests at the upper levels of the pyramid as well. Networks and procedures are in place that are meant to keep everything running smoothly. Sergiovanni (1992) explains,

> Organizing schools into departments and grade levels, developing job descriptions, constructing curriculum plans, and putting into place instructional delivery systems of various kinds are all examples of attempts to communicate to everyone that the school is in control. From time to time these rational processes get dressed up with new labels and new language systems, but underneath they stay the same (p. 269).

Professional learning communities differ from organizations by shaping themselves around ideas and relationships. The concept was first communicated by Jean Lave and educational Etienne Wenger in their 1991 book on situated learning. They describe it as a group of people who share a concern or a passion for something they do and learn how to do it better as they interact on a regular basis. The key elements of a community of practice are the domain, the community, and the practice. The domain clarifies that members are brought together by a learning need they share (whether this shared learning need is explicit or not and whether learning is the motivation for their coming together or a by-product of it). The element of community makes clear that learning is the bond, not the by-product. Lastly, practice explains that the interactions of community members produces resources that affect their practice (whether they engage in actual practice together or separately (Wenger-Trayner & Wenger-Trayner, 2020). The following illustrates the difference between organizations and learning communities.

Currently most districts have a district wide positive behavior plan that is implemented in each school. Teacher training is provided, and whole school assemblies, prizes and tokens support the plan. Although administration might argue this is a school community endeavor, it is not so. For school organizations to move toward district and school community status, members within the groups must have relationships and must in some way communicate and work together regularly. In this example, the ideas and plans were controlled and dictated by administrators, even though it is possible that everyone came together to plan the event and participated. Members were not brought together by a learning need, nor was learning the bond that joined them together.

When describing their role-taking position, PDAs supervising within the school community focused on building relationships. Every PDA in the study spoke of the importance of relationships and the value of becoming part of the communities in which they worked. They also expressed how they were able to reach broadly across the district to form relationships throughout

all school communities. Before taking the hybrid educator role, these individuals rarely, if ever, were able to do this. Although PDAs were always part of the larger school district community by being situated in one of the eight elementary schools or one of the middle schools, as teachers they rarely interacted with teachers and administrators in other buildings. As PDAs they became part of the PDA community, the PDS community, and other building communities and ultimately were able to have insights into the backstory or have a different perspective of their school district. They described the changes in their relationships across the school district:

> So, I think for me it was kind of a humbling experience and it gave me such a greater view of the school district, of the talent and the passion and the dedication of the teachers in our district. (Participant 4, Lines 69-71)
>
> I had closer relationships with more colleagues across buildings. I think I have a much better understanding of more than where I was. It's easy to think that all the elementary schools function in exactly the same way and they sure don't. And they all have very different personalities and they all have very different, just protocols and expectations, not in terms of professional expectations as much as just the personality of the building and the administrators. I think my relationship with more administrators changed…more personal. (Participant 9, Lines 43-48)
>
> So, when you're a teacher you have a certain view of how decisions are made and you have kind of a view that's locked by your experience. So, take someone out of that experience, give them a different experience, you have a different view of the school district. (Participant 4, Lines 169-173)
>
> I think I've learned I, there are so many moving parts and many people who are in positions of administration or whatever understand those moving parts, and I can appreciate where they're at. And it's not always as simple as what's on the outside. Participant 5, Lines 115-118)

The PDS Community

Most of the findings regarding the PDS community are in alignment with what is already known about this PDS and other collaborations. In this partnership, the PDS extends across the school district and is visible in all the elementary schools and in the sixth grades of the two middle schools. As a PDS collaborative, the Fern Valley Area School District/ Raven University Department of Education partnership expresses their mission with four goals: first, enhance the

educational experiences of all learners; second, ensure high-quality induction into the profession for new teachers; third, engage in furthering our own professional growth as teachers and teacher educators; and, fourth, educate the next generation of teacher educators. By definition, the PDS community is a physical place or learning environment, but is also a culture with customs, traditions, attitudes, values, norms, ideas and symbols that guide behavior.

As part of the PDS community, the university has a presence. This study does not include PDAs who were university faculty, but relationships were forged with university faculty and graduate students that were sometimes PDAs, part of the PDS leadership team or methods instructors. These new-found relationships with university faculty that were part of the PDS were mentioned repeatedly.

> I went in with the attitude of I'm just a classroom teacher. Some of these people (university faculty) have been in teacher education for a long time. Even though I always pooh-poohed the ivory tower, it was still, I was nervous about that. The thing that got me over that was, I'll flat out say it was the director being the totally golden person to collaboration and valuing what other people bring to the table. He instilled in me that idea of I do have a voice and it's important. And once I had my voice, it was much more comfortable. (Participant 4, Lines 167-172)

> I took university professors off this pedestal and then I started to look at them as colleagues, and I started looking at how I could collaborate with them as an equal as opposed to a, an expert and a…it was no longer that mentor/intern sort of I…I had kept myself in an intern position kind of thing and now I put myself on equal playing ground. (Participant 5, Lines 143-150)

The PDS community was described by one participant as including the PDAs, the interns, the young students, mentors who were veteran teachers, university PDAs, and university faculty.

> The trusting collegial relationships. I think you were accepted with open arms and the mentor, I don't know if mentor is the right word, but the learning that we did together…the growing that we did together and it was interns, young students, and mentors who were veteran teachers and PDAs, and also PDAs but university faculty. And I think maybe going back to what surprised me the most is and answering this is that mutual respect. Sometimes it was always this you're at the university, you think you're better than we are. And that was absolutely not the case at all. (Participant 9, Lines 114-120)

The PDA Community

PDAs were grouped within schools strategically. First, PDAs were placed in schools other than their own school. They also were intentionally placed with a veteran PDA that was working in the same building(s). Although many PDAs had also been mentors, and some had also been interns; they were novice supervisors. Having a colleague with experience at their site was particularly helpful.

> There was always kind of this ebb and flow of PDAs. There was never like a reup, everybody's new. That made things much easier. (Participant 6, Lines 191-192)
> And it was great because they paired us up in buildings with an existing…so Mary and I were paired up together at my first school. So, when I was there…I was by myself at another school, but I was with Mary there and so she was a huge help for me. (Participant 11, Lines 262-264).

> When we are placed at buildings, it's often purposeful that a new PDA is placed with a veteran PDA. So, I can think of like Bart, for example who I worked with early on. He had been doing it for years. Like I could ask him, we weren't always there at the same time but he was somebody I could go to, especially if like I had a question. (Participant 8, Lines 306-310)

Relationships with other PDAs proved to be important not only on a daily basis, but the weekly PDA meetings were cited most frequently as an aspect of the job that was most important to them as a supervisor. Sometimes these meetings were all about logistics or some type of professional development or as one participant said, "learning together". However, most PDAs stated that the real value of the meetings were the discussions and dialogue. It was here that problems and concerns were addressed about the job itself. Each supervisor came to the meetings with a different set of concerns, a different set of experiences and her/his own knowledge; but through collaborative conversations was able to work through dilemmas or problems of practice. This has been referred to as a collaborative inquiry process that follows a distinct cycle of recognizing a dilemma, exploring a dilemma, and addressing a dilemma (Jacobs & Yendol-Hoppey, Spring 2010). The notion that the PDS can serve as a community of practice for supervisors in which they learn through dialogue, exchanging ideas and making their problems

(dilemmas) known was also reinforced by Burns and Badiali (2016). However, for this type of dialogue to take place, trust must be established and relationships must be formed to establish a level of comfort for opening oneself to personal revelations and feedback. One PDA elaborated:

> Somebody would share issues that they were having. And one of the things we did practice over the 3 years I was there was learning to ask the question to the one sharing the issue. What do you need? Sometimes they needed to vent. Sometimes they needed ideas, and sometimes they needed help. Sometimes they needed someone else to come meet with them with that intern and mentor. So, listening to other people's issues…knowing that other people had issues, focusing, listening and having that conversation and knowing when it was my turn to share something, all these people are going to be just as supportive with me as they all were being with the other people. It's huge. (Participant 10, Lines 259-262)

The relationships with other PDAs in their assigned buildings was important as they worked in their respective school placements, but the weekly PDA meetings and the relationships that were built there were also important. The PDAs were able to bring their concerns to the group and feel comfortable sharing their difficulties. Weekly PDA meetings were a place where problems were solved and growth occurred.

The Building Community

It became apparent rather quickly that although all schools had the same curriculum and were bound by the same policies, the cultures and ways of doing business were different at each location. PDAs immediately recognized that to be effective they needed to understand the culture and become part of the building community. They saw establishing relationships as a step toward that objective.

> So, I think a lot of relationship building, a lot of having your face in different places, a lot of just being there and being a part of what was going on rather than apart from what was going on to develop those relationships. (Participant 9, Lines 13-15)

> So, to be in the lunchroom, you know I was all…I tried to be there through lunchtimes. I would go to social events if they were having a holiday party or…you know I tried to be a presence in each school so that I felt like I was a part of the staff, although I knew, you know, knew I was not. (Participant 12, Lines 65-68)

> I don't think it's hard to know, like it's hard to understand like we are 8 separate places even though we're in this district. If you go to a particular school, it's a lot is different. And in some ways, that's a positive experience, and in some ways that's really hard too. Because you always want to be careful about not imposing or "that's what that school does". You never would say that. But learning because I do you know, I need to like listen, I need to ask questions and learn because just because I teach in the district doesn't mean I know anything about this building. (Participant 8, Lines 125-132)

The Triad. Working in buildings, was more than becoming part of the culture. The triad that consists of mentor, intern, and supervisor is part of the PDS philosophy. Therefore, there are structural supports such as the year-long practicum experience that encompasses the entire school year and the team building picnic at the beginning of the year that help facilitate the triad relationship, but ultimately it was still necessary for the PDA to develop the triad relationship as well as individual relationships with both the mentor teacher and intern. The success of the triad was a function of how well the three communicated and worked together. PDAs felt it was necessary to make the triad work and to alleviate any possible problems in order for the intern to be successful. PDAs also wanted mentor teachers to view the PDS favorably so that they would be willing to take other interns in the future. This level of commitment to the PDS was shared:

> Because in the triad if an intern is struggling, even if it's just for a little while, you know something they're not getting on, it really impacts the mentor a lot. So, as a PDA, I really wanted to always take that on because it's a hard job for a mentor. (Participant 7, Lines 270-273)

Mentor Relationships. PDAs worked hard to have good relationships with mentors. They knew that mentors were also their colleagues and would still be their colleagues when they returned to the classroom. They also realized that for the intern to be successful, they needed to work well with the mentor teacher. When taking on the new PDA role, relationships with fellow teachers changed as shared by one of the participants:

> I have a lot of friends in my home school that they do seem to treat me a little differently. I think they don't view me as a teacher anymore, like not while I'm in this role at least. I kind of am seen as an outside person. And even though I'm still a district teacher, and I'm still employed by the district, a lot of people treat me like I'm a university person. (Participant 1, Lines 62-65)

Other PDAs explained the importance of being respectful to mentors whether it was being respectful of physical space, time or expertise.

> So, I tried very hard to help with the idea of I'm a guest in your room. I appreciate being here. I'm learning from you. I would often ask the mentors questions. Where did you get that book? I love that book. I want to read that book. So that they knew I felt like I was learning from them as well. (Participant 10, Lines 100-103)

> I try to figure out whether the mentors want me involved a lot, or whether they would prefer I didn't. (Participant 3, Lines 23-24)

> You had to be very sensitive, you had to know the culture of the classroom. Some teachers don't mind if you're whispering in the back of the room, and other ones do-do it's distracting. And so, it was really important for me to build relationships really early on with the mentor teachers and understand their needs and sort of really be really reading even the mentor teacher, how they were feeling about me chatting in the back of the room with the intern. (Participant 5, Lines 28-31)

While it was generally agreed upon that having an opportunity to watch other mentors teach was a unique and valuable opportunity, there were times when philosophically PDAs did not agree with mentors on some principles. These were situations in which PDAs felt that they learned to navigate relationships and learned how to handle delicate situations with sensitivity and good judgement. For example:

> I've had some experiences where I've really needed to watch how I say things and make sure I preserved the relationship between the intern and the mentor and you know kind of work around that. And so, that's been impactful for me I think. It's just like teaching me how to better speak to colleagues in a tactful way when I don't agree with what's happening in different cases. (Participant 1, Lines 32-36)

> And I was the PDA, and I saw where the intern was coming from and I saw where the mentor was coming from; and it just seemed to continue to grow apart. And there were, there were parts, there were times when I would watch the interaction between the mentor and the intern and I felt as though the mentor was being almost cruel to the intern. And, but it was like, it was such a fine line. It wasn't, it wasn't blatant at all. And I was struggling with that. And we made the decision to move the intern to a different mentor. But it's always so painful because the mentor then thinks you know what's wrong with me? And a lot of times there isn't something wrong with the mentor. And a lot of times there isn't something wrong with the intern. It's just not the right fit. (Participant 6, Lines 132-142)

There were also circumstances in which PDAs were able to act as a resource to mentor teachers. As a reminder, PDAs are veteran teachers that are selected because they are skilled and respected in the teaching community. It is assumed that they are knowledgeable and possess a certain level of expertise. Thus, although their main purpose for being in the mentor's classroom was to facilitate the growth of the intern, the PDAs also were able to share their knowledge of best practices with mentor teachers.

> Last year one of the mentors that I had, had just moved from Kindergarten to third grade. And she said to me on the first day of school, "Bart, I know you taught third grade for a lot of years, I expect you to help me out this year." (Participant 3, Lines 27-28)

> Sometimes you were working with the mentor teacher with yeah, let's try something new here. How can I help you? How can I support you? What is it that you want and how do we achieve these goals together? (Participant 4, Lines 11-13)

Intern Relationships. Most of the time, if individuals feel as if someone is in their corner and looking out for their best interests, then they are able to trust that individual and feel comfortable. Relationships are built on trust that another has true and good intentions, and good relationships are part of a complex social environment in which mentors and interns converse, interact and share experiences that contribute to growth and learning. Hence, it is very important for PDAs to develop positive and honest relationships with interns. As part of the role, PDAs all felt that the relationships required them to wear many hats, and the actual work was more than supervising.

> Sometimes you were out in the hall because you had to help them with interpersonal relationship issues or health issues. Sometimes you were the educator, you know let's see how we can make this lesson plan stronger. Sometimes you were the counselor with I'm not sure I can do this. Of course, you can. Sometimes, you know you were the managed time management person. (Participant 4, Lines 7-10)

In order to facilitate an intern's growth, PDAs had to find ways to foster a strong relationship at the beginning of the school year. The supports that were built into the PDS helped create opportunities for interactions in which connections and professional attachments could

form. However, even with the structures in place, PDAs made a conscious effort to get to know their interns and meet their needs.

> I mean the structure of the PDS with it being a year-long program was very important. I think you know for me as a supervisor, the ability to get to know my interns before the school year started, knowing that I have that full year with them, knowing that I get to see them at least two hours a week, I think that is an important part of the PDS that helped me to supervise them. (Participant 1, Lines 177-181)

> And so, an intern meeting would be all the interns in the building would come together and we would discuss a variety of different things. Sometimes it was the culture of the building, sometimes it was assignments, and sometimes it was you know their platforms, sometimes it was the culture of the school, sometimes it was just letting them decompress; and they usually led those meetings. (Participant 5, Lines 48-51)

> And I generally stayed in a room anywhere from half an hour to an hour, tried to have at least 5-10 minutes of time just to talk with the intern whether it was in the midst of things or at the end. Sometimes I might take them in body for a few minutes and we might go stand in the hall and talk so we wouldn't disturb the classroom. (Participant 10, Lines 15-18)

Principals. Any given finding usually has exceptions. The temptation is to smooth them over, ignore them, or explain them away. But the outlier is your friend. A good look at the exceptions, or the ends of a distribution, can test and strengthen the basic finding (Miles & Huberman, 1994, p. 270). In this inquiry, references to principals were few. Comments were made by the participants and were included in the data; however, the ways they were mentioned were in regard to getting to know principals better on a district level. One participant described a greater understanding of the principal role, but principals were never represented as part of the learning community. A few of the times that the PDAs specifically spoke about principals suggested that these administrators left the district, changed positions, or perhaps changed schools. For whatever reason, they principal that was present when a PDA took the hybrid role, was not necessarily there when the PDA returned to the classroom.

> I have a greater understanding of the role of principals in the building, and how the principal can make or break a building, and how a principal can guide the learning of so many of the teachers in a building and just guide that. Participant 4, Lines 149-151).

> You know, so in my absence for this job, my home school went through a lot of changes. They have a new administrator now, and they kind of went through a year of having an interim principal together. And so, they've had a lot of experiences together that I've missed out on. (Participant 1, Lines 57-60).

> At the moment we don't have a principal and so that just makes things tricky. I went back into the school, I don't know whether but I think I mentioned it in the paperwork, I'm not sure whether my principal --and this seems to happen to a lot of the PDAs when they come back. The principals don't really know who you are anymore. (Participant 5, Lines 343-346)

In summary, PDAs widened their circle of relationships when they took on their new role assignment. They were teachers that become PDAs, so they were not unlike most teachers in that they had spent most of their time confined to the four walls of their classroom; and while they would never have described their situation negatively, many found their new experience humbling in that it gave them a broader view of the school district and allowed them to forge new alliances and open their minds to new experiences.

Framework Component 2: Identity Regulation

> ***Identity regulation*** *is a mode of control that is accomplished through the self-positioning of employees within managerially inspired discourses about work and organization with which they become more or less identified and committed' (Alvesson & Willmott, 2002, p. 620)*

To date, a great deal of the research on identity regulation is couched within organizations and the focus is on organization control. This approach considers how employees can be directed to develop self-images and work orientations that are in agreement and promoted by the management. The goal of the organizations is to influence individual identity and fuse it with organization identity to strengthen the relationship between employee identification and the organization. In some cases the power can impact these relationships and individuals can choose to respond by enacting or resisting.

Social identity theory claims that one's sense of identity is assembled through groups we associate with or distance ourselves from (ethic, sports, work, family, etc.). While there

continues to be debates about identity and how it is constructed, the point of view that identity is rarely stable and that individuals endeavor to combine multiple identities into some type of coherent structure (Glidden, 1991) fits well with situated learning theory. The premise is that identity is not a finite process and is informed by a community of practice and other broader influences. The PDAs in this case were part of many communities that influenced them, and the PDS as community, while it did not attempt to control individuals within the community, there were clear messages about power, voice and parity. Support structures were provided to learn the role, and ceremonies and celebrations helped create a culture of "belonging".

Job Description

In order to situate the supervision role-taking experience within the broader context of the PDA experience, a snapshot of the job from the perspective of the participants needs to be included. The position is described similarly by all the PDAs that were interviewed. Although the PDAs met once a week and at times referred to themselves as a unit, they were clustered among the eight elementary schools across the district.

Their week was usually mapped out based on interns' schedules, but each day was never quite the same. All assignments were in more than one school, so they might spend a day in one school, then another day at their second school. The position allowed for a degree of flexibility that was highly valued as shared by one participant.

> My sitter for my two girls moved half way through the school year and unexpectedly. And I had to enroll my oldest in like a pre-school program for a couple of months, but the job allowed me to be able to pick her up and take her to grandmother's in the middle of the day. (Participant 8, Lines 206-208)

The tasks were also consistent for everyone. PDAs observed interns, corrected journals and lesson plans, attended meetings with interns, mentors, and other PDAs. They worked with school age students in classrooms, supported interns, taught methods classes, in some cases presented at conferences, taught professional development to classroom teachers, and taught the

student teaching seminar. A clear distinction was made between what their responsibilities were in the spring versus the fall.

> I think in the fall it was much more going in and building relationships with mentors and interns so we had a strong triad. And then in the spring I think it was more me going in and scheduling time in each of my classrooms, where I would sit beside the intern, observe the mentor, and kind of get a feel for the dynamics of the classroom, build relationships with the kids as well as the professionals within the classroom. And then as the year progressed it was more once again, I wanted to get in the classrooms at least twice a week for my intern. But it shifted from observing and learning from the mentor, even though you do that all year, to really kind of coaching the intern as the intern took on more responsibility. (Participant 11, Lines 16-20)

PDAs were placed in schools that were not their home school. Therefore, even though they were familiar and friendly with some of the teachers, principals, and staff; they did not usually have strong and/or personal relationships with them. It was not surprising that they spent time building relationships and making their presence felt within the school community.

> I would then purposely have lunch at one of the buildings for a couple of reasons. One to build relationships with the mentor teachers and other staff in the building because I think as a PDA you are also representing the PDS community. (Participant 5, Lines 137-139)

> I would say that it's important when you go in each day to kind of let everybody know you're there, kind of reintroduce yourself, and I mean that in the most casual terms. Hey, how's it going? How you doing? and things like that. And try to get a temperature of the room for each relationship, how it's going? (Participant 3, Lines 4-7)

Reasons for taking the job varied. Some PDAs admitted to applying for the position on a whim; however, most were more intentional. Rank order data revealed that the most frequent reason for considering the role was that as veteran teachers, they desired professional development. Others shared recommendations for those who might consider leaving their classrooms to take on the role-taking experience. A particular set of dispositions was communicated that included: a willingness to look at other points of view, a willingness to work hard, and a willingness to accept the tensions that can occur between theory and practice.

When I applied for the job, I really just in my heart wanted to work with pre-service

> teachers. So, I've always felt somewhere in my career I really wanted to work with that age group. (Participant 6, Lines 91-92)

> It is very important that you are doing it for the right reasons, not to get out of your classroom, not to have a break, but it is a big, huge commitment. It is as much, if not more time than you will spend in the classroom because it depends on the needs of the interns or what they need from you. You, your schedule really relies on their schedule and the mentor's schedule. (Participant 7, Lines 92-96)

These PDAs were also frank about how the position varied from their expectations that not only they had, but also what they believed were the perceptions of others. They pointed out that the job was different than teaching in a K-6 classroom. Yet, all were adamant that they had no regrets and would recommend this type of commitment to their teaching colleagues.

> It's different than you think. It's a lot more time consuming than people think because a lot of people think that it's a break, a little bit of a break from the rigors of the classroom. And although I would say that the 8:00 to 3:00 demands of a classroom teacher of being on 24/7 and not being able to go to the bathroom a lot or whatever, that it would be true. (Participant 2, Lines 62-62).

> It's an opportunity to get out of your own head and be connected to education without having the same sorts of responsibilities. And it's a lot of work. The work is different than the work in the classroom. You know the work in the classroom is kind of this constant flow and then it's assessment time or progress report time. There's a peak, but there's constantly this level of you've got to keep on top of it. Where the work of a PDA has definitely ebbs and flows and it looks different from the fall to the spring. That being said, it's also finite, whereas as a teacher your feel like you could just work forever. (Participant 10, Lines 115-120)

> Every day that I held the job, I thought it was a good choice because I learned so much through the experience every single day. It was so, it was so gratifying to me, even the hardest days. Even when things weren't working out with an intern and a mentor, you were still learning a lot. So, there wasn't a time that I ever regretted taking the role. (Participant 4, Lines 98-100)

Probably the most important duty of the role, in addition to building relationships, was helping interns. Helping interns was divided into two categories: solving professional problems and solving personal problems. Professional problems revolved around helping interns be successful in the classroom and in methods courses and easing the tensions between theory and practice. More difficult however, was addressing issues that were relevant to interns' personal lives. These were serious life issues that were often emotional and related to the intern's health

and/or well-being. As a rule, PDAs were surprised, but their role was not always that of a supervisor.

> I had one intern who was really struggling in the program. She was not emotionally-mentally in a good place in her live at that point. I worried about her personal safety and so wanted it to work and tried so many different things to kind of make it work. And again, such amazing support for the…we knew even before at beginning of the year. I mean there was, there was a reason why she was given to me. They, and they designed my caseload so that I could provide as much support for this intern as possible. But after 6 weeks she started harming herself, so it was just not safe to keep her. And so, the day that we had to sort of scoop her up and take her to campus to meet with the campus people and discuss with her the next options and then keep her safe until we could get her to a counselor in the afternoon. That was probably the hardest. The hardest mother- (laugh) don't you love it, no matter what your age, right? (Participant 5, Lines 189-198)

> It would be an intern a year ago that I had who was losing her mother to cancer, and she, I was her school mom and I was the one that she could sort of cry on my shoulder. We met much more often than sort of necessary, and she, I think I helped her through some pretty emotional baggage that she had to deal with. I'm not used to being a mom to people that aren't my own children. (Participant 3, Lines 27-30, 35)
> There are times when you have to put aside your supervisor hat and be more of the counselor, and be the--almost the in the dad mode kind of thing. (Participant 3, Lines 73-74)

Power Structures

As a member of the PDS, PDAs share a commitment to ideas and goals that are in common with other community members, but they also are guided by dispositions or ways of thinking about their work that are quite incongruent with what they experienced as a classroom teachers. Differences were most pronounced in the areas of leadership and parity.

Leadership in the PDS is quite different. In the PDS, top down leadership is replaced by service leadership. A service-leadership philosophy stresses service to others, promotes a sense of community, employs shared decision making and develops shared leadership. Traditional models of supervision are replaced by power structures that are more equal and recognize the ideas and opinions of all partners. One of the PDAs explains what it looked like in the PDS:

> I'm so used to a hierarchy in education that that was not only surprising but crazy refreshing too. And to watch it work in that way, that no one was really in charge. The director was in charge, we all knew he was in charge, but he never made us feel like…I shouldn't say that. We didn't all know that he was in charge. We always knew that he

> held the safety net. He wouldn't allow any of us to fail, but we all made the decisions together and either all fumbled together or succeeded together. (Participant 6, Lines 180-186)

Service leadership also encourages members within the group to share responsibility and take on leadership roles. Some of the PDAs became program co-facilitators; they taught methods courses; they led professional development sessions for teachers; and they presented at national conferences. Through these experiences they shared the task of sustaining and maintaining the PDS community and at the same time were able to grow professionally.

Parity was also a new experience for inexperienced PDAs that changed their relationships with others. Having a level playing field or getting a sense that their opinions mattered changed their relationships with others. It allowed all members of the PDS community to have a voice or in some cases find their voice.

> And then being in the community and realizing that it is a level of community where everybody's voice is equal, those first few days it was very interesting. So, of course in the elementary schools, you know well in school in general it's very much from the top down. And so, you know who your boss is and who you fall under and so then to be then put on this plain where all of a sudden now I'm an equal and people are saying well you know what do you think? What do you…what's your opinion? And realizing that my opinion counted as much. (Participant 5, Lines 145-150)

> The leveling of voices, the idea of going into a meeting and listening carefully to your colleagues and then sharing some of your thoughts. And the idea of that flat table, that people are going to listen to my thoughts, just as I'm going to listen to theirs and collectively we're going to make decisions. It was very refreshing and powerful. (Participant 4, Lines 111-115)

> I felt like I was an equal professional with everyone who came to that table. When we sat around those PDA meetings and listened to each other and collaborated and shared ideas and disagreed with one another and struggled with what's the right thing to do when some of us thought this was the right path and others thought this was the right path. But that's it, there was no time my tenure as a PDA that we ever voted on something. It was always consensus or faith that someone else's path, I was willing to follow because I trusted and respected them. (Participant 6, Lines 77-82)

Support Structures

All participants emphasized that there were a substantial number of support structures that aided them as the transitioned into their new role, but also helped to support facilitate

collaboration, reflection, and communication among its stakeholders. First, there are structures that focus on the day-to-day work of the PDS. These structures include weekly intern meetings with their PDAs, weekly PDA meetings and monthly principal meetings.

The second group of structures that support the PDS community are meant to look back or reflect on PDS practices and serve as a resource to make decisions for the future of the PDS. These groups help guide and maintain the vision of the PDS and allow for reflection and goal setting. Included in this type of supports are PDS retreats, Alumni meetings, and SLICE group meetings. PDS retreats are held each semester and are an opportunity for all partners to participate in a whole-group setting to make broad decisions about the PDS. PDS alumni express their ideas on a specified space on the PDS website, have occasional reunions and publish periodic newsletters. The SLICE groups consist of professional development teams of university faculty, teachers, principals and curriculum people that work to ensure connections between theory and practice, particularly in methods courses.

The third group of collaborative support structures is comprised of the celebrations and rituals that build community and celebrate PDS work. Examples cited were the Opening Ceremony, the Pinning Ceremony, and the Community Picnic. Participants talked about the third support structure of the PDS when they said:

> The other thing and this sounds kind of goofy for a lot of people on the outside, they wouldn't get it, the fun cutesy things that were done a lot-singing songs to the interns. I'm working on the lyrics for a pinning ceremony. (Participant 3, Lines 156-159)
>
> The times that stand out to me are the celebrations**.** (Participant 11, Line 120)
> And then in the end, when I was leaving the role at the pinning ceremony, just to hear how mentors and interns perceived what I did, like you know that relationship piece, that they really appreciated it. (Participant 7, Lines 114-117)

Another participant shared a moment of collaboration and comradery that caused a joint celebration.

> I mean this is going to sound like a silly thing to remember…in one of our presentations we put together a song like we do at the PDS, you know. And did this little song about the PDS and by the end of the song, our session, and it was all of us…it was the director. It was you know was all of us…interns, PDAs, mentors. You know everyone goes to all these conferences, and I felt like you were respected as an equal no matter where you were, who you were, including interns. And that song, by the time we were finished singing it…that room was packed with people. People were walking by and they'd turn and come in the door. And that was, it felt good to be part of something that was that exciting. (Participant 9, Lines 30-38)

As part of the PDS community, PDAs benefitted from these supports and saw their participation in them as growth opportunities . One participant summarized:

> I was working with people who were really doing cutting edge educational work, creating the, the research…creating…writing the things that other people were reading about. And we were doing that so we were so enmeshed with something that was changing the face of education in terms of how you educate teachers…teacher leaders. (Participant 6, Lines 253-257)

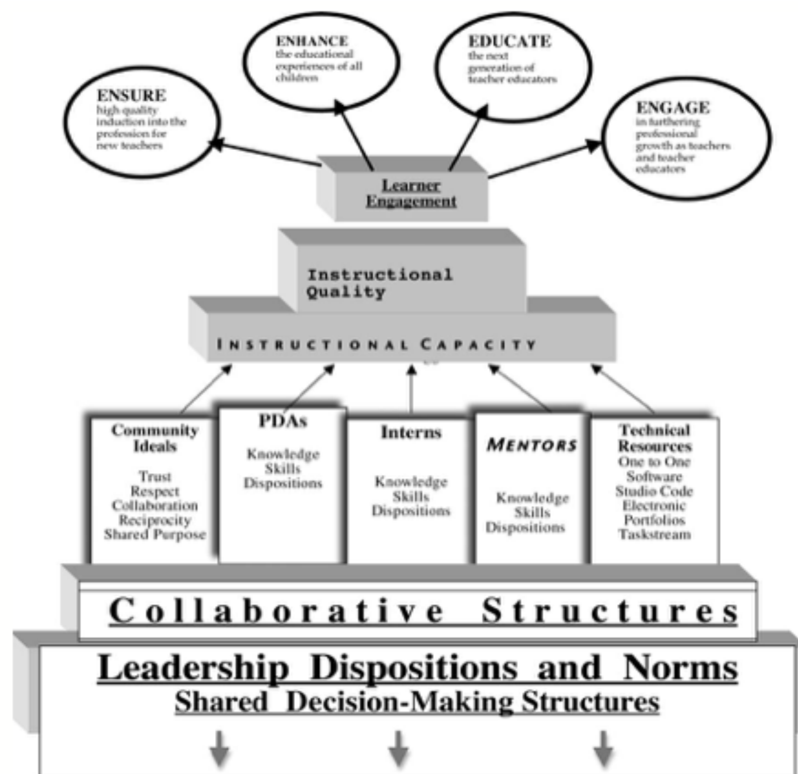

Figure 4-2: PDS Support Structures (Nolan, et al., 2007 who adapted from Newman, 1998).

Support structures were prolific, but in spite of the security that was derived from them, the newbies did experience some anxiety and vulnerability upon entering the position. It was understood that PDAs were motivated veteran teachers, and they possessed a skill level that was recognized within the school district. Nevertheless, the change to the new hybrid role presented challenges. Support was provided through PDS structures, but the adjustment period was still considerable. The role-taking position lasted two or three years, with most staying out of the classroom for three years. The reason most individuals stayed the 3 years is summarized by this participant.

> You know you're only in this job for either 2 or 3 years, that first year there's a lot of learning taking place on how to do this job and then your second year you know maybe you have it okay, you're doing okay at it but there's still some learning to do and then for most people they stick around that third year and so maybe they're at their peak for this job and then they go back to the classroom. (Participant 1, Lines 97-101)

One of the first stressors that surfaced was the feeling of loss of control. Before taking the roles, PDAs were some of the most respected teachers in the district. They were selected from a well-regarded group of applicants; so that at the end of the process, they were enthusiastic and ready for a new experience. However, as the experience began, other feelings materialized.

> Okay, so when I was a teacher, I almost always felt at the top of my game. Like you know, I would have you know a few years with kids that were challenging or parents, but I always felt like I could do this, I'm good at this, I'm always looking to learn and get better. Being a supervisor, especially that first year I felt like, for the first time like gosh I don't know, maybe I really can't, maybe this isn't what I should be doing. It was the first time in my professional life that I really felt that vulnerable, and it was probably really good for me to have that experience. But it was a little unnerving. (Participant 12, Lines 140-143)
> So, I put myself in a situation where there were a lot of things that I couldn't control. But like most people, I like feeling fairly competent and I put myself in a situation where I didn't always feel that way. (Participant 10, Lines 294-295)

> I think I felt most vulnerable like in cases where my decisions have been questioned or when I'm in a situation where it's like I needed to handle something with an intern and I'm not sure if it's what you know the official PDS answer would be. You know because there isn't necessarily an official answer to a lot of things. (Participant 1, Lines 189-192)

Education has always been a low consensus discipline and often does not have right or wrong answers for every circumstance. Adding to that fact is the notion that in any given situation educators have to make professional judgments that require them to use what the know about teaching and learning, but at times, they also must use their knowledge and experience to make both executive and moral decisions about what is right and what is wrong. As PDAs, they were required to think about how results of their decisions had a bearing on the individuals within the various school communities. For PDAs there was no instruction book that outlined what to do in any given situation; and although PDAs recognized this, they found themselves unsure at times about what the expectations were or what was the "PDS way" to proceed. This led to discomfort and uncertainty.

> I would say the first year was definitely difficult. I think part of it you have preconceived notions as to what you think it's going to be, and then there's no like manual of what it should look like cause everybody goes into it differently. And so, I would say that first fall I felt very vulnerable because it was like I was blindfolded and really didn't have a sense of if I was doing it right or what it should look like. (Participant 2, Lines 156-160)

Adjustment concerns were also expressed regarding the tasks. One participant shared that she had never spent as much time sitting and as a result had gained weight. Another spoke of the increased knowledge of computer skills that was needed beyond what she had mastered to support her classroom instruction. However, many PDAs referenced the anxiety surrounding teaching adults, both peers and interns, rather than Pre-K-12 students. Although PDAs knew their content, the concerns about public speaking that were cited included teaching methods classes, speaking in professional development sessions or other events when their teaching colleagues and principals were present, and presenting at conferences both local and national. It is worth noting, that by the end of the role-taking experience, PDAs overcame their fears and grew from the experience.

> But suddenly I'm helping co-teach methods classes, I'm running seminars and I'm presenting at conferences and that was always my phobia. And yet, I overcame it. I still

> get a little nervous, but I can do it, you know? So, I think that it challenged me to do things that in the past I might have seen intimidating. (Participant 11, Lines 101-105)
>
> We have our pinning ceremony next week. I will have to speak at it, and I'll be okay. I mean I'll still have a little bit of nerves but I, you know, two years ago would absolutely not have anything to do with that part. I think methods has helped with that and teaching at seminar has helped with that. (Participant 2, Lines 123-126)
>
> I'm not great at talking to adults. I am better at talking with children. So, that was a very big learning curve for me, how to be myself when I have to be in professional, which Is slightly different than how I would be with students and how I need to act finding that fine line. I would say teaching Math Methods was very impactful in that taught me how to talk to adults, it taught me how to deliver the curriculum that the adult learners needed and how to answer questions from adult learners-and I realized very quickly that it's not all that different than children. But it, that I would say is one of the most impactful things. (Participant 2, Lines 19-26)

Putting oneself out there in a new situation is a risk, and one of the most difficult audiences is our peers. PDAs wanted to appear confident and knowledgeable to other teachers. They experienced anxiety about how they were being perceived by colleagues and worried about failure. They also felt that to be successful they had to fulfill what they viewed as the expectations of the role.

> Even going into colleagues that I worked with prior, if they had a struggling intern, knowing that they respected me as a colleague…okay I'm vulnerable if I fail at this. Will they see me differently? And I think any time you go into somebody else's classroom, you owe them the respect of you read the room, you get to know their environment. And because I was in there every day, I needed to be, I wanted to be integrated into it, part of the fabric of the room. But it was that person's room and not wanting to fail them, as well. (Participant 7, Lines 182-188)

The final significant concern entering the PDA position was the feeling of not having a specific place to work or a home. For example, PDAs did not have an office or a designated work space in their schools. Human beings need a sense of belonging and at times, that seemed to be lacking. Coming from a job position in which they had an entire room to arrange the space and create a comfortable environment, living out of one's car or any available workspace was an adjustment. Furthermore, they also were not really a member of the teaching community in any

of their schools in spite of their intentional efforts to build relationships. Although they were building new professional relationships and making new friends, there was a period of transition.

> I think during the day I also found time if there was a half hour block or something like that where it didn't seem to fit going into a classroom, I would do grading. I would find a quiet place in the building. Sometimes that was one of the challenging things. There were some buildings where it wasn't easy to find a place where you could grade and review their papers or their methods assignments (Participant 5, Lines 54-58)

> Although, depending on the school I really didn't have a place to work, and at the end of the day most of the time the place where I had chosen to work was unavailable…the staff room or maybe it was the lunchroom. In one of the schools they use that for an after-school program so I had to leave. If I needed to do work, I might go hang out in someone's classroom for a bit or I'd just go home and do the work that would have normally done. (Participant 10, Lines 35-40)

> The biggest disadvantage would be missing home, like your school's home. Last year was really difficult for me emotionally because I've been in that building for 20 years. So, some of my best friends are there, and like leaving, like your space too. (Participant 2, Lines 303-306)

Rewards

As with any job or workplace there are benefits and rewards. In fact, if there are not enough positive advantages to the position, employees are likely to either quit their job or be very unhappy in their position. Rewards can be intrinsic such as job satisfaction, but there can also be extrinsic rewards which are typically monetary or tangible compensations. The PDAs were working in a professional development school with a culture that offered participants many rewards. Most of the rewards cited were intrinsic and included job satisfaction, recognition, learning, getting a degree, making a difference, and seeing interns be successful. The participants shared the times they felt good about taking the role.

> I think that same feeling of like helping people grow is what I love about teaching and so I think being able to do that with college adult students is probably one of the areas that made me feel good about taking this job. (Participant 1, Lines 116-119)

> I guess the first time that I saw an intern thanking me for the input I was giving them. It made me realize that I was supposed to do this. (Participant 3, Lines 118-119)

> Every day that I held the job, I thought it was a good choice because I learned so much through the experience every single day. It was so, it was so gratifying to me, even the hardest days. Even when things weren't working out with an intern and a mentor, you were still learning a lot. (Participant 4, Lines 98-101)

> I really enjoyed the research aspect of the job. I enjoyed presenting at conferences and going to conferences and learning from others. So that was…as I worked on my Masters and presented at some places that was sort of a real sense of this is wonderful. (Participant 5, Lines 174-176)

> We don't necessarily know a lot of what we're, what we're doing, what impact we're making. So, individual situations where I maybe went out of the box but then also hearing the feedback that I did make a difference in support. (Participant 7, 116-118)

> Interns while they're not so dissimilar than 3rd graders: they do recognize that something you did was why something was successful and they verbalize that. And so, experiences that I had where I watched an intern just nail a lesson and not because of me solely, but the mentor or maybe we did talk about something and I gave a suggestion and they took it and felt successful. That was awesome because you know they…getting them to feel good about themselves and be confident was always like a prominent goal of mine as a PDA. (Participant 8, Lines 177-183)

Inquiry

Simply stated, teacher inquiry is defined as systematic, intentional study of one's own professional practice (Cochran-Smith & Lytle, 1993; Dana, Gimbert, & Silva, 1999; Hubbard & Power, 1993). The PDS partnership explains it on their website:

> Inquiring professionals seek data-based change by posing questions or "wonderings," collecting data to gain insights into their wonderings, analyzing the data along with reading relevant literature, making changes in practice based on new understandings developed during inquiry, evaluating those changes, and sharing findings with others. A PDS culture supports and celebrates the engagement of teachers and other PDS professionals in constructing knowledge through intentional, systematic, inquiry and using that knowledge to continually reform, refine, and change the practice of teaching.

As stated previously, inquiry is one of the philosophical underpinnings of a professional development schools, and it was a part of this partnership's culture. There was a consistent message within the community that permeated the environment and led to an inquiry stance. To promote this culture of inquiry the partnership requires that interns do an inquiry investigation

project as part of their year-long clinical experience, and mentor teachers, PDAs, principals and and university faculty are all encouraged to participate in an inquiry project. The aspect of inquiry that is often neglected is making research public; and to assist this process, results of all the inquiry projects are shared at an annual conference on a Saturday in May of the school year. The PDS also promotes regional and national conferences as places where stakeholders can share their knowledge. The PDAs had opinions about research and inquiry, and because of their own experiences with it, they found themselves helping fledging interns with their initial inquiries.

> And I feel like teachers can be teacher leaders in the field of research. I mean this is what I'm doing in the classroom, this is what's working on, sharing in out in a community can be powerful. And I know that's what-- like the book I just read *Kids Deserve It.* Part of that is trying to network with different teachers and make what you're doing in the classroom visible to others. (Participant 10, Lines 360-364)

> And it was when I did my own inquiry project with a colleague and that was like an amazing experience. We presented it at a conference. And that was when I…I think I just…I came to that understanding late in my career, and I think it's extremely valuable because I think a lot of times people make decisions about education from afar. And teacher research is, my understanding of it is, it's almost always in the pot, like you're… It's in the classroom, it's in the faculty room. It's like the real-life part of teaching. So, I think like, it's very, very important. (Participant 201-206)

> So, the structures I appreciated as part of the PDS, I really appreciated PDA meetings because we had a dedicated PDA learning time where we would embark on some inquiry about ourselves. (Participant 8, Lines 288-290)

The PDS structures were clearly important to the PDAs as they navigated their new supervisory positions. While there was never an underlying sense that the PDS was trying to control or mold its members into a particular way of thinking, there was a culture that permeated the community. Parity was an accepted way relating to one another, and inquiry and learning for all stakeholders was accepted as a norm. The celebrations and rituals were routine and the participants valued them.

Framework Component 3: Identity Work

> ***Identity Work****: People are continuously engaged in forming, repairing, maintaining, strengthening or revising the constructions that are productive of a precarious sense of coherence and distinctiveness. Specific events, encounters, transitions, experiences, surprises, as well as more constant strains, serve to heighten awareness of the constructed quality of self-identity and compel more concentrated identity work. (Alvesson &Willmott, 2002, p. 620)*

Reflection

There is a great deal of discussion in the field of education today that attempts to conceptualize teaching and identify and those competencies that define a good teacher. The widely used research-based framework from the Danielson Group (2016) identifies four domains with components that promote effective teaching and professional learning: planning and preparation, classroom environment, instruction and professional responsibilities. While these are a basis for good teaching and are the basis for dialogue about effective teaching, we still have trouble putting our finger on what it is that makes a good teacher. We have all had those teachers, the ones that inspired us and related content to us in a way that sparked our learning. Those same teachers are the ones that we remember long after we've left their classrooms because they connected with us in a way that drew us in and kept our interest. What we might also find is that if we compared these teachers, none of them would be the same. Each had her/his own identity that was evidenced in their work or the act of teaching.

The literature on teaching and teacher education reveals that identity is quite complex, and there are varying ideas and understandings about it as a concept. Therefore, defining the concept has often proved difficult for researchers. What we can say is that identity is fluid and is part of what defines a good teacher, but it is not easily transmitted into a set of activities and concrete actions that are part of curriculum design. Hammerness, Darling-Hammond and Bransford (2005) make the following statement about identity and teacher development:

> Developing an identity as a teacher is an important part of securing teachers' commitment to their work and adherence to professional norms... the identities teachers develop shape their dispositions, where they place their effort, whether and how they

> seek out professional development opportunities, and what obligations they see as intrinsic to their role (Hammerness, Darling-Hammond, & Bransford, 2005, pp. 383–384).

This suggests that commitment to the profession and the way teachers approach the work is dependent to a degree on how they understand themselves. In other words, "Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher." (Palmer, P.J. p. 2). PDAs within the study pointed out that becoming more aware of themselves and reexamining their belief systems and their roles as both teachers and learners was an outcome of taking the PDS role.

> We looked at ourselves and our personalities and how our personalities were similar and how they were different and how that affected who we were in our, not only our personalities but really more our roles, our roles, our history, our lenses that we were looking at everything through, and that, those conversations that we had I learned so much about myself." (Participant 5, Lines 216-219)

> The biggest advantage is learning, like the learning and growing. I felt like I transformed as a teacher in ways, like I still, I don't know if I understand. I reflect on it all the time. I feel like I evolved in regards to best practices, and also built a firmer teaching philosophy. Like who am I as a teacher? What do I value? How can I be the best teacher I can be? (Participant 11, Lines 513-517)

> I changed because life has changed, and I was surrounded by people who had different thoughts and different ideas. And it gave me the opportunity to think deeply about my beliefs, and then, think deeply about the teaching and learning process and the wonder of it all, and then, kind of refine and revisit those beliefs. So, to me being a PDA was like going back to school, you know school's first time around you're trying to absorb so much of what-the whole experience." (Participant 4, Lines 156-160).

Within the framework identity regulation is conceived as reflection, but it is also reframing and responding to influences and polices that come from the organization, which in this case is the PDS community. In essence, reframing is the process of changing the focus of a situation or problem and examining it from a different perspective. One PDA described the process of reflection and reframing in her PDA experience.

> I was surrounded by people who had different thoughts and different ideas. And it gave me the opportunity to think deeply about my beliefs, and then, think deeply about the teaching and learning process and the wonder of it all, and then, kind of refine and revisit

> those beliefs. So, to me being a PDA was like going back to school, you know school's first time around you're trying to absorb so much of what-the whole experience. But this to me was like going back to college again and thinking about the theory of teaching and then blending that with the practice of teaching. And then again, thinking about how we help these fledgling teachers grasp it, and how do you, how do you take everything that you're presented with and kind of personally massage it into your own belief system? So, there's a lot of change that goes on. (Participant 4, Lines 156-165)

Identity work in the framework speaks to how individuals respond to the policies, structures and messages that are given by the learning community as they attempt to align the individual's goals with that of the organization's goals. In other words, efforts are made to ensure a collective identity. Learners can reject the influences or become part of a community identity.

Messages about the PDS were communicated with a shared mission and the NAPDS guidelines. However, it also seems that identity work is the result of problems of practice and/or critical incidences that require reflection and reframing that also result in changes in individuals. The model's components are linked, and it is very difficult to isolate its parts. What is clear is that reflection and critical thinking are important for change. PDAs related many instances of reflecting and examining their beliefs as they became more aware of themselves.

Framework Component 4: Practice-Observation

> *Whilst situated learning theory rejects the simplistic assumption that individuals learn only through imitation or indeed that they necessarily imitate, it does not deny that **observation** is influential (Lave and Wenger 1991, p. 95).*

Learning from Others

Role models are powerful. Individuals observe role models performing tasks and in effect learn techniques and practices associated with a position. By answering questions and talking through what they are doing, "old timers" can make learning visible for novices. They can offer emotional support and also help beginners solve problems, and at times challenge their assumptions and help them rethink situations or ideas that they have long embraced.

The mentor or role model that the PDAs cited the most was the experienced PDAs. Mentoring took various forms, and it is likely that experienced PDAs influenced the newcomers both intentionally and non-intentionally. Other members also were influential, but again it was experienced PDAs and the PDA meetings that were valued the most.

Experienced PDA Mentors

After studying novice supervisors in a PDS, Burns and Badiali (2016) identified three types of mentoring support that result when novice supervisors learn from more experienced supervisors in the same role: procedural mentoring, emotional mentoring and conceptual mentoring. All three types of support were referenced by PDAs in supervisory roles.

Procedural Mentoring. This type of mentoring is depicted as the practical supports that are given to PDA supervisors as they work in a clinical setting. They assist novices as they attempt to find solutions to dilemmas. Procedural mentoring is further broken down into three distinct tools: thinking aloud, observing others and assessing prior models. The first, thinking aloud describes instances when the novice supervisor seeks out and discusses concerns with others in the PDS learning community. Thinking aloud can be done by either the veteran or novice supervisor, but it makes known the process of reasoning through problems or concerns. As it occurs, that which is understood or implied, the tacit knowledge, becomes visible.

> So, I feel like that ability to collaborate and really stretch out the conversation because we have the luxury of time during those PDA meetings, I feel like that, that makes a massive difference in terms of how you work through the nuances of the problem. And I think you solve problems differently that way and come to a deeper understanding of what people need and you know how to act with people. (Participant 6, Lines 165-169)

The second type of procedural mentoring is observing others. This is simply working in proximity with other more experienced supervisors and watching them perform the tasks associated with supervision.

> Early on, as I was learning to be a PDA, it was so important for me to kind of see how people were doing it and see if it worked for me. Participant 3, Lines 258-259)

The last example of procedural mentoring is accessing prior models and using what was used in prior experiences as a practitioner to guide novice supervisors' actions and give them support. All three tools allowed novice PDA supervisors to progress toward stronger understandings and ultimately, greater independence in supervising.

> One time I was trying to coach one of my interns like this is what you're going to do because one little boy was having kind of a little meltdown at the water fountain. And he looked at me like who are you? (Laugh) You know, it's a different feeling. So, it was interesting because some of the tricks or the strategies that you might use for classroom management, I needed to practice alongside my intern because I was establishing myself as a teacher in the classroom as well. (Participant 11, Lines 300-305)

> I've taught Kindergarten through 5th grade, and so I supervised interns in all K-4. And so just having like practical knowledge about what a classroom looks like in those different grades you know and what standards at those different grades are like. I think those two things really helped me as a supervisor because I could kind of help my interns plan better. And I could look at their lesson plans and know whether they were appropriate for the kids they were teaching. (Participant 1, Lines 208-213)

Emotional Mentoring. The second type of supervisory support is emotional mentoring. Emotional mentoring occurs when other supervisors within the PDS community either reassure the novice supervisor or lessen the magnitude of the problem or disorienting dilemma that they faced in their work. Often validation of the supervisors' beliefs and practices is the primary tool that was needed to resolve and diffuse the anxiety experienced in the novice supervisor's practice.

> When an intern is struggling and you need to make a decision that would change the current situation was always a difficult time. It is usually a time when the intern is in a blaming frame of mind. That was difficult. Because the (experienced) PDAs were open to listening and honoring decisions made by either the group or an individual it was comforting. (Participant 4, Lines 432-435)

> Just listening to the ways, they (experienced PDAs)handled issues, asking them questions, getting their…running something by them and getting their opinion and thinking yeah that's what I was thinking, okay. (Participant 10, Lines 482-484)

Conceptual mentoring. The third type of supervisory support is conceptual mentoring. This occurred through dialogue with others in the professional learning community that provided direction and at times enlightenment. Discussion most often revolved around the purpose, goals,

and the nature of the work in the PDS context. Often situations or concerns that caused novices to question their beliefs and conceptual understandings lead to a "cognitive dissonance" that led to transformative learning after conceptual mentoring. Conceptual mentoring is enacted in two forms: intellectual sparring and intellectual posing. Intellectual sparring is characterized by challenging and exchanging views with another professional in the professional learning community. Intellectual posing is when another member of the learning community offers examples or ideas that create dissonance and lead the novice to reconsider their previous assumptions. Unlike procedural and emotional mentoring, conceptual mentoring was the problem or dilemma that was often coupled with emotional and procedural mentoring for growth to occur.

> I was really and sometimes to the detriment of my emotional/mental health, I was willing to push things a little bit and say, "This doesn't feel comfortable to me. I'm not sure I understand why we're doing this." And there was pushback which was fine. I mean I didn't expect everyone to be like oh, you're so right. Thank you so much for your…. And most of it was very constructive pushback. (Participant 12, lines 242-245)

> I had a mentor that … and it's hard when you're in someone's classroom and say you observe something that doesn't feel comfortable in your own skin? And yet, it doesn't mean it's wrong. It just means it's not something that I would choose to do teaching in that moment or working with a student in that moment. And it was a pretty significant thing, and the intern I could tell was uncomfortable too but I wasn't quite sure how to manage it. And I just remember having a conversation and remembering one of my mentors in the PDA, PDS and saying, "I wonder if you could think about another way to do this? Like that's one way to handle a situation. What might be another way? I might do this." And so, I presented an alternative approach, a different way of words to use, a different way to frame it, a different way to engage with the student. (Participant 12, Lines 41-49)

Leadership Mentoring

There were other members of the learning community that were very influential and named by the participants. These were the program leaders that supported everyone in the PDS. This influence took different forms but was the impact was considerable. The presence of leadership mentors was not as ubiquitous as the veteran PDAs, but the assistance and support they provided was valued and respected. At times, the PDAs were awed by their experience and capabilities and appreciative of the encouragement they gave. In a number of instances their

encouragement caused the PDAs to stretch themselves and to grow as professionals. These leaders were crucial to the success of the partnership.

> And I'll, never forget watching Tom navigate that, telling that to someone and thinking this is one of the hardest things I've ever watched-and seeing how beautifully he helped that intern come to the understanding of herself and then admitting. You're right, I've been worried about this for years, but my parents wouldn't let me change my pathway and I really didn't want to be a teacher. And just to see the absolute peeling back of, into someone's soul that day and thinking how humane and kind Tom was able to do that. And I hoped that I learned how to, a little bit of how to do that myself. I don't think that I'll ever do it as eloquently and kindly as Tom did. (Participant 6, Lines 47-65)

> I think of the inquiry conference like how successful those have been running. But maybe, I'm going to go back to a time with Richard. When we, it was the year after we won one of the National Awards, and we had to do a panel…like Richard and I had to go and talk to other professionals about what we felt made our PDS so successful. So, maybe that was kind of like repeating the award the year before for…our PDS being acknowledged. But then, kind of really having to reflect on that process and articulate what made our PDS so very special and a PDS that could be like an exemplar for others and having that dialogue with other professionals from across the country who went to any PDS and attended out session. It's just one thing that stands out in my mind. (Participant 11, Lines 134-132)

> I was ready to stay out of graduate work thinking this isn't, I can't do this with 2 kids, we're just not going to move on, if I don't bring up that candidacy to Tom, he won't bring it up to me. And that was really not true. We had a very clear conversation after a PDA meeting where he very much said we have to schedule your candidacy exam. And Tom is one of the, I'm not sure I've ever told that man no. Okay, I'll schedule it. Because he's really the impetus for me starting Ph.D. work. (Participant 8, Lines 160-165)

> My final two years I was cofacilitator with another woman. She was from the school district. So, there was KP from the university side and two of us from the school district side. And a lot of times the university side we would call, and we would talk about situations and issues and how we were going to handle them, and I really loved that part of it. (Participant 5, Lines 178-180)

Within the PDS, PDAs had role models that they could look to for help and advice. The PDA's primary source of reference for what was expected was the experienced PDA, and as they moved along in their years with the position, the newcomers became the mentors. The experienced PDA in the building was the primary model for new PDAs, but all PDAs met to share their knowledge and expertise and were available to help solve any problem or dilemma

that was brought forward in the PDA meetings. As a final point, the leadership of the PDS was important. The directors who served in the leadership role for the PDS also served as "the safety net" and demonstrated exemplary people skills, showcased how to make wise decisions, and provided encouragement to others while maintaining parity in the membership.

Framework Component 5: Practice-Adaptation and Experimentation

"*One must learn by doing the thing; for though you think you know it you have no certainty, until you try." (Sophocles)*

Learning in Action

The PDAs in this study were engaged in an embedded experience that allowed them daily opportunities to learn by doing. Before they started the job, there was no formal training on how to be a supervisor or how teach a methods class, and sometimes this led a certain amount of distress. They had what is often called "on the job training" in which they had opportunities to try things out and find what worked for them. There was an incredible amount of support that helped them learn and grow; and after a time, they grew to value the freedom.

> And like so if I want to build in time for grading and paperwork, that's appropriate. Like I would do work at home in the evenings as well but that freedom was empowering enough. (Participant 8, Lines 14-16)

> So, the amount of freedom I had to supervise and there were expectations certainly. But the ways those played out were really up to me. Which is both good and a bad thing. When you first start out, you're like what am I doing? I don't know how to do this. But the amount of freedom I had was probably the thing that surprised me the most. (Participant 10, Lines 238-241)

Helping Struggling Interns. One of the most frequent descriptions of learning was centered around dealing with difficult situations and having hard conversations. In many instances, the problems were all about struggling interns. These problems were both professional and personal, and at times, these situations required help from other members of the learning community. In the instances that required some assistance or emotional support, the PDAs were encouraged to lead the meetings because they were the one person that knew the intern and the

mentor teacher. In those occurrences that the PDAs described, the experiences led to learning that they felt benefitted them as professionals.

> My second year I had an intern and mentor who were not getting along, and the mentor was very, very good at her job, but abrupt, a little abrupt. And I think the intern was having trouble hearing the compliments and the encouragement the mentor was giving and was hearing it more as you're not doing this well enough. And the intern wasn't stepping up her game when things were being suggested. I had talked with some of the other PDAs and I came up with some things that the intern needed to do and needed to say, and I made her do it. And it was, I was sweaty. This whole thing made be sick to my stomach because I didn't know exact…what I should have done was sat the two of them down together and said, "There are some issues, let's talk them out." (Participant 10, Lines 44-49, 58-62)

> Whenever there is a situation where an intern struggles, the mentor struggles because it's hard on the mentor, but we also don't want PDS to struggle. So, I don't know, I felt like that was a valuable learning experience for me because I certainly learned my role as a PDA. When something else got bumpy along the way, how do you deal with it? I don't know, and keep communication open and also keep that positive relationship strong. (Participant 11, Lines 53-58)

> I had one intern that was anorexic and bulimic and that was nothing to do with the PDS at all but unquestionably impacted me in a major way. I mean this girl ended up in treatment, and we got her through. We got her to graduation, but she was with me for a while and that was I think that is indicative of the relationships you build in the PDS. It was that close, but I felt like I needed to take care of her and we needed to get her to graduation and then we needed to get her into treatment and we needed…so, that was incredibly impact, impacted me. (Participant 9, Lines 19-25)

Methods Classes. Teaching methods classes was not always easy for the PDAs in the study. They were asked to take on the responsibility of teaching adults when many of them never had experience teaching adults. There was usually a seasoned instructor that co-taught with them that was helpful, but many of the PDAs still reported feeling very uncomfortable. Learning in action is not always easy. One PDA explained.

> I would want somebody to think about teaching adult learners because for me that was like, WHOA! I was so not prepared for that, and I struggled with that my first year of teaching methods. I came to love it, but I would say to people think about that part of the job as you think about it in total. (Participant 12, Lines 79-82.)

The teaching of the methods course was itself was not always the main issue. Public speaking is a skill that can be very difficult for many people, but as anyone who has done it will

say; it gets easier the more you do it. PDAs had frequent occasions for practice that allowed them to acquire this skill.

Theory and Practice. Most PDAs that took the role had also been mentor teachers. So they had some experience working with interns. They knew they had knowledge that would help them as supervisors, and felt that the experience that they brought to the table was beneficial when they worked with interns. A few of the examples they cited were: they knew how to address behaviors, they knew how to make accommodation and modifications; they knew what was developmentally appropriate, they knew how to help interns get organized; they knew how to manage a classroom; they knew how to work with challenging students; and they knew how to engage children.

What they didn't know was how to specifically help interns connect the theory the interns learned in their classes and methods courses with classroom practice. In many ways they were in a unique position to do that as they were also teaching a methods course. When they related some of the ways they worked with interns, all responses were similar, but parts were unique to their individual style or were what they as supervisors found worked with their interns.

Relationship building was named as a prelude to working with interns in order to build trust. Several participants felt that working with interns was similar to working with elementary school children in that you identify the interns needs and strengths. One PDA mentioned that she worked with some of her students on "presence" saying that what the intern knew didn't matter if they couldn't present the information to kids, so she asked them to notice how they spoke to kids and engaged with them. Other PDAs spoke about helping their interns notice what their mentors were doing. Still others seemed to set store by questioning interns rather than telling them, having them think about why they were doing things or why things were important. Still others talked about thinking aloud and explaining as they taught to make learning visible to interns, and helping mentor teachers do the same.

To conclude, the PDA role required a substantial amount of learning in action and going through a process of experimenting, reflecting and getting feedback, then adapting or changing in order to be successful in the role-taking experience. The position's responsibilities required PDAs to solve problems with interns that were both professional and personal, teach adults and work on their public speaking skills, and help interns connect theory and practice. All required some degree of learning in practice.

Framework Component 6: Practice-Adaptation and Transformation

*"... a **critical incident** is an interpretation of the significance of an event. To take something as a critical incident is a value judgment we make, and stated that basis of that judgment is a significance we attach to the meaning of the incident" (Tripp 1993, p. 8.)*

Critical Incidences

A critical incident is something which we interpret as a problem or a challenge in a certain context. Researchers describe it as "any unplanned and unanticipated event that occurs during class, outside class or during a teacher's career but is "vividly remembered" (Brookfield, 1990, p. 84). Likewise, Tripp (1993) stated that "... a critical incident is an interpretation of the significance of an event. To take something as a critical incident is a value judgment we make, and the basis of that judgment is a significance we attach to the meaning of the incident" (p. 8). Often these incidences challenge individuals and make them think or reframe what they think they already know. They do not occur regularly and can be emotional and/or uncomfortable. Hence, at times critical incidences cause individuals to question their thinking and/or prompt them to take some action or change. While they are similar to and somewhat connected to learning in action, critical incidents seem to be more powerful and more significant.

During the interviews, there were many times when PDAs became very emotional when describing some of their experiences. I found that these narratives brought tears to their eyes and caused them to have to stop for a moment before they could continue speaking. This reminded me

that teaching is emotional. The Latin origin of emotion is *emovere*: to move out, to stir up. When people are emotional, they are moved by their feelings. They can be moved to tears, overcome by joy, or fall into despair (Hopfl & Linstead, 1993).

Aren't the most intense emotional moments of happiness or sorrow in our lives those that impact us the most? Many people describe life-changing events based on how they felt or what they learned at a particular moment. Other times, emotions, sometimes unexplainable, lead people to reflect on an incident or experience and then make particular choices. This does not always mean that they are out of control or making bad decisions, but for some reason, individuals seem to know that a particular decision is the right one based on our how the new information or experience jives with their internal, emotional guidance system.

I contend that this is also true in educational settings. Teaching is more than technical competence and adherence to prescribed standards. Teachers value their emotional connections with students and recognize that they also have social and emotional needs beyond academics. When emotions are mentioned in the literature, they are spoken of in terms of how teachers react to change and how administrators and reformers can work to prevent or deal with resistance to change. In this study, I am referring to is the more passionate kind of emotion that can be described as excitement and enthusiasm and at the other end of the spectrum perhaps frustration or anger. These emotions also are not separate from rational thinking, but instead help teachers make better decisions based on caring and respect for human value and dignity.

The experiences that were described to me, caused an important change in someone or the way they thought about something. As such, it falls under the definition of transformative learning. Jarvis (2009) argues that transformative learning is a moment in which there is an interaction between a person and the experience. A person comes as a whole (body, mind, self) in a life history and the experience is a socially constructed episode in this life history. Learning that holds a transformative potential touches the person's emotions, enables thought and reflection,

and causes internal action. In such a way, the individual is changed as a whole, body, mind and the self (Jarvis, 2009). Studies have concluded that emotions are fundamental to what teachers do, and these emotions can be connected to changes in beliefs and practices. Hargreaves in particular had researched emotions and how they relate to educational change and reform. His study concluded:

> Teachers' emotional commitments and connections to students energized and articulated everything these teachers did: including how they taught, how they planned, and the structures in which they preferred to teach. One important way in which teachers interpreted the educational changes that were imposed on them as well as the ones they developed themselves, was in terms of the impact these changes had on their own emotional goals and relationships. (Hargreaves, 2005, pp. 293-294).

PDAs described incidences that impacted them emotionally and how it changed them. One PDA spoke about dealing with an intern that she and others believed was intoxicated. She described how she was a person, who upon taking the supervisory role, avoided conflict and challenging situations. She felt that this dealing with this situation changed her the most.

> I think in some ways my own personal feelings came in. I was very disappointed in this intern, frustrated by this intern, and trying to like make sure that my emotions did not get too much in the way was really important. And so, I think what it taught me was early on to deal with issues as they come up, to deal with them in a very, factual is not the right word, but what did we observe, what did we see, what did we need, what was required? And so, my disappointment and my frustration was-I don't think that wasn't fair, but it wasn't what was supposed to be driving the conversation. Anyway, I learned a lot. I learned not to back away from challenging situations. (Participant 5, Lines 77-83, 92)

Another PDA described an emotional incident that led to a self-discovery. Although he had help and support dealing with the situation, he was the leader in a group conference with the intern.

> For whatever reason I had to let someone go. They (she and the mentor teacher) just were not a fit at the time. They just weren't ready for the experience, and they also had a lot of stuff going on in their family at the time. It was just one of those perfect storm kind of things. And I figured I would be very casual and cool and calm. And we talked through it, and she realized that, you know, it was not a good fit at this time. And we did have a spot for her to go to finish out the situation but pull back from the methods a little bit and be able to do some things. And everything went extremely well, and I was very pleased with how it went, and she left and we felt really good about it. And it was all over and all done with, and I said that went pretty well, and they (the PDS support team) said yes it

> did. Then I burst out crying. (Laugh) You know and they gave me hugs and everything like that, and I didn't know that was going to be my reaction to that whole thing, you know Mr. Business, it's all over and it's all done. And I realized that I did have a relationship with this girl. I kind of semi-hid that these kids were important to me. Just that . . . boom, and it really hit me hard, but I had that part back in the back part of my head. So, it was kind of-just kind of a crushing thing. (Participant 3, Lines 44-54)

Other incidents were described that could also be labeled critical instances that impacted PDAs significantly. The incident was sometimes uncomfortable and caused change, but at times it was one that was somewhat of an epiphany or a sudden, intuitive perception or insight.

> I kind of, I always assumed that you know the mentor teachers were going to be at the peak of their game. And so, when I would see things like that, and then I couldn't say anything about it. You know because I'm not in there to judge the mentor's teaching, but I was conflicted with wanting the intern to have the best model that she could and also worrying about the students in the classroom because I knew that what was happening maybe wasn't what should be happening. You know, like a teacher that gets upset and screams at students or you know things like that. You want to step in, but you can't. So, I think that that happening taught me a lot about myself and has also helped me you know work on my people skills because it put me in a situation where I needed to handle, you know handle that kind of thing with tact. (Participant 1, Lines 3-15)

> I volunteered to take an intern. And the intern was a very, very bright young woman. I knew her mother. I worked with her mother. I'd had a younger brother in class. People were intimidated with her mother, and I really was not. So, I was thrilled to take this particular intern. She was so bright, so willing, so eager, so reflective. And I remember that she had written a lesson plan. She was teaching a reading group on Frankweiler, what is it? I'm losing the title of the book, when the kids are locked in the museum, the Metropolitan Museum, *The Mixed-Up Files of Mrs. Frankweiler.* Anyway, so it talks about the different things, the different exhibits that the children were seeing in this museum. And my intern, while the kids were at gym said, wait a minute and jumped on the computer, went to the Metropolitan Museum of Art, found pictures of what the kids would be viewing in the museum. And then quickly you know said, is it okay if I do this, this, this, this? And then put it into a file and into a slideshow. So, when the kids came back from gym, and she taught that next chapter, she was able to share with them what the armory looked like, and what, and it was-it was, that was stunning to me. I said, oh my gosh, I've got so much to learn and this young lady has so much to teach me and this program has so much to teach me. And I was totally hooked from that moment on. (Participant 4, Lines 18-34)

An Ethic of Care

The role-taking experience put PDAs in a context that required PDAs to take action. In doing so they made decisions that are associated with an ethical orientation. These decisions not only demonstrated a commitment to interns, but also revealed how much they cared. According

to Noddings (1988, p. 219) caring is a relational ethic. She explains that those adopting an ethic of caring perspective do not judge their own acts by conformity to a rule or principle, but instead concern themselves with the relationship and the action under consideration. These incidents are required them to make a value judgement and commit to a course of action.

> And the PDS said this girl has been told she can't make it, and good luck! So, they found a mentor and said are you willing to take this girl because she's washed, you know they said she's washed out. So are you willing to take her, and we both said yeah, sure we can do this and everything. And it was that idea of taking a bird with a broken wing. She'd already been told she can't do it and trying to build her up and trying to give her slow, baby steps. (Participant 3, Lines 62-67)

> So, I had one who was having financial difficulties so I found ways to help her through some of the Foundations that the PDS had supported. I literally went in and paid, wrote a check and paid her the tuition and then the Foundation paid me back. (Participant 7, Lines 111-113)

In summary, PDAs gave multiple examples of how much they cared about the interns and their work. Throughout their tenure as a PDAs, they demonstrated a passion that was exemplified by an excitement about learning but also a commitment to the work. Some of their actions and choices spoke to an ethic of care. As a result of their relationships and an ethic of care, they made decisions that impacted not only their personal professional development but the welfare of others.

Framework Component 7: Participation

*"**Participation** involves hearts and minds; a sense of belonging or a desire to belong, mutual responsibilities, and an understanding of the meaning of behaviors and relationship"(Handley, Clark, Fincham, & Sturdy, 2007, p. 181).*

Professional Development

At the end of the experience, the PDAs were full participants with multiple responsibilities. There were those who were PDS co-facilitators. Others contributed in other ways such as being the note-taker at meetings, organizing events, or contributing computer skills. By the end of their tenure, they were full participants in the partnership and spoke with pride

about what they felt were their contributions. Many spoke about how the experience had changed them.

> I'm different because I've seen and lived and breathed collaboration at that kind of level. (Participant 6, Lines 159-160)

> I think it gave me more of a voice. (Participant 11, Line 202)

> I think I look at just the field of education and teaching…I just have a deeper view. (Participant 12, Lines 129-130)

> I'm different in that I'm much more open to new ideas than I used to be. (Participant 3, Line 131)

> I know a bit more about myself. (Participant 5, Line 213).

> Being in other people's classrooms has released me from my fears of not doing it right. I saw so many different ways of being a successful teacher. (Participant 10, Lines 186-188)

Two questions in the interview focused on professional development. The first asked how the role influenced professional growth, and the second question asked how this PDA experience compared to other professional development experiences. Some of the responses were similar, but all agreed that it was a positive experience that was far different than anything they encountered as a classroom teacher. In regard to their own personal growth, the PDAs shared:

> I think it really helped like my growth and maturity and age. Like I feel like I became wiser. (Participant 8, Line 430)

> I'm better with adults. I'm better with behind the scenes understanding. (Participant 1, Lines 219-220)

> I feel like the fact that we as PDAs were responsible for professional development, we would set up the mentor retreat. And planning for those was amazing professional development because you want to work so hard to make sure that what you are thinking about, what you were planning for your peers and your colleagues, is what they need. So, the motivation to do that was huge. And you didn't want to look like a complete idiot in front of all of your peers. (Participant 6, Lines 292-293, 295-299)

> Maybe more reflective. And a stronger, I definitely had an inquiry style of teaching but that also I would say has deepened. Participant 7, Lines 238-239)

Professional development was often seen as a comparison between their current experiences in the PDS and their prior experiences in their respective schools.

> Professional development in PDS is so much more fluid because it can be. It's because you live and breathe it on a daily basis. Whereas the professional development we get during the time that we're teaching in our classrooms is like over here, over there or over there or over here. And sometimes even though they're similar concepts or topics, they're so disjointed because of the gaps between when you've talked about it. (Participant 6, Lines 311-315)

> I don't know if there's any…well with the PDA experience it is embedded professional learning. I don't think there's anything like it that's offer…I mean that I've partaken. I know that other people have done other work, but it's embedded professional growth. For, it was a 3-year stint for me that I think was… more powerful than I …l I don't even know if I understand how much I changed. Does that make sense? Over the course of three years. So, I don't know if anything compares to it. (Participant 11, Lines 423-431)

One of the PDAs described it as a change in perspective. She went from seeing professional development as something you "sit and git" to being able to see her own identity. She found that being nudged in the right direction by leadership within the PDS, was how she gained confidence to take charge of her life and head down the path to getting a principal certification, getting a Ph.D. and publishing papers.

Gaining confidence and understanding the reasoning the goes behind the theory was quoted as powerful by a participant. She declared that at times in meetings after returning to the classroom, she was able to use the language more effectively to communicate her ideas to others. There was also times when PDAs successfully took their ideas back to their school-based learning communities and shared what they learned in the PDS.

> I was just so excited that my last couple years we had, I was able to work with my colleagues and have them see the amazing things that were happening in the PDS and reap the benefits from that and share the knowledge. (Participant 6, Lines 354-355)

Leadership

The topic of teacher leadership drew mixed responses. All participants viewed teacher leadership as important and felt the hybrid role was a great example of teacher leadership. Their replies gave an indication of how they defined it. Writing curriculum, going to conferences, sharing what they were doing in their classrooms, and having influence were all given as examples. One person said that she felt that teachers can be leaders in the field of research and pointed out how powerful sharing in the community is. This individual was co-authoring a book and felt that the PDA experience gave her the confidence and skills to do it. One of the PDAs who did not return to the classroom but instead retired wondered how it would have been for her because she had noticed that a few of her colleagues who returned to the classroom were able to extend their teacher leadership in some interesting ways within their schools and in the district. Still another explained how her definition of leadership changed.

> I think probably going in to being a PDA, I felt that leadership just meant doing a lot of talking and having a lot of ideas. And I came out of it believing that's true too in some situations, but also knowing that leadership means keeping your mouth shut for longer periods of time and asking other people for advice. (Participant 6, Lines 61-65)

Most respondents commented that seeing the district as a whole allowed them to understand how leadership was represented in their district. There were also those accounts of leadership that were more personal.

> People, I think people would name me as a teacher leader. That may not have happened before I did that (was a PDA). (Participant 8, Line 89)

> It's been hard going from a place where I was able to do a lot of things and had a lot of opportunities and enjoyed that leadership role to kind of being forgotten in the classroom. It's been hard. (Participant 5, Lines 353-355)

> I felt like all the teaching we did in the PDS about leadership was not true in fact, and I saw it before I left that I had a lot more, power is not the right word, but I had a lot more influence as a teacher leader. … I felt like all that teacher leadership training really wasn't real. It was a stamp. (Participant 9, Lines 261-264, 266-267)

Transition Back to Teaching

Returning to the classroom came up as one of the most frequently reported concerns among PDAs. Two teachers in the study did not return to the classroom. They retired, but they still expressed their feelings about returning. Even those who looked forward to returning because they missed teaching, expressed misgivings.

The position itself offered a certain degree of status and those taking the hybrid role viewed themselves as professionals and teacher leaders. Research suggests that teacher leaders find meaning and satisfaction in their leadership roles because they believe they are making a difference in the learning of students and colleagues, while receiving recognition and earning professional respect for what they do and contribute (Birky, Shelton, & Headley, 2006). When leaving the PDA position, role-takers found the transition somewhat disorienting.

> I'll be a new teacher in my old building. And so, you know new teachers have been hired since I've been gone, teachers have left, there's an entirely new principal, there are a lot you know structures in place in the school, some of the things that I was very passionate about in the school are not there anymore because the principals have changed and you know our new principal's goals and what's important to him is not the same as what was important to our old principal and so, some of those things are missing. (Participant 1, Lines 363-369)

Three years is a long time in the educational landscape. In that amount of time a new curriculum can be implemented; personnel can completely change through transfers, retirements and new hires; former work spaces can be no longer in existence; and family connections may no longer exist. In a sense, many PDAs had to reestablish their identity, their place within the community and their teaching reputation.

> And it was a little bit hard to re-find myself on the team because some of the team members had changed. And you kind of have to figure out where you stand in that aspect as well…the nuances of reclaiming your spot on the bench per se is something that you…you worry about. You have to work at it. You have to re-up some relationships with that. And it was hard not having a flexible schedule. (Participant 6, Lines 387-391)

> But I often started Back to School Night with like I'm old but new again. I really was here, and I got married right before I left so like people might have known Miss Payne but weren't quite sure who Mrs. Martin was. So, like I didn't have any reputation to fall back on. (Participant 8, Lines 474-477)

> First of all, my attitude going back to the classroom was kicking and screaming and dragging my feet. I don't want to go back, I don't want to go back, I don't want to go back. Because there was so much I valued about being in the PDA group. I was so overwhelmed. And part of that is because I really didn't, wasn't sure I really wanted to be there, but part of it was just new grade, new ways of doing things, new resources. (Participant 10, Lines 550-553, 560-561)

Still other worries revolved around a change in status, opportunity, and losing the "voice" that they had acquired. PDAs felt empowered by shared decision-making and collaborative problem solving. When returning to the classroom, PDAs generally felt there was not an avenue to use the skills they had attained by taking on the PDA leadership role.

> It was an identity crisis. The good part, teaching is so busy day to day, that can't really, you can't sulk, but I really miss being a part of decisions. I miss my relationships across the district, and they're not coming to seek out 3rd grade teacher at Mason Elementary anymore the way that I might have had opportunities as a PDA. It's really hard. (Participant 8, Lines 457-460)

> My voice mattered, it was equal, present, it was something that was, there was time enough to listen and hear everybody's voice. And now I think, I don't think it's that people wouldn't listen to me if I-- there's just not those opportunities or situations. (Participant 5, Lines 451-454)

> Sadly, going back to the classroom felt very, very, very, very constricting. I felt like all the teaching we did in the PDS about leadership was not true in fact, and I saw it before I left that I had a lot more, power is not the right word, but I had a lot more influence as a teacher leader. (Participant 9, Lines 255-256)

> I had the opportunity as a PDA to listen, learn and contribute to discussions and decisions that I knew I would not be able to continue as a classroom teacher. So, I decided the time was right to take a totally different position. (Participant 4, Lines 528-531)

Several PDAs spoke about the possibility that existed for former PDAs to help new teachers during induction. While this opportunity appealed to many of the PDAs, changes occurred when instructional coaches were hired in the district. Many were left with a void in that there was not a path other than their classrooms to use the skills they developed as a PDA.

As discussed previously, a few looked forward to returning with reservations. There were also a few that after some time were able to navigate the system and use their skills in creative ways, but again the consensus was that it was a difficult transition returning to the classroom. One

participant shared how she worked the entire summer before returning to get back into her former role as classroom teacher, and another described how much he missed teaching.

> Oh, it's different because my room didn't necessarily look like my room. So, as said last time, I thought it was really important to kind of make it mine again, the environment and just reestablishing relationships. It wasn't bad. I was excited. (Participant 7, Lines 297-299)

> That was probably one of the big surprises of this job. I mean I knew that I would miss my students and I knew that I would miss teaching, but don't think I realized how much I would miss teaching. (Participant 1, Lines 355-357)

Again, the majority of PDAs found the transition difficult, there were some successful outcomes. Some individuals chose to retire, others were able to get advanced degrees and move on to new positions, one individual became president of the teachers' union, and one was able to become a co-author of a book, and one other participant was able to find ways to continue to grow as a teacher leader.

Rank Order Survey Results

Introduction

The PDS job embedded professional development role is a hybrid role for veteran teachers that was created to provide professional development for veteran teacher while also providing mentors and interns with well-qualified supervisors and collaborators. As a result, 20 veteran teachers over the past 20 years have been selected through the comprehensive process of applications and interviews to find the most qualified teachers. Selected participants were given the opportunity to step out of the classroom over a time period of two to three years to fulfill this role – many of whom subsequently returned to their classroom. Upon completion of their role, surveys, interviews, and ranking data were collected on these individuals, 13 of which the data for this analysis represent.

Ranking data captured from responding supervisors was analyzed to evaluate their experiences before, during, and upon completion of their role as a Professional Development

Associate. Collected by each participant was a relevance ranking of predetermined factors from three questions describing motivation, preparation, and takeaways from their experience. Findings indicate that these participants embraced this opportunity for growth for both their mentors and themselves with confidence in their career experience thus far to guide them, despite their lack of extensive knowledge about the PDS partnership. Responses pertaining to their returns to the classroom suggest fulfillment of these goals with new ideas and an increased appreciation for their career.

Analysis

Rank order question one asks each participant to: "Rank the following indicating the most relevant reason for you becoming a PDA" with an answer of 1 indicating most relevant and an answer of 11 indicating least relevant. These rankings represent responses from 11 of the 13 participants. Figure 1 below depicts each of the 11 reasons along with their frequency (as a percentage of the 11 possibilities for each participant) among the Top 3 and Bottom 3 relevance ranks. For example, Reason 1 depicts 82% of its responses in the Top 3 which means that 9 of the 11 participants selected this reason as their first, second, or third rank. On the other hand, Reason 1 depicts 9% of its responses in the Bottom 3 which means that only 1 of the 11 participants selected this reason as their ninth, tenth, or eleventh rank.

Reason	Top 3 (%)	Bottom 3 (%)
1. I desired Professional Growth.	82%	9%
2. I wanted to contribute professionally to the field of Teacher Education.	36%	18%
3. I wanted to serve as a resource, an assistant, a conversation partner to collaborating teachers.	36%	9%
4. I wanted to be part of maintaining and sustaining the PDS.	27%	27%
5. I saw myself as a bridge builder between institutions.	0%	82%
6. I felt that I understood interns and what they need.	18%	18%
7. I felt that I could support classroom teachers and interns in a way that is less threatening than working with a university supervisor or administrator.	18%	45%
8. I understood both the university and school contexts.	0%	73%
9. I felt that I could help students connect theory and practice.	18%	9%
10. I am able to work well with others and establish relationships.	55%	0%
11. I have had good prior experiences with student teachers.	9%	9%

Figure 4-3 Question 1 Rankings by Reason

Focusing on the top ranked reasons, participants deemed "desire for professional growth" the strongest with 82% of its rankings in the Top 3. This further breaks down into 36% number one, 27% number two, and 18% number three rankings. Notably, 55% of participants also ranked their ability to "work well with others and establish relationships" in their Top 3. This suggests that participants accepted this role to use their communication and relationship skills to learn and grow in their profession. Oppositely, two reasons including the participant seeing themselves as a "bridge builder between the institutions" and their understanding of "both the university and school contexts" returned zero ranks in the Top 3. As expected, the vast majority of these two reasons were represented in the Bottom 3 ranks with 82% and 73%, respectively. This shows a willingness to admit that this is an experience for the participants as well as the student teachers to learn. These participants were not necessarily motivated by a strong understanding of this program, especially in relation to their current position. Another low-ranked item states that the

participants felt that they "could support classroom teachers and interns in a way that is less threatening than working with a university supervisor or administrator" with 45% of rankings in the Bottom 3. These participants either do not find university faculty to be intimidating or they simply feel that they will mentor to the same caliber as university representatives.

Question two asks each participant to: "Rank the following indicating what most prepared you for taking on this PDS role" with an answer of 1 indicating most relevant and an answer of 9 indicating least relevant. These rankings represent responses from 11 of the 13 participants. *Figure 2* below depicts each of the 9 reasons along with its frequency (as a percentage of the 11 possibilities for each participant) among the Top 3 and Bottom 3 relevance ranks. Once again, we see that Reason 1 shows 18% of its responses in the Top 3 which means that only 2 of the 11 participants selected this reason as their first, second, or third rank. As such, Reason 1 depicts 73% of its responses in the Bottom 3 which means that 8 of the 11 participants selected this reason as their seventh, eighth, or ninth rank.

Reason	**Top 3 (%)**	**Bottom 3 (%)**
1. I have an in-depth understanding of the roles and responsibilities of multiple stakeholders.	18%	73%
2. I had a bad student teaching experience that allowed me to know what teacher candidates need to succeed.	0%	100%
3. I have many years of teaching experience.	45%	27%
4. I had a positive experience working with stakeholders in the PDS.	55%	9%
5. I have extensive knowledge of the curriculum and the school district.	36%	9%
6. I am familiar with the day-to-day concerns of teachers.	55%	18%
7. I had good prior relationships with teachers.	45%	9%
8. I am good at understanding different perspectives.	9%	36%
9. I had good experiences working with interns.	36%	18%

Figure 4-4: Question 2 Rankings by Reason

Two reasons stand out as to what most prepared the participants for taking on this role including "a positive experience working with stakeholders in the PDS" and a familiarity with the "day-to-day concerns of teachers", each obtaining 55% of rankings in the Top 3. This shows that while the participants may not have "in-depth understanding of the roles and responsibilities of multiple stakeholders" as only 73% ranked in the Bottom 3, they feel comfortable and prepared accepting this role due to previous enjoyable interactions. On the other hand, 100% of participants selected their lowest ranked reason for preparation as a "bad student teaching experience that allowed them to know what teacher candidates need to succeed". These participants were in no way driven by a bad experience or a desire to give mentors a better experience than they themselves had. This could suggest oppositely that these participants in fact did have a positive student teaching experience may have assisted them in this role.

Question three asks each participant to: "Rank the following indicating which most reflects how you felt when you returned to the classroom" with an answer of 1 indicating most relevant and an answer of 13 as least relevant. These rankings represent the responses from 10 of the 13 participants. Figure 3 below depicts each of the 13 reasons along with its frequency (as a percentage of the 10 possibilities for each participant) among the Top 3 and Bottom 3 relevance ranks. As aforementioned, we see that Reason 1 shows 30% of its responses in the Top 3 which means that 3 of the 10 participants selected this reason as their first, second, or third rank. Subsequently, Reason 1 depicts 20% of its responses in the Bottom 3 which means that 2 of the 10 participants selected this reason as their eleventh, twelfth, or thirteenth rank.

Reason	Top 3 (%)	Bottom 3 (%)
1. I was more positive about teaching.	30%	20%
2. I was more reflective about teaching and had a better understanding of its importance.	30%	0%
3. I had a better understanding of teacher preparation.	10%	0%
4. I had a better understanding of university faculty.	0%	60%
5. I felt I wanted to contribute to research on teacher education.	10%	50%
6. I wanted to collaborate more with colleagues.	30%	10%
7. I was confused or felt discomfort about my identity.	10%	50%
8. I desired more education and/or a different role.	20%	60%
9. I had many new ideas that I wanted to put into practice.	60%	10%
10. I felt that I was returning to a place where I was most comfortable.	20%	20%
11. I felt that I had a better knowledge of how to integrate theory and practice.	40%	0%
12. I felt that I had better relationships with colleagues and administration.	10%	20%
13. I felt a need to mentor more interns.	30%	0%

Figure 4-5: Question 3 Rankings by Reason

Upon returning to the classroom, participants strongly felt that they “had many ideas they wanted to put into practice” and “had a better knowledge of how to integrate theory and practice” with 60% and 40% of ranks in the Top 3. This shows that the teachers benefitted from this experience in that they obtained new ideas to improve their own classroom. Supporting the indicated goal for professional growth, these responses indicate that these teachers benefitted from their role and their classrooms may evolve as a result. Participants did not find that they “had a better understanding of university faculty” or “wanted to contribute to research on teacher education” with 60% and 50% ranked in the Bottom 3, respectively. This may suggest that although these teachers appreciated this role, they may not want to revisit or allocate time in the future to similar opportunities. Additionally, teachers did not designate fundamental changes in their professional role as two of the other lowest rankings in the Bottom 3 with 50% and 60%

included feeling “confused or feeling discomfort about my identity” or desiring “more education and/or a different role”. Overall, these responses reinforced the cemented confidence of these teachers in their careers and self-identification, reassuring their professional endeavors.

Discussion

Overall, participants who completed their role in the PDS partnership reported fulfilling experiences. The 13 survey participants showed consistency in their aspirations of professional growth and confidence in their ability to work with and establish relationships with interns. Though there was an overall lack of understanding of the PDS itself shared by participants, they responded positively to any previous interactions they may have had with stakeholders. It is also notable that these participants strongly denied that they were motivated due to a personal bad student teaching experience. It can be said that interns were mentored by confident, experienced, and qualified veteran teachers. It seems they were willing to pass on the good fortune they have experienced in their career thus far.

Upon returning to the classroom, the vast majority of participants highly ranked a newfound understanding of the integration of theory and practice and new ideas to implement. So, the benefits of the hybrid role was reciprocal, with interns benefitting and PDAs also learning and enhancing their techniques through the scope of fresh perspectives. This survey however does not suggest a strong newfound connection between the institutions with 60% of responses in the Bottom 3 belonging to having a “better understanding of university faculty”. Despite this, the survey supports that the motivations and preparation for this experience paid off and were fulfilled during their time in the PDS role.

Revisiting the Research Questions

In this section of the chapter I return to the research questions and discuss the results of the study. The first question asked what was the lived experience of veteran teachers who served a PDAs. To answer this question, I attempted to provide the answer through the words of the

participants as I shared their quotes throughout; and I believe their words best tell their stories and their perceptions of their experience. The situated learning theory model helped provide some structure to the responses and offered a way to present the data. The framework was useful and captured most of the data, but I also found that the PDS experience is more complex, and by trying to simplify the experience and the components, in some ways I may have diminished the experience by over-simplifying it. The framework was developed for business and company management, and some of the themes were not an easy fit as an educational framework. Nevertheless, it was a useful tool that helped me have a more disciplined focus as I systematically categorized the findings.

The first sub-question asked, "What were effects of leaving classroom teaching to assume the position of supervisor in a professional development school?" PDAs who left to assume the position had positive experiences. From their point of view they grew professionally. They began to see themselves as professionals and were able to take advantage of many opportunities that were not always available to them in their classroom teaching environment such as presenting at conferences, and teaching methods classes. Although many PDAs felt some anxiety initially, they grew from their responsibilities as the tasks were consistent with Vygotsy's (1978) zone of proximal development. The new expectations were challenging but meaningful and attainable, leaving them with a sense of accomplishment. PDAs also found their "voice" and learned to share their ideas and opinions. They continually stated their surprise about the level playing field. Never had their opinions been so valued or had they been recognized for their teaching experience and their understanding of teaching practice.

They claimed they were more reflective and had a better understanding of themselves, but also of the district. As a PDA they gained a better understanding of the district and were able to make new and stronger relationships across all school networks. For many participants, the exposure to inquiry changed the perceptions of their role as teachers and allowed them to believe

they had a role as a researcher and a responsibility to share their expertise with others. They became more collaborative and invested a great deal of time developing strong relationships to be effective in their supervisory role. Returning to their classrooms was difficult for them, and the transition produced much anxiety. While this explanation offers a general overview of the effects, it is not inclusive. The effect of taking on the role seemed to be considerable, and in some cases unique to individuals.

The next sub-question asked "How were their insights or perceptions of their jobs or profession changed or affirmed?" First, there is no denying that the PDAs left the positions with pride about their profession. One individual summed it up well.

> I'm so proud of my profession after doing that for 3 years. There's sort of a sense of awe that I have about teaching and what goes into it and the students, what they put into it and what the PDAs put into it. (Participant 5, Lines 166-167)

As they became more reflective, they became more insightful. In particular, they made connections across the district and gained a better understanding of the workings of the district and how the parts function as a unit. In general, they found the job reinvigorated them, and they looked forward to returning to the classroom to try many of the ideas that strategies that they were exposed to along the way. They also were able to gain multiple perspectives and had a better understanding of interns and the pressures they faced, but they also had a better understanding of what it meant to be a good mentor. Almost unanimously, they made it a point to that they looked forward to taking an intern again because they felt that what they learned would allow them to do a better job not only teaching interns, but also identifying strategies to help struggling interns. PDAs also were reassured that what the knowledge and experience they possessed was valuable, and they found the experience was affirming. One participant noted:

> I did learn some new things about teaching from this of course. You know being exposed you know to several different teachers over the course of the last couple of years and you know practices and seeing what they're doing with their classes, a lot of those things were just you know were confirmation for me about my own practice, but some of them were new things. (Participant 2, Lines 270-273)

The PDAs also were very appreciative. They seemed to be humbled by the experience and became more respectful of their teaching colleagues. Comments like the following were expressed frequently.

> I loved being able to do was to go in and see my colleagues and just …and I think it's really, there's a fine line, you can't praise them then it would. . .mean you're seeing the negative. But it was more acknowledging like I saw how you, I saw this, I saw this again, not judging it, but acknowledging it, seeing and objectively looking at it. (Participant 5, Lines 467-470)

> It gave me the opportunity to see other teachers and watch the wonder of learning through so many different experiences. The kids were all learning, but each teacher had a different way, that special way of delivering the curriculum which was mind boggling. (Participant 4, Lines 79-81)

The third sub-question was, "To what extent did reassignment lead to professional development for the PDAs who assumed the role?" This was a specific question that I asked the participants. All believed that it was the best professional development experience that they ever had. They compared it to other professional development sessions that they experienced in the district, and felt the PDS embedded role-taking experience was drastically different. By the same token, what they took away was different. When speaking of how they changed or grew from the professional development experience, their examples of what the learned included: I learned to listen more, I became more reflective; I learned to look at situations from multiple perspectives, I learned to have difficult conversations. It seems unlikely that these same examples would be reported as outcomes from a typical professional development session in the school district.

The final sub-question asked, "To what extent did the reassignment affirm or change the PDAs perceptions of teaching? Supervision? Leadership?" In regard to teaching, the PDAs, broadened their definition of teaching as they began to see themselves as professionals that have control of their circumstances. Being a member of the learning community also allowed them to see that teaching responsibilities are more than what goes on in the classroom. They were able to

understand the importance of sharing their craft and staying on course with a learning trajectory than is not necessarily defined by the district. In other words, they realized that there are ways that they can learn and grow by taking charge of their own professional development. At the same time, they admitted that finding the time to do that was difficult. It is likely that they all believed that those in the profession have a responsibility to interns entering the profession, but the supervising experience strengthened that belief.

The veteran teachers who took the role, had really no experience with supervision, but the most important thing they learned from the supervising was that the interns had problems that were both personal and professional. As young adults, sometimes these problems are not acted out as they are with children; and additionally, they discovered that interns rarely show their struggles to mentors because they want mentors to think they are competent. So, through supervision, they saw a more complete picture of interns.

At the end of the experience, PDAs saw themselves as teacher leaders. They felt that they had developed leadership skills by planning and conducting professional development sessions, teaching methods courses, attending and presenting and conferences, being a co-facilitator for the PDS, learning to voice their opinions and ideas, etc. For some PDAs, these leadership skills were continued by getting degrees and changing positions, publishing and sharing their work, or being grade level team leaders. On the other hand, the transition back into the classroom was extremely difficult for others, and the opportunities to use their leadership skills were few.

Chapter 5

IMPLICATIONS AND RECOMMENDATIONS

The findings of the study indicate that as intended, the professional development aspect of becoming a Professional Development Associate (PDA) provided substantial professional development for the veteran teachers who assumed the role. PDAs were welcomed and included into the PDS community. They were well supported by PDS structures within the partnership such as regular supervisor meetings, working closely with more experienced PDAs, and having close proximity to PDS coordinators. Through participation in the embedded role they learned to supervise through practice, reflection, and interaction with peers. As a result, they left the position with new understandings about themselves and leadership skills that empowered them as professionals. While participating, they witnessed new ways of thinking about power and were encouraged to take advantage of the multiple opportunities that allowed them to share their knowledge. They did so by organizing inquiries of practice and presenting the results at regional and national conferences.

PDAs experienced a period of adjustment assuming the role. They were brought into the community practices organically as part of their daily work with preservice teachers. Because of the gradual enculturation to new perspectives about collaboration, they came to know and trust their peers in new ways. When the experience ended, many experienced anxiety upon returning to their classrooms and the shock of being a teacher again.

The results of this study also indicated that relationships played a key role in the success of the PDS in general, but also for the success of the participants. Relationship building was cited as a strategy that PDAs employed for making interns successful and relied upon it themselves as they worked as supervisors. Having difficult conversations and problem-solving were a few of the ways PDAs learned in action. Their experiences as a PDA also led them to be more reflective

and to reframe their beliefs about themselves and their roles as professionals. The PDAs saw the district from a different perspective through their experiences as they formed relationships with teachers and principals across the district. Upon returning to the classroom, they looked forward to working with interns again as mentors, believing that they would be better and stronger mentors due to their PDA experience. Finally, they interacted with many teachers with varying teaching styles, which contributed to a new appreciation for their teaching colleagues. They expressed that they looked forward to trying new ideas in their classrooms and being more collaborative in the future. The PDA experience allowed them freedom to access multiple classrooms and work with a variety of teachers. As a group, they developed new understandings of the curriculum, their colleagues and the school district as a whole.

Implications

In this part of the chapter, some of the implications of the research are addressed. This section is divided into several parts for discussion and include: what the findings may mean for professional development schools, what the findings may mean for the school districts, and what the findings may mean for the teaching profession. However, it is very difficult to separate the three audiences. Since PDS partnerships are all about collaboration and joint decision making, what impacts one professional community may or may not be instructive to others. The chapter concludes with a discussion about what teachers value and explores the idea of how this type of experience might be systemic for all teachers.

For the PDS

Of course, the PDSs ideals and practices in this PDS reflect the NAPDS guidelines but also encompass the four E's established by the partnership: (1) Enhance the educational experiences of all children (2) Ensure high quality inductions of new teachers into our professions (3) Engage in furthering our professional growth as teachers and teacher educators of all children

(4) Educate the next generation of teacher educators. These directives lay the groundwork for operating the PDS and are responsible for the underlying messages that permeate the culture.

The common values, beliefs, underlying assumptions, attitudes, and behaviors that are shared by the members of this PDS were evident. Core practices and ideals contributed to the creation of the culture and were clearly articulated by the PDAs during the interviews as being important to their success as supervisors and their personal professional development. These included weekly meetings, mentoring, the power configuration, the celebrations, growth opportunities, strong leadership, and challenges.

Weekly Meetings. The weekly meetings were a practice that provided a time to plan, solve problems and collaborate with others in the professional community. It is here that working relationships were formed that sometimes led to more social relationships outside of the school environment. PDAs reported having planning sessions over breakfast, having dinner get-togethers during travel, and teaming with others in the summer to work on PDS projects or shared academic interests. Weekly meetings provided a space for PDAs to meet, listen to their colleagues, and share their own ideas. One participant explained,

> And the idea of that flat table, that people are going to listen to my thoughts, just as I'm going to listen to theirs and collectively we're going to make decisions. It was very refreshing and powerful. (Participant 4, Lines 113-115).

Mentoring. The intentional placement of experienced mentors in buildings with novice PDAs provided supportive role models for PDAs. Partnership leaders were also nearby, sharing responsibilities and working side-by-side with other members of the partnership. The presence of mentors meant that help was always available if needed. Mentors served as sounding boards, gave encouragement and support, and challenged PDAs' thinking. It was easy to ask for help. One participant explained when she spoke of the PDA meetings.

> And one of the things we did practice over the 3 years I was there was learning to ask the question to the one sharing the issue. What do you need? Sometimes they needed to vent. Sometimes they needed ideas, and sometimes they needed help.

> Sometimes they needed someone else to come meet with them with that intern and mentor. (Participant 10, Lines 254-258)

Having easy access to the assistance they needed allowed for gradual learning of the supervisor role. Eventually the PDAs became the experienced PDAs and became the mentors to new PDAs as they became full participants in the partnership and gained knowledge of the role.

Celebrations. The celebrations were joint experiences that help everyone feel connected, and many of the activities became traditions over the years. Picnics before the start of the school year led to a good start for the triad relationship of intern, mentor, and supervisor. PDAs spoke of instances in which they created songs and gave speeches at group gatherings. One of the most significant occasions was the pinning ceremony at the end of the school year. One participant shared how moved she was at this event.

> In the end (of her tenure as a PDA), when I was leaving the role at the pinning ceremony, just to hear how mentors and interns perceived what I did, like you know that relationship piece, that they really appreciated it. (Participant 7, Lines 114-116)

Growth opportunities. The partnership began by creating critical friends groups. Money was secured from a small grant to provide training, and a group that consisted of twenty-four teachers, administrators, doctoral students, and university faculty represented the first group. The formation of critical friends groups immediately followed the intensive training, but the title was changed to *conversation-as-inquiry groups.* The PDS recognizes rich, collaborative conversations as a form of professional learning. Although, there are still critical friends groups, reflection and inquiry are other ways that the commitment to continuous learning is carried out in this PDS. Inquiry is expected and avenues for sharing research findings are made available. There is an underlying assumption that inquiry is the means for educational change. As time went on, the initial viewpoint of research that was held by the PDAs in the study changed, and they took on a new position regarding inquiry and began to understand and see it differently. One PDA stated,

> There were always people that were outside of the box and doing the research and providing that teacher with this is how your teach. But how much of it was applied in that practical classroom setting? Right? And now (after being a PDA) I feel like teachers can be teacher leaders in the field of research. (Participant 11, Lines 358-361)

Access to graduate courses, colleagues, and university partners was also cited by PDAs as contributing to their learning. In their past experiences as a classroom teachers they were not able to team with others across the district and had little access to scholarly research. Some PDAs took advantage of their opportunities by taking courses, and getting advanced degrees and/or certifications. Still others, collaborated on publications and engaged in co-teaching with colleagues, mentor teachers, university partners, and interns. One participant described a time when she took a course with several other PDAs that focused on reflection. She said,

> We looked at ourselves and our personalities and how our personalities were similar and how they were different and how that affected who we were in our, not only our personalities but really more our roles, our roles, our history, our lenses that we were looking at everything through, and that, those conversations that we had I learned so much about myself. (Participant 5, Lines 216-219).

In the PDS, reflection is part of questioning, questioning ones beliefs, questioning traditional and accepted ways of doing things, and questioning the reasoning behind their teaching practice. Participants correlated the reflective process with a better understanding of themselves, a better understanding of the theory behind their practice and what it really means to be a teacher.

These are only a few of core ideals and practices that were cited by PDAs as contributing to the culture and their professional learning. Of course, not all PDSs operate the same way, but this study highlights some of the characteristics of this particular PDS that contributed to its success. Other PDSs may or may not find them helpful.

Allocation of Power. Organizations establish hierarchy and control through power structures. These power structures give messages, and often dictate how members of the group know how to relate to each other. Participants in this study came from a place in a school district

in which they had relatively little control or little input into decision-making. When these veteran teachers became PDAs, they initially did not know how to behave in this type of environment. It took them time to trust that their ideas were as important as any other person at the table. Their relationships reflected this newfound status. They found themselves on an equal footing and were able to build trusting and respectful relationships. Power and voice were extremely valued by the participants and mentioned by every PDA in this study. The PDS leadership, which was described as a safety net, encouraged the group to make decisions by consensus. One individual said, "We all made the decisions together and either all fumbled together or succeeded together." (Participant 6). For whatever reason this worked, and even more importantly, it gave the PDAs confidence and contributed to their self-efficacy. The configuration of power in a partnership cannot be understated.

Leadership. Credit must be given to the leadership in the PDS, but caution must also be given. Leadership changes, and many PDSs have had difficulty sustaining themselves due to a turnover in leadership. In this study, the leaders often served as role-models. PDAs reported that they learned how to lead and how to lead difficult conversations from the PDS coordinators. They also spoke about how the leaders treated others with respect and expected them to be full partners in decision making. Leaders also encouraged PDAs and helped them see possibilities for their personal growth. This was evident in that several participants completed advanced degrees, and others began to take charge of their own professional development by finding ways to create and share knowledge after leaving the PDA role. The reassigned teachers in this study became leaders in part because they had role models and because they gained confidence. They felt authorized to take on responsibility for the PDS. They gradually became owners of the PDS community.

There are also other aspects of the leadership that were not directly spoken, but implied. For example, the new PDAs did not receive a list of expectations and rules. They did not receive

direct training where knowledge about how to supervise was imparted. Instead the leaders held true to the constructivist premise that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner (Elliott, Kratochwill, Cook, & Travers, 2000, p. 256). PDAs were given the opportunity to learn in practice. Findings also indicated that they passed some of this on to their interns as several PDAs spoke about questioning their interns about how and why they were doing things, asking them what they noticed was happening in the classroom, modeling good teaching through co-teaching. This was in contrast to directly communicating how to and how not to do teach.

It is difficult for leaders or teachers not to inform and instruct by directly informing learners and giving them the knowledge that they think they know and deem important. Administrators in school districts are known to provide training and instruction through experts who impart information. So, although learning in a more constructivist approach was somewhat alarming at first for the PDAs, the new sense of freedom that resulted was energizing. It can only be hoped that as leadership changes within the PDSs that new leaders are able to comprehend and maintain a leadership approach based on principles of respect and reciprocity. New leaders must see the virtue in a more equal distribution of responsibility and pay less attention to hierarchical structures that suppress individual potential. They must fully understand that bringing novices into a community of learners may be foreign, even counter intuitive but necessary to if a PDS is to endure.

Challenges. The veteran teachers that applied and were selected for the PDA role were experienced and accomplished classroom teachers. When assuming the hybrid role, they felt vulnerable and somewhat disoriented as they took on new responsibilities that tested them and required them to stretch themselves to acquire new skills. In particular, public speaking and teaching methods courses were shared as new experiences that caused them discomfort. Ultimately, new PDAs became successful at these new undertakings. Their self-efficacy

improved as they discovered they could meet the challenges. This suggests that PDAs and perhaps all members of the partnership benefit from opportunities to take on responsibilities that are beyond their current level of expertise, and that are also meaningful and attainable. The outcome of taking on new roles and responsibilities in this experience resulted in personal and professional growth.

For School Districts

Principals. One of the reasons professional development schools were developed was to support reform efforts. This takes the full participation of all stakeholders. Principals were talked about as being part of the PDS, and PDAs also mentioned getting to know them better and having interactions with them that they never would have had before taking the hybrid role. Most significant however, is that they were not cited as being part of the learning community. Thus, they never seemed to be cited as having a direct impact. In the grand scheme of things, principals have a great deal of influence on what happens in schools; and if change or reform is to occur, principals and other administrators are key to those efforts. At the same time, it is understood that principals are extremely busy. There also seems to be a considerable amount of turnover in this school district, and it is not clear whether this is true for all districts or only the principals in this study. It might be a consideration of this partnership and other partnerships to look closely at the principal's involvement in the PDS and how it could be enhanced or improved. It is not a secret that changes in infrastructure are needed if there is to be progress toward educational reform. Even though politicians and the public bring pressures to reform efforts, principals are likely to be part of that discussion. Thus, positive interactions with a PDS have the potential to influence their thinking. Not to be overlooked is that principals also have knowledge and skills that would be a welcome contribution to the learning community.

Transitions. One of the clear findings in the study was that the transitions back into the classroom produced anxiety. Some of the reasons for this are out of the district's control, for example, the turnover in principals. Even so, there is one aspect of the transition that could definitely be easily improved. PDAs leave the PDS with a wealth of knowledge and see themselves as leaders, and it could be argued that they truly are. This means they are a valuable resource for the district. Initially in this university/school partnership the PDAs had an opportunity to be a resource for new teachers in the district, but with the implementation of instructional coaches, this opportunity disappeared. The PDS, and particularly the school district might find it to their advantage to consider opportunities to for PDAs returning to the district. Creating new arrangements that accommodate PDAs, and at the same time make this transition back to the classroom smoother might be advantageous to all parties.

Growth Opportunities. In the rank order analysis, one of the primary reasons for applying for the PDS positions was a desire for professional growth for veteran teachers. On the surface, this seems like a good thing, but the question that needs to be asked is, "Is the district providing opportunities for professional growth, and if not, why?" Are there ways that the district, and perhaps in concert with the PDS to do more? One participant stated that the PDS was offering summer courses, but clearly that is not enough.

Classroom Mentors. PDAs consistently mentioned that they looked forward to using what they learned as supervisors to become better mentors for interns. They believed that they came to understand interns better and became more aware of the pressures interns face. Previously as mentors before they took the PDA role, they were not always aware of the struggles and problems that interns faced because the interns hid them in an attempt to appear competent. Although the exiting PDAs realized that perhaps they would be taking on a new curriculum, a new principal, or perhaps even a new room; the desire to take on an intern was not impeded. As they looked forward to including some of the new practices they learned from other teachers, they

also looked forward to taking an intern again. Interns would surely benefit from this enthusiasm and expertise.

For the Teaching Profession.

John Goodlad (1994) proposed that both the school and university embark upon a renewal process through school-university partnerships which he called simultaneous renewal. The study of this partnership gave a vision of how that can occur. PDAs benefitted both institutions. They acted as supervisors for interns and played a key part in helping interns connect theory and practice. Congruently, they received professional development that was "hands down" the best professional development they ever had. This benefitted the school district and hopefully the children in their respective classrooms.

The participants felt that the professional development they received in their tenure as a PDA contributed to a change in how they understood themselves and felt that they became teacher leaders. Inquiry stood out as part of the culture that led to some of their perceived changes. Inquiry was a stance or part of the PDS culture, and the PDAs learned to engage in it and embrace it as they began to take charge of their own learning and that of others within the PDS. There were those who were able to continue their research objectives and commitment to professional development, but a few pointed out that time was a real reason for not doing so. Those who were able to continue their professional development worked hard to find opportunities for growth. For this group, something hampered their professional learning as classroom teachers. Teachers are very aware of their needs, but rarely does anyone ask them. One teacher explained how working with the PDS was different. This interaction with the PDS led to her applying to be a PDA.

> But then the PDS would say to me, gee, you know what? We have summer courses that would, we're thinking about offering, what is it that you need? No way! You're asking about my needs (laugh)? As a teacher that was phenomenal to me that you could say, well, you know what? I'd really like to learn more about x, y, and z. How can we teach you more about inquiry? How can we help you help the kids through

> this vehicle of inquiry? It was just amazing to me that this professional development was so significantly different from anything else that I had ever experienced. It was tailored to my needs because I was able to say, you know what, this is a struggle for me. BOOM, there was help. (Participant 4, Lines 216-224)

The outcomes of the study suggest that teachers desire growth and change and can be advocates for change. Professional learning communities (PLCs) are a current trend that is becoming commonplace. The worry is that this professional learning communities are just another passing trend, or that they are weak examples of groups of individuals joined together with an interest in education that have good intentions and enthusiasm but do not adhere to the fundamental concepts of the model. Problematic is that there is not complete agreement on what those principles are. Nevertheless, they are a starting point that should be pursued.

This study is unique because it features an embedded role-taking experience. The PDAs felt job-embedded professional development was the ultimate form of professional development. Job-embedded experiences like the one in this study can be successful, and other partnerships may or may not want to duplicate them as they develop new roles for members of the professional community. School districts too, might look for ways to provide professional development opportunities that allow teachers a new perspective and permit them to step out of the four walls of their classrooms and team with other professionals.

For All Teachers

The PDAs in study became part of a culture that was unique to this PDS. While it may not be possible to create the same job-embedded professional development experience same for all teachers, it seems reasonable to ask " What did the PDAs value?" In point of fact, there were many aspects of the PDS experience that the participants valued so it was necessary to limit the list to the most frequent responses. The following table represents an abridged version of the their responses.

Table 4-1: What PDAs Value

Having a voice and being an equal partner in decision-making.
Teaming with others across their school district and interacting with university partners.
Growth opportunities such as attending conferences, writing curriculum, taking courses, co-teaching, being a part of book discussion groups, etc.
Time—lengthy times within the parameters of the school day to regularly interact with colleagues to plan, discuss problems of practice, reflect, and engage in inquiry.
Using their leadership skills.

PDAs are advanced teachers. They are teachers have been teaching long enough to recognized by their peers as experts. What they valued as PDAs is indicative of what all teachers value. Perhaps one of the reasons that teachers are not being provided with the experiences they value could be that professional development provided in schools is more like training and not very consistent. One participant described professional development sessions in the school district when she said, "they're so disjointed because of the gaps between when you've talked about it."

It helps to differentiate the types of professional development. Koellner and Jacobs (2015) separated professional development into two categories: specified and adaptive models. While specified models can help teachers learn a particular skill or teach specific curriculum, adaptive models increase teachers' capacities to flexibly address a range of challenges in their unique contexts. Both types of professional learning have merits. Schools primarily make use of specified models whereas the values identified by the teachers in this study are in alignment with adaptive models of professional development.

This study highlights the importance of collaboration and reflection that are seen in particular practices such as teaming with others, and engaging in rich and meaningful dialogue in PDA meetings. It also reinforces the results of other findings that suggest teachers learn from travel experiences, and academic work with colleagues and scholars who can help them identify and challenge their underlying assumptions (Sprott, 2019). It is unique in that few studies have questioned from teachers' perspectives what contributes to their professional development. Some of practices such as collaborating and teaming seem possible, while the implementation of practices that embody other core values expressed by PDAs are likely to be hindered by the hierarchical ways that schools are structured. If change is going to occur, it might be beneficial for policy makers to embrace more adaptive models of professional development that support transformative growth for teachers and recognize their core values.

Limitations and Further Research

Limitations

Some of the limitations of this study are connected to the researcher. First, this is my first experience with a case study. As with any researcher, upon reflection there are always a few things that one might do differently.

Again, the framework had some limitations and was intended for a business or a professional workplace. The PDS partnership is a unique entity that is has is not quite like any other learning environment. It is possible another framework would have captured the data better and provided a better way to provide a portrait of the PDS experience. However, I believe that the situated learning framework was effective, and it helped organize the data and capture the fundamental nature of the experience.

There also is a distinction between perception and beliefs that needs to be addressed. To be clear, the key difference between a perception and a belief is that belief is a strong conviction

whereas perception is only the ability to understand or notice something. This study focused on the perceived experience of the participant. These participants felt certain that the PDA experience changed their beliefs and changed their perspective.

Beliefs are extremely important, and whether objectively true or not, guide our goals, emotions, decisions, actions, and reactions (Bandura, 1997). The complexity of beliefs makes pinpointing PDAs changes quite difficult. This study summaries the perceptions of the participants. Broadly one could say that the PDA experience is a professional development experience, so what happens to PDAs in the role-taking experience has the potential to guide their decision making and the way they practice within their profession. One could also say that the changes the participants experienced in self-efficacy likely led to a change in beliefs and an expressed change in classroom practice.

Further Research

When any study is completed, there are always thoughts about what research might add to a particular knowledge base. First, a study of PDAs that includes observations accompanied with interviews before, during and after becoming a PDA could shed more light on the topic of how PDAs change as a result of the PDA experience. We don't know what PDAs do about the changes they profess, so a study that documents how these veteran teachers transfer the changes they communicated into the their teaching roles would clarify how deep these beliefs are and whether or not they bring changes in behavior.

Some of the participants spoke of the benefits and opportunities derived from their participation and offered a glimpse of what happened to them after leaving the PDS. It also would interesting to follow-up with each to see what they are doing to discover how they are using the "gifts" or "talents" they acquired in the PDS? Finally, and most important are studies that explore the question of how an experience with the same outcomes can be replicated for all teachers.

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Appendix A

Survey

Survey
PART 1:

During what academic years were you reassigned to the PDS as a PDA? From ___________ to

____

Number of years of teaching experience when you accepted the role _______

Rank the following indicating the most relevant reason for you becoming a PDA. 1 = most relevant 11= least relevant

_____I desired Professional Growth.
_____I wanted to contribute professionally to the field of Teacher Education.
_____I wanted to serve as a resource, an assistant, a conversation partner to collaborating teachers. .
_____I wanted to be part of maintaining and sustaining the PDS.
_____I saw myself as a bridge builder between institutions.
_____I felt that I understood interns and what they need.
_____I felt that I could support classroom teachers and interns in a way that is less threatening than working with a university supervisor or administrator.
_____I understood both the university and school contexts.
_____I felt that I could help students connect theory and practice.
_____I am able to work well with others and establish relationships.
_____I have had good prior experiences with student teachers.

Please explain your first choice.

Rank the following indicating what most prepared you for taking on this PDS role.

1 = most relevant 9 = least relevant

_____ I have an in-depth understanding of the roles and responsibilities of multiple stakeholders.
_____ I had a bad student teaching experience that allowed me know what teacher candidates need to succeed.

_____ I have many years of teaching experience.

_____ I had a positive experience working with stakeholders in the PDS.

_____ I have extensive knowledge of the curriculum and the school district.

_____ I am familiar with the day-to-day concerns of teachers.

_____ I had good prior relationships with teachers.

_____ I am good at understanding different perspectives.

_____ I had good experiences working with interns.

Please explain your first choice.

PART 2:

1. What part of the role did you find most satisfying?

2. Please explain the role or your activities.

3. How was the role different than what you expected?

4. What were the benefits of taking on the role?

5. What were the disadvantages of taking on the role?

6. What aspect of the role could be improved to make the PDS role better?

PART 3

1. What changes were you able to see in those teaching candidates that you supervised?

2. Did your relationships with anyone or any group change as a result of taking on the role?

3. Share two of the most important things you learned about student teaching candidates.

3. What parts of supervision were difficult, and what helped you or might have helped you?

4. How did your views about mentoring student teachers change?

PART 4:

Rank the following indicating which most reflects how you felt when you returned to the classroom.

1 = most relevant = least relevant

_____ I was more positive about teaching.
_____ I was more reflective about teaching and had a better understanding of its importance.
_____ I had a better understanding of teacher preparation.
_____ I had a better understanding of university faculty.
_____ I felt I wanted to contribute to research on teacher education.
_____ I wanted to collaborate more with colleagues.
_____ I was confused or felt discomfort about my identity.
_____ I desired more education and/or a different role.
_____ I had many new ideas that I wanted to put into practice.
_____ I felt that I was returning to a place where I was most comfortable.
_____ I felt that I had a better knowledge of how to integrate theory and practice.
_____ I felt that I had better relationships with colleagues and administration.
_____ I felt a need to mentor more interns.

Please explain your first choice.

1. How have you or did you use the PDS experience to contribute to your school?

2. What advice would you give to someone taking on the role?

There will be follow-up interviews for those who are willing to participate. Please indicate whether or not you are willing to be a be interviewed.

_____Yes, please contact me. If so, please leave your name and contact information.

_____No, please do not include me.

Appendix B

Interview Protocol

1. Tell me a story about what happens in the daily life of a PDA.
2. Can you share one or two incidences that impacted you in a significant way?
3. Has your relationship with colleagues changed as a result of the hybrid experience? If so, how?
4. What would you say to a teacher who is considering taking on the PDA role?
5. Describe a time when you felt like you made a good choice by taking the role.
6. What was the most difficult thing you had to do as a supervisor and give an example.
7. Are you different now that you have taken the role? Why did you change?
8. What surprised you the most about the role?
9. What aspects of the PDS were most important to you as a beginning supervisor?
10. When did you feel most vulnerable and what did you to deal with it?
11. What practical knowledge about teaching was most helpful as a supervisor?
12. How did what you know about how students learn impact the choices you made as a supervisor, if any?
13. How important do you think research is to your role as a teacher?
14. What were some of the opportunities that were available to you to share your expertise and did you take advantage of any of them?
15. How did your experience contribute to your professional growth? Example?
16. How does it compare to other professional development experiences?
17. How did those who worked with you contribute to your experience?
18. How did your experience contribute to the PDS?
19. What have you done or do you envision doing that will contribute to your school?

20. What was it like or what do you think it will be like when you return to the classroom?
21. What is the biggest advantage or most positive aspect of taking on the role? What is the biggest disadvantage of taking such a role?
22. Is there anything else that you would like to add?

Appendix C

CODES

1st round coding	**Themes/Categories**	**Framework**
		Community/Networks
Relationships		*identities framed within a community of practice*
PDS	Levels of relationships	
Schools		
District		
Mentors		
Interns		

		Identity Regulation
	Job Descriptions	*structural and workplace influences*
Routines		
Schedule		*power, policies*
Expectations		
Unexpected		
Needed Dispositions		
Tasks		
Meetings		
	Support Structures	
PDS Supports/Structures		
Vulnerability		

	Rewards	
Benefits and Rewards		
	Power Structures	
Relationships		
Parity and Voice		

		Identity work
Research		*responses to influences and policies*
Inquiry	Reflection	*reflection, inquiry, reframing*
Reflection		

		Observation-Practice
Relationships		*observing and imitating, learning the position, values and assumptions*
Meetings	Learning from others	
Learning to Supervise		

		Experimentation & Feedback-Practice
Teaching		*relationships, meaningful activity*
	Learning in Action	
Methods Classes		

Theory & Practice		
Struggling Interns		

		Adaptation & Transformation-Practice
Ethic of Care	Critical Incidences	
Critical Incidences		

		Participation
		"hearts and minds"
Insights	Professional Development	a sense of belonging
Benefits/Rewards	Leadership	mutual responsibilities
Back to the Classroom		an understanding of meanings and
Leadership	Transitions	behaviors
Growth/Change		
Professional Development		

VITA

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ACADEMIC PREPARATION

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Interests in Supervision, Professional Development Schools and Teacher Education
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WORK EXPERIENCE

Coordinator of Field Placements and Instructor in Education, 2013-2020 Juniata College-Huntingdon, PA
Program Coordinator, **Supervisor, and Instructor**, 2005-2013 Penn State Altoona - Altoona, PA
Teacher, 1986 -2005, State College School District - State College, PA
Curriculum Support teacher
Grades 1, 3, 4, 5, and Special Education

CERTIFICATIONS

PA Teaching Certificate-Elementary K-6 and Special Education K-8
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GRANTS AND PRESENTATIONS

Teacher Education Council, Start- up grant- $25,000, Penn State Altoona
2019 co-presenter at PACTE Conference: Developing Pre-service Teacher Voice through High Impact Practices that Foster Collaboration, Inquiry and Community Engagement
2013 co-presenter at NAPDS: Becoming Aware: Using Case Study Methodology to Document the Journey of a PDS
2012 PACTE Planning Committee and presenter
2012 co-presenter at NAPDS: Embracing Interns as Part of the Solution
2010 two presentations at NAPDS: Packing the Knapsack: The Story of a University Partnership and Dialogue-Not to Be Confused with Discussion
2009 co-presenter at NAPDS: Science Methods: A Catalyst Approach to Building a Professional Development Environment
1996 Co-presenter at Keystone Reading Conference: Teaching Investigative Skills