

Enhanced Single School Model: One Faculty of Education's
Variation of the Professional Development School

A Thesis Presented to the Faculty of Education
Lakehead University

In Partial Fulfillment
of the Requirements for the
Degree of Master of Education
in
Administration

by
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ABSTRACT

The Enhanced Single School Model (ESSM) was created to provide teacher candidates with an extended practicum during their professional year. It included two core teaching blocks and weekly volunteer time at a single school site. The intent of the model was to submerge teacher candidates in one school's culture. The current study analyzes an existing document, the *Enhanced Single School First Year Pilot Project Interviews* (ESSM Data Source), which is a compilation of interviews, conducted in 1998 with 8 teacher candidates, 8 associate teachers, 2 principals and 2 faculty liaisons, concerning their perceptions of the ESSM. This study of that document connects ESSM with the model upon which it was based, that is, the Professional Development School (PDS) and makes recommendations for future single site placement models which include: improving communication between schools and universities, providing a clear description of the participant roles, clarifying the teacher candidate selection process, encouraging university/school teaching exchanges and advancing the model's start date to earlier in the school year.

ACKNOWLEDGMENTS

First and foremost, I would like to express my sincerest thanks to my supervisor, Dr. Graham Passmore. He provided me with the guidance and feedback needed to complete this thesis. Thank you for making my words your priority.

Dr. Juanita Epp was not only an active committee member, but a mentor. She helped to shape this thesis. Thank you for the encouragement.

A special thank you to Mr. Jack Playford for many years of educational wisdom, editing and friendship.

Finally, thank you to those friends, family members, and colleagues who provided me with support over the past several years. Thank you for sharing your experiences and allowing me to draw on your knowledge.

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CHAPTER ONE

Introduction

Universities continually evaluate teacher education programs, assess the needs of students, teachers, and schools, and devise plans that will promote the preparedness of teacher candidates in order to ensure the teacher candidates receive the best possible education and experiences to ready them for teaching (Bullough, Hobbs, Kauchak, Crow, & Stoker, 1997; Duquette & Cook, 1994; Dynak, Whitten & Dynak, 1994; Neubert & Bink, 1998; Smylie & Kahne, 1997). The works of Blocker and Mantle-Bromley (1997), Clarke, Dwyer, Glesne, Kostin, Meyers, and Prue (1997), Ebert (1998), McBee (1997), and Levine (1997) represent part of a body of work that describes the leadership role that universities play in determining the future of teacher education. The strengths, weaknesses, and potential of the teacher education programs are evaluated through feedback and suggestions from teacher candidates, practicing teachers, administrators, and faculties of education.

This study looks at one university's single site pilot placement practicum, the Enhanced Single School Model (ESSM). The model was created from the aims of the Professional Development School (PDS) model. The ESSM pilot study participants were interviewed in 1998 and this study analyzes the transcripts created at that time for two purposes. First, they were explored to form a description of the ESSM. Second, they were used to form connections between the perceptions of the various types of participants to identify emergent themes. The emergent themes were then used to make recommendations for future practicums.

Background

PDS was created by a consortium of educators from schools and universities across the United States who met to discuss the future goals of education. They became known as the Holmes Group. They believed that in order to improve teacher education educators must “intertwine the wisdom of theory and practice” (1990, p.48). The Holmes Group proposed that the marriage of education theory learned at the faculty of education and the practical experience gained during teacher placements would lead to better prepared teachers. In 1986, the Holmes Group stated that “clinical experiences must occur in multiple sites to provide learning opportunities with youngsters of diverse ability, motivation, and cultural background” (p. 55). In 1990, this philosophy changed when the Holmes Group published their six principles for designing a PDS, which focused on a single site practicum. The design principles attempted to bring together all aspects of teacher education by uniting practicing teachers with teacher candidates; universities with schools; and schools with communities. The goal of PDS was to improve teacher training.

The PDS involves a practicum for teacher candidates that immerses them in one school’s culture. The “ambitious kind of teaching [the Holmes Group] hope[d] for will take place in a sustained way only if classroom and schools are thoughtfully organized to become communities of learning in which all students participate actively” (p. 20). The idea that “the principle that mainly defines the teachers’ roles should not be specializations of one sort or another but rather each student’s whole career in the school - the quality of learning looked at over a long period of time” (pp. 68-9)

fostered the belief that “it is possible for every new teacher to be exposed to a sustained period of supervised clinical practice in a Professional Development School” (p. 94). It was the concept of using the PDS as a model to create a single site sustained practicum that formed the basis of this study.

According to the Holmes Group (1990), the aim of the PDS was to help the teaching profession in six main ways:

1. By promoting much more ambitious conceptions of teaching and learning on the part of prospective teachers in universities and students in school.
2. By adding to and reorganizing the collections of knowledge [educators] have about teaching and learning.
3. By ensuring that enterprising, relevant, responsible research and development is done in schools.
4. By linking experienced teachers’ efforts to renew their knowledge and advance their status with efforts to improve their schools and prepare new teachers.
5. By creating incentives for faculties in the public schools and faculties in education schools to work mutually.
6. By strengthening the relationship between schools and the broader political, social, and economic communities in which they reside (pp. 1-2).

These six aims provide the foundation for the organization of the literature review

presented here, and the guiding framework for the organization of this study. The aims have been condensed as follows:

1. Ambitious Concepts of Teaching and Learning
2. Knowledge About Teaching
3. Research and Development
4. Renewal, Improvement, and Mentoring
5. Schools and Faculties of Education
6. Schools and Communities.

In 1997, the teacher candidate model, ESSM, was formed. The six aims of the PDS provided the model for ESSM. Emphasis was placed on four of the aims: Ambitious Concepts of Learning; Knowledge About Teaching; Renewal, Improvement and Mentoring; and Schools and Faculties of Education. The ESSM was led by a steering committee that included university faculty members as well as administrators from two elementary schools where the model was piloted. The steering committee was interested in investigating the strengths and weaknesses of the ESSM. They viewed the ESSM as a pilot placement that would provide important information for universities in terms of the future direction of teaching practicums. In short, ESSM was used as a means to determine whether the PDS model would be a feasible single site placement model for faculties of education to follow.

The ESSM, actively involved teacher candidates, associate teachers, principals, and faculty liaisons. Each of the above participants contributed to the model. Teacher candidates worked in their designated site school which increased and improved the

teacher to student ratio. Associate teachers worked as mentors to the teacher candidates. They emphasized helping teacher candidates form connections between theory and practice. The associate teachers themselves said they benefitted from the arrangement as teacher candidates gave them exposure to new theories at the university. Principals attempted to pair the teacher candidates with associate teachers. Their matches focused on compatible personalities and expectations. They also provided support for the teacher candidates in terms of professional development, curriculum implementation, and integration into the school environment. The university faculty liaisons served as links between the university and the site schools. They supported the teacher candidates and ensured they fulfilled both the site school's and university's expectations. The individual roles of the participants were described by the ESSM steering committee in 1997 as per Table 1.

The main focus of the ESSM was to help teacher candidates form connections between theory and practice through team teaching, collaborative partnerships, multi-grade experiences, staff development sessions, and co-instructional opportunities. The ESSM required that teacher candidates create professional portfolios documenting their experiences within the model.

During the 1997-1998 school year, twenty teacher candidates were assigned to one of two elementary schools where they completed their core teaching placements (five weeks of full day participation in October/November 1997 and four weeks of full day participation in March/April 1998). In total the core teaching placements comprised 45 days. In addition, each teacher candidate volunteered for a minimum of

one half day per week at his or her designated school site while taking academic courses for their Bachelor of Education degree.

Table 1

The roles of teacher candidates, associate teachers, principals and faculty liaisons in ESSM.

TEACHER CANDIDATES - beyond practicum (start before October)	
- involvement in P.D. sessions	- attention to school focus
- involvement in extra-curricular activities	- team teach
- work collaboratively/ partnerships	- connecting practice with theory
- involvement in meetings	- multi-grade teaching
EVALUATION	
- conferencing	- professional teaching portfolio
- on-going feedback	creation
ASSOCIATE TEACHERS	
- evaluate progress	- action plan from modeling to
- collaboration / sharing	team teaching
PRINCIPALS	
- facilitate good pairings between teacher candidates and associate teachers (no forced fits)	- participate in meetings
FACULTY LIAISONS	
- meetings with principals and associate	- connect practice to theory
- mandatory weekly lunch meetings with teacher candidates	- assist with evaluation

Note. P.D. = professional development.

The ESSM steering committee approached Master of Education students, enrolled in a research methodology course, to conduct interviews with teacher candidates, associate teachers, principals, and liaisons involved in the ESSM. Eight masters' students agreed to form a research group which would compile the transcripts of the interviews and thereby provide a record of the ESSM pilot study. The research group was subdivided into two groups of four: the first group interviewed teacher candidates and liaisons; the second group interviewed associate teachers and principals. The author was a member of both research groups interviewing two teacher candidates, and both of the liaisons. The researcher also acted as a liaison between the research group and the steering committee.

In February and March 1998 the participants of ESSM were interviewed. The interviews were transcribed to form an unpublished document, the *Enhanced Single School Model First Year Pilot Study Interviews* (ESSM Data Source). This data source provided the foundation for the current study.

The steering committee and the research group agreed to a 40 minute time guideline for the length of the interviews. This time limit was instituted in deference to the additional load that the ESSM model placed the participants regular responsibilities. For example, teacher candidates were completing their professional portfolios, associate teachers were creating the performance evaluations for the teacher candidates, and the principals and liaisons were working to provide the additional support that the teacher candidates and associate teachers needed. The steering committee and the research group believed that 40 minute interviews would

obtain feedback on the ESSM without overwhelming the participants.

The research group met with the ESSM steering committee and identified seven key issues to guide the development of the interview questions:

1. level of comfort within the school,
2. reasons for participants' involvement,
3. strengths of the model,
4. weaknesses of the model,
5. connections between theory and practice,
6. workload in comparison to expectations,
7. model's ability to reaffirm the student's decision to become a teacher.

A first set of questions was created by the research group to reveal the experiences of the teacher candidates and liaisons. They were based on the key issues that the research group and steering committee identified. The questions are reproduced below.

1. How would you describe this program to someone who wished to enter?
2. What were your expectations of the pilot study?
3. How was your workload in comparison to your expectations?
4. Describe your place within the school environment?
5. What aspects of the pilot study would you recommend?

6. What aspects would you recommend changing?
7. What connections do you see between the theory learned at the Faculty of Education and the teaching practicum?
8. Are there any further comments that you would like to share about the pilot?

The research group created a second set of interview questions that were intended to elicit the experiences of the associate teachers and principals. Like the first set of interview questions, the second set was based on the seven key issues that the research group and steering committee identified.

1. How would you describe this program to a teacher in another school?
2. What is your understanding of your role as teacher/principal in the Enhanced Single School Model?
3. How do you help pre-service teachers make connections between theory and practice?
4. What opportunities do you provide to integrate pre-service teachers into the school environment?
5. What do you believe have been the strengths of this pilot Enhanced Single School Model?
 - (a) For Pre-service Teachers
 - (b) For Associate Teachers
6. What are your recommendations for this program in the future?

The intent of the interviews was to allow the participants to expand upon their experiences in ESSM. The complete transcribed interviews formed the ESSM Data Source which was used by the ESSM steering committee to obtain general feedback on ESSM. The research group remained subdivided and each used the ESSM Data Source for a research project that was a requirement for their methodology course. They did not analyze the data source in its entirety.

The ESSM pilot study interview questions were fashioned after the work of Patton (1990), and Bogdan and Biklen (1998). That is, they were standardized open-ended questions that were enhanced by probes. The work of Van Manen (1996) guided the delivery of the interviews. That is, interview delivery was based in phenomenology, a system which involves the "description of the lived-through quality of lived experience" and the "meaning of the expressions of lived experience" (p.25). This approach blends an immediate description of life with "a stronger element of interpretation" (p.25). It is through the interpretation of the description of life that researchers are able to bring meaning to data. The interviews therefore provided a description of the lives of the participants during their involvement with ESSM.

The teacher candidates and associate teachers were selected for the ESSM study by way of opportunistic sampling. Patton (1990) speaks to the appropriateness of opportunistic sampling as a selection technique for the ESSM as it "takes advantage of whatever unfolds as it unfolds" (p.179). A pool of teacher candidates and associate teachers volunteered to be interviewed. The site school principals selected eight

teacher candidates and eight associate teachers to participate in ESSM. The steering committee asked the principals to select participants that they believed would be the ones mostly like to speak openly and honestly about the program. Such factors as the ability to connect PDS and ESSM or respond positively to ESSM were not considered. The site school principals and the faculty liaisons were selected using criterion sampling. Criterion sampling is intended to "review and study all cases that meet some predetermined criterion of importance" (Patton, 1990, p. 176). The criterion was straightforward; both site schools needed to be represented by their administrator and faculty liaison; therefore, both principals and liaisons were included in the study.

The collected transcribed interviews that formed the ESSM Data Source were analyzed by the chair of the steering committee. The steering committee chair looked for comments that he or she deemed as important feedback. The comments were organized into two areas:

- a) **Strengths of ESSM:** teacher candidates' experiences, increased level of comfort, supportive environment, increased student-teacher ratio, connections between theory and practice, and links between the faculty and site school
- b) **Areas of Concern:** unclear definition of the program, unclear definition of the participants' roles, unequal effort from teacher candidates, late portfolio introduction, screening process for teacher candidates, and evaluations that were not reflective of the involved nature of the ESSM.

Having so organized the participants' comments, the chair generated a collection of

thoughts on ESSM and presented them in an informal fashion to the steering committee.

The subdivided research group used the ESSM Data Source to conduct an inductive analysis following the work of Patton (1990). One research group focused their efforts on the teacher candidates and the other worked with the associate teachers. The inductive analyses involved three stages. First, the subdivided research groups needed to become familiar with the data. This involved reading their assigned transcripts and making notes as to the content of the individual participant responses. Second, discussion and comparison of notes led to the creation of categories for the information found within the transcripts. Relationships between categories were also sought. Finally, each subdivided group reviewed their categories and relationship patterns to form themes from the relationships between categories and to ensure that important data was not omitted from the transcripts.

The ESSM Data Source was not analyzed in its entirety by the subdivisions of research group. As noted above, only the teacher candidate responses were analyzed by the first division of the research group and the second division's analysis was restricted to the associate teacher responses. The analyses of the teacher candidate and associate teacher responses were not compared and further, neither division considered the principals' and liaisons' responses. The research group did not need to work with the complete ESSM Data Source as its members were only practicing the application of research methods. The group that analyzed the teacher candidates was able to identify six themes: practical experience for teacher candidates, level of comfort

for teacher candidates, flexibility of ESSM, the role of the administrator, the sense of confusion that the ESSM generated, and the links formed between theory and practice by teacher candidates. The findings of the group that analyzed the associate teachers were discussed in class but never submitted in hard copy format, consequently they are not available for this study. The objective of the research group's analysis was to create a report that demonstrated their knowledge of inductive analysis. Members of the research group were unaware of the connections between PDS and ESSM and they were unconcerned with their findings beyond the production of a report for their course of study.

Current Study

The purpose of the current study is to build upon the work of the ESSM steering committee and the research group by analyzing the ESSM Data Source in depth. An analysis is conducted that seeks to form a description of the ESSM and to identify emergent themes that will be used to make recommendations for future practicums.

Research Design

The study occurs in two stages. First, an adaptation of comparative pattern analysis is conducted to create a description of the ESSM model and compare it with PDS. Second, an inductive analysis is performed to identify emergent themes in the ESSM. The adaption of the comparative pattern analysis centers on "regularities representing patterns that can be sorted into categories" (Patton, 1990, p. 403). Guba (1978), establishes a classification system for comparing two sets of data by first identifying occurrences of convergence. He describes this as discovering "what things

fit together" (p. 53). For this comparison the convergence of data is predetermined by the six aims of the PDS (Holmes Group, 1990). That is, the adapted comparative analysis looks at the ESSM Data Source and then tries to fit the findings to the aims of the PDS. The relationship between PDS and ESSM is used to create a description of the ESSM. Finally, the adapted comparative pattern analysis is also used to identify the participants' perceived connections between PDS and ESSM.

Three readings of the transcripts are undertaken to systematically categorize the participants' interview transcripts. The first reading involves the assignment of a colour to key words in the transcripts. Six colours are used, one for each of the aims of PDS. In the second reading the colour coded words are identified in the context of entire responses to interview questions. If the response is reflective of the PDS aim that the colour coded word represents, the entire passage is colour coded as per the key word. The final reading compares each of the colour coded passages to the six aims to confirm that they are assigned to the correct aim. This adapted comparative analysis is then used to form a description of ESSM that is based upon on its origin, PDS.

The second analysis (the inductive analysis) identifies emergent themes in the ESSM document. That is the second analysis identifies connections between the perceptions of the teacher candidates, associate teachers, principals and faculty liaisons. Inductive analysis is used as per the work of Patton (1990), who sees inductive analysis as the uncovering of data "without presupposing in advance what the important dimensions will be" (p.44). The intention is to allow the important information to surface through discovery.

Like the comparative analysis, the inductive analysis involves three readings of the ESSM Data Source. Huberman and Miles (1994) and Guba (1978) provided the model for identifying patterned and themes from multiple readings of the transcripts. It involves identifying codes, creating category groupings from them, and finally forming and testing themes that are created from the categories.

In the first reading the goal is to code each response to interview questions. Margin notes and one to three word codes are used to identify the nature of a response and represent it. In the second reading the goal is to identify themes. Reflections in the form of rough notes are made regarding plausible (potential) categories. The creation of these categories follows the work of Guba (1978) who recommended a three part process involving extension, bridging, and surfacing to identify patterns or categories. He describes the processes thus, "extension (building on terms of information already known), bridging (making connections among different items), and surfacing (proposing new information that ought to fit and then verifying its existence)" (p. 53). Extension develops categories from the codes that were created during the first reading. The bridging process considers the possible relationships between categories. Categories with similar content are joined in the bridging process. Surfacing involves the contemplation of presupposed categories that should be found in the data source. It also involves a review of the categories that were created during the first reading and the extension and bridging stages. It determines if the presupposed categories were present and had been missed in the earlier stages of the analysis.

The third reading confirms that the identification of categories is complete. Using Patton (1990) as a guideline the generation of categories is considered complete:

when sources of information have been exhausted, when sets of categories have been saturated so that new sources lead to redundancy, when clear regularities have emerged that feel integrated, and when the analysis begins to *overextend* beyond the boundaries of the issues and concerns guiding the analysis. (p.404)

Once categories have been identified completely they are merged and collapsed to identify themes. Themes (connections between the various participants' perceptions) are identified so as to form a fuller understanding of ESSM. The connections are subsequently used to form recommendations for future practicums.

Summary of Content

This, the body of this research is presented in four sections. The first section is located in Chapter Two where literature focusing on the advantages of PDS is presented first, followed by literature that discusses the disadvantages of school and faculty partnerships. Finally, literature describing PDS variations is used to show the attempts of previous faculties of education to modify PDS in order to tailor the model. The second section, Chapter Three, describes the methods used in this study and provides a description of the current study. The third section, Chapter Four, presents the findings of the adapted comparative analysis and the inductive analysis. The final section, Chapter Five, provides the concluding remarks for this study.

Summary of Conclusions

Conclusions derived from this study describe the ESSM in terms of opportunities created for teacher candidates, associate teachers, principals, liaisons, and students. Opportunities that are considered include the encouragement of teacher candidates to become immersed in daily teaching responsibilities for an extended period, associate teachers growing professionally by encouraging pedagogy, principals building on their skills as they offer professional development to complement the theory being taught at the university, liaisons linking the practicum experience with the theory provided at the university, and finally, students receiving additional support in and out of the classroom for an extended period of time. The conclusions also present the overall strength of the ESSM model as providing a stronger focus on helping teacher candidates to form connections between theory and practice than traditional practicums.

Recommendations drawn from the above focus on five themes: communication between participants, description of roles, the teacher candidate selection process, lack of opportunities for university/school teaching exchanges, and the October start date of the model.

A Suggestions for Future Research section concludes the Conclusions section. It concentrates on three areas: the teacher candidate's ability to verbally form connections between theory and practice, the effect of the ESSM on students and the correlation between teacher candidate comfort and the promotion of preparedness to enter into the teaching profession.

Definitions

Administrator

Administrator refers to the principal as a teacher appointed by a board of education to perform the duties of a principal (R.S.O. 1990, c. E-2).

Associate Teacher

An associate teacher is a practicing teacher who supervises teacher candidates during their practicums. According to the *Teacher Candidate and Associate Teacher Reference Guide* provided by the university being researched, it is the responsibility of an associate teacher "to help teacher candidates progress from thoughtful observers to taking on greater responsibilities" (2001, p. 46).

Co-instructional Activities

Co-instructional activities include (but are not limited to) school related sports, arts, and cultural activities, parent-teacher interviews, student-teacher interviews, letters of support for students, staff meetings, and school functions (R.S.O. 1990, c E-2). Co-instructional activities are also referred to as extra-curricular activities (activities that take place outside of the school day) or co-curricular activities (activities that take place during the school day). The terms were used interchangeably by participants.

Concurrent Program

A concurrent program allows students to study in two programs at the same time which results in two credentials (Ministry of Education, 2001). In this case, the students were taking a Bachelor of Arts, a Bachelor of Science, an Honours Bachelor of Arts or an Honours Bachelor of Science degree concurrently with a Bachelor of Education degree.

Consecutive Program

The consecutive program is a program taken after the completion of a first degree (Ministry of Education, 2001). In this case the students had completed a Bachelor of Arts, a Bachelor of Science, an Honours, or Masters degree, and were working towards a Bachelor of Education degree.

Enhanced Single Site Model (ESSM)

The Enhanced Single School Model was a practicum placement model for teacher candidates that focused on having teacher candidates spend more time in a single school site during their professional year. Teacher candidates could become involved in professional development, co-instructional opportunities, multi-grade experiences, and team teaching. They were encouraged to connect theory with practice, develop partnerships, meet regularly with the school principal, and faculty liaison, and create a professional portfolio.

Faculty Liaison

Faculty liaisons from the faculty of education being researched were responsible for facilitating open communication between teacher candidates, associate teachers, schools, and the faculty of education. They provided feedback to the teacher candidates, help to resolve any problems, and address difficulties or concerns.

Portfolio

The portfolio is "a purposeful collection of the teacher candidate or learner's work that tells the story of his or her growth and achievement as a learner" (University being researched, 2001, p. 45).

Professional Development School (PDS)

Professional Development Schools focus on helping the teaching profession improve by uniting schools and universities to “work on the problems of teaching over the long haul ... to create ambitious learning communities of teachers, and students that are at the same time centers of continuing, mutual learning and inquiry by education and liberal arts professors” (The Holmes Group, 1990, p. 3).

School Site

A school site is land or premise required by a board for a school, school playground, gymnasium, school offices, parking areas or any other school purpose (R.S.O. 1990, c. E-2).

Teacher Candidate

Teacher candidates are education students on student teaching placements as a part of their education program. They are also referred to as student teachers or preservice teachers.

CHAPTER TWO

Literature Review

The Literature Review is organized into three sections. Advantages of Professional Development Schools focuses on defining the six aims of the Holmes Group as described by the schools and faculties who implemented PDS models. The Disadvantages of Schools and Faculty Partnerships section explores their possible problems. Finally, the Professional Development School Variants section describes exemplars that focus on specific aspects of the PDS model.

Advantages of Professional Development Schools

This section of the Literature Review organizes the research into the six aims of PDS as defined by the Holmes Group (1990). These aims are abbreviated and will be referred to as follows:

1. Ambitious Concepts of Teaching and Learning
2. Knowledge About Teaching
3. Research and Development
4. Renewal, Improvement, and Mentoring
5. Schools and Faculties of Education
6. Schools and Communities.

The interview questions from which the ESSM Data Source was formed concerned just two of the Holmes Group's aims "Ambitious Concepts of Teaching and Learning" and "Renewal, Improvement and Mentoring". It is important to review the research pertaining to all six aims however because during the course of the interviews

participants made statements that were related to all of them. These statements helped to provide a fuller understanding of the relationship between PDS and ESSM. The description of ESSM that is presented in this work was generated from that understanding.

Ambitious Concepts of Teaching and Learning

Joyce and Clift (1984) stated that:

Complaints about teacher education are wondrous in their variety and devastating in their implications. Its students are inferior. Its academic components are too brief and too weak. It is too theoretical and irrelevant to the real world of the schools. It is excessively devoted to pedagogy. It gives too little attention to teaching and practical matters.

(p. 5)

The PDS model attempts to address these concerns by placing focus on helping teacher candidates form connections between the theories learned at university and their practical experience.

The Holmes Group (1990) believed that “the aim of college preparation for any would-be professional must be to impart not only the liberal arts disciplines and technical skills, but knowledge in the form of principles, concepts, and understanding that are on tap to reliably guide technique” (p. 47). Helping teacher candidates form connections between theory and practice, constitutes the core of the PDS model. This section describes research efforts that indicate the links between theory and practice that teacher candidates can potentially form as a result of the implementation of the

PDS.

Helping teacher candidates form connections between theory and practice was supported by Clarke et al. (1997) who suggested moving away from the “conventional teacher preparation programs [that] introduce prospective teachers to current theory and practice in a series of campus-based courses, followed by an intensive experience in practice teaching” (p. 358). Rather than this conventional approach to teacher education, their research centered on uniting schools and universities to provide environments where “teacher candidates must learn to adapt promising theoretical techniques to always complex and often deeply entrenched local conditions” (p. 358). The intent is to enhance teacher candidates’ theoretical understandings by way of immersion in authentic applications.

McBee (1998) also stressed the importance of linking theory to practice. She posed the question, “What is the value of theory if it is not applicable to practice?” (p. 56). She identified the PDS as a model that helped teacher candidates “understand when, how, and why theories are and are not reflected in daily practice” (p. 56). She also pointed out that PDS provided support for the teacher candidates in the form of seminars that provide opportunities for discussions of the connections between theory and practice.

According to Blocker and Mantle-Bromley (1997), teacher candidates involved in a PDS were more satisfied with their practicum experiences than those involved in traditional programs. They observed that campus-based, traditional program trained teachers “had difficulty verbalizing the connection between theory and practice” (p.

86). Teacher candidates involved with PDS are able to form stronger links between theory and practice.

The research of Duquette and Cook (1994) states that the PDS model associated with the University of Ottawa includes “a forum for student teachers to reflect on their experiences and their own knowledge about teaching and to [sic] link theory with practice through reflective seminar” (p. 62). As one candidate stated, “it made us think more and that became natural” (p. 67). Teacher candidates’ observations are supplemented with the insights of their peers during the seminars. This too encourages the formation of connections between theory and practice.

The practicing teacher plays an important role in guiding teacher candidates toward the formation of connections between theory and practice. Million and Vare (1997) believed that linking theory and practice was not the lone responsibility of teacher candidates. They discovered that associate teachers involved in PDS had high expectations placed on them. For the associate teacher, prerequisites for involvement “might include comprehensive knowledge of teaching practices and theories of learning, theoretical and practical knowledge related to curriculum development” (p. 712). That is, in order to enhance the teacher candidate’s understanding of the connections between theory and practice, the practicing teacher must understand the connections him/herself.

Likewise, Bullough et al. (1997) thought classroom teachers need to play a key role in supplementing the theory provided at the university. It was considered advantageous for teacher candidates to have theory learned at the faculty

demonstrated by practicing teachers in authentic situations.

Levine (1997) compared the connections made between theory and practice at a PDS with the connections made by medical students in a clinical setting: "Like the teaching hospitals, the PDSs place an emphasis on teaching and learning in clinical settings, and link research and practice ... they are meant to provide exemplars of good practice and of an institution which supports good practice" (p. 65). Examples of good practice are intended to help the teacher candidates make solid connections between the theory that they learned at the university and the situations that they experience during their placements.

Knowledge About Teaching

The PDS focuses on uniting interested parties to continue to add to the knowledge that educators have about education and learning. The improvement of teacher training depends on the continual addition to and reorganization of educational knowledge. Abdal Haqq (1991) described PDS as

a vehicle to bring change to organisational and governance structures, the nature of teacher work, allocation of resources, the process of teaching and learning, and relationships among teachers, administrators, school districts, pupils, parents and university faculty. (p. 60)

PDS attempts to reorganize how educators approach their profession reflects the Holmes Group's (1990) belief that teachers should "be updating [their] knowledge of the subjects [they] teach, attending more closely to the students [they] teach, developing new methods for [their] repertoire[s] and extending [their] influence beyond

the bounds of [their] classroom[s]" (p.63).

PDS contributes to the knowledge of student learning. Clarke et al. (1997) reported that one PDS site had teacher candidates receive training "promoting collaborative and cooperative practices in the classroom" (p. 361). The intent of this initiative is to promote inclusive, student centered learning for at-risk students. The contributions made to educational theory attempt to improve student success.

Chase & Merryfield (1998) worked with Ohio State University's PDS Network to reorganize teacher training. Their efforts resulted in the creation of a certification program for practicing teachers that included:

- a) team teaching of their university courses,
- b) intensive field-based mentoring and reflective practice over six months,
and
- c) authentic assessment for teacher candidates during method courses and student teaching. (p. 251)

In this model, the practicing teachers benefit from the new experiences as they contribute to their professional growth.

McBee (1998) maintained that attention needed to focus on preparing teacher candidates for the real world. Her research presented traditional placements as having teacher candidates "scatter to numerous sites and classrooms to observe, tutor, teach and complete various tasks often with little guidance from professors" (p. 57). She stressed that the importance of the PDS is that

professors can work closely with a team of students at one site, which allows

them more time to observe what is going on, connect theory to observations, point out cultural differences, and conduct group meetings and discussions.

And students are able to learn from one another. (p.57)

This helped to better prepare teacher candidates for the real world because they are learning to work with their students to create lessons and use classroom management techniques that incorporate the students' realities, interests, and attitudes . One teacher candidate in the PDS admitted, "Until I was with [the students] every day for five hours a day, I could not even imagine that these situations truly exist. Every day I am learning from these children just as much as, if not significantly more than, I am teaching them" (p.58).

Research and Development

Stoddart (1993) believed that practicing teachers needed to take a more active role in research. Curriculum changes should not be initiated by universities, but rather the change must involve the teachers taking a more active role in the developing of new curriculum and teaching strategies. Through action research teachers can focus on their individual concerns.

Action research projects allow practicing teachers to see the direct implications of curriculum and teaching strategies on teacher candidates and students. This aspect of the PDS model provides "superior opportunities for teachers and administrators to influence the development of their profession" (p. 5). It means that teachers were able to shape teacher education through research efforts based on their own ideas and interests.

Chase and Merryfield (1998) observed that teachers participating in PDS sites have been able to publish articles and chapters on their teacher education experiences. Million and Vace (1997) focused on a collaborative process involving teachers, administrators and researchers in a process where teachers were allowed to "investigate their scholarly interests to test pedagogical theories and practices, to expand their professional knowledge base, and - potentially - to build a record of scholarship" (p. 713). The support that teachers receive helps them to provide input into teacher training and contribute to educational research in the form of publications.

Renewal, Improvement and Mentoring

The PDS research of Ebert (1997) focused on the pairing of teacher candidates with mentors to encourage ideal partnerships. In meetings held prior to the practicum, teacher candidates are questioned about their goals and self-perceived strengths and weaknesses. The information helps school administrators and faculty liaisons make better informed decisions about pairing teacher candidates with associate teachers.

Levine (1997) cautioned that in traditional placement models the curriculum for teacher candidates is not unified. To add to this, there are no specific guide lines for what associate teachers are supposed to be teaching to their assigned teacher candidates. Levine observed that PDS sites are designed to address these problems through the nurturing of true learning communities, partnerships, and accountability for quality teaching and learning.

Duquette and Cook (1994) identified increased support for the teacher candidates from the associate teachers as one of the main aspects that led to greater

comfort for the teacher candidates during their PDS practicums. One teacher candidate stated, "I thought that being in the same school and working with the same teacher for an extended period of time made me more comfortable in the classroom and gave me a better idea of the whole picture" (p.65).

Hopkins, Hoffman, and Moss (1997) also stressed the importance of the involvement of the teacher. The PDS enables teachers to "improve learning experiences in the classroom, participate in the development of the profession, determine the settings in which educators function, and develop a sense of responsibility for teacher education through active involvement in the preparation of [teacher candidates]" (p.37).

Clarke (1997), researching his mentor role in the PDS as a professor of education, moved most of his university work directly into the site school. This enabled him to speak with teacher candidates with a full understanding of the classes, programs and people with whom they worked. He was able to provide his teacher candidates with quick feedback through face-to-face contact and was able to discuss their strengths, weaknesses, and future participation in the school. He, as a faculty member, was also able to increase his own understanding of schools while providing support for educators and teacher candidates.

Schools and Faculties of Education

Stoddart (1993) identified the benefits of collaboration between schools and faculties of education. Faculties of education were able to increase the professional relevance of their work, through:

- 1) mutual deliberations on problems with student learning, and their possible solutions;
 - 2) shared teaching in the university and schools;
 - 3) collaborative research on the problems of educational practice; and
 - 4) cooperative supervision of prospective teachers and administrators.
- (Holmes Group, 1986, p. 56)

The unified effort is intended to provide teacher candidates with experiences that enhanced the theory learned at the faculty.

The benefits of collaboration were also reported in the research of Yopp, Gullaume, and Savage (1993-4). They established four main reasons for collaboration between schools and universities:

- 1) improving teacher education programs through the utilization of the skills of both teachers and higher education faculty;
- 2) building a bridge between theory and practice;
- 3) keeping higher education faculty sensitive to the needs of teachers;
- 4) facilitating the professional growth of teachers through contact with higher education faculty. (p. 29)

It was their belief that the joint efforts of the school and faculties would encourage better teacher education programs.

Million and Vace (1997) believed that the key components of successful partnerships were "mutually shared goals, equality of roles, and equal participation in the decision making process" (p. 711). PDS benefits for the faculty include research

and classroom teaching opportunities.

While Cook and McClean (1995) believed that the PDS could be successful, they stipulated that the schools and universities needed histories of working together for this success to occur. In their study, a faculty member was permitted to temporarily work as a department head at the school, which allowed for a truly cooperative effort. They also stressed that governments, universities, school boards, administrators, and staff must work together. For the partnership to work the relationship must provide a rewards system. That is, recognition for involvement be at the university or school level, must be provided for the efforts required to make the PDS successful.

Sandholts and Finan (1998) focused on the importance of establishing cross institutional relationships in the PDS. Some bridging activities include faculty members "leading seminars at the schools, and consulting on teacher research projects and curriculum changes at the schools" (p. 15). The faculty members also work directly with associate teachers to develop university courses which enhanced the professors' "understanding of the current context of schools" (p. 15). Hopkins et al. (1997) also believed that it was the relationship between schools and university that would renew school and teacher education as described in the PDS. In order for the partnerships to work, Levine (1997) found that all partners must have reached an agreement to support positive working conditions, trust, quality standards, and a real commitment of resources.

Duquette and Cook (1994) studied five Canadian PDS models and in each case there was a strong link between the school and university. The faculties of

education prepare practice teachers for their teacher candidates and the placement model. Faculty members are in the schools twice a week, leading seminars for teacher candidates, and providing on-going support for the teacher candidates, associate teachers, and administrators.

According to Ebert (1997) PDS made the role of the university liaison more efficient by eliminating the travel between schools and the complications of working at various sites. A liaison associated with a single school site becomes a part of the school community. The liaison-school partnership leads to benefits such as joint input on decision making and the tracking of teacher candidates.

Schools and Communities

Clarke (1997) engaged in phenomenological research that encouraged teacher candidates to become aware of the community in which they worked. As a part of Clarke's course requirements, teacher candidates wrote papers on their studies of the ethnographic equity in the school. Their research studied the challenges of teaching students who come from a variety of ethnic and cultural backgrounds who were special education students. He maintained teacher candidates need to have an understanding of the students' surroundings to best serve their educational needs.

The research of Sandholts and Finan (1998) also identified the importance of incorporating the community into teacher candidates' placements. They identified multicultural placements as a key component of the PDS site that they studied.

Summary. The PDS was designed to help teacher candidates form connections between theory and practice, gain comfort within the school environment, increase

confidence in the classroom, and receive support from practicing teachers, principals, and faculty members. It encourages practicing teachers to continue their professional growth, act as mentors to teacher candidates, become involved in educational research, and take active roles in shaping the future of teacher education. PDS also has benefits for the faculties of education. The model helps to produce better prepared teacher candidates, increase communication with the community, encourage research, and foster partnerships between faculty members and practicing teachers.

Disadvantages of School and Faculty Partnerships

There are cases, however, in which the PDS does not work well. The nature of the relationship between the schools and universities appears to be the main reason partnerships do not operate smoothly.

Teitel (1998) discovered that theoretically school-university partnerships were beneficial to teacher candidate training, the relationships between school and university proved to be challenging. In a 5-year longitudinal study, Teitel determined that teachers become frustrated with faculty members when expected resources were not available. Practicing teachers are also "sensitive to any perceived arrogance on the part of college faculty trying to fix their middle schools" (p. 93). The challenges meant that after five years, the school partnerships were varied in their quality to the extent that:

almost all had stronger and more durable relationships; virtually all participants talked about their plans to continue to work together ... at the same time, most relationships seem to have reached a plateau where successful partnering

activities coexisted with minor disappointments, missed expectations, and unmaterialized ideas. In many cases, partners had given up. (p. 94)

Teitel's research emphasized the importance of communication and a shared vision between the school and faculty of education.

The united efforts of faculties and school sites in PDS models often do not receive the acknowledgment that is deserved. Chase and Merryfield (1998) were able to restructure their PDS to include a masters in education program for associate teachers that focused on team teaching university courses, field based mentoring, and reflective practice. They were also expected to provide authentic assessment for teacher candidates. The model linked together international consulting with educators, collaborative inquiry, and publication opportunities. However, associate teachers became frustrated by "the failure of the university to recognize [their] efforts" (p. 253). Recognition of individual efforts is needed to encourage the continued support of and involvement in the PDS by associate teachers.

Blocker and Mantle-Bromley (1997) reported that, neither the faculty nor the teachers involved with the PDS were given the recognition or rewards that they believed they deserved for their increased efforts. Both faculty and staff were required to spend more time and resources and they felt that their efforts were undervalued.

Yopp, Guillaume, and Savage (1993-4) identified three areas that threatened the partnership between schools and universities. First, teachers and principals who are not involved as a part of the PDS process at the grassroots level are unable to understand the nature of the model and were resistant to the changes involved.

Similarly, faculty members have difficulty becoming involved with the PDS at the grassroots level because of the intense commitment that the model demands. Second, mistrust between the teachers and higher education faculty proves to be a barrier. The teachers sometimes portray the faculty members as concentrating so heavily on theory that they have forgotten the challenges of working with students while the faculty members often criticize the classroom teachers. Third, PDS models are weakened because "the participants fail to understand the needs and perspectives of the others" (34). Teachers fail to acknowledge that the higher faculty members need to organize their time and efforts in terms of the incentives provided by the universities, while faculty members fail to recognize the increased demands the model places on classroom teachers. Involvement, trust and understanding are needed before any partnerships between schools and faculties of education can be successful.

Clarke (1997) noted that not all faculty members became actively involved in PDS. Some "Faculty members [would be] sitting in their offices. Those who ha[d] chosen not to become involved in Professional Development Schools greatly outnumber those of us who ha[d] moved virtually all our work into the schools" (p. 792). He believed that in order for the collaboration between schools and faculties to be deemed successful all members must contribute to the model.

Higgins and Merickle (1997) focused on the school-university partnership from a university perspective. They believed that the two worlds needed to be balanced. They needed to create the trust upon which open communication is formed. A broader professional community would allow for collaborative efforts on research and first hand

exposure to school reform.

Bullough et al. (1997) researched a PDS site where faculty members maintained that the PDS model was not ideal for conducting collaborative research. The faculty discipline-driven researchers (faculty members who first regarded themselves in terms of their field, such as psychology or history) saw "teacher education as only tangentially related to their scholarship and teaching. In large measure, the PDS program ha[d] little relevance to their professional agendas" (p.88). The field focused faculty (those faculty members who were teacher educators and focused primarily on research) believed there were "unreasonable demands on their time, some regretfully indicated that there were no longer engaged in [teacher candidate] education" (p. 89). The clinical faculty (teachers whose primary role was in the public school but they did have responsibilities at the university) felt as if they were undervalued. One clinical faculty member stated, "I think that [there] is an elitist attitude within the department. We do the dog work we are viewed by some people in the department as second class citizens" (p. 90). Strong partnerships, built on respect, formed by faculties and schools are indicated as being needed for PDS to work successfully.

Summary. Although the benefits of PDS are prevalent in the literature, there are disadvantages. The main disadvantages surround the difficulties associated with the formation of relationships between the faculties and the site schools. Communication and trust are needed for the relationships to be successful; unfortunately, neither communication nor trust between the participants comes readily. The schools and

universities need to establish a history of working together before a shared goal can be reached where both groups will receive the recognition that they deserve.

Not all aspects of the PDS have proven to be successful. Major issues surround areas such as lack of recognition for university efforts, the need for all parties to invest increased time and resources, communication difficulties, mismatched school calendars, conflicting agendas, and lack of standards in the school based setting (Blocker & Mantle-Bromley, 1997; Bullough et al., 1997; Chase and Merryfield, 1998; Higgins & Merickel, 1997; Levine, 1997).

Professional Development School Variations

The educators and researchers who adopted the PDS model created variations that placed focus on the strengths of the model and minimized the weaknesses. The variations serve as customized models that best address the needs of individual faculties of education, schools, associate teachers, teacher candidates and students.

Seven variations of the PDS model were identified during the literature review. Each model is described below and the basis of the variations are explained.

Research-Based Practicum

Zeichner's (1990) variation on the PDS model, the Research-Based Practicum, analyzes emerging trends from the US, Australia, UK, and Canada. His findings have been placed into seven groups:

1. Thematic teacher education programs
2. Practice closely coupled with specific courses
3. Field experience focused on community

4. Research based practicum
5. Improved quality of practicum
6. Establishment of clinical setting or PDS
7. Practicum viewed as a cognitive apprenticeship

Zeichner (1990) devised his variation on PDS to allow for adaption to new discoveries in teaching and learning. He suggested that focus on a research based practicum allowed for teacher candidates to implement the knowledge discovered by researchers. Thus they could concentrate on first understanding theory before they implement it within the context of their own lessons. Zeichner also focused on teaching as a reflective practice. The idea was to use the classroom for teacher candidates to become involved with research and experimentation. The teacher candidates were encouraged to use action research to investigate different aspects of teaching.

Zeichner (1990) also stated that not enough attention had been given to the school and community practicum. He believed that one of the most critical issue that the United States faced in education for the 1990s was expanding teacher candidate practicums to include more than the school. Teacher candidates need to understand the context of their students' world. Direct involvement within the community would lead to a better understanding of the students as individuals. According to Zeichner, future variations of PDS need to focus on the creation of stronger school/community partnerships.

Teaching and Learning Collaboration

Wepner and Mobley (1998) believed that in the past the practicum experience

concentrated on placing teacher candidates in a classroom rather than providing the professional development needed to prepare for all duties associated with teaching. Their research on the Teaching and Learning Collaborative explores the practicum experience as an opportunity to investigate the professional development continuum through the mentoring of teacher candidates from practicum to employment. They identified the “need to have teacher candidates spend at least a year in the same classroom to have any type of impact on the students” (p. 51) as the starting point for the model. This model includes a third semester where teacher candidates are automatically hired as substitute teachers.

Special Education Collaborative Teaching Model

Dynak, Whitten and Dynak (1997) maintained schools were able to center on aspects of the PDS model rather than making a full commitment to it. In the Special Education Collaborative Teaching Model, primary and secondary schools focus on the establishment of a school-university partnership. The partnership provides teachers with professional development on preservice preparation. Emphasis is placed on furthering links between theory and practice for teacher candidates. The site attempts to increase these connections by reorganizing teacher education for practicing teachers according to the five types of collaborative teaching that could be used in a PDS:

1. **Complementary Teaching:** The associate teacher models content instruction while the teacher candidate focuses on the students having difficulty with the task.
2. **Station Teaching:** The associate teacher and teacher candidate work

together to organize and define their roles as they design a lesson that requires the students to work in small groups.

3. **Parallel Teaching:** The associate and candidate jointly prepare a lesson and each present the lesson to half of the class.
4. **Alternative Teaching:** The teacher candidate creates meaningful activities to re-teach a lesson or extend a topic.
5. **Shared Teaching:** The associate and candidate join together to plan and execute a lesson in tandem. Each takes turns in the lead role and each is able to work together to respond to the needs of the students.

Attempts to improve teacher education programs by way of this variant also provide opportunities for veteran teachers to grow professionally through collaborative teaching.

Collaboration

Potthoff and Alley (1996) believed that teacher candidates involved in the PDS variation, Collaboration, were able to form links between theory and practicum more effectively than those involved in traditional placements. They believed this was because of the extended period of time that the teacher candidates spent with in an authentic setting. Teacher candidates are able to become more involved in the school community and are able to observe and participate in a practicum setting that is designed to help facilitate the formation of connections between educational theory and practical experience.

PDS(adapted)

McBee (1998) reported that the PDS variation site she worked in focused on the connections between theory and practice, which were encouraged by the support provided by unified efforts of the school and university. The teacher candidates involved in the model indicate that they experience an increased sense of comfort and an increased sense of understanding of the students with whom they worked. The teacher candidates also benefit from year round support of a faculty advisor.

Teacher Leadership

Clemson-Ingram and Fessler (1997) focused their variation, Teacher Leadership, on the mentor role that associate teachers played as they worked with teacher candidates on applying grading policies, creating assignments, providing instruction, implementing curriculum, finding resources and maintaining schedules. They also believed greater opportunities were available for veteran teachers to advance their status. Such activities as interpreting school wide assessment, planning and delivering school-based staff development, and redesigning curriculum were all tasks that enabled them to renew their knowledge.

"Whole School" Project

The work of McNay and Cole (1993) reported that the success of the PDS variation, "Whole School" Project, was a result of the mentoring of the teacher candidates by the entire school community. The variation encourages both teacher candidates and practicing teachers to be committed to career-long development. The "Whole School Project" was committed to use the support of all teachers for teacher

candidates (with the primary support from the associate teacher), to encourage the teacher candidates to participate in multiple areas of the school, to encourage all staff members (including non-teaching staff) to find ways to support teacher candidates and to provide the staff with the preparation and support that they needed for their new roles. Through the increased involvement of the entire school staff, teachers who had previously not been involved in acting as an associate teacher were able to discover the professional satisfaction in acting as a mentor. The discovery of professional satisfaction was believed to lead to an increase in professional commitment.

Summary. The Holmes Group's (1990) six aims of the PDS model influenced the creation of seven PDS variations. Such areas as forming connections between theory and practice, using practicing teachers as mentors, and conducting educational research occurred most frequently. The variations attempt to be more focused than the original model in order to emphasize the perceived strengths of PDS.

Description of Current Study

This study looks at a variation of a Professional Development School (PDS), the Enhanced Single School Model (ESSM). Research is conducted on the ESSM Data Source, which is a collection of transcribed interviews that the participants consented to at the end of the 1997-1998 study. The framework for previous ESSM research as it relates to the current study is shown in Figure 1. The previous research was based on the transcribed interviews of 19 teacher candidates, 23 associate teachers, 2 principals and 2 liaisons. Each of the participants was located at one of two elementary site schools. The document that was created from the transcribed interviews was known

as the *Enhanced Single School Model First Year Pilot Study Interviews* document. The current study is based on this document. It begins with an adapted comparative pattern analysis to identify the participants perceived connections between PDS and ESSM.

Once identified, the connections between PDS and ESSM are used to create a description of ESSM. The research then uses an inductive analysis to identify emergent themes in the participants' perceptions of ESSM so that recommendations for future practicums can be made. The emergent themes are also used to connect the perceptions of teacher candidates, associate teachers, principals, and liaisons so as to add to the description of ESSM.

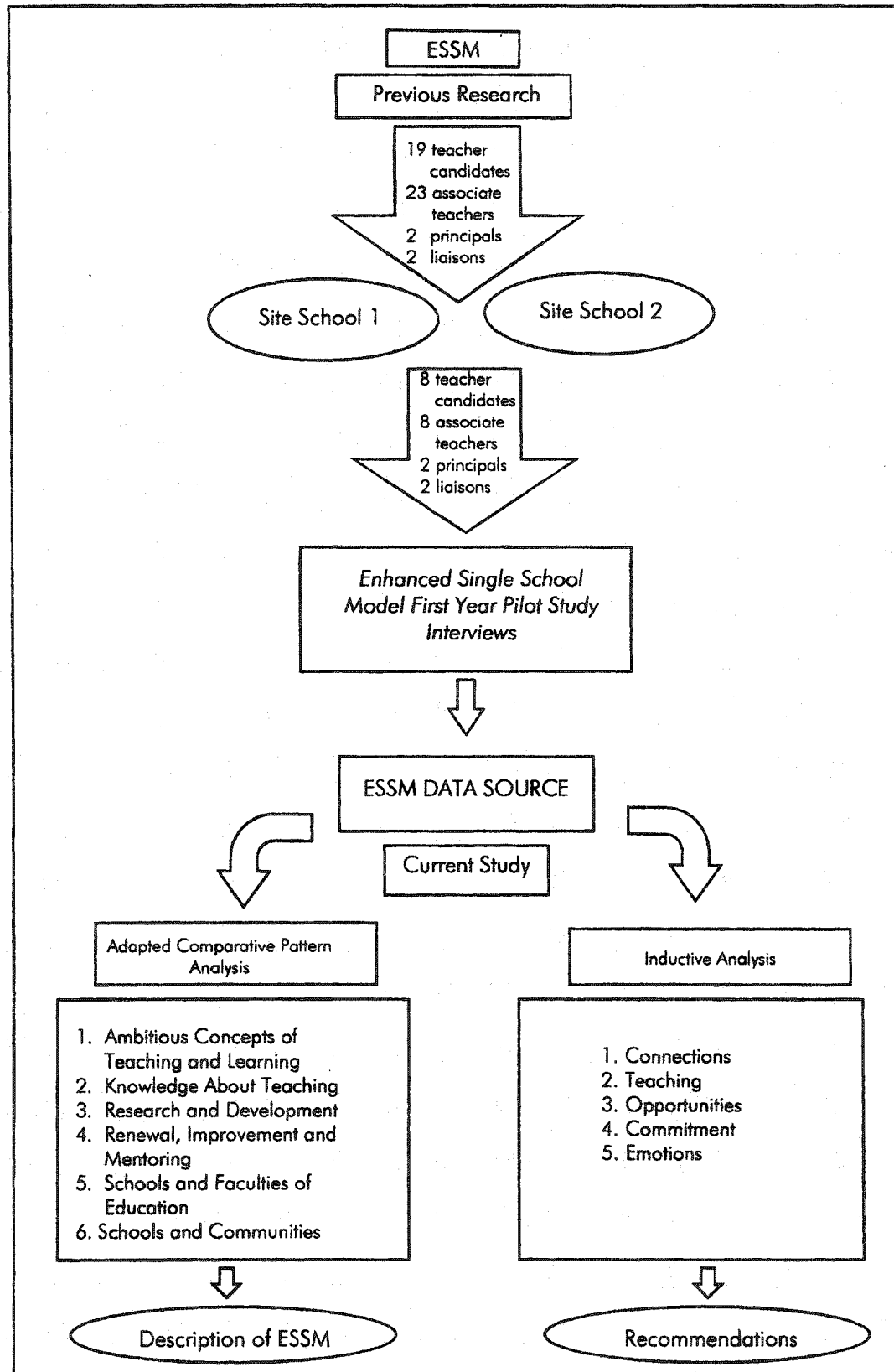


Figure 1. Framework of previous ESSM research and the current study.

CHAPTER THREE

Methods

The Enhanced Single School Model (ESSM) was a pilot placement practicum founded on the aims of the Professional Development School (PDS). The six PDS aims are intended to improve the teaching profession:

1. By promoting much more ambitious conceptions of teaching and learning on the part of prospective teachers in universities and students in school.
2. By adding to and reorganizing the collections of knowledge [educators] have about teaching and learning.
3. By ensuring that enterprising, relevant, responsible research and development is done in schools.
4. By linking experienced teachers' efforts to renew their knowledge and advance their status with efforts to improve their schools and prepare new teachers.
5. By creating incentives for faculties in the public schools and faculties in education schools to work mutually.
6. By strengthening the relationship between schools and the broader political, social, and economic communities in which they reside (Holmes Group, 1990, pp. 1-2).

ESSM was a variant of the PDS designed to help teacher candidates form connections between theory and practice, to increase the teacher to student ratio, to expose

associate teachers to new educational theories being taught at the university, and to foster partnerships between the site schools and faculties of education. Focus was placed on exposing teacher candidates to such opportunities as team teaching, cross-division teaching, professional development sessions, and cohort support. They also created a professional portfolio documenting their experiences in the ESSM.

In 1997 - 1998, 20 teacher candidates were selected for involvement in ESSM, one teacher candidate was removed from the model leaving 19 teacher candidates to complete their practicums in ESSM. They were placed at one of two participating elementary school sites. In addition to the two core teaching blocks (totaling 45 full days which is the same as the traditional placement model), the candidates were expected to volunteer a minimum of one half day per week in their site school. The process was designed to increase teacher candidates' involvement with the school environment and increase their understanding of the role of teachers and the daily operation of the site school. Most importantly the candidates were able to spend more time with the students.

This study is an analysis of a document that came out of a 1997-1998 ESSM pilot study, the *Enhanced Single School Model First Year Pilot Study Interviews*. The document is referred to as the ESSM Data Source. It contains 20 transcribed interviews from eight teacher candidates, eight associate teachers, two principals, and two liaisons. Prior to this study the ESSM Data Source had not been analyzed in its entirety, nor had the pilot study been documented. Before the current study can be considered, a description of the methods that were used to create the ESSM Data Source is

needed. The description is presented below.

Sampling for the ESSM

Twenty teacher candidates were selected to participate in the ESSM pilot study. They were in the primary/junior or junior/intermediate divisions and their majors varied amongst English, math, geography, physical education, and science. One candidate was removed from the program, because of a failure to display the level of professionalism that was considered necessary to meet the expectations of the program. Of the remaining 19 teacher candidates, eight were interviewed regarding their perceptions of ESSM. Limitations of time and resources restricted the ESSM teacher candidate interviews to eight. The same limitations restricted the interview process to eight associate teachers, the two principals, and the liaisons to both of the elementary site schools.

The eight teacher candidates were selected using opportunistic sampling. Patton (1990) defines opportunistic sampling as having the ability "to take advantage of unforeseen opportunities after fieldwork has begun.... This permits the sample to emerge during the fieldwork" (p. 179). Teacher candidates who were interested in participating in the study of the ESSM pilot placement practicum submitted their names to their faculty liaison. Participants were selected from this list. Their inclusion was determined by members of the steering committee who considered the candidates' ability to express their perceptions of the ESSM model.

Opportunistic sampling was also used to select associate teachers for involvement in ESSM. The principals of the site schools each selected four of their

associate teachers for involvement. The selected teachers were the ones believed to be the most representative of the 23 associate teachers in the site schools. They were considered the most typical teachers.

The two administrators and the two faculty liaisons were selected using criterion sampling. Criterion sampling "review[s] and stud[ies] all cases that meet some predetermined criterion of importance" (Patton, 1990, p. 176). In this case, the criterion was simple; both of the school sites needed to be represented by their administrator and their liaison.

Phenomenology

The methods used in the creation of the ESSM Data Source were considered phenomenological. Van Manen (1996) defines phenomenology as "asking the questions of what is the nature of this phenomenon as an essentially human experience" (p. 62). He believes that phenomenology transforms lived experience into textual representation which allows readers to understand the nature and significance of the experience. The phenomenological purpose of the ESSM pilot study was to describe the lives of participants in the ESSM. The participant responses were to provide a description of the model and data indicating its strengths and weaknesses.

Interviews

Eight master of education students were sponsored to interview teacher candidates, associate teachers, principals, and liaisons involved in the ESSM. The master of education students became known as the research group. The author was part of the research group. Her responsibilities included interviewing two teacher

candidates, both of the principals, and liaisons, and compiling the transcribed interviews to create the unpublished document, *Enhanced Single School Model First Year Pilot Study Interviews* (ESSM Data Source). The audio taped interviews took place at the end of the participants' ESSM placement in February and March 1998.

Bogdan and Biklen (1998) suggest that during interviews, you should "briefly inform the subject of your purpose, and make assurances (if they are necessary) that what is said in the interview will be treated confidentially" (p. 94). Before the ESSM interviews took place, the interviewers endeavoured to make the participants comfortable and explain the purpose of the interview. The intent was to put the participants at ease and encourage them to share their thoughts and feelings.

The interview process followed Patton's (1990) seven areas of ethical concern: promises and reciprocity, risk assessment, confidentiality, informed consent, data access and ownership, interviewer mental health, and advice (pp.356-7). First, in terms of promises and reciprocity, there were no promises made to participants to reward them for their participation. Second, risk assessment was low because the participants' identities were concealed. Once participants had been selected their names and other identifying information was omitted from the transcripts. Each participant was assigned a code (for example, Teacher Candidate 1 or Associate Teacher 1). Omitting all names from transcripts also satisfied Patton's third area of ethical concern, confidentiality. Fourth, informed consent was verbally obtained from the participants and they were advised that they could leave at any point during the interview or choose not to respond to questions. Fifth, access and ownership of the

transcripts in the form of the completed ESSM Data Source was limited to the steering committee once the names and identifying comments had been removed. Sixth, it was not likely that the interviews impacted the interviewers' mental health in a negative way since they were not expected to be dealing with any responses that would require debriefing. Seventh, advice was available to the interviewers as they could consult with their research methodology professor in the case of overwhelming information or if conflicts of interest arose.

The research group approached participants as experts . According to the work of Bogdan and Biklen (1998) this technique:

lets the subject in on the study... it sets the interview up in such a way that it establishes the subject as the one who knows and the researcher as the one who has come to learn... it tells the interviewee that you respect his or her ideas and opinions. (pp.97-8)

There were eight interviewers. The interviewers held an initial meeting to review the interview procedure. They agreed upon an introductory statement be read to the participants at the time of the interview. The content of the statement provided background to the ESSM pilot study and informed the participants that they could stop the interview at any time or not respond to any of the questions. An original copy of the introductory statement is not available. The interviewers also predetermined the wording and sequencing of the questions. Such agreement was important because there were multiple interviewers and the questions needed to be presented consistently. The questions were designed to be open-ended so they did not "presuppose which

dimension of feeling or thought [would] be salient for the interviewee” (Patton, 1990, p.296). This method allowed the participants to draw from their experiences. This would provide responses that were reflective of the individuals, therefore creating a fuller understanding of ESSM.

Probes were used during the interviews to enhance the data obtained from the open-ended interviews. Patton (1990) describes probing as a method that is used to “deepen the response to a question, to increase the richness of the data being obtained, and to give cues to the interviewee about the level of response that is desired” (p. 324). Probes were used to encourage participants to expand on specific topics or to clarify their responses.

Formation of Questions

The research group created the interview questions adhering to two requirements. The first was to obtain the feedback that the steering committee needed and the second was to practice forming open-ended interview questions for their research methodology course. The steering committee identified seven key issues:

1. level of comfort within the school,
2. reasons for participants’ involvement,
3. strengths of the model,
4. weaknesses of the model,
5. connections between theory and practice,
6. workload in comparison to expectations,
7. ESSM’s ability to reaffirm the student’s decision to become a teacher.

Two sets of questions were created by the research group. Both were derived from the key issues previously listed. The first set of questions was created to define the experiences of the teacher candidates and liaisons. The second set of interview questions was intended to define the experiences of the associate teachers and principals.

Transcripts of the interviews were collated to form the ESSM Data Source which was submitted to the steering committee. The committee read through the transcripts noting the general strengths of the model, and identifying areas of weakness. They established support for the model, but they did not conduct a detailed analysis of the ESSM Data Source to establish connections between the PDS model and ESSM. Nor did they use reproducible means to identify and analyze emergent themes so that recommendation for future practicums could be made. The gaps that were left in the research of the steering committee and the research group are the subject of this study.

Description of Current Study

This study looks at a single site pilot placement practicum, the Enhanced Single School Model (ESSM). Transcribed interviews obtained from participants in the initial study are located in the *Enhanced Single School Model First Year Pilot Study Interviews* (ESSM Data Source). This document is analyzed here in two ways. First, an adapted comparative pattern analysis was conducted. This involved analyzing the responses of the teacher candidates, associate teachers, principals, and liaisons from the perspective of the six aims of PDS. The analysis is used to illustrate the participants' perceived connections between the outcomes of PDS and ESSM. The connections are

used to form a description of ESSM that compares it to PDS and documents its origin from the latter model. Second, the participants' perceptions of the strengths and weaknesses of ESSM are used to identify emergent themes upon which recommendations for future teacher candidate practicums are made.

The ESSM Data Source, is particularly suited to the above analyses as it is an internal official document. According to Bogdan and Biklen (1998), internal official documents are "communications that are circulated inside an organization such as a school system" (p.137). The purpose of data of this type, in Bogdan and Biklen's words, is to "reveal information about the chain of command and internal rules and regulations ... and potential insights about what organizational members' value" (p. 137). Hence, the ESSM Data Source can be used to elicit information about the participants' perceptions of ESSM.

Adapted Comparative Analysis

First, an adaption of comparative pattern analysis is conducted to compare ESSM with PDS. The analysis is derived from Guba's (1978) classification system for comparing data by identification of convergence. He describes convergence as the process of discovering items that should be grouped together and those items that should not be grouped together. Most commonly, two data sets are used in establishing convergence. In this study one data set, the ESSM Data Source, and one model description, the six aims of PDS, are used, thus making the analysis an adapted comparative pattern analysis. For this comparison the convergence of data is predetermined by the six aims of the PDS (Holmes Group, 1990). That is, the adapted

comparative analysis looks at the ESSM and then tries to fit the findings to the six aims of the PDS. The description of the ESSM will be created from the relationship between PDS and ESSM.

The six aims of the PDS that provide the framework for the analysis have been noted previously and condensed as follows:

1. Ambitious Concepts of Teaching and Learning
2. Knowledge About Teaching
3. Research and Development
4. Renewal, Improvement, and Mentoring
5. Schools and Faculties of Education
6. Schools and Communities.

The interviews questions in the ESSM Data Source are not based on the six aims of the PDS. Rather, they are created from the seven key issues that the steering committee identified. The two sets of interviews are previously listed on pages 8 and 9.

Only two of the PDS aims are directly addressed by the interview questions:

Aim 1, "Ambitious Concepts of Teaching and Learning"

is addressed by question 7 of the teacher candidate/liaison interview:

"What connections do you see between the theory learned at the Faculty of Education and the teaching practicum?" Aim 1 is also addressed by

question 3 of the associate teacher/principal interview: "How do you

help pre-service teachers make connections between theory and practice?”

Aim 4, “Renewal, Improvement and Mentoring”

is addressed by question 2 of the associate teacher/principal interview:

“What is your understanding of your role as teacher/principal in the Enhanced Single Site Model?” It is also addressed question 4 of the same interview: “What opportunities do you provide to integrate pre-service teachers into the school environment?”

The purpose of the questions that address Aim 1 is to determine the participants’ perceptions of the formation of connections between theory and practice. The questions that address Aim 4 reveal participants’ roles and the opportunities that are provided for their enactment. They also uncover the mentorship role of the associate teachers, principals and liaisons. This study builds on the information derived from these questions to elicit the participants’ opinion of how the ESSM relates to all 6 of the aims of PDS.

Three readings of the interview transcripts are undertaken to systematically categorize the participants’ interview transcripts. The first reading involves the assignment of a colour to key words in the transcripts that are connected to PDS aims. Six colours are used, one for each of the aims of PDS:

- | | | |
|----|---|--------|
| 1. | Ambitious Concepts of Teaching and Learning | pink |
| 2. | Knowledge About Teaching | purple |
| 3. | Research and Development Renewal | blue |
| 4. | Improvement and Mentoring | green |
| 5. | Schools and Faculties of Education | yellow |
| 6. | Schools and Communities | orange |

For example, key words used by Teacher Candidate Eight include “learning styles”, “teaching styles” and “kinesthetic learner” they are coloured pink to code them as “Ambitious Concepts of Teaching and Learning.” A pink colour coding is selected for these keywords as these are terms that the teacher candidate would have discussed as part of the theory presented by the faculty of education that they attended.

The second reading considers the key words identified in the first reading. That is, the colour coded words are considered in relation to the contextual passage in which they are located. This allows the analysis to not only identify responses that are reflective of the six aims of the PDS, it also allows for the inclusion of the participants’ perceptions. When the key words of Teacher Candidate 8 (learning styles, teaching styles, and kinesthetic learner) are treated in this manner the augmented colour coding becomes:

... learning about different *learning styles*. The placement that I had there was a student who ... was always disrupting the class, trying to get everyone to laugh at him... one day oddly enough we broke into groups and started doing drama activities and he was the top in the class. He excelled at drama which was a

huge surprise... so [the teacher candidate and associate teacher] changed a lot of our *teaching styles* to suit his needs... so that really changed the learning environment and I mean that came straight from educational psychology... he's a *kinesthetic learner*" (ESSM Data Source, p. 86).

This passage is coded "Ambitious Concepts of Teaching and Learning" because it demonstrates a teacher candidate connecting theory and practice, thus linking ESSM with PDS. He or she is able to identify a student's learning style and apply that knowledge to help the student work successfully within the classroom environment.

The third reading focuses on ensuring that the passages are correctly identified and assigned the proper code. This involves looking at each coding and comparing it to other responses. If the passages are more accurately described by a code other than the one first identified, the original code is changed. For example, Teacher Candidate 3 made reference to uncovering a relationship between a method of communicating with students and being able to experience the implementation of the method. He or she used "I" messages to communicate to an off-task student the effects of his behaviour. He or she decided to "take him aside and speak with him and try and have him understand what he is doing wrong...I knew what I was supposed to do ...when I got in the classroom - that's when I think the real learning takes place" (p.16). The above represents a technique or approach to teaching that was taught at university. It connects the university experience to the practicum. Because of this the response is found to be an "Ambitious Concepts of Teaching and Learning" response.

Inductive Analysis

The second analysis, an inductive analysis, identifies emergent themes in the ESSM document. That is it identifies connections amongst the perceptions of the teacher candidates, associate teachers, principals, and liaisons. Inductive analysis is used in this work as per the work of Patton (1990), who sees inductive analysis as the uncovering of data “without presupposing in advance what the important dimensions will be” (p.44). The intention is to allow the important information to surface through discovery.

Like the comparative analysis, the inductive analysis involves three readings of the ESSM Data Source. Huberman and Miles (1994), Guba (1978) and Patton (1990) provide the model for identifying patterns and themes from multiple readings of transcripts in comparative analysis. Guba’s (1978) criteria for organizing information into categories or themes guided the analysis:

1. The set [of categories] should have internal and external plausibility ... viewed internally, the individual categories should appear to be consistent; viewed externally, the set of categories should seem to comprise a whole picture
2. The set [of categories] should be reasonably inclusive of data and information that so exists
3. The set [of categories] should be reproducible by another competent judge the second observer ought to be able to verify that a) the categories make sense, and b) the data have been arranged in the

category system

4. The set [of categories] should be credible to the persons who provided the information which the set is pressured to assimilate (pp. 56-7).

Guba recommended a three part inductive analysis process of extension, bridging, and surfacing to identify patterns or categories. That is, categories are created in inductive analysis by way of "extension (building on terms of information already known), bridging (making connections among different items), and surfacing (proposing new information that ought to fit and then verifying its existence)" (1978, p. 53).

Extension occurs during the first reading of the text. The goal is to code each participant's responses to the interview questions. Possible categories are noted by writing general comments in the margins to indicate the content of each paragraph. The margin notes consist of one to three word codes that identify content and represent a response. For example, Teacher Candidate 6 said, "I participated in special education" (*ESSM Data Source*, p.33). This was identified as "experience". To track the comments in the margins, rough notes are made on note paper. This initiates the emergence of themes that will be finalized in the third reading.

Categories that hold similar information are collapsed as per the work of Patton (1990) who wrote that information needs to "hold together or 'dovetail' in a meaningful way (p. 403). To continue with the case of Teacher Candidate 6 (see previous paragraph), the reference to participation with special education is re-coded "opportunity" which permits the inclusion of other comments that involve experience.

This process documents the instances that the participants experienced first hand and the opportunities that were available to them.

The second reading is devoted to bridging. Before the second reading begins, categories created during the first reading and the interview questions are revisited. Rough notes are made beside questions that may identify possible categories in the participants' responses. This process facilitates the formation of connections between items of information that the bridging process requires. For example, rough notes were made in regard to the third question for teacher candidates and liaisons "How was your workload in comparison to your expectations? This process began the formation of a possible category that became known as "negative reactions to an increased workload." During the second reading proper it was noted that participants' reactions to workload are focused on their level of commitment to ESSM. For example, Teacher Candidate 5 found that finding the time for family, work, classes, and commitment to ESSM was challenging. As the second reading continued it was noted that negative reactions to workload could be associated with positive reactions to work load to form the category "commitment".

For the third reading (the surfacing process), actual themes were created and assigned to the categories. This involved grouping the margin notes into categories by referring to notes made during the second reading. Commonality of content was used to guide the merging of notes. For example, participants' references to the specific types of experiences that were available to them (participation in co-curricular activities, job shadowing, and professional development), were assigned the to theme "Opportunities".

Five themes were identified using the above process:

1. **Connections.** The ability of teacher candidates to form connections between the theory being taught at the university and their practical experience. This includes the description of the supportive roles of associate teachers, principals, and liaisons that are needed to help form the connections.

2. **Teaching.** The experiences available for teacher candidates in terms of cross-division exposure and practical experiences. It also addresses the increased support for students and the increased support for teacher candidates during their extended practicum.

3. **Opportunity.** Includes the varied experiences available for teacher candidates. The opportunities include co-instructional activities (such as coaching); exposure to staff meetings, professional development and workshops; the chance to observe varied teaching styles, gain a greater understanding of the school community, and occasion to work within a supportive environment where the entire staff supports all of the teacher candidates.

4. **Commitment.** Investigates the inconsistent amount of time dedicated to ESSM by the teacher candidates. It also includes the teacher candidates' reactions to the increased workload.

5. **Emotions.** the response of the teacher candidates to the model. Includes both positive and negative emotions.

A framework for future recommendations for the improvement of the ESSM model is presented in chapter 4. It is organized according to the above five themes.

Additional insights for Faculties of Education interested in the creation of extended single site practicum models are derived from participants responses to:

Question #6, Teacher Candidate and Liaison Interviews, What aspects [of ESSM] would you recommend changing?

Question # 6, Associate Teacher and Principals interviews, What are your recommendations.

The latter source of information is supplemented by the comments that the participants supply in response to other interview questions.

CHAPTER FOUR

Findings and Analysis

The adapted comparative pattern analysis and the inductive analysis were conducted separately and are presented separately. The adapted comparative pattern analysis is presented in two sections. First, Table 2, Summary of Responses Used to Identify Connections Between ESSM and PDS, provides a list of the participants' responses that reveal the structure of ESSM upon which I have made reasonable conclusions as to the connections between ESSM and the PDS aims. The second section is organized according to the PDS aims. It presents examples of the participants' responses that connect ESSM with PDS. The PDS aims are used to support the connections as being reasonable conclusions. The discussion provided summarizes the relationship between ESSM and each of the specific PDS aims.

The inductive analysis also contains two sections. First, Table 3, Summary of Emergent Themes Responses , provides a list of the typical responses that were used to create the themes. The second section is organized by themes. The themes are identified and the responses are summarized (See Appendix A for the calculation of responses). The findings from the Literature Review are used to justify the created themes. The recommendations that are made by the participants are also identified (See Appendix B for the calculation of the recommendation responses). Finally, a summary of the inductive analysis is provided.

Adapted Comparative Pattern Analysis

Table 2

Summary of responses used to identify connections between ESSM and PDS.

Ambitious Concepts of Teaching and Learning

classroom management
 child development
 major - core class
 special education
 greater focus needed on technology
 opportunity to model theory learned at faculty
 teaching segments are too short to make connections
 educational psychology
 educational law
 organizational skills

curriculum
 cooperative education
 evaluation and assessment
 Glasser's control theory
 beneficial to use theory to support practice
 emphasis needed on making connections
 learning styles
 conflict resolution
 lesson planning
 Barry Bennett

Knowledge About Teaching

weekly teacher candidate meetings
 increased time in the class
 teacher candidates see all aspects of being a teacher
 teacher candidates get to know the students better
 teachers should act as models
 AT better understands the TC's strengths and weaknesses

multi-grade experience
 increased length of school experience
 cohort support
 students benefit from the extra help
 portfolio creation

Research and Development

associate teacher able to become involved in testing assessment tools for the new curriculum

Renewal, Improvement and Mentoring

staff meetings
 intramurals
 special education
 workshops
 AT guidance
 coaching
 supervision with AT
 socials
 observation of ATs

TCs able to work on special projects
 newsletters of upcoming events
 able to obtain resources from AT
 AT provide background information
 AT show how areas tie in with another
 time to take over teaching slowly
 AT helps with lesson planning
 TCs bring latest research into the
 have liaison to help with conflicts

Schools and Faculties of Education

scheduling tough between faculty and school
 liaison support

confusion as to individual roles
 emphasis on connections between theory and practice

Schools and Communities

interschool communication should be encouraged
 chance for TC to meet the community
 introduction of new reporting system to parents

changing schools and changing communities
 a teacher strike affected opportunities

Note. AT = associate teacher; TC = teacher candidate.

Ambitious Concepts of Teaching and Learning

The first PDS aim as defined by the Holmes Group (1990) is the promotion of “much more ambitious conceptions of teaching and learning on the part of prospective teachers in universities and students in school” (p.1). In terms of promoting “Ambitious Concepts of Teaching and Learning”, ESSM focused on the expectation that teacher candidates would make connections between the theory being taught at the faculty of education and their practice teaching during the extended practicum. These connections are apparent in the teacher candidates’ responses that reference the implementation of theories and techniques in the classroom. It is also found in associate teachers’, principals’, and liaisons’ responses that indicate their supportive role in demonstrating the application of theory and facilitating discussion surrounding the formation of connections between theory and practice. In this regard, ESSM most closely resembles PDS Aim 1 (promoting much more ambitious conceptions of teaching and learning on the part of prospective teachers in universities and students in school).

Five of the eight teacher candidates made references to theories that helped them in terms of classroom management. The response made by Teacher Candidate 1 is typical of the comments made by the teacher candidates: “I tried some techniques in my room like classroom management and ways to approach students...It’s neat how [the university] has given you all different types of theories and situations and how to work things through” (Enhanced Single School Model First Year Pilot Study, 1998, p. 8). The remaining three teacher candidates believed that the connections between

theory and practice were difficult to make. Teacher Candidate 2 admitted, "I find a lot of the things we learn and hear are hard to put into practice and all the stuff we have to read is overwhelming" (p.12). ESSM appears to encourage teacher candidates to start to think about the relationship between theory and practice if not actually heighten their understanding of how theory enhances practice.

All eight of the associate teachers believed that ESSM provided opportunities for teacher candidates to connect theory with practice. Associate Teacher 2 used a direct approach to help teacher candidates make the connections:

What I usually do is sit down with them and I talk about what they've been learning about in school and how I can help them apply it to what they are doing...You've got to put theory into practice...so I try to give them additional unity like Glasser or Barry Bennet and his classroom management. I keep it in my classroom all the time for myself and I like to share it with the student teachers (p.99).

The associate teachers believed that theories were best understood when they were applied to classroom situations. Since ESSM was an extended placement, the teacher candidates had more time in the school site to see and practice forming connections.

All four of the principals and liaisons agreed that they needed to actively support teacher candidates and help them form connections between theory and practice. Theories needed to be modeled in the school for the teacher candidates and they needed to be encouraged to try to implement theories during their practicum. Liaison 2 held weekly meetings for his or her teacher candidates. Each week focused

on a different problem, for example, "One of the things we put a focus on in the fall was how do you see the math and language programs that you are being familiarized with at the university, how do you see that being put into practice by regular teachers and do those pieces come together?" (p.181). This was representative of the action that the principals and liaisons believe is necessary to help teacher candidates form connections.

There was a shared belief by one teacher candidate and three associate teachers that the increased amount of practical classroom experience that was offered by ESSM was more beneficial than traditional placement models for teacher candidates, but this belief was balanced by the realization that theory was necessary to support practice. Associate Teacher 2 shared his or her thoughts, "[teacher candidates] tend to find the experience in school has a lot more value to them than the theory. Although you do need ...to have some theory to back up your experiences" (p. 96). The extended period of time spent within the school site was considered beneficial to gaining experience.

Summary. Each of the participants responded to a question that addressed Aim 1, "Ambitious Concepts of Teaching and Learning". Of the twenty participants only three did not believe that ESSM provided teacher candidates with the opportunity to make connections between the theory being taught at the university and their practical experience. It appears that ESSM was successful in providing opportunities for teacher candidates to connect theory and practice.

The theories that appeared to provide the strongest links for the teacher

candidates involved classroom management and various theories incorporated in educational psychology and educational law. Within these theories such topics as conflict resolution, curriculum, evaluation, assessment, learning styles and organizational techniques help teacher candidates to form connections between theory and practice.

Knowledge and Teaching

The second aim of the PDS is founded on the “adding to and reorganizing the collections of knowledge [educators] have about teaching and learning” (Holmes Group, 1990, p. 1). ESSM encouraged all participants, teacher candidates, associate teachers, principals, and liaisons, to approach the extended single site practicum as a means to immerse the teacher candidates into one school’s culture for an increased period of time. This in turn provided them with a fuller understanding of the role of the teacher than the traditional placement model. Thus, participants were required to regard the placement as a seven month practicum that utilized teacher candidates, associate teachers, principals, and liaisons actively to enrich the experiences of the teacher candidates.

Five of the teacher candidates noted an advantage to the increased time and opportunities available in ESSM practicum. The increased time and opportunities allowed the teacher candidates to become more involved in many aspects of the school. The participants’ prior understanding about practicums needed to be reorganized because of the increased involvement within the school. Teacher Candidate 8 believed that the ability to work in various grade levels was an asset,

“Another great thing about the model is the fact that the [teacher candidates] have the flexibility of jumping around to different grade levels if they want... so it gives me the chance to examine the wide range of grade levels which would help me narrow down my strengths [as a teacher]” (Enhanced Single School Model First Year Pilot Study, 1998, p. 82). Teacher Candidate 5 came to the realization that “being in the same school on a year-long basis allows the [teacher candidate] to experience life within the school setting rather than just in the classroom” (p. 26). The associate teachers, principals, and liaisons’ perceptions echoed the responses of the teacher candidates. All referred to the increased time and opportunities as being a strength of ESSM that previous placement models had not addressed. Associate Teacher 5 stated:

[teacher candidates] are involved in all aspects. They have a very real picture of what teaching really is, and what being on the staff is. And I think that’s probably the real strength. They are going to be far better prepared and help students. [In other models teacher candidates] will see just a small part, or isolated part, otherwise, in this way, I think they get to see all of it. (pp. 131-132)

All participants needed to envision the practicum as a means to actively engage teacher candidates in the school community. Teacher candidates needed to experience various grade levels and other teaching opportunities and they needed the extended time in one school site to understand the full role of teachers.

Because the amount of time that teacher candidates spent at a single school site was increased, the participants needed to change the way they approached the

teaching practicum. The increased time led teacher candidates to become more familiar with students and improve the student to teacher ratio. In this sense, the teacher candidates were able to take on greater responsibilities and the associate teachers, principals, and liaisons needed to factor this into their supportive roles. Five of the associate teachers noted that not only were the teacher candidates gaining from their increased experiences and responsibilities, but the students were also gaining from the reduce teacher to student ratio. Associate Teacher 6 said, “[ESSM] gives the student teachers the opportunities to get to know students better...[ESSM] benefits the staff, because they have more people working with the students, and it benefits the students because they are getting extra help and extra attention that they ordinarily would not be able to have” (pp. 135-137).

Associate teachers also reorganized the way they approached mentoring the teacher candidates. In the traditional placement model, teacher candidates were given three days to be used for classroom observation before each of the core practicum blocks. Since the teacher candidates were familiarized with the school site during their weekly volunteering, the observation days could be used for other activities such as teaching. Associate Teacher 1 said:

when you first go into a building there are a lot of things that you have to learn. So by changing from one building to another you're basically going from one community to another and have to learn from scratch again to build up a focus. When you are in a building for an extended period of time, it still takes you that introductory time to learn things, but you can build upon them...you can

concentrate more on your delivery and management of program, rather than learning some of the routines within a school. (p.90)

Summary. There were no interview questions that addressed Aim 2, Teaching Knowledge. The participants' perceptions that reflected a reorganization of teaching knowledge placed emphasis on increasing the amount of time that teacher candidates spent within the school environment, offering cross-division teaching experience, and improving the teacher to student ratio. The most frequent responses for the teacher candidates involved activities that would better prepare them for teaching: cross-division experience and observation of varied teaching styles. Three of the associate teachers believed that the increased time spent within the school allowed teacher candidates to focus on familiarizing themselves with the students and school during their weekly volunteering time and concentrate on teaching during their 45 core placement days. The associates as well as the principals and liaisons made reference to the additional support that was available for both the teacher candidates and in turn the students.

In order for ESSM to be implemented, participants reorganized their conceptions about teacher training. The increased amount of time that teacher candidates spent within a single school site in itself significantly altered the practicum experience. Teacher candidates took the initiative to become involved with the entire school community rather than an isolated classroom. Associate teachers focused on helping all teacher candidates whether it be in forming connections between theory and practice or effectively using the extra classroom support. Principals and liaisons

took a more active role in supporting the candidates and associates than the tradition placement model required. Since ESSM was designed to integrate teacher candidates into the school community, principals helped them feel not only welcomed, but encouraged them to become as involved in as many different opportunities as possible. Liaisons spent more time at the site schools facilitating discussion to help the candidates form the connections between theory and practice and ensure that they were able to cope with the increased work load.

Research and Development

One area in which ESSM was least like PDS was in "Research and Development". Whereas the PDS model placed emphasis on ensuring that "enterprising, relevant, responsible research is done in schools" (Holmes Group, 1990, p.1), ESSM did not focus on this. However, associate teachers were able to benefit from the teacher candidates bringing the latest research findings and educational trends into the classroom.

One unintended consequence of the model was that the increased contact between the faculty and one of the school sites led an associate teacher to become involved in testing assessment tools for the new curriculum. The research opportunity was not a direct result or goal of ESSM, but it emerged through a university - school partnership.

Summary. Only two references could be connected with "Research and Development". ESSM did not concentrate on promoting research opportunities. One associate saw a benefit to having the teacher candidates share current research, but

this line of thinking did not appear to be typical. The inadvertent opportunity to conduct research with the university for one associate teacher also appeared to be atypical, but reflective of “Research and Development”.

Renewal, Improvement, and Mentoring

The fourth PDS aim, “Renewal, Improvement and Mentoring” was designed to improve teacher training “by linking experienced teachers’ efforts to renew their knowledge and advance their status with efforts to improve their schools and prepare new teachers” (Holmes Group, 1990, p.1). Following “Ambitious Concepts of Teaching and Learning”, ESSM held the closest connections with PDS Aim 4. ESSM was designed to link experienced teachers with teacher candidates to utilize the experiences of teachers to better prepare teacher candidates through mentoring.

The teacher candidates made 17 references connected to Aim 4 and the associate teachers, principals, and liaisons made 31, 3, and 2 references respectively. The comments focused on the mentoring role played by associate teachers and principals, and their ability to provide teacher candidates with experiences that would better prepare them for teaching. The comments also involve activities that helped to better the site schools. Teacher candidates focused on activities such as staff meetings, intramurals, coaching, special education, professional development sessions, and workshops. Seven indicated that they were benefitting more from the increased role within the school than those who were in the traditional model. However, they did not necessarily see the connection between the activities and the mentoring that accompanied them. For example, Teacher Candidate 6 said, “I have gotten so much

more out of this than just teaching ... I've got to try other things, I've got to coach teams, go to staff meetings, work shops etcetera...I guess I found a way of fitting myself in ...I think most of the opportunities that I've had are because I have made them for myself" (ESSM, *Data Source*, 1998, pp. 34-5). All of the associate teachers indicated that their role was to act as a mentor to the candidates. The response of Associate Teacher 7 provided a typical reply to describing the role of the associate teacher:

to show the [teacher candidates] as much as possible about the teaching profession, different strategies ... all the professional curriculum materials that I have available, all the books and notes, all the recording methods, just as much as I could possibly show the [teacher candidates] to prepare them for taking on their own class. (p. 149)

The lack of acknowledgment for the mentoring role may be a product of the nature of the interview questions since the teacher candidates were not asked to directly comment on the roles that the associate teachers played. The associates, on the other hand, were asked "What is your understanding of your role as teacher in the Enhanced Single School Model?" The teacher candidates identified opportunities that were made possible because of the participation of an associate. It is not clear whether or not the teacher candidates were able to perceive the increased role that the associates played in ESSM in comparison to the traditional placement. The Teacher Candidate 8 did appreciate the involvement of associate teachers. He or she said the teacher candidates were "respected and treated equally among all the staff in the school. So it was nice and it was encouraging because you got the chance to sit down

and meet teachers and discuss the future and what's great about the occupation and what is a drawback from the career itself. So it's been a valuable experience" (p. 78).

The principals fostered the growth of the teacher candidates through workshops, opportunities for observations across all divisions, and curriculum support for the teacher candidates. Principal 2 believed that his or her role involved the:

modeling of theory that goes on for student teaching at the faculty level. I try to incorporate a lot of that theory into the P.D. session that our staff works with and the [teacher.candidates] are also welcome to attend those P.D. sessions. So well we provide books and any kind of written materials or resources for the student teacher to work with. (pp.169-70)

The principal also provided teacher candidates with weekly newsletters describing the upcoming events in which they could become involved. In contrast to a lack of recognition for the associate teacher's mentoring roles, two of the teacher candidates noted the role of the principals. Teacher Candidate 5 said that his or her principal "took particular care to rotate us into each classroom in the school. For the vast majority of other students from the faculty of education, that did not happen" (p.28).

The liaisons believed their roles as mentors were to help the teacher candidates become immersed into the school community and provide support. Liaison 2 described his or her role as "the facilitator. I bring the pieces together. Now and then there will be some personal conflicts either between [teacher candidate] and [teacher candidate] or a regular teacher and a [teacher candidate] and those situations need to be resolved" (p. 180).

Summary. There were a total of 56 responses that could be connected with “Renewal, Improvement and Mentoring”. Seven of the eight teacher candidates made reference to activities and experiences that they had encountered in ESSM. Only two connected the experiences with the mentor, in both cases with the principals. The associates, principals, and liaisons were all able to identify their roles as mentors. They all believed that they played an active role. Because the teacher candidates were not asked directly to comment on the mentorship roles that the associate, principals, and liaison played in ESSM it was not clear whether or not the candidates perceived that mentoring was occurring. ESSM focused on using the associate teachers, principals, and liaisons as mentors, in this sense the model is similar to PDS. Unlike PDS it did not place emphasis on the effect of the mentoring on the advancement or improvement of the actual mentors.

Schools and Faculties of Education

The intent of the fifth PDS aim is to improve teacher training by “creating incentives for faculties in the public schools and faculties in education schools to work mutually” (Holmes Group, 1990, p.2). The only reference made describing an incentive for either faculties, the public school or faculties in education, was the incentive for schools to be involved because their students would receive extra support from having the same teacher candidates within the school for seven months. This was noted by five associate teachers, one of the principals, and one of the liaisons. Associate Teacher 7 provided a representative observation: “[ESSM] benefits the staff because they have more people working with the students, and it benefits the students

because they are getting extra help and extra attention that they ordinarily would not be able to have" (*Enhanced Single School Model First Year Pilot Study, 1998, p. 137*).

Summary. The participants perceived one incentive for the faculties in the public schools. The incentive for the sites schools to become involved with ESSM to provide extra support for their students. None of the interview questions directly addressed this aim. There may have been other incentives for associate teachers, principals, and liaisons, but none are documented in the interviews. From the participant perceptions that were available, unlike PDS, ESSM did not place emphasis on providing incentives.

Schools and Communities

The sixth PDS aim attempted to improve teacher training "by strengthening the relationship between schools and the broader political, social, and economic communities in which they reside" (Holmes Group, 1990, pp. 1-2). ESSM did not place focus on strengthening the relationship between the schools and communities. One associate teacher responded that he or she encouraged teacher candidates to meet the communities in which the schools were located. Associate Teacher 6 believed that teacher candidates needed to "meet other people who come into the school ... the community, parents... the teacher candidates get the opportunity to see these other people who come in" (*Enhanced Single School Model First Year Pilot Study, 1998, p. 140*).

Summary. Only three references were made by the participants that demonstrate ESSM's ability to tie teacher candidates with the community in which they were placed. The references made did stress the importance of understanding the complete lives of the students to be able to work with them, their parents, and

members of the community at large. Since this aim was not addressed by the interview questions, it is difficult to determine the depth of community -school relationship.

Summary

The perceptions of the participants have been interpreted to provide connections between ESSM and PDS. Emphasis was placed on the PDS Aim 1, "Ambitious Concepts of Teaching and Learning" and Aim 4, "Renewal, Improvement and Mentoring". Focus was placed on better preparation for teacher candidates by fostering connections between theory and practice and providing them with support of associate teachers, principals, and liaisons.

A third area that appeared to be central for ESSM was Aim 2, "Knowledge and Teaching". Unlike the PDS where "Knowledge and Teaching" concentrated on recognizing and adding to collections of knowledge about teaching, ESSM concentrated on reorganizing and adding to the collection of knowledge about teacher training.

ESSM was least like the PDS in terms of Aim 3, "Research and Development"; Aim 5, "Schools and Faculties of Education"; and Aim 6, "Schools and Community". The only "Research and Development" reference was indirectly due to the establishment of ESSM. The school's relationship with the community was not a focus of the model. Finally, improving relationships between site schools and the faculty was an attempted aim of ESSM, but with the schools and university's schedules in direct conflict, the need to improve the relationship was identified rather than implemented.

Inductive Analysis

Table 3 provides a summary of the responses from all of the participants. It is from this list that the emergent themes were formed.

Table 3

Summary responses forming emergent themes

Theme	Response	
Connections	<ul style="list-style-type: none"> opportunity to make connections observe implementation of theories provide teacher candidates with methodology curriculum lesson planning 	<ul style="list-style-type: none"> classroom management educational psychology low / few connections learning styles
Teaching	<ul style="list-style-type: none"> cross divisions mentoring planning and organizing of lessons more time in school means more teaching time observation of different teaching styles 	<ul style="list-style-type: none"> students benefit cross division experience
Opportunities	<ul style="list-style-type: none"> knowledge of school community workshops / professional development co-instructional staff meetings exposure to full role of teacher see politics behind education liaison / administration support lack of opportunities initially due to strikes invited to social events local strike prevented some opportunities resources 	<ul style="list-style-type: none"> résumés cohort support portfolios teacher observation contacts cross division experiences resources
Commitment	<ul style="list-style-type: none"> lack of time near graduation the more involved the more benefits no time for extra volunteering lack of time 	<ul style="list-style-type: none"> conflicting school / university schedules worried about not volunteering enough no screening process for model
Emotions	<ul style="list-style-type: none"> comfort supported / encouraged uncertain / confusion frustrated 	<ul style="list-style-type: none"> respected welcomed overwhelmed / stressed

Theme 1: Connections

The Holmes Group (1990) believed that PDS would help teacher candidates form connections between theoretical knowledge and practical experience. Teacher candidates had traditionally been “left alone to integrate knowledge, to puzzle through applications, and to resolve contradictions, ambiguities and tension” (p. 48). Like PDS, one of the driving aims of ESSM was to ensure that teacher candidates were encouraged and supported in forming connections between theory and practice.

Of the 20 transcribed interviews, teacher candidates, associate teachers, principals, and liaisons, there were 43 references to ESSM having provided opportunities for teacher candidates to form links between theory and practice. There were only four references indicating that the ability to form connections was low or too difficult for the teacher candidates. This coincides with the research of Blocker & Mantle-Bromley (1997), Hopkins et al. (1997), Levine (1997) and Yopp et al. (1993-4).

ESSM attempted to better prepare teacher candidates for teaching by providing them with the theoretical tools needed to work with students. Cole and McNay (1988) identified teaching as “perhaps the only profession in which beginners are given full and immediate responsibility for assignments that are the same (or more difficult) as those of experienced teachers and they must do so in relative isolation as teachers do in self-contained classrooms” (p. 6). Universities have begun to address this issue by encouraging teacher candidates to make the connections between discussion of theory at the university and implementation of the ideas in the classroom.

Theory. The theory that seven of the teacher candidates relied on to form connections between theory and practice was centered on classroom management.

Teacher Candidate 1 saw a direct connection:

I tried some techniques in my room like classroom management and ways to approach students, one on one conflict or with the class. But I think you learn a lot more teaching than you do in the school, or at university. It's neat how they've given you all different types of theories and situations and how to work things through, you actually don't figure it out until you're in the situation the procedure that will be best. (*Enhanced Single School Model First Year Pilot Study*, 1998, p. 6)

Teacher Candidate 3 was able to specifically recall implementing a specific classroom management technique:

there was one kid in my class that was disrupting the class all the time when I was teaching ... my first thought was just you know oh my goodness what am I supposed to do ... just talk to him and use some I messages ... take him aside and speak with him and try and have him understand what he is doing wrong and so that worked in the end. (p. 16)

Teacher Candidate 6 found that classroom management provided practical information:

My classroom management with [instructor] was a fascinating class You can't, in four weeks, expect children to change what they have done all year to doing what you want. But they taught us techniques that we could use, that

would settle a class down, and then what to do when we have our own class.

(p.41)

Three of the associate teachers also believed that the theoretical instruction on classroom management at the university provided a means to help teacher candidates form connections between theory and practice. Associate Teacher 4 believed that teacher candidates needed to be in an authentic school setting to fully understand the need for organization:

what they are teaching you at the faculty is how to teach and certain skills. . .

Maybe they'll work and maybe they don't. . . what a better place to learn but by walking in the doors of a school. . . I think they go hand in hand. . . if you learn something there and you bring it here, and you say I want to try this, I think that's where they really come together. (pp.119-120)

Both of the principals agreed that ESSM encouraged the teacher candidates to form links between theory and practice.

In her writing about PDS, McBee (1998) believed that the teacher candidates were able to see the connections between theory and practice because the liaison was able to:

work closely with a team of students at one site, which allows them more time to observe what's going on, connect theory to observations, point out cultural differences and possible accommodations, and conduct group meetings and discussions. And students are able to learn from one another. (p. 57)

This was also supported by Mantle-Bromley (1998). In ESSM, liaisons were also able to

spend time in both school settings, university and the site school, they got a fuller picture of the application of theory to practice than did the associate teachers and principals. Liaison 1 stated:

From my own experience at the faculty I have knowledge more in terms of - I guess what the practical thing should be. In terms of classroom management for instance, that was one thing that we really focused on because - that particular- the theory that they're getting actually at the faculty doesn't always sort of - it's not as congruent as we would like it to be. (*Enhanced Single School Model First Year Pilot Study, 1998, p. 177*)

Because the liaisons were involved at the university and the site school they were able to see how the teacher candidates used the theories taught at the faculty in the classroom.

Five of the teacher candidates saw connections between educational psychology and their practical experiences. Teacher Candidate 8 said:

I hear some students say the they haven't learned anything [at the faculty] but I know I have But I go home from classes like educational psychology learning how to manage the classroom, evaluation, and curriculum and things like that . . . I've been able to apply it to teaching sometimes you're sitting in a class and you think that it's a little idealistic... it's a challenge and you can adapt what you do learn here to the experiences there. (p. 85)

Associate Teacher 2 took a direct approach with helping teacher candidates form connections :

I find that a lot of the theory that [the teacher candidates] take is very good. It gives them a really good background; for example, educational psychology and that kind of thing. That they went up against the kid in the classroom who never shuts up. You've got to put that theory into practice. (p. 99)

One of the two principals made direct reference to educational psychology in the ESSM Data Source, while neither of the liaisons did. Principal 1 addressed forming connections with uncertainty: "I don't know if taking a course in psychology gives you enough of the basic skills or, or some kinds of counseling in terms of how to deal with conflict in the classroom or classroom management" (p.162). He or she realized that in some cases the transition between theory and practice was weak.

ESSM attempted to help teacher candidates form stronger connections between theory and practice. Associate teachers, principals, and liaisons used dialogue and modeling to help discuss and demonstrate the relevance of forming connections.

Opportunities Provided to Form Connections. While the teacher candidates did not directly identify ESSM as being ideal for forming connections, (however they did see the advantage of specific courses) all of the associate teachers did. The associate teachers believed that the teacher candidates needed an environment where they would be encouraged to see the connections between theory and practice. Associate Teacher 1 understood that the role of associate teacher was "to provide the student with opportunity to put into practice some of the theories that they have been learning at the faculty. To help them model some of the things that they've been experiencing" (p.90). The guidance provided for the teacher candidates was an important feature of

ESSM according to Associate Teacher 1 because “theory is always good, but putting it into practice is the hard part. So try to provide opportunities to encourage them to take some of the positive criticism and hopefully watch them grow ... ” (p. 91).

Associate Teacher 6 encouraged the teacher candidates “to try some of the things that they have been taught. They get to try them so if they have ideas that they have learnt at [university] and they feel that would be fitting to the situation, then I would suggest they try them. And if it doesn’t work, then it doesn’t work. We try something else” (p. 142).

Two of the associate teachers saw teacher candidates having difficulty forming connections, but believed that they could learn to form connections. Associate Teacher 8 admitted that the forming of connections is “a bit of a jump, but it shouldn’t be too much of one. It’s not a wide gap there, as long as they are willing to work at it” (p. 159).

Both principals addressed the importance of the teacher candidates forming connections. Principal 2 attempted to “incorporate a lot of that theory into the P.D. sessions that our staff works with as well and the student teachers are also welcome to attend those P.D. sessions. As well we provide books and any kind of written materials or resources for the student teacher to work with, to try to tie the two together ”(pp. 169-170).

The liaisons used weekly seminar meetings to attempt to unite theory and practice. Liaison 2 stated that “my role is to enhance [the connections] and help them do the reflection and help them look at what are the things they are leaning and

getting out of [ESSM]" (p. 181).

Difficulty Forming Connections. Both the teacher candidates and the associate teachers recognized that connections were not formed easily by all teacher candidates. Teacher Candidate 2 admitted "I find it more useful just watching my associates or ... I don't know if I'm missing what my classes are supposed to be offering me, but they haven't really given me that much" (p. 12). Another consecutive education student, Teacher Candidate 7, was frustrated with the lack of theoretical experience obtained before going in to the model and perceived that the concurrent education students, who had more education courses, would be better prepared to form connections:

I was doing my placement the first time ... when I had to do evaluation 'Well how would you evaluate the students?' Well you know what? I haven't taken my evaluation class yet so I don't have a theory on that. I really don't see my theory coming in to play on that and I mean that's something difficult. (p. 70)

Associate Teacher 7 admitted that not all teacher candidates conscientiously make the effort to form connections:

The students have never attempted to make this connection with me They want to know how to discipline. They want to know how to teach. They want to know how to make the course they're teaching relevant to the kids, how to get the kids to apply what they've learned. Very practical. (p. 150)

Participant Recommendations. Teacher Candidate 5 found it "difficult to see a lot of connection between what we are taught at the faculty and our placement....I think that it is a mistake to concentrate on being a faculty of education and being so

concerned with theory. There needs to be a much better balance" (p. 30). The recommendation was made to provide the teacher candidates with basic information to allow them to enter into the school community confidently and then build upon their theoretical knowledge.

The principals and liaisons had a more positive approach to the formation of connections. Instead of focusing on the lack of connections they focused on providing better opportunities to make connections. Principal 1 placed emphasis on the roles of teacher candidates, and the university. Teacher candidates needed to help their instructors at the university "by pointing out things that are happening in the schools and go back and talk to [the] professors about such and such" (p. 162). The principal also believed that the university needed to take on a greater leadership role. He or she believed that faculty members needed to spend time regularly teaching in the site schools to better understand how to help teacher candidates form connections between theory and practice:

I feel there needs to be more liaison with the professors at the faculty ... They don't take student teachers so they don't really know what goes on in a school, and it's a whole different era now.... maybe doing some teaching within a school setting so that they can take some kids and show that , 'this is the theory and now this is how we could put it into practice'. (pp. 162-3)

Liaison 1 also supported the idea of connecting the faculty and site schools through teaching exchanges: "It's really important, for the future of this model, that they have some of these faculty people coming in and actually experiencing themselves

the hands on things that are happening in the class” (p. 177). Liaison 2 saw the process of helping teacher candidates as more of a collaborative effort between the school and university. He or she made the recommendation that the elementary teachers and faculty members first needed to form stronger connections between themselves. This could be accomplished by professional development sessions for associate teachers and university faculty. He or she continued with a pie analogy. Teacher candidates, associate teachers, liaisons, and the university all play important roles: “you’ve got a big pie. You’ve got a whole bunch of pieces, and the more you can bring the pieces together, so that when they are together - you can look at how they all interconnect in a positive ways, then I think that’s the value to everyone” (pp. 182-3).

Summary. Theme 1, Connections, provided the highest rate of consensus among most of the participant groups (for the liaisons, consensus in this theme was second to Theme 3, Opportunities). Seventeen of the 20 participants identified that the model did encourage the teacher candidates to form connections between the theory learned at the university and the practical experience gained at the site school.

The teacher candidates believed such theories that centered on classroom management and educational psychology were most easily applied to classroom situations. This appeared to be because the teacher candidates saw these theories as being essential in organizing a class and dealing with students on a daily basis. The associate teachers, principals, and liaisons regarded it as a part of their responsibility to encourage the formation of the connections, although both teacher candidates and associate teachers pointed out making connections between theory and practice was

not always easily done.

The recommendation to improve the teacher candidates' abilities to form connections between theory and practice was established on increased communication between the site school and university. ESSM placed teacher candidates at a single school site for an extended period so they could become a part of the school community. Unlike traditional placements, it was the intent of ESSM to encourage stronger partnerships between teacher candidates and associate teachers; associate teachers and principals and liaisons; and liaisons and teacher candidates. The greater amount of communication was to ensure that teacher candidates would be able to form connections between theory and practice. The heightened dialogue between the school and university would promote a shared sense of relevant theories for today's classroom. Interestingly enough, little onus was placed on the teacher candidates to take responsibility for discovering how theory is linked to practice for themselves.

Theme 2: Teaching

The number of the participants' responses regarding teaching varied greatly. It was the theme that evoked the widest range of quantity of responses. The teacher candidates provided 11 responses and associate teachers, 17. The principals and liaison range was three and one respectively. The higher number of responses by the teacher candidates and the associate teachers appear to be reflective of the amount of time spent in the classroom: Teacher candidates and associate teachers are in the classroom more often than the principals and liaisons.

Cross-Division Experience. There was not consensus among the teacher candidates with regard to the teaching opportunities provided by ESSM. Three teacher

candidates identified cross division teaching experience as an asset. Teacher Candidate 6 believed that there were benefits to being able to observe associate teachers teaching across the divisions:

the principal made an actual schedule for all of us to visit each classroom in the school on like a rotating basis. . . we got the opportunity to see many different teaching strategies and ideas. To have the opportunity to watch, to learn, to observe was wonderful. (pp. 37-38)

Only one of the associate teachers mentioned that teacher candidates had the opportunity to be involved with classes across the divisions. He or she said that the teacher candidates were able to see how the students' experiences in "one area tie in with another division and how they extend them and develop and build upon. It gives them the opportunity ... to move from one division to another division and see the growth of the kids" (p. 89). Both of the principals made reference to the teacher candidates' opportunity to work with students in all three divisions. Neither of the liaisons focused on cross divisional experience.

Practical Experience. Individual teacher candidates also acknowledged that ESSM permitted them to gain practice in lesson and unit planning as well as receive support from the associate teachers. There was little unanimity among teacher candidates' responses. The benefits and observations of ESSM as related to teaching were highly individualized.

Associate teachers also provided a great range of responses. ESSM allowed associate teachers to merge teacher candidates into the classroom through practice

and planning. The experiences provided were believed to be beneficial to the pedagogical development of teacher candidates as well as meeting the academic needs of students. Associate Teacher 2 believed that the practicum experience was the most important part of teacher training: "I think that you learn to teach by teaching.... I learnt more about teaching that first year of teaching than I have ever learned in all the time in university or anything" (p.102). Other comments stressed the importance of the practicum. Associate Teacher 1 believed that the teacher candidates were able to increase their comfort levels and "practice to become a professional too" (p. 92) during their practicums. Associate Teachers 4 and 6 stressed the importance of having had more support available for students. Associate Teacher 6 believed that "the major, major rule is [getting teacher candidates] working with students" (p.137). This coincides with the research of Duquette and Cook (1994) who quoted participants of a PDS, "It's so nice to be treated as a professional equal, instead of just a student teacher' 'My associates trusted my judgement and supported me in every decision that I made'" (p. 66).

Effect on Students. The principals recognized two advantages of ESSM.

Principal 2 focused on the benefits of extra support for the students while Principal 1 connected increased support for teacher candidates with teacher candidates ultimately being better prepared to support students. Principal 1 believed that because the teacher candidates were in one setting for a sustained period of time, the associate teachers were better able to provide constructive criticism and support to them. Principal 1 said, the associate teachers "know these student teachers well, and they

know what their strengths and weaknesses are, they know what their interests are and they can develop their program around some of those interest for the benefits of their student" (*Enhanced Single School Model First Year Pilot Study*, 1998, pp. 165-6).

Liaison 1 was the only one of the two liaisons that made a comment on the actual teaching experiences for teacher candidates. Because the teacher candidates became involved in the school both inside and outside of the classroom they were able to "develop a credibility and that's really important for the children as well as for the student who is doing the teaching in the classroom" (p. 176).

Participant Recommendations. Four of the teacher candidates agreed that the start date of the placement should be scheduled around the site school's calendar not the faculty's. Teacher Candidate 2 believed that it "would be beneficial for student teachers to go into the classrooms on the first school day in September to see how the teachers get their classes started" (p. 11). Teacher Candidate 1 shared this perspective and added another benefit to starting sooner. He or she believed that their portfolios would have been richer had they been told earlier in the school year: "as we were volunteering we could have collected things ... we went four weeks of teaching, I collected things, but I could have collected a lot more if I knew that I was expected to be collecting them" (p.5).

Two of the associate teachers felt that the teacher candidates needed to have greater flexibility in their academic schedules to be able to spend more time in the classroom. Associate Teacher 2 said volunteer time should be increased: "... instead of coming voluntarily for half days a week, ahead of [the core placement, the teacher

candidates] should be given time in their schedules to book into a classroom - the classroom that they are going to be student teaching in" (p 192). Neither the principals or the liaisons made any recommendations about the teaching experience for teacher candidates.

Both teacher candidates and associate teachers were confused about their actual role in ESSM. Teacher candidate 7 believed that associate teachers needed to be better informed about the model: "I would have liked the teachers to know more when I got in there- Would have known exactly what I was there for and what I was doing" (p. 61). Associate Teacher 6 believed that the teacher candidates needed to be better prepared about their roles: "the students who participate in this program are, maybe, given more details as to how it works. I sensed that the student that I had ... didn't have enough information about how all this worked and what his or her role would be" (p. 146). The teacher candidates and associate teachers' recommendations involving confusion about role descriptions echoed previous PDS research by Clarke (1997), Cooke and McLean (1995), Duquette and Cook (1994), and others who emphasized the importance of good communication between the site school and university.

The recommendation was also made to encourage teaching exchanges between the schools and faculty. Teacher Candidate 6 had "always wondered if the professors could do a year in the field and then a year at the faculty. Some of them haven't taught for fifteen years and they don't know that kids today don't just sit there with their hands on their desks" (*Enhanced Single School Model First Year Pilot Study*,

1998, p. 42). As he or she thought " that I've brought more back to the faculty than I've taken away. I have given so many examples"(p. 42). He or she recommended that faculty members be encouraged to remain active in the school environment.

Associate Teacher 7 recommended that a year of supply teaching be added to ESSM: "one of the things to do is give the students after they graduate work as a supply teacher before they take on a class" (p. 152). This is in agreement with the work of Wepner and Mobley (1998).

Summary. The wide range of responses was indicative of the individualized experience that ESSM permitted. Teacher candidates were able to participate in a fuller spectrum of teaching responsibilities. They were also able to participate in classes across the grade divisions, observe many different teaching styles and gain resources from their associate teachers, principals, and liaisons. Associate teachers and principals focused their efforts on preparing the teacher candidates for the profession by providing them with the experiences and support that they needed.

Both associate teachers and principals acknowledged that the students benefitted from having the teacher candidates in the classroom because of the extra support provided. None of the teacher candidates and only one of the liaisons mentioned the effects of ESSM on students. The focus from these two groups appeared to be on the teacher candidates' experiences, thus neglecting to mention that ultimately the purpose of the model was to provide better prepared teachers for the benefit of students.

The main recommendation made by the teacher candidates was the need to see how a classroom is organized in September. Once the teacher candidates entered the schools in early October, most of the classroom management issues had already been dealt with by the associate teacher. The associate teachers welcomed the idea that the teacher candidates should spend more time in their assigned classes. Both the teacher candidates and associate teachers mentioned feeling confused about what the roles in ESSM were. The university needed to provide a clearer description of the program, expectations and roles to the participants.

Theme 3: Opportunities

The purpose of the PDS is to provide teacher candidates with authentic teaching situations. Clarke (1997) stressed the importance of allowing teacher candidates the opportunity to work in areas outside of their assigned classrooms in order to get the best possible experiences. This belief is expressed in the findings for ESSM.

School Community. Six of the eight teacher candidates believed that ESSM led to a better understanding of the school community. Teacher Candidate 5 made the observation that:

It is a great opportunity to see the politics of the job and to see what happens after class hours. It is interesting to see the expectations placed on teachers. They are very busy, and at staff meetings you can see additional demands being placed on them. It gives you a much better idea of the teacher's role within the school environment. (*Enhanced Single School Model First Year Pilot Study*, 1998, p. 27)

Teacher Candidate 8 raised a different perspective: "I don't have a lot of experience working in schools so I thought it would be a good idea for me to get ... familiar with the classroom and what is expected of me as a student teacher and to sort of prepare me for my career" (p. 74). Teacher Candidate 3 admitted that in a traditional multiple placement model

"many of the kids, the teachers, know you..the principal knows you are switching schools. . . . Being able to see the school as a whole and not just as four week sections at different schools and that's what I liked" (p. 17).

Five of the eight associate teachers agreed with the teacher candidates that ESSM provided them with a good opportunity to familiarize themselves within the school environment. Associate Teacher 1 typified the associate teachers' perceptions: "[ESSM] provide[s] opportunities for students to stay within a school setting. . . for an extended period of time, so therefore they can get to know the students, they can get to know the whole operation of the school throughout a year" (p. 89). Associate Teacher 2 pointed out that another benefit for the teacher candidates was that the associate teachers were better able to discover the strengths and weaknesses of the teacher candidates because of their increased presence in the school; therefore, the teacher candidates would receive better support. Associate Teacher 2 said he or she was able to "talk to other teachers and find out what kind of teachers I'm getting. What kind of assistance they are going to require, what their strengths are, what their weaknesses are, where I'm going to be able to help them" (101).

The principals tied the benefits that the teacher candidates gain from becoming more involved in the school environment to the benefits for the students. Principal 2 emphasized that teacher candidates in ESSM:

want to spend more time in classrooms and gain more experience in the school. It's a great program because it's win-win. The classroom teachers have regular classroom assistance from student teachers who are willing to come in and share their talents with the teachers. And the students from the Faculty of Education gain a lot more experience and become a part of an actual school staff for a whole year. (169)

The liaisons agreed that ESSM allowed teacher candidates to become more involved in the whole school. Liaison 2 believed that it was a part of the liaison's role to ensure that the site schools "welcome in the people , that they make them feel a part of the staff; they get them involved in a variety of different activities, not just coming in to do the student teaching assignment, but they invite them to become a part of the staff" (179).

Co-instructional. Half of the teacher candidates referred to co-instructional opportunities as an important feature of ESSM. Teacher Candidate 6 participated in many activities:

I participated in special education, I visited every single classroom in the school, I've coached the volleyball team, I've gone for recess duty, I've done extra help with math at lunch it was important to me to be able to do this because eight weeks wasn't enough to teach me to be a teacher. (pp. 33-4)

Teacher Candidate 4 revealed that politics affected their opportunities: "I thought that there would be sports as well, that would be a part of it and there wasn't really" (p. 18). When asked why the response was "we discussed it with the principal and a lot was based on the strike. They couldn't get through a lot because of the strike. Everything. They had probably missed three events, so that put everything back - we couldn't go on to more events that we had signed on for" (p. 18).

All of the associate teachers believed that involvement with extra-curricular or co-curricular events was beneficial to teacher candidates. Associate Teacher 8 pointed out that involvement in sports was an excellent way for teacher candidates to become involved with the students: "I do quite a bit of sports, and encourage them to participate through that, or even just come and watch because that's a great way to get to know the kids on a different level. And it makes their actions in the classroom certainly a lot easier" (pp. 155-6). Associate Teacher 4 was impressed by the involvement of the teacher candidates: "they're doing basketball, computer work, doing things in our assembly - like it's just amazing! I mean you're looking at adults, who want to be here, who want to help, and they're just doing this" (p. 116).

Both principals agreed that teacher candidates benefitted from taking advantage of as many opportunities as they could. It led to a fuller experience and let them become a part of the staff. Principal 1 believed that the more exposure to such co-instructional events as drama club, music, year book, sports "the better equipped they are going to be when they go into their own classrooms" (p. 164).

The liaisons' responses concurred with the idea that teacher candidates

benefitted from the educational opportunities. Liaison 2 believed that the teacher candidates were able to become involved in significant learning because they were “involved in activities that are not just for the particular class that they are assigned, [they become involved in] activities that go on after school, extra-curricular activities. They get involved in different projects that the entire staff is involved in” (p. 179).

Professional Development, Workshops, and Staff Meetings. At least half of the teacher candidates, associate teachers, principals, and liaisons believed that professional development, workshops, and attending staff meetings were important for teacher candidates. Teacher Candidate 8 attended staff meetings and workshops and noted:

You can really see the relationships between all the teachers and respect and maybe even some animosity at certain times ...tension between teachers. But again, they're all professionals and they all work well together and that's their job, so it's given me a chance to look at how everyone interacts in staff meetings and while on the job. (p. 81)

Teacher Candidate 7 admitted to being invited to some meetings, but not always feeling welcomed. He or she was interested in attending staff meetings and parent-teacher interviews, but was discouraged by the lack of support from his or her associate teacher: “You're welcomed to do everything, but there are limitations. . . . Well, we are invited, but it's kind of like you don't have to be here anymore - we're not doing anything that's pertinent to you” (p. 54). Associate Teacher 1 had a different perspective as he or she encouraged teacher candidate to attend professional

development sessions and supervisory duties: "We encourage them to become a part of the staff and do the things that the staff get involved in. So I say it's a mentoring type of program" (p. 92).

Principal 1 provided teacher candidates with a "list of when all the P.D. sessions are and [they are] cordially invited to attend. When they are in, certainly the four weeks that they are in the practicum... they are expected to attend" (p. 163). Principal 2 admitted that it was difficult getting teacher candidates to attend the professional development sessions: "some encouragement is needed to get the student teacher back to the school to take part in the P.D. sessions ... We've had the sessions, but it hasn't been an overwhelming response from the preservice teachers showing up for them" (p. 172). Liaison 1 also encouraged teacher candidates to become involved in professional development because it helps them to form connections between theory and practice (p. 178).

Principal 2 pointed out that the teacher candidates are also invited to become involved in staff socials as well as professional activities: "They are invited to our social activities such as staff parties and get-togethers as well as our P.D. sessions" (p. 170). Teacher Candidate 3 made reference to being invited to socials and attributed it to being at a single site for a sustained period "because you're not there, and not switching schools and because you're in this one the whole year, the teachers and the principal seem to include the student teachers" (p. 15).

Observation of Varied Teaching Strategies. Three associate teachers referred to the benefits of seeing different teaching strategies for the teacher candidates. Associate

Teacher 3 believed that in ESSM, teacher candidates would “get more exposure to different styles of teaching and ways of handling kids and they’ll probably sort out a few ideas that they know they aren’t going to try themselves because it just isn’t them” (p. 110). The principals, liaisons, and teacher candidates focused on the teacher candidates using ESSM actively rather than commenting on observation. Although Teacher Candidate 5 also noted the benefit of observation included an increased sense of comfort because of the familiarity with the students and associate teacher: “this time period has given me a chance to get comfortable with the class that I am going into so when my practicum starts I feel that I will be ready to roll” (p. 28).

Supportive Environment. Five of the teacher candidates stated that ESSM provided a solid support system for them including the cohort, principals, and liaisons. Teacher Candidate 3 said, “It’s nice to have a bunch of other student teachers there too ... we are all in the same boat The group atmosphere - we have a good relationship between the student teachers and helping each other - I like that part” (p. 17). The McNay and Cole (1993) research on a PDS variation site, the “Whole School”, discussed recommendations that were made to allow for “more time to be provided in the practicum program, both at school and in the faculty for discussion and reflection” (p. 126). It appears that the cohort support of ESSM addressed this issue.

Teacher Candidate 8 saw ESSM as an opportunity to work with principals and liaison to build job connections and prepare themselves for interviews:

but the key point of the model is the fact that you’re actually working with . . .

people here at the teacher college as well who are trying to encourage you to build up your portfolio. They're telling us how important it is in interview situations. . . . (*Enhanced Single School Model First Year Pilot Study*, 1998, p. 77).

Teacher Candidate 7 admitted to wanting to be involved in ESSM to improve his or her résumé: "I was looking forward to doing more than just the placement... I mean - sure it's selfish for me but, I mean , I wanted to put everything down on my résumé . I wanted to say - yeah I coached all these teams and have it on my résumé " (p. 48). There was no mention by any teacher candidate of providing support to students. They were aware that they would be working with the students, but none of the teacher candidates made this direct connection.

Four associate teachers believed that the role of the associate teacher was to support and act as mentors to the teacher candidates. Associate Teacher 3 described this role as having to "go over their lesson - if it's their lesson, and see if I can see any spots that are obviously going to be a problem - Add suggestions perhaps" (p. 106).

The principals agreed that it was their role to support the teacher candidates. Principal 2 admitted to taking on a liaison role "I meet with all of the student teachers when they first enter. I give them a booklet, a handbook for the school - it talks about the expectations of the school and other things like timetables and what time schools starts and so on" (p. 170). More importantly the principal stressed that the teacher candidates act as a support system for associate teachers for the benefit of students. Principal 2 said, "These associate teachers have become to rely on student teachers

showing up in their classrooms working with small groups, working one on one with students and involved generally" (p.171).

Liaison 2 identified the support that they provided to the teacher candidates as beneficial: "I am the facilitator. I bring the pieces together. Now and again there will be some personal conflicts [laughter] either between student teacher and student teacher or regular teacher and a student teacher and those situations need to be resolved" (p. 180). Liaison 2 continued, "my sense is that this has been quite productive and it has been quite beneficial to the regular staff and also to the student teachers. And the winners of the whole thing - I think the kids at school is what it should really be all about" (p. 180).

Participant Recommendations. The teacher candidates were the only group that made recommendations concerning opportunities apart from the one reference made by a liaison about the reduced opportunities due to the teaching strike. Teacher candidate comments, be it about opportunities to become involved in the school community, co-instructional opportunities, workshops or professional development sessions surrounded their own needs, and focused on opportunities that would benefit them rather than the faculty or school.

Three of the recommendations involved readying teacher candidates to enter the workforce. Teacher Candidate 7 believed that principals and associate teachers could have taken a more active role with helping teacher candidates create résumés, practice interview skills, and share personal stories about teaching to better prepare them for teaching:

maybe they could have [résumé] workshops for maybe us, to give back to us, as what we've given to the school And maybe professional development things for our little school, like our two schools. Different aspects that would benefit us in the future. (p. 63)

Teacher Candidate 7 also recommended that portfolio information needed to be distributed earlier in the year so that exemplars could have been collected sooner (p. 62).

Summary. All participant groups agreed that there were many different educational opportunities for the teacher candidates. The teacher candidates saw the experiences as helping to prepare them for entering the profession. The remaining participant groups, associate teachers, principals, and liaisons, focused their efforts on providing rich and varied experiences for the teacher candidate; however, there were some frustrating experiences. Individual teacher candidates made reference to specific experiences that they would have liked to participate in, but the events were either not available or they did not feel comfortable attending. Both of the principals welcomed the teacher candidates to participate in such opportunities as professional development sessions, workshops and staff meetings. One of the principals and one of the liaisons admitted to being disappointed about how few teacher candidates actually took advantage of the opportunities.

Theme 4: Commitment

Chase and Merryfield (1998) believed that the PDS benefitted many, especially teacher candidates who "leave much better prepared for the realities of teaching and

have a better chance of being hired" (pp. 253-4). One of the goals of ESSM was to better prepare teacher candidates through increased educational opportunities. The success of the model depended on the teacher candidates' commitment to participate and the associate teachers, principals, and liaisons' commitment to support the teacher candidates.

Increased Workload. A majority of teacher candidates noted that they found it difficult to balance their academic workload at the university with weekly volunteering at the site school. Teacher Candidate 5 found it challenging to balance school, family, and the placement:

In order for me to go to the school, I need to be really organized. I attend classes in the morning, come home and quickly change, eat my lunch in the car on the way there, drive back and eat my supper on the way back into town, and pick up my children because I have night classes. It has been hectic, but very worthwhile. (*Enhanced Single School Model First Year Pilot Study, 1998, p. 26*)

Four of the five teacher candidates believed that sacrifices had to be made in order to find the time, but Teacher Candidate 7 approached the weekly volunteer component from a different perspective. He or she believed that it was important not to over extend him/herself:

. . . . the principal had asked 'tell us all your free time.' And I saw that [he or she] was going to give us everything we wrote down - I just figured that was going to happen. So I took it upon myself to only put the ones that I really wanted to go to where everyone else put all their blocked time - so then all of

the sudden they were all overloaded. (p. 48)

Few references regarding commitment were made by the associate teachers and principals, and not at all by the liaisons. Associate Teacher 3 admitted that because the teacher candidates were rotated during the two core practicum blocks his or her class was left without a teacher candidate. He or she believed that the site school should have arranged for the teacher candidates to be allowed to become committed to one classroom, "I think that they would have liked to have had their four weeks in one spot. In one classroom, because after two weeks you know the students fairly well and then you're starting over again in a whole different grade level" (p. 133). The research of Yopp et al. (1993-4) recognized that the demands placed on those involved in PDS concept schools were often overlooked (p. 34).

Participant Recommendations. The inconsistent amount of time spent by teacher candidates within the school formed the second set of comments about commitment. This was noted by teacher candidates, associate teachers, and principals. Teacher Candidate 6 was displeased by the fact that all teacher candidate participants received the same reference letter from the faculty for their participation in ESSM, regardless of their commitment to the model:

there are two of us right now at the school all the time, and I don't see the other people there ... that doesn't seem fair that they're getting the same credit as I am when I'm putting in a heck of a lot more effort. I mean, I don't think some of them realize that... It's just not fair. It's not justified. (*Enhanced Single School Model First Year Pilot Study*, 1998, p. 38)

Teacher Candidate 6 continued with a recommendation, "maybe next year they could have a log and sign in There has to be specific guidelines. For example you have to do two days a week" (pp.38-9). Associate Teacher 8 strongly believed that a screening process would have eliminated less committed teacher candidates. In Associate Teacher 8's situation, the teacher candidate assigned to him/her was the only teacher candidate, out of the original twenty teacher candidates, to be removed from the model due to a lack of commitment and professionalism. Associate Teacher 8 thought that the screening process should involve the site school and the faculty, "It should be a joint effort ... But there are indicators in a classroom situation, in a faculty classroom situation, that would show that some of these people don't have the common sense, maybe, or don't have the rapport that is needed when they get to the students" (157).

Summary. The consensus of the teacher candidate, associate teachers, and principals, was that the more time the teacher candidates invested at the site school the more they would benefit from ESSM; however, the level of commitment varied. There was great disparity among the weekly hours spent at the site schools by the teacher candidates. The approach to volunteering ranged from what the teacher candidate could do while maintaining an active social life (including work) to how much the teacher candidate could physically, mentally, and emotionally handle. Of those who mentioned commitment, it was evident that there was frustration with some teacher candidates who were not putting in the same number of hours, yet receiving the same recognition. The recommendations were to improve the screening process for applicants and involve a system to log volunteer hours.

Theme 5: Emotions

ESSM attempted to incorporate teacher candidates into a single school's culture for an extended period of time. The emotions of the teacher candidates, associate teachers, principals, and liaisons all provided insight into the overall success of ESSM.

The teacher candidates' emotions were easily grouped into positive and negative emotions. Positive emotions included enthusiasm and feeling welcomed and supported. Negative emotions included confusion, uncertainty, intimidation, and low confidence. Overall, the teacher candidate responses were evenly weighted between having felt positive and negative emotions.

Positive Emotions. Fifteen references were made by seven of the eight teacher candidates indicating the experience of positive emotions. Teacher Candidate 1 stated, "we are completely welcomed by the staff which is kind of neat and people know that we are student teachers so there is a lot of help" (p. 5). Duquette and Cook (1994) also reported that teacher candidates felt increased comfort in PDS projects, as one teacher candidate said, "I thought being in the same school and working with the same teacher for an extended period of time would make me comfortable in the classroom and give me a better idea of the whole picture" (p. 65). Teacher Candidate 8 also felt welcomed, supported, and respected, "I'm a student teacher, but I'm not seen as something less than a teacher when I go to the school. I'm respected as much as another teacher would be, I'm not there to serve coffee" (*Enhanced Single School Model First Year Pilot Study*, 1998, pp. 77-78). Teacher candidates often experience

stress during the transformation from student to teacher; however, the support system in the PDS enables the "preservice teacher involved in the pilot PDS to have less stress than those preservice teachers in a traditional student teacher program" (Hopkins et al., 1997, p. 38). The integration of the teacher candidates into ESSM also appeared to help alleviate stress for the teacher candidates as only three teacher candidates indicated feeling stressed or overwhelmed.

Associate Teachers 3 and 5 made interesting observations about enthusiasm. Associate Teacher 3 believed that the teacher candidates had a lot of enthusiasm "I get to pick up on a lot of the strengths that the student teachers have, the enthusiasm for one thing, it is certainly catching (*Enhanced Single School Model First Year Pilot Study*, 1998, p. 111), while Associate Teacher 5 believed that the teacher candidates were the ones catching the enthusiasm "Because I am always excited about the programs, and about new things that are going on, and about teaching and so I find that my enthusiasm rubs off on them" (p. 127).

Negative Emotions. Associate teachers referred seven times to making the teacher candidates feel welcomed and comfortable. Both of the principals and liaisons also believed this to be important; but, not all teacher candidates felt truly welcomed. A combination of not being sure of individual roles, feeling overwhelmed by the workload and being intimidated by the teaching staff, led to teacher candidates making 13 comments out of 29 in reference to having felt negative emotions. Teacher Candidate 4 recalled feeling confused: "They didn't know what to expect from us - maybe because it is new so they just leave it up to the teachers, but then the teachers

were asking us, 'well when are you supposed to start teaching?'" (p. 22). Teacher Candidate 4 felt uncertain: "when the kids see you as a volunteer, they see you as a helper and you are not going to have the same respect as if you just went in and were teaching them because they see you as a helper, and to me it's just not the same" (p. 23). Teacher Candidate 7 remembered feeling uncomfortable because he or she didn't know who all the teachers were: "I still don't know all the names I don't ... Well they don't know mine. Like it goes both ways and they weren't welcoming at the beginning." (p. 67). Associate Teacher 6 believed that teacher candidates did feel comfortable. He or she straightforwardly stated, "They are welcomed. As I said they were invited to our staff social and they were integrated, you know, invited to be a part of our group" (p. 143).

Associate Teacher 5 connected the teacher candidates' emotions with the emotions of the students: "I think they feel very comfortable ... the children accept them completely, and they are anxious, to work with them ... If they are comfortable, I think kids are very comfortable. We are all comfortable with them" (p. 131). Although Principal 2 tried "to make [teacher candidates] feel as welcome as possible when they enter the school" (p.170); however, Liaison 1 revealed that:

one of the biggest complaints that the [teacher candidates] had articulated to me was the fact they felt sort of outside of the staff. They felt that we should have provided more experiences for them to be included so when they did start their first practicum they would have been more of a part of things. (p. 176)

Participant Recommendations.

The recommendations that were made were in attempt to alleviate some of the frustrations mainly surrounding the communications of individual expectations for ESSM. Teacher Candidate 7 recommended a "different order. I don't think you needed to be thrown right into the classroom at first. I really think that to get introduced to the staff would have been a great thing to do first" (p. 67). Teacher Candidate 4 thought it would have been useful to have a formal introduction for the teacher candidates and associate teachers:

I think that it would have been useful to have had a get-to-know-you session with the teachers you are going to be place with and in volunteer and in placement with the liaison and the principal find out what's expected of each person in volunteer and placement because there is a lot of confusion in the school as to when you actually start teaching (p. 22).

Liaison 1 recommended to "make provisions to make the students feel more a part of the actual school experiences" (p. 177).

Summary. All participants recognized that teacher candidates need to feel welcome, supported and respected. However, almost half of the teacher candidates' references to emotions were negative. The associate teacher and principals appear to notice that the teacher candidates did not always feel welcomed, certain, or confident. The associate teachers and principals perceived part of their roles to be to make the teacher candidates feel welcomed.

The perspectives of the teacher candidates, associate teachers, principals, and liaisons blended to provide a fuller picture of ESSM. Their combined thoughts and recommendations offered valuable insights into the strengths and weaknesses of ESSM.

6

CHAPTER FIVE

Conclusion

The concluding chapter is divided into four sections: Assumptions and Limitations of the Study, Summary, Recommendations, and Suggestions for Further Research.

Assumptions and Limitations of the Study

This study is limited to the analysis of the ESSM Data Source and so it is based on the perceptions of a limited number of participants involved in a single site placement model. The ability to generalize the findings is low since the model being studied was a pilot study at a single university. However, both Patton (1990) and McMillian (1996) believe that judgement of generalizations should be cautious, but not excessively severe. Patton (1990) states, "Evaluation findings are most useful with regard to the particular settings from which those findings emerged, and the interpretation of findings particular to those people who need and expect to use the information that has been generated" (p. 490). Although this study focuses on one university's variation of PDS, recommendations may be applied to the reshaping of other single site teacher practicum models.

The study is also limited to the data that was obtained from sets of predetermined interview questions. Since the interview questions created in 1998 were formed to generate feedback on the strengths and weaknesses of ESSM reasonable conclusions have been made in interpreting the data to identify connections between ESSM and PDS.

Bogan and Biklen (1998) state that researchers need to “transcend their biases” in order to “objectively study the subjective states of their participants” (p. 33). The author’s close attachment to the study should not have influenced my findings because the pilot study has ended. The implications of the findings have no apparent effect on me. Huberman and Miles (1994) identify four main areas for researchers to focus on to reduce the potential for bias. First they warn that premature closure of themes may omit data. Multiple readings and testing of the themes as practiced in this study should minimize the potential for premature closure. The second concern is for data being left unexplored. Once the data of this study was organized into codes, the author’s notes were revisited on two separate occasions (after completion of Chapter Four: Analysis and Discussion, and upon completion of the first complete draft of this thesis). The use of two visitations was designed to ensure that there was no unexplored data. The third area of concern is the need to fairly represent data. Once the themes had been identified, positive and negative responses were selected to provide both positive and negative aspects of ESSM. The fourth and final concern is that the researchers’ feelings of empathy may interfere with the research. To the greatest extent possible, the author’s feelings of empathy have been ignored and disregarded.

Summary

The purpose of this study was twofold: a) to provide a description of the PDS variation model, ESSM, based on the perceptions of teacher candidates, associate teachers, principals and liaisons, and b) to make recommendations for future single site models based on the experiences of the teacher candidates, associate teachers,

principals and liaisons. The fact that there was not a shared understanding of ESSM among participants became evident during the course of the research. The wide range of individual responses, which were reflective of individual experiences, helped to provide a fuller understanding of the model.

The comments made by the participants indicate that ESSM could be best described as the opportunity for a faculty of education to unite with elementary schools to offer

- teacher candidates with the opportunity to become immersed in all aspects of the daily responsibilities of teaching at a single school site for an extended period of time;
- associate teachers with the opportunity to grow professionally as they encourage teacher candidates pedagogically, thus linking the theories taught at the university with the theories that are implemented in schools;
- principals with the opportunity to help teacher candidates and associate teachers continue to build on their skills by offering professional development and workshops to complement the theory being taught at the university;
- liaisons with the opportunity to ensure that the university and schools are enhancing one another; and
- current students with the opportunity to receive additional support in the classroom and future students are provided with of better prepared teachers.

Overall, the model was well received by the participants. All believed ESSM provided a valuable experience for preparing teacher candidates. The strengths of the model included increased educational experience and formation of theoretical connections for the teacher candidates. The attributes of the model made teacher candidates feel more confident and better prepared to enter into the profession. Associate teachers and principals believed that the students were benefitting from the extra support provided by the teacher candidates both in and outside of the classroom. Finally, the liaison believed that ESSM was a "win-win" model where both the university and the schools had their main concern (the needs of the students) met.

Not all aspects of the model proved to be desirable. Some teacher candidates did not feel welcomed as a part of the staff and they were frustrated by the inconsistent number of hours volunteered weekly among the teacher candidates. Some of the associate teachers questioned whether or not the model would actually increase the number of connections that the teacher candidates would make between theory and practice. All participant groups were concerned with the screening process of the model. They believed that some less committed teacher candidates were allowed into the model while other dedicated teacher candidates may have been overlooked.

Recommendations

Communication

The most important recommendation was that there be increased communication between all participant groups. Trust and respect are needed for any partnerships to be successful. Many of the situations where participants were confused

or disappointed could have been rectified by promoting open communication. Teacher candidates need to feel comfortable in approaching staff members and feel like a contributing part of the school. Associate teachers and principals, likewise, should be able to express their concerns to the teacher candidates and liaisons. It will take a history of working together successfully to encourage open communication.

Sense of Belonging

Teacher candidates rely on their associates to provide them with the opportunity to grow professionally. They are evaluated by the associates in their practicum experience. The teacher candidates expressed the concern that the ability to impress the associates weighed heavily upon them. It was difficult for them to feel like they belonged in the school when they were under tremendous pressures to provide the students with creative and educational lessons; attend staff meetings and profession development sessions; volunteer for co-curricular opportunities; and often work part-time jobs. At the top of this list was the ability for the teacher candidates to obtain a good evaluation from their associates. The candidates often felt like there was little reward in finding their own teaching style. With the high expectations for school involvement it appears that the model created a competition among the teacher candidates. For example, candidates were well aware of the number of volunteer hours that each of them had performed. Perhaps the evaluation process for teacher candidates should be more reflective of the strengths and weaknesses of the individual candidates. A growth plan might be included in the portfolio to reflect the candidates strengths and weaknesses. The candidates' improvements could then be documented

and evaluated.

Teacher candidates need to understand that the quality of their teaching will be affected by an increased involvement in non-teaching areas. If the goal of the model is to submerge the candidates into one school's environment they need to be made to feel that they can focus on one or two areas of work and master them before they take on greater responsibilities. They should not feel pressured, internally or externally, to take on co-curricular work.

Role Description

One of the biggest areas of confusion was the lack of clear definitions of the participants' roles. Better communication of the expectations for each of the groups would have avoided the uncertainty. Because ESSM was in its pilot year, descriptive information regarding the roles of the teacher candidates, associate teachers, principals, and liaisons was not provided. The principals were on the steering committee that helped create the model and the liaisons were brought into ESSM meetings and advised of their roles; unfortunately, the teacher candidates and associate teachers seemed to be left out of the dialogue. A handbook describing participants' roles in detail would ensure that all participants share the same vision.

Teacher Candidate Selection

All participant groups identified the need for a collaborative effort between the university and school site in selecting the candidates. The recommendation was that the screening process should include an interview. Both the university and school should be involved in selecting teacher candidates. The interview requirement would enhance

the university and school's ability to select the teacher candidates who would be committed to the model.

University/School Teaching Exchanges

In order to ensure that the theory being taught at the university complements the theory being implemented at the school level and conversely that the practical experience is reflective of current theory, teaching exchanges are recommended.

Organized opportunities for university instructors/professors to work with students at the school level would help them recognize first hand what situations teachers are currently facing and provide them with the chance to implement theories in the classroom.

Providing teachers with opportunities to teach at the university would allow them to have increased contact with theory and provide teacher candidates with the benefit of their in class experience.

Start Date

The faculty and school calendars currently do not complement one another. Teacher candidates were not able to see the organization involved in setting up a class at the beginning of the school year because university courses commence 2 - 3 weeks after the start of the school calendar. In order to permit the teacher candidates to experience the onset of a new school year, the faculty and school calendars would need to be adjusted.

Suggestions for Further Research

One of the premises of ESSM is that it would encourage the teacher candidates to form connections between theory and practice. This study looked at the teacher

candidates' abilities to verbalize the connections that they understood were taking place during their practicum. Further research may reveal that the teacher candidates were in fact implementing theories during their placements and did not have a solid grasp of the educational jargon needed to describe them or to recognize the connections that were occurring during their practicums.

Further research would be recommended to investigate the effect of ESSM on the students. Most research connects several groups be it the associate teachers, teacher candidates, and liaisons (Manley-Bromley, 1997; Wepner & Mobley, 1998) or the teacher candidates, associate teachers, and principal (McNay & Cole, 1993). This study connected the teacher candidates, associate teachers, principals, and liaisons; however, the effect of the sustained single site placement on the students' learning is not known. The participants referred to the benefits of extra support for the students, but there was no documentation from the students to support this.

Finally, this study indicates that the support provided to teacher candidates by associate teachers, principals, liaisons, and other teacher candidates was intended to make the teacher candidate feel welcomed. This concurs with the research of Hopkins, Hoffman, and Moss, 1997; and Ebert, 1997. This comfort is believed to promote preparedness and confidence minimizing stress. The teacher candidates in this study were not tested to determine their levels of stress during their placement. Research in this area may prove that the increased commitment does not encourage an increased sense of readiness in the teacher candidates, rather that it promotes increased stress.

Closing Remarks

The Enhanced Single Site Model increased the amount of time that teacher candidates spent in a single elementary school site. Because of this increased exposure many benefitted: teacher candidates gained more practical experience, associate teachers received the assistance of having another adult in the classroom, and principals benefitted from having more adults to help with co-curricular opportunities. Most importantly, the teacher to student ratio was lowered which allowed students to receive more one on one support.

Some of the findings of this study were expected. The participants believed that increased exposure to a single school site led to teacher candidates feeling better prepared to enter into their own classrooms. As with most unfamiliar experiences, an increased exposure tends to naturally lead to a greater comfort. The participants also agreed that the roles that the teachers candidates, associate teachers, principals, and liaison were intended to fulfil were unclear. Since ESSM was in its pilot year, uncertainties regarding participant roles and the overall logistics of the model are perhaps unsurprising. Finally, the participants believed that the communication between the faculty and school site needed to be improved. Since the faculty of education and the individual site schools have different focuses, the university its teacher candidates and the schools its students, communication is essential so the effort put forth by all the participants will be unified.

There were, however, some findings that were unexpected. Teacher candidates appeared to be so focused on gaining experiences from the model that they did not

discuss their effect on the students. It seems that they were either immersed so deeply in their own experiences or they were unable to articulate their effects on the students, that they seemed to forget that at the centre of education is the students. Conversely, the associate teachers and principals were so focused on their students that they seemed unaware of a negative impact of the model for teacher candidates. Both the associate teachers and the principals groups believed that the teacher candidates felt welcomed into the school community, whereas most teacher candidates felt intimidated by the teaching staff. In this sense the participants were divided. The teacher candidates and liaisons were most concerned with the experiences of the teachers candidates while the associate teachers and principals were most concerned with the students. This ties into the two groups being most concerned with their own school sites be it the faculty or the individual school, but what was surprising was the extent of the division.

Another perplexing finding was based on the screening process. All participants agreed that the screening processes needed to be more rigid to include only the most dedicated teacher candidates. This raises an interesting question: Would the model not be most beneficial for those teacher candidates who needed the most support? If the goal of the ESSM is to help best prepare teacher candidates to enter into the teaching profession, then its effectiveness can not actually be determined if the model caters to the most prepared teacher candidates. It would seem that a model intended to increase opportunities and student contact time for teacher candidates would best benefit the teacher candidates with the least experience.

Overall the model was well received. It would appear that any opportunity that decreases the teacher to student ratio and increases the opportunities for teacher candidates in the classroom is beneficial for both the faculty of education and the site school. As previously mentioned, students are at the centre of education, but in this case there are two sets of students to contend with: elementary student and teacher candidates. Placement models need to ensure that each set of students is receiving the best possible education.

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APPENDICES

Appendix A
(Thematic Calculations)

Table 4

ESSM: Thematic calculation teacher candidates^a.

Theme	Response	Frequency
Connections	classroom management	7
	educational psychology	5
	low / few connections	3
	curriculum	2
	lesson planning	2
	learning styles	1
Teaching	cross divisions	3
	observation of different teaching styles	2
Opportunities	knowledge of school community	6
	workshops / professional development	5
	co-instructional	4
	staff meetings	4
	exposure to full role of teacher	4
	liaison / administration support	3
	portfolios	3
	lack of opportunities initially due to strikes	3
	cohort support	2
	résumés, teachers observation, cross division experiences, invited to social events, see politics behind education	1
Commitment	lack of time for school, placement & work	5
	the more involved the more benefits	4
	no time for extra volunteering	4
	lack of time near graduation	2
	no screening process for model, local strike prevented some opportunities, conflicting school / university schedules, worried about not putting in enough time	1
Emotions	comfort	4
	supported / encouraged	4
	uncertain / confusion	4
	frustrated	4
	respected	3
	welcomed	3
	overwhelmed / stressed	3

Note. Responses only occurring once are listed separately at the bottom of each table category.

^aSample size = 8

Table 5
ESSM: Thematic calculation associate teachers^a.

Theme	Response	Frequency
Connections	provide opportunities for connections	8
	classroom management/ organization	3
	educational psychology	2
	discussion about links	2
	observation of implementation	2
	few connections occurring	2
	provide information or methodologies, use relevant theories	1
Teaching	focus during practicum teaching not familiarization practice	3
	provide positive criticism / support	3
	different approaches	2
	slow integration / team teaching	2
	students benefit	2
	mentorship	2
	experience across divisions	2
	disciplinary techniques, preparation ahead of time, planning, partnership, resources, technology, weekly exposure, one teacher candidate removed from model	1
Opportunities	co-instructional events	8
	familiar with school	5
	professional development / workshops	4
	supervision	4
	try new things	4
	staff meetings	3
	see many styles of teaching	3
	full teaching experience	3
	part of staff	3
	volunteering	2
	resources	2
extended placement, flexible schedules, make contacts, cross divisions	1	
Commitment	involvement indicates commitment	2
Emotions	comfortable	5
	help teacher candidates feel good about efforts	2
	welcome teacher candidates	2

Note. Responses only occurring once are listed separately at the bottom of each table category.

^aSample size =8

Table 6

ESSM: Thematic calculations principals^a.

Theme	Response	Frequency
Connections	encourage teacher candidates to see links	2
	educational psychology, classroom management, modeling of theories, responsibility of school and university	1
Teaching	no multiple responses	
	associate teacher can support teacher candidate, team teaching, students benefit	1
Opportunities	professional development	2
	government initiatives	2
	cross divisions	2
	co-instructional, staff meetings, better prepared, increased experiences, resources, accommodation for individual teacher candidate, a part of staff	1
Commitment	no multiple responses	
	not equal among teacher candidates, the more time the better the preparation	1
Emotions	no multiple responses	
	comfortable, welcomed, encourage to join, help build self-esteem	1

Note. Responses only occurring once are listed separately at the bottom of each table category.

^a Sample size = 2

Table 7

ESSM Thematic calculations liaisons^o.

Theme	Response	Frequency
Connections	help teacher candidates make links	2
	focus on classroom management	
Teaching	no multiple responses	
Opportunities	teacher candidates have an advantage - part of school	2
	co-instructional	2
	P.D. sessions, liaisons there to support	1
	teacher candidate, help teacher candidates	
	gain credibility with students	
Commitment	no multiple responses	
	teacher candidates willing to commit	1
Emotions	welcomed	2
	felt included	1

Note. Responses only occurring once are listed separately at the bottom of each table category.

^o Sample size = 2

Appendix B
(Thematic Calculations - Recommendations)

Figure 2. Thematic calculation teacher candidates' recommendations^a.

Connections	make connections easier for teacher candidates to see (4 responses)
Teaching	meet associate teacher in September to see how class is initially organized have professors teach in schools to stay current schools need to explain roles of teacher candidates to students match teacher candidate with compatible associate teacher
Opportunities	more information on portfolios with exemplars help with résumés; principals could hold mock interviews; and associate teachers could share teaching stories group discussions to prevent being felt like one is thrown into the classroom have model for consecutive education students who have less experience than concurrent education students formally introduce teacher candidates to staff
Commitment	more communication to define roles credit for the portfolio individual assessment of teacher candidates to reflect their individual level of commitment have teacher candidates sign a contract two year model interview process for applicants
Emotions	frustration because associates didn't understand roles - need more communication felt left out in staff room - formal introductions needed wished for greater comfort level to talk to associates about opportunities

Note. ^a Sample size = 8

Figure 3. Thematic calculation associate teachers' recommendations^b.

Teaching	<p>increase time that teacher candidates spend in practicum classrooms (4 responses)</p> <p>assign the teacher candidates one classroom for practicum and have volunteer time outside of classroom</p> <p>provide teacher candidates with better information regarding their roles</p> <p>have teacher candidates supply for one year after graduation</p> <p>allow for practice teaching with peers</p>
Commitment	<p>more time committed to one class</p> <p>improve the screening process to exclude the uncommitted</p> <p>school and faculty to select and interview teacher candidates</p>
Emotions	ensure that all teacher candidates are comfortable

Note. ^b Sample size = 8

Figure 4. Thematic calculation principals' recommendations^c.

Connections	<p>improve communication between school and faculty to ensure connections</p>
Opportunities	start portfolio sooner in the model
Commitment	improved screening process allowing only the most committed

Note. ^c Sample size = 2

Figure 5. Thematic calculation liaisons' recommendations^d.

Connections	faculty members need to be in the school system to stay current must improve communication between school and faculty to ensure connections are being made
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Note. ^dSample size = 2