EXPLORING TEACHER EDUCATOR KNOWLEDGE

Celina Dulude Lay

ADVANCES IN RESEARCH ON TEACHING

VOLUME 48

EXPLORING TEACHER EDUCATOR KNOWLEDGE

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FOREWORD TO *A SELF-STUDY OF THE SHIFTS IN TEACHER EDUCATOR KNOWLEDGE RESULTING FROM THE MOVE FROM IN-PERSON TO ONLINE INSTRUCTION*

Contributed by Eline Vanassche

About 15 years ago, I took my first steps as a junior researcher at an educational conference in the Netherlands. It was a memorable experience for multiple reasons, not all of which deserve space in the preface of this book. I presented a systematic literature review of the Self-Study of Teacher Education Practices (S-STEP) approach, which was largely unknown in European teacher education practice and research at the time. The literature review was framed as part of a dissertation aimed at understanding the nature of the knowledge, identities and understandings invested in the work of educating teachers.

My initiation into academia was met with some critical questions, two of which remain vivid in memory to this day and are also relevant to understanding the contribution of the book at hand. These questions went something along the lines of: What makes teacher educators so unique that you would dedicate a dissertation to this professional group? And why do you consider professional development as a form of research? Admittedly, these questions have become stronger in my mind than they were perhaps intended or formulated 15 years ago. At the time, as a junior researcher, I struggled to respond. I had prepared for questions about the methodology and practical implications of my research, but my notes did not prepare me to address fundamental criticisms of my dissertation's core premises. In hindsight, however, these questions should hardly have come as a surprise. They reflected the then prevailing view that teacher educators simply teach their subject in higher education. While it was not considered entirely irrelevant that their students are students of teaching (of a particular subject), strong subject knowledge was considered the foundation for the work of educating teachers. The S-STEP community and research was met with suspicion from the more dominant post-positivist research approaches at best or considered yet another exemplar of the perceived lack of rigor in teacher education research at worst.

Over the years, I have matured and learned to address such questions, just as the field of teacher educator and S-STEP research has matured and developed. The unique complexity of the work of educating teachers is now better understood and appreciated. I also believe that "we," as S-STEP researchers, have

perfected "our" practice and learned how to better speak the language of researchers and policymakers while staying true to our own critical agenda (see also Vanassche & Berry, 2020). That said, much work remains to be done as the significance of S-STEP research in and for teacher education is often still judged by the strength of its latest achievement. Each study bears to some degree the burden of demonstrating the worth and value of the community at large. This might seem like a pessimistic view, especially in the preface of a book reporting on a self-study of practice, yet it also signals an important opportunity. Persistent critique keeps us vigilant and proactive in showcasing the transformative potential of our work, advocating for its recognition and integration into more mainstream educational research (a tenuous term in itself).

This book is a strong testimony to that ongoing journey of legitimizing and advancing S-STEP. It demonstrates clear understanding of the types of knowledge claims that resonate with a wider audience while honoring and keeping intact the complexity of the work of educating teachers. In the opening chapter, it is stated that "this study focused on the particular" (p. 4), in line with the S-STEP approach. I would add that this study succeeds in capturing the general in the particular. It shows the potential of research that starts from personal practice, experiences, challenges, and ponderings to also achieve relevance that extends well beyond the local context in which the research was carried out through careful consideration of methods and theory.

The self-study research presented in this book begins with the unexpected and rapid transition from in-person to online teaching in the spring of 2020 due to COVID-19. The transition was initially described as emergency remote teaching in a time of crisis (e.g., Bozkurt & Sharma, 2020), suggesting a degree of forgiveness regarding the inexperience of teacher educators and the challenges associated with inadequate online infrastructure. Gradually, however, it evolved into more stable remote or blended teaching contexts, now commonplace or even mandated across many institutions globally, with associated expectations that such approaches are as effective, or even more effective, than in-person teaching. What constitutes effectiveness is often vaguely defined or confused with cost-effectiveness from the program's perspective or time-effectiveness from the students' perspective. This highlights the marked need for research that focuses on the meaning and reconfiguration of practice in online formats in the post-pandemic teacher education landscape.

This book fills this gap in crucial ways. The self-study work presented here authentically opens up the dilemmas of online teaching and planning. In so doing, it also shows the capacity of large transitions to uncover and rework our tacit and embodied understandings of what it means to teach about teaching. Careful analysis of the data gathered in the process of planning, teaching, and reflecting on an online course together with a critical friend contributed seven strands of teacher educator knowledge that resonate well beyond online practice as a teacher educator. The strands unpacked and brought to life in the book are: Content Knowledge, Fixed and Fluid Elements, Knowledge of Milieu, Pedagogical Intent, Preservice Teacher Knowledge and Belief, Value and Fragility of Relationships, and Theory Matters. These strands of knowledge serve to

underscore the complexity of teacher education practice and caution that the shift to online teaching is not merely a transfer in methods or modalities. Celina Dulude Lay's work clearly demonstrates that the question of the effectiveness of online teaching, much like in-person teaching, cannot be answered without serious consideration of its intended goals and outcomes, including questions about the types of teachers we aim to educate and why we deem this important. This is a crucial missing voice in the field of research on online teaching and teacher education.

This book shows the capacity of self-study research to capture and hold onto the ambivalence and contradictions of teacher education and teacher educator knowledge. Findings are presented in the form of three analytic vignettes, with each vignette containing "representative exemplars of events, conversations, and ongoing analysis" (p. 39) that occurred during the phases of planning for the course, teaching the course, and reflecting on the course. By delving into concrete and real-life scenarios, they illuminate the often-overlooked subtleties and contextualities that influence our decisions in and for practice and our reflections on the meaning and value of these decisions. The vignettes not only provide an exceptional window into the experiences of online teaching but also offer an interesting framework for imagining new and different possibilities for practice, both for the self-study researcher involved and for the larger audience engaging with these vignettes.

The book illustrates what professional learning and development as a teacher educator looks like, emphasizing the development of scholarship rather than the development and accumulation of knowledge. The author demonstrates scholarship by making explicit and developing ways to deal with the complexities, uncertainties, and nuances of online teacher education, and by sharing these in a meaningful manner with others. The value of this self-study research lies in the commitment of this teacher educator to provide insights into how the evolving understandings and strands of knowledge revealed in the process of planning, teaching, and reflecting on an online course for student teachers became part of, informed, and influenced her practice. This allows others to build upon these strands of knowledge as a lens to examine their own practice and development.

It serves as a prime example of what Cochran-Smith and Lytle (2004) described as "working the dialectic." By working the dialectic of researching and teaching about teaching, Celina Lay blends theory and practice, knowledge and action, inquiry and experience, and transforms a private account of practice into a scholarly and public contribution that invites critical reflection and review from the community. Chapter by chapter, she uncovers the enormous potential of giving up the distinction between being a teacher educator and being a researcher. She carefully navigates the pitfalls of individualism and navel-gazing (Kelchtermans & Hamilton, 2004; Vanassche & Kelchtermans, 2015) by avoiding overemphasizing idiosyncratic challenges, questions, and accounts of practice, which, while offering opportunities for professional development, may hold little relevance to the broader teaching and learning community, while also sidestepping the trap of generalizability, which, though suitable for traditional research paradigms, often lacks practical relevance.

This self-study is much more than a strong piece of research; it serves as a beacon illuminating the tacit and embodied dimensions of being and continuously becoming a teacher educator. It shows the deep professional reward and commitment that can stem from honoring and staying true to the complexity of the work of educating teachers. The way it is reported allows it to perform this transformative potential for its readers as well. The book is a tribute to S-STEP and the at times frustrating yet also rewording and nurturing complexity and messiness of the work of educating teachers.

As with anything in life, firsthand experience carries greater power than incomplete attempts by others to convey the meaning or significance of what you are about to experience. Consider this an invitation to embark on and engage with this work.

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HOW CAN WE FRAME AN INQUIRY INTO TEACHER EDUCATOR KNOWLEDGE?

ABSTRACT

Given the competing contexts of teacher education (universities, school placements, online programs, diversity placements, etc.), it is important to uncover what teacher educator knowledge concerning curriculum development emerges in design, implementation, and instruction. The intimate and particular nature of self-study of teacher education practice as a method of inquiry was chosen for its potential ability to add to what we know about teacher educators themselves. In particular, during the transition from in-person to online teaching contexts, teacher educator knowledge is potentially revealed. Because transitions are an important time to uncover tacit and embodied understanding, this self-study of teacher education practice (S-STEP) was framed as an inquiry into what teacher educator knowledge is carried forward or changed during a time of shifting teaching context such as creating and enacting online teaching, developing a course, program evaluation, etc. To understand the puzzle guiding this research and the framework developed for study, the chapters of the book are then briefly outlined.

Keywords: Self-study of practice; preservice teacher education; online education; teacher educator knowledge; curriculum design; teacher educator; teacher knowledge; tacit knowledge

"What does your mom do?"

My 10-year-old son enjoys answering this question, "She is a teacher who teaches teachers how to teach." It sounds like an Edward Lear nonsense poem. As a teacher educator, yes, I am a former teacher who now prepares teachers. But I am still in essence a teacher (Pinnegar et al., 2018). I do recognize, however, that across time, my knowledge as a teacher educator developed out of and alongside my identity and knowledge as teacher. I could begin tracing my teaching knowledge with my earliest memories of helping my dad in his classroom and as the oldest of four, helping with the family after school while my mom went back to school for a teaching license. I could also reflect on teaching experiences as one

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of the oldest cousins, as a babysitter, as a volunteer with many youth programs, camp counselor, dance instructor, piano teacher, and so on. Still, I would say my formal knowledge and understanding of teaching as a profession began when I chose English Teaching as a major at Brigham Young University in 1993.

At that time, I made a conscious choice to have the word "Teaching" follow behind the word English in my major and the French in my minor. Perhaps, as a child of educators, teaching was a vocation I understood, and part of the reason I chose teaching was because I did not know what other possibilities there were for me. But I think it wasn't just that. Another distinct memory I have at that time is that teaching felt like a calling. I loved studying literature and learning how to write better. At the same time, I recognized that I was equally intrigued with the puzzle of how to engage young minds in reading and writing and language.

Especially relevant to my current teacher educator knowledge is learning gained during student teaching and my first-year teaching experiences. When I student taught, my mentor teacher had recently been awarded Teacher of the Year by her school district. This district currently employs more than 3,000 teachers. I was fortunate to be in the classroom of a master teacher who engaged middle school students, both gifted and struggling, with masterful pedagogy and curriculum crafted to meet diverse needs. Honestly, those months were like drinking from a fire hose and as a novice; there was no way for me to take it all in. I continued learning from those months of student teaching in the years that followed, when I had my wits more about me and could better reflect upon the reasons behind choices and moves she had made, such as in informal assessments, the planning of a semester or year or unit, and other nuances of classroom curriculum, organization, and management.

My first year of teaching was especially relevant to gaining knowledge as a teacher, and later as a teacher educator, because of the context. I accepted a position in a residential behavioral treatment school, where inner-city children were sent from school districts in LA and Chicago and where the children of upper-class families were part of my teaching responsibility. During this time, I began a master's degree in education, and this led to a deepening of my theoretical and practical knowledge. For example, at the university, I was learning cognitive strategies for teaching difficult concepts. After class, later into the night, I would try out one of those strategies with the students in my classes in mind, connecting what I was learning in graduate studies to the needs of real students and real lesson plans. By creating an activity for my students, I was naturally following a cycle of reflection and strengthening my connections of theory and practice. All of my students had things on their minds, trauma and struggles of all kinds, so when they sat in my class, it felt like a quiet victory when I could trigger curiosity or see them engage with an idea or discussion. Other university courses taught me more about multicultural education, and as I tested various theoretical lenses, I examined my own biases and sought for ways to influence class culture and connect learning in meaningful ways to my diverse students.

After teaching at the private residential school, I took a job teaching in a public junior high school. The things I learned from experience and the things I learned from study coalesced and formed a strong base for informing my future

teacher educator knowledge as I often even as a teacher considered what preservice teachers need to experience to have richer identities as teachers and be better positioned to build on the knowledge they already have. Recently, my co-teacher at the junior high, who I had lost track of after so many years, knocked on my door to invite signatures for a state school board member she was supporting. Back then, we taught eighth grade English together for struggling readers and were able to give extra support and creative energy to the students with individualized learning plans, as well as those who felt despondent about their reading skills. Ever since then I had drawn on what I learned about adolescent reading strategies and what I learned teaching with her, my teacher educator knowledge firmly rooted in this mentoring relationship and teaching context. I was so glad to see her on my porch. It did not surprise me to hear that she also teaches at a university and serves on the state school board. Teacher knowledge is often compelled to be put to use.

After that year teaching eighth grade English, I took a rest from my teaching labors with a difficult pregnancy and to be home with my long-awaited child. Seven years later, I had another baby, this time a boy, followed by three more. My teaching knowledge gained in classrooms and in university courses did not lie dormant during this stage. I recognize that my years as a mother developing learning opportunities for my children incorporated knowledge from all these sources (see Pinnegar et al., 2005, 2018).

As I took up the teaching of university courses, increased my involvement in the development of curriculum, and conducted research on my practice, my teacher educator knowledge and teacher knowledge became intricately entangled. Engaging in research on developing my practices as a teacher educator was particularly impacted through my work in developing courses for practicing and preservice teachers learning to work with English as a Second Language (ESL) students in regular classroom instruction, both elementary and secondary. This work emerged as I was studying for a doctorate in teacher education and developing courses for preservice teachers during COVID-19.

In one sense, that is a lot of baggage. I have had exposure to a variety of useful theoretical frameworks and experience teaching in a private school setting, public secondary schools, in my home, and higher education. There are other interesting experiences I could list as well that are unique to me and have shaped my teaching expertise and skill. The point is that each teacher educator comes to the classroom (because we came *from* the classroom either as students or teachers or both) having walked a particular path of schooling and teaching that has culminated in a unique and particular understanding of teaching and teacher education as a profession and calling (Bullough & Stokes, 1994). Some of the knowledge that teacher educators have learned is genius, some flawed, some still too raw to examine even after many years, and much so routine we may hardly notice it at all. As I took up this study, I realized that teacher educator knowledge is often tacit and embodied and emerging; therefore, in order to uncover teacher educator knowledge, a person has to observe and analyze their practices as a teacher educator.

PRESENTATION OF THE PUZZLE

The puzzle that frames this book was a desire to understand what my work in designing a course revealed to me about what I knew as a teacher educator, such as making decisions about course sessions, content, assignments, etc. Uncovering teacher educator knowledge must always be done in a context. This is because teacher educator knowledge is, as I noted earlier, for the most part embodied and tacit. Such embodied knowledge could be vital to the research community when it is uncovered and made explicit. It is important for teacher educators to identify this knowledge, share it within the research conversation in teacher education, and thereby invite other teacher educators to learn from their own teacher educator knowledge in practice. Other than early work by Berry, there is little work that explores teacher educator knowledge.

In the spring of 2020, as I was shifting from in-person to online teaching because of COVID-19, I wondered what I did know as a teacher educator that could inform and support my work in designing an online course for preparing preservice teachers. In addition, I wondered how this knowledge is carried forward or transformed as teacher educators create and enact teaching, not just planning for it. In particular, this inquiry examined my effort to redesign an in-person course that I had taught before to an online format and to specifically examine what the transition revealed about my teacher educator knowledge.

TEACHER EDUCATOR KNOWLEDGE AND S-STEP

In this study focused on the particular (Hamilton & Pinnegar, 2015), I inquired into my understanding of my experience, specifically my teacher educator knowledge, while developing and teaching a course online that I previously taught in a face-to-face format. Building off of Berry's (2007) and Vanassche and Berry's (2020) work, I conceptualized teacher educator knowledge as a "socio-relational accomplishment" that is "shaped and reshaped" through the actions in "particular practice situations" (Vanassche & Berry, 2020, p. 184). Given this focus of teacher educator knowledge as uncovered in practice in a situated context, Vanassche and Berry (2020) argued for the use of self-study of practice as a strategy for uncovering and sharing this kind of knowledge. Not only did their findings provide me with a space to begin my exploration of teacher educator knowledge, their findings also guided my decision to explore the transformation of a course and my thinking during that process. Why this content? Why these readings? Why these activities? Why collaboration? How do I shift to an online context and maintain the integrity of the in-person interaction? These are the questions I was continually aware of as I conducted this study.

The specific practice situation that I wondered about in this narrative self-study was my transition from in-person teaching to online teaching. The research question/wonder that I inquired into was how my transition to online teaching revealed my teacher educator knowledge and commitments. Acknowledging Vanassche and Berry's (2020) assertion that such knowledge would best be

revealed as a socio-relational accomplishment that is shaped and reshaped in interaction, my inquiry into this research question was accomplished with the aid of a critical friend.

This inquiry was also undertaken because an important goal of self-study of teacher education practice (S-STEP) is that it must improve practice (see LaBoskey, 2004). In my career as a teacher and teacher educator, I always feel an obligation to improve my practice, but I especially felt this obligation when faced with an online teaching context that was relatively new and unfamiliar. In the transition to teaching in an online setting, I took up the opportunity to examine my knowledge of content, curriculum design, implementation, and instruction.

Therefore, the purpose of this project was to explore teacher educator knowledge and the shifts in teacher educator knowledge that occurred as I, interacting with a critical friend, moved from curriculum-making for in-person courses to curriculum-making for online courses (Clandinin et al., 2009; Connelly & Clandinin, 1988). Postpandemic, in a continued environment of mandated online teacher education, teacher educators are expected to easily and quickly shift their knowledge of curriculum-making to various formats. Transitions are an important time to uncover tacit and embodied understanding. Examining my own teacher educator knowledge makes a contribution to this research conversation in teacher education. Indeed, given the competing contexts of teacher education, it is important to uncover what teacher educator knowledge concerning curriculum design and development emerges in design, implementation, and instruction during the transition from in-person to online contexts.

TEACHER EDUCATOR KNOWLEDGE AND POSSIBLE SITES FOR DISCOVERY

Just like an inquirer has to clearly identify the shape and boundaries of the puzzle they will explore, they also need to carefully consider the context in which the knowledge can be uncovered. While my study examines teacher educator knowledge in the context of the shift to teaching a course online, there are other settings and situations that hold promise for detecting and articulating teacher educator knowledge. Each of the following are potential contexts for future studies of teacher educator knowledge. I will reiterate that for rich self-study, the decisions of which context to explore, the process of inquiry chosen to investigate the puzzle, and the approach to collecting data that will provide the evidence must be strategically thought out.

Program Evaluation Review

As the field of evaluation has grown, three factors helped in legitimizing the field and encouraging it to flourish: a burgeoning economy, a more federal role in education and other policy areas, and a lot more social science graduates (Bullough et al., 2003, pp. 46–47). Thus, with more programs, mandated evaluation, and money to conduct them, this relatively new field of study has spread with enthusiasm. In the current

trend of program review, the evaluator's task is to focus on more than just a program's results or characteristics. From here, evaluation questions and measures can be developed to address these key questions.

Many such program reviews are conducted at institutions by internal evaluators, perhaps faculty assigned the task. When asked to participate as an external reviewer, it can take some time as an outsider to become familiar with the structure of the program or surrounding institution, making the process longer or expensive. Yet after analyzing the data collected from stakeholders and other measures, an outside reviewer can often challenge prevailing perspectives in positive ways.

When examining a program's purposes, goals, and sifting through data, the context of an institutional accreditation program review has rich potential for uncovering teacher educator knowledge. According to Pinnegar and Erickson (2009), much of what is discovered during a teacher education program review may not be included in the final report. Indeed, "as reports are constructed and evidence gathered, implicit assumptions, theoretical orientations, policies and procedures, resource allocation and use, are made evident, sometimes painfully so" (p. 152). The process of program review seeks to give stakeholders in institutions a better understanding of how their values and practices are enacted within the program.

Thus, when an institution seeks accreditation or engages in program evaluation, the process is authentic, already occurring, and embedded-in-context. It is an inherently rich setting for potentially identifying valuable insights into teacher educator knowledge, teacher knowledge, and indeed, the held knowledge of all stakeholders including those who may not be as obvious such as "...clinical faculty, teaching adjuncts, secretaries, advisors, support staff, and teacher candidates" (Pinnegar & Erickson, 2009, p. 151). By seeking ways to articulate and document evidence of stated values and goals and even potentially uncover unstated purposes or strongly held beliefs, the collective knowledge of institutional participants could be recognized. Such a focus underscores one of the crucial characteristics of self-study methodology, that findings are aimed at wider improvement of the institution and research community (LaBoskey, 2004).

Teacher Education in an Online Context

In the recent, accelerated transition from in-person to online teacher education, we have not carefully looked at the knowledge teacher educators hold for designing and constructing online courses. It is essential that teacher educators moving out of emergency remote teaching into more stable remote teaching contexts continue to consider, identify, and implement evidence-based approaches as communities of practice, collaboration, and reflection in online teaching contexts. While researchers have asserted what constitutes quality teaching practice for adults in online settings, it is important in teacher education that these practices are not just incorporated into courses but made explicit, modeled, and engaged in by students.

Both nationally and internationally, educational institutions that provide teacher education have increasingly looked to online education as a solution to supporting

the learning and development of teachers and teaching (American Association of Colleges for Teacher Education [AACTE], 2013; Cutri, Mena et al., 2020; Dede et al., 2009; Downing & Dyment, 2013; Redmond, 2015; Robinson & Latchem, 2003). Since the 1990s, institutions of higher education have encouraged or mandated more online course offerings (North American Council for Online Learning [NACOL], 2007; Vaughan, 2007), and online learning has also consistently been the most researched topic in educational technology (Kimmons, 2020). Colleges of education have looked to online courses as the solution to economic concerns, access, consistency, and availability (Borko et al., 2010; Dell et al., 2008; Pelliccione et al., 2019). In all stages of teacher preparation, from preservice coursework and field experiences to in-service teacher professional development, online programs have become a common solution (Cutri & Whiting, 2018; Lay et al., 2020).

Teacher educators are increasingly asked to deliver their undergraduate, graduate, and professional development in online formats, often without clear guidelines for quality or sufficient professional support for developing online curriculum, using appropriate technological tools and changing platforms (Bussmann et al., 2017; Cutri & Mena, 2020). In fact, institutions assign teacher educators online courses apparently under the assumption that anyone who has taught in-person courses and has some technological skill can immediately and easily create effective online versions of a course. Indeed, ongoing teacher development programs are often put in place without careful attention to whether and how teacher educators can implement those practices that can bring about changes in teacher practice and thinking (Allman & Pinnegar, 2020).

The move to providing online coursework in teacher education accelerated as institutions responded to the COVID-19 pandemic. Early in March 2020, most universities in the United States sent students home and within days had transitioned classes to online (Arum & Stevens, 2020; Hechinger & Lorin, 2020; McMurtrie, 2020). With the onset of the pandemic, teacher educators were almost immediately required to shift from in-person to online instruction. This has led some people to differentiate online instruction developed before the pandemic with the emergency remote teaching (ERT) that took place beginning in the spring of 2020 in the United States (Hodges et al., 2020; Milman, 2020). The COVID-19 pandemic increased the demand for effective online teacher education that could be designed, implemented, and assessed with fidelity (Ferdig et al., 2020; Hartshorne et al., 2020).

As teacher educators seek to create optimum curriculum for teacher education in online contexts, they are confronted with limitations and concerns. It is equally important that the pedagogy preservice teachers engage in during teacher education should both mirror and provide preservice teachers with experience in the pedagogies they need to practice when teaching students (Cutri, Whiting et al., 2020). Further, other characteristics identified as hallmarks of teacher learning such as reflection (Brookfield, 2017; Moon, 1999), field experiences, collaboration, and ongoing interaction across time require serious investigation in how they may be implemented successfully in online contexts (Desimone, 2009; Opfer & Pedder, 2011; Penuel et al., 2007).

In a postpandemic environment of in-person, blended, and continued online teacher education, in which teacher educators are expected to easily and quickly transfer their knowledge of curriculum-making to an online context, the research community needs to better understand what shifts in teacher educator knowledge will be most efficacious for teacher educators engaging in moving their course to online formats. Yet, the research community does not have codified accounts of this kind of knowledge (Vanassche & Berry, 2020). Seeking local, authentic answers to some of these dilemmas and uncovering this knowledge could make an important contribution to the research conversation in teacher education.

Program Revitalization and Redesign

During program redesign, many of the tensions identified in Chapter 2 must be negotiated. In particular, is the program university-based, and what is the program's participation within the larger institution? Is the program approach to teacher preparation as training or as education? How much teacher education coursework should be required? How will field experiences be designed? Organizational restructuring is expensive and difficult, and the question of whose ideas on teacher preparation are going to be the foundation must be considered. Darling-Hammond (2004) described what needs were identified during the Stanford Teacher Education Program revitalization. While still building on strengths, the program sought to be more anchored in professional standards and a "common vision of good teaching," a better understanding of how to teach challenging content to diverse learners, stronger links between theory and practice, and strengthened partnerships with local schools and teachers. Careful study was given to coursework and major assignments drew on information from other classes as well as field experiences.

In this revitalization process, there are numerous possibilities for collecting data that could uncover teacher and teacher educator knowledge. For example, some of the data sources that were collected and studied during the Stanford program redesign were: teacher candidates' learning and performance from objective tests, observations from field experiences, particular research studies focused on the teaching of English language learners, reflections, surveys, interviews, pre- and post-tests, work samples, observations of teacher candidate practice over time, graduate surveys, and data from employers (Darling-Hammond, 2004, p. 15). In addition, there are numerous opportunities for collaboration in program revitalization, since such an endeavor is never undertaken by one individual. Therefore, while working with others, this could be a potentially fruitful approach for designing a self-study in which collaborators could examine the teacher educator knowledge they hold as they evaluate and consider the learning and needs of teacher candidates and school partnerships.

Collaborative Self-Studies With Colleagues Around Important Books

One researched strategy for teachers to connect and engage in professional learning is to read a professional book together. In the findings of one study by