PDS Teacher Residents: Storied Journeys With Implications for Partnerships and Teacher Recruitment, Development, and Retention

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ABSTRACT: This manuscript highlights the experiences of three urban teacher-residents (current and alumni) as they chronicle their journeys finding their way into their role as teachers, supporting learners through a teacher cadet program, developing through a year-long teacher residency, and then moving into their first years of teaching in the urban schools of their community. These PDS ''boundary spanners'' have developed simultaneously within both the public school and university spaces allowing them to provide meaningful implications for PDS partnerships and for recruitment, development, and retention of teachers.

Relevant Essentials of PDS: #1, 2, 3, 4, 5, 7, 8

In this time of teacher shortages and attrition, it is challenging to recruit, develop, and retain strong, well-prepared teachers, particularly in middle schools, ESL, STEM, and special education (Clement, 2015; Owens, 2015; Strauss, 2015). This challenge disproportionately affects high-poverty schools in rural and urban communities, threatening the promise of equitable education for all (Au, 2009; Diamond & Spillane, 2004; Howard, 2003; McNeil & Valenzuela, 2001; Voke, 2003). This complex concern has significant implications for professional development school partnerships between universities and public schools which work to provide innovative, responsive, and professionalizing opportunities for teachers across their professional trajectories.

Residency programs are gaining prominence in national conversations about teacher development. According to Sparks (2017), discussions around teacher residencies at the 2017 American Educational Research Association meeting indicated that there are approximately 50 programs in the US where university and district partnerships create "comprehensive residencies"—intentional and year-long student-teaching experiences for preservice teachers. In these residency programs, teacher candidates spend an academic year working alongside a teacher-mentor in their school. According to Sparks, residents engaged in their P-12 classroom up to 900 hours across the year, ten times as many hours as those enrolled in "a typical alternative certification program and about 300 hours more than traditional teacher-preparation programs."

The Learning Policy Institute (LPI) found that these residencies support the certification of significantly more teachers who were non-white (in 2015-16 approximately 45% of residents were teachers of color as opposed to the 19% of teachers of color in the field). The LPI also found that those who completed residency programs were more likely to remain in teaching (82% retention in the study, a 10% increase from the retention rate of other new teachers). Effective residency programs generally stemmed from strong partnerships between the university and a P-12 district in ways that built coherence and integration between university courses and student-teaching experiences. LPI found that most residency programs offered stipends (up to $4,000 a semester) in exchange for a commitment to remain in the district for 3-5 years.

Residency models show promise to recruit candidates with strong backgrounds in their content areas, support them as they make connections to pedagogy, and provide them with scaffolded and supported teaching experiences. Due to their unique positionality, residents offer critical perspectives for both universities and their school partners. This manuscript utilizes narrative inquiry to highlight the experiences of three teacher-residents as they chronicle their journeys finding their way into their role as teachers, developing through a year-long teacher residency, and moving into their first years of teaching in the urban schools of their community. Residents in the program, part of the university's PDS grant, share their perspectives, and their stories are considered alongside the stated goals of the PDS grant: teacher recruitment, retention, and development in order to foster student achievement.

The university's third generation PDS grant exists in partnership with surrounding metro districts and other colleges and rural districts across the state to support educational equity through teacher recruitment, development, and retention,

specifically in high-needs areas (STEM, Special Education, and ESL). A key component is supporting teacher residents in their commitment to learners in their communities. Through year-long residency programs in a school working alongside a teacher, concurrent with coursework in their certification programs, residents develop their pedagogical expertise and live out that learning in their day-to-day practice and collaborations with learners and teachers in their schools. Support structures, both in the partner schools and districts, and through the university team are targeted to meet the emerging needs of the residents.

Literature on PDS Boundary Spanners

The construct of boundary spanners (Fisher & Many, 2014; Many, Fisher, Ogletree, & Taylor, 2012; Stevens, 1999) is not new to research into PDS initiatives. Rather, this aspect of organizational theory highlights the perspectives of stakeholders who literally and figuratively cross boundaries and therefore acquire deep and contextualized understandings of the practice, priorities, and discourses of each space. These PDS preservice/inservice teacher-resident "boundary spanners" developed simultaneously within the public school and university spaces, providing them with insights into ways these partnerships may become increasingly mutually supportive and beneficial for school-based partners. Their context and experiences also position them to offer critical perspectives on teacher recruitment, development, and retention.

Teacher education reformers (AACTE, 2010; Snow, Griffin, & Burns, 2005) call for increased consistency between P-12 contexts and the university-based coursework. PDS teacher resident boundary-spanners engage deeply in university-based programs and in P-12 classrooms where they work and learn alongside children and teachers. PDS initiatives rely on a shared commitment to collaborative inquiry, mutually and simultaneously developing preservice, inservice, and university faculty, and ultimately to increase educational equity and support student achievement (Holmes Group, 1986; Shroyer, Yahnke, & Heller, 2007). Teacher educators, educational researchers, and P-12-based educators must collaborate if we are to build conceptual and pedagogical connections between university-based coursework, P-12-based field experiences, and teaching practices (Fisher & Many, 2014; Many, Fisher, Ogletree, & Taylor, 2012; NCATE, 2001). This type of shared and mutual initiative is critical to support the growth of all members of these partnerships.

These congruencies are created when we listen carefully to the voices and experiences of those who have been most connected to and developing within the complex spaces of a university and public school. This positions PDS teacher residents as critical boundary spanners whose perspectives are invaluable as we endeavor to create, develop, and sustain collaborations that are more than just 'words on a page,' (Meyers, Fisher, Alicea, & Bloxson, 2014; Saranson, 1971, 1996), but rather are more mutual, authentic, and effective partnerships. Simultaneous renewal of faculties at both P-12 and university contexts requires shared and mutual initiatives (NCATE, 2001; Neapolitan & Tunks, 2009). The boundary spanning teacher residents who are author-participants in this study can facilitate this renewal, inform inquiries and innovations, and strengthen partnerships and the field through their insights. Their situated knowledge and experience can foster innovative practices not only in teacher preparation programs, but also in field-based support structures in ways that benefit teacher candidates and simultaneously foster equity through the academic and holistic development of practicing teachers and pupils in Professional Development Schools.

Method

In order to explore the unique journeys, perspectives, and insights of PDS teacher-residents, a collaborative narrative inquiry was used to address the following questions: 1. What do the narratives of these individuals' vocational and personal trajectories reveal about ways to improve teacher recruitment? 2. What do their perceptions and experiences on crossing institutional boundaries in PDS contexts reveal about preservice and inservice teacher development, and collaborative research, to renew and support the growth of faculty at both the P-12 and university level, and to support equity for all learners? 3. What implications can be gathered from their narratives to inform efforts to improve teacher retention?

Narrative analysis was used to consider questions one and two in the results sections. Then, the third question is considered, alongside additional contributions to the literature on teacher recruitment, development, and retention, in the implications section. This inquiry is significant, in that the insights discovered might address teacher shortages and strengthen the profession, which contributes to educational equity in schools most affected by vacancies and teacher turnover.

Theoretical Framework and Narrative Inquiry

Narrative inquiry is a mode of interpretative research which seeks to understand a phenomenon or experience via the written or spoken stories of those who have first-hand knowledge as a participant. This approach positions the narratives and stories of participants as a central data source and method to gain understanding about lived-experiences. Key to this approach is maintaining the integrity of participant voices in order to situate narratives within the contexts they explicate. Therefore, large portions of narrative are interwoven with analysis to reveal insights of an experience through participant knowledge.

Narrative inquiry is well suited for this study as it enables individuals to make evident their experiences (to themselves and others) through "collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with milieus" (Clandinin & Connelly, 2000, p. 20). Positioning the narratives across time, locations of development, and in a range of social contexts and relationships is a fitting

framework for considering the experiences and insights of PDS teacher resident boundary spanners which occurred at both the university and the public school settings and in relationships with learners and teachers in these contexts. Additionally, narrative inquiry offers the opportunity for teachers to reflect and improve upon their own practice while simultaneously offering insight for all partners involved in the PDS network. Narrative inquiry shares teacher stories in a familiar format, presenting findings via narrative to highlight the voice of individual participants. Drawing from Gergens's (1985) articulation of social constructionism, narrative inquiry creates opportunities to explicate "the processes by which people come to describe, explain, or otherwise account for the world (including themselves) in which they live" (p. 266). More recently, Chase (2018) argued that in addition to personal narratives, some narratives are institutional narratives, those which have capacity for meaning making "through the shaping of the institution's and/or its members' actions; a way of presenting its members, actions, and values in relation to each other; of connecting and seeing the consequences of its actions, values, and priorities over time (past, present, and/or future)" (p. 550). The personal narratives of Ariel, Victoria, and Justice together offer an institutional narrative, one which enables all individuals involved in the partnership to describe, explain, and account for the meanings being made and consequences and possibilities of their actions and values, considering anew their priorities for the future.

Participants and Data Sources

Three residents, Justice, Victoria, and Ariel shared the stories of their journey in thinking about pedagogy, student learning, engagement, and the lessons they have learned alongside of students, along with their next steps, vocational hopes, and recommendations for all PDS stakeholders. These narratives were constructed based on data and engagements about their experience across the P-12/university boundary as teacher candidates in university coursework and teacher residents working alongside teachers and learners each day across an academic year. They constructed these narratives using data from their written reflections, videos and field notes taken from their work in classrooms, coaching feedback, papers and assignments from coursework, and the action research projects conducted during their residencies in their classrooms.

Context - Teacher Residency Program and Partnership Schools

As dictated by narrative analysis, context is central to the stories presented to elucidate an experience. The three participant-authors whose stories are featured in this manuscript each participated as a teacher-resident in a university's PDS. This partnership features a residence program in which post-baccalaureate pre-service teachers are paid a stipend while completing their course-work and student teaching.

The teacher residency program included a year-long placement in a classroom with a master teacher in the field in which the student was aiming to be certified. Residents were interviewed and selected by school administration and were, in many ways, a member of the school faculty across the academic year. Residents were in their classrooms each day, following the same contractual hours as the mentor teacher. Residents participated in all planning days, school meetings and district level trainings. Simultaneously, residents were enrolled as full-time graduate students in our Master's of Arts in Teaching programs on campus, attending courses at the university two or three nights a week after school. In addition to their coursework, for the first semester of the residency, all residents met once a week on the university campus for a seminar with the liaisons from each district and grant leadership and faculty. Each seminar covered a different topic regarding professional development. Guest speakers were invited, and the residents were each asked to present a teaching method that they found useful. The residents participated in a Professional Learning Community (Cross Career Learning Community) during one seminar each month. This time allowed the residents to discuss issues they were facing and collaborate to find solutions to dilemmas of practice or tensions they were encountering in their residency classroom and co-teaching endeavors as they attempted to provide equitable learning opportunities for all students.

Each participant author taught in a different partner-school within the large, urban city where our university is located. Two of the schools were middle schools, while one was a high school. All schools were classified as Title I. Victoria taught at an urban middle school, with all students on free or reduced breakfast and lunch. She was placed with the department chair in the Intellectual Disabilities department, serving 6th, 7th, and 8th-grade students. Justice was also in a large, predominately African-American middle school where he taught Earth Science and was placed with the science department chair. Ariel taught science at a high school centered in a historically black neighborhood. At this school, she taught 9th-grade biology and 12th grade AP biology. This school also had a school-wide reform program which focused on bridging gaps that may impede graduation.

Results - Evidence of Innovation and Stories of Growth

Narratives from the three participant-authors are presented and discussed in a chronological representation of their experience over the year in the residency program. First, recruitment is considered as participants are introduced along with their experiences that brought them into teaching. Next, possibilities for teacher development are considered through narratives of their induction experiences and journeys over the course of the year-long residency program. Their development is organized into narratives about: a) Significant experiences and pivotal lessons from the teacher-residency, b) The importance of a Good Fit Mentor Teacher/Teaching Partner, and c) The Interaction of

Residency and Coursework. Finally, additional possibilities and insights for teacher retention are considered in the implications.

After spending a year simultaneously envisioning possibilities for educational equity in their university-based coursework while engaging in the daily challenges, complexities, and promise of classroom teaching, these novice teachers had significant recommendations for supporting teachers as they endeavored to stay in urban classrooms and more generally in the field of education. They offer feedback for this residency program and implications for similar residency programs across the country.

Recruitment – Coming to the Teaching Profession

Justice. The first author-participant, Justice is a 25-year-old African-American from Covington, Georgia. He describes his transition from kinesiology into teaching as a natural progression:

> My experiences as a student-athlete sparked my interest in Health and Human Sciences. I embarked on this trajectory by earning a Bachelor of Science in Kinesiology from Georgia Southern University. After graduating and completing an internship in a clinic, my personal interest at the time was to become a Physical Therapist. I found work as a tutor and later as support staff while I was sending applications to graduate school.
> The more time I spent in education, the more it grew on me—I guess it was a sort of hidden talent that I had not realized. Daunted with the task of paying for school out of pocket, and discouraged from the delay in admissions to a program, I decided to apply for graduate school in education. I was accepted into the Master of Arts in Science/Math education program. Although originally I never planned to become a teacher, teaching has always been in my life in one way or another. My mother is a teacher and my grandfather was a Superintendent for Nigerian public schools. After spending some time in the field, I realized that the process of teaching and learning was a joy to me. I greatly enjoyed teaching, but paying for graduate school was an expensive burden and at the time, I was not making nearly enough to pay out of pocket.

Justice's familial background in education, coupled with his background in science and identity as an African-American male educator, underpins his commitment and vision for his future vocation. He also underscores the financial realities many potential educators may face. Financial considerations require special attention to attract candidates who might experience a burden that would prevent their participation in teacher preparation and certification coursework. The financial barrier is even more of a concern in the case of teacher candidates who are changing vocations and hoping to enter the teaching field, as many programs are impossible to complete while holding any employment, a reality which closes doors for far too many potential teachers.

Since coming to education, Justice reports an interest in helping students develop a widespread passion for science specifically to encourage students of all backgrounds, ethnicities, and genders to enter STEM fields. He aspires to create active and engaging lessons in the hope that through these experiences, underrepresented populations not only find joy in science, but also develop dispositions and tools to analyze their world critically, responsibly, and sustainably.

Victoria. The next author-participant, Victoria is a 26-year-old white female, born and raised in Tallahassee, Florida. She received her bachelor's in psychology at a large public university in the Southeast. After college, she moved to Atlanta, Georgia and became a registered behavior therapist. She is now attending Georgia State University, working towards her master's in special education with a concentration in autism spectrum disorders. Victoria just finished her year as a resident, and plans to teach elementary autism in a local urban district starting this school year.

> When I was in high school, I decided that I wanted to work with children with autism. In what capacity, I did not know… Teaching never seemed like a viable option for me, and I continued to explore other fields throughout college. I looked into fields such as speech therapy and physical therapy. But I never found a field that matched how I wanted to be able to use my passion and creativity.
> I got my first teaching experience right after college, working at a community college as a mentor to students with disabilities. And I loved it. I was helping students with disabilities as they were acquiring an employability certificate and getting a college experience. Then I spent the next two years as a behavior therapist. During this time, I was with the learners in their homes and in their schools. So I was interacting with the teachers and students in the classroom, and I found myself a little jealous of the teachers. This is when I saw that teaching was more than opening the teacher guide book and reading off a lesson plan. I saw that it involves using your creativity to develop engaging lessons and activities. And developing relationships with the students that make them want to learn from you.

Victoria's story reveals that her passion for education was not realized until she began working in another field. In her case, her interests in autism paired well with education once she realized the benefits of teaching in engaging her creativity along with the opportunity to form relationships with students. Residency programs hold much promise in supporting such committed candidates and should, as Victoria indicated, support candidates in expanding their vision of what teaching is and can be in ways that bridge their areas of expertise and pedagogy.

Ariel. The third teacher-resident author-participant is Ariel, a 26-year-old white female from Atlanta, Georgia. She completed her Bachelors of Science in Biology from Georgia State University in 2013, and completed her Masters of Arts in Teaching in Secondary Science in 2016. She teaches high school Science at a local school. She describes her trajectory into teaching as early realization during her science career.

> I never really considered being a teacher. As an undergraduate, I majored in biology with a minor in chemistry. I had initial thoughts about attending veterinary school or pharmacy school. I got the opportunity to work in a variety of different research positions and internships. I worked in a neuroscience lab, paleontology lab, and was an intern for the Atlanta Science Festival. After realizing that working in research is mostly sitting in a fluorescently lit room with no human contact, and finding a love for teaching both children and adults at the Atlanta Science Festival, I decided to pursue teaching as a career.

Similar to Victoria, Ariel quickly realized that her passion (science) could be even more fulfilling through teaching. Ariel's research interests in teaching include urban education and teacher professional development. She hopes to inspire others to not only become teachers, but to be lifelong learners as well. All three boundary spanners reveal they came to teach through their interests in other fields. Justice came from a family of educators and saw teaching as a natural opportunity. Victoria and Ariel realized once pursuing their initial interests that working with children, engaging with their focus areas (children with autism and science respectively) through teaching were more fulfilling vocational paths. These stories reinforce the need for partnerships which create non-traditional trajectories for individuals committed to teaching and who bring significant experience and expertise to bear in classrooms alongside of children. When we create and facilitate the viability of these pathways, individuals bring content knowledge expertise and passion to clinical practice.

Development: Significant Experiences and Pivotal Lessons from the Teacher-Residency

While each boundary spanner had a unique story about their entry into teaching as a vocation, they soon found themselves immersed in development and certification experiences that simultaneously challenged, complicated, and reinforced their decision to become a teacher, as well as their ideas about what teaching entailed. This complex period of development over a year-long residency in a classroom while they were enrolled full time as students in alternative certification programs at the university, offers insight for the PDS in support of future residents. For instance, Ariel describes her residency experience as rife with assumptions and many points for reflection and growth.

> Starting my student teaching at an historical high school in downtown Atlanta, I had many preconceived notions about teaching and learning. Most of my notions were based on my own experiences as a student, not as a teacher. I had many first impressions about the students that I was about to spend a year with, but what stood out most was how the teachers spoke about their student body. The teachers said that the students have an overall lack of engagement and unwillingness to learn, that the school is full of violence, fighting, drug use, and gang activity. The teachers would say things like, "the students have behavioral issues, and they lack motivation to learn." This use of deficit language led to teachers preparing lesson plans that are basic, and do not allow for creativity or problem-solving skills. The teachers would consistently give out worksheets, and read from PowerPoints.

Like Ariel, many preservice teachers and teacher-residents only have their experiences as students to guide their expectations about teaching. Ariel's narrative indicates that the school where she was placed for her year-long co-teaching residency faces challenges similar to many urban schools which undergo systemic dis-investment. Her initial reflections and descriptions at her school offer multiple points for consideration and growth for all partners in the PDS in order to better support the urban schools in the community and to problematize and reframe subtractive perspectives of urban students and schools.

Like Ariel, Victoria reported some dissonance with her colleagues around what she interpreted to be deficit approaches. Her previous work as a therapist focusing on autism afforded her a unique perspective. Despite early tensions, she ultimately found this background to be of great assistance to not only her work, but that of her colleagues.

> I have been placed in a middle school classroom with students with moderate to severe intellectual disabilities... I have developed relationships with master teachers of different levels and exceptionalities. Their feedback and training has absolutely helped shape me into an effective teacher. But I've been able to help them, too. It's wonderful to work with and learn from teachers with a decade or more of experience, but sometimes this means they are resistant to teaching methods related to newer research. One of the challenges I have faced is teachers claiming the students "just can't do that" because of their exceptionality, or essentially telling me I am wasting my time trying to teach certain skills. Coming in with knowledge of new research and experience in behavior management has allowed me to offer different perspectives on things such as behavior intervention plans and differentiating teaching for the diverse students. And the teachers I

have worked with have been incredibly open to and appreciative of my input.

The relationships Ariel and Victoria formed with colleagues at their partnership schools were key to their success as teacher-residents. These insights indicate that PDSs must continuously work to foster this authentic collaboration to not only support the development of preservice teachers, but also to reinvigorate and continuously professionalize veteran teachers. This type of mutuality is critical for research that will authentically foster educational equity and the success of every learner. Relatedly, Justice describes his initial placement and introduction to teaching as largely focused on forming relationships with his students.

> My residency teaching assignment was at a Title 1 middle school in a local urban school district that housed about 1,200 students. I taught 6th-grade earth science to a population that consisted almost entirely of African-American students. Perhaps the most notable initial challenge that I encountered here was how to connect with students. I think that as teachers we get so caught up in teaching strong content knowledge, that we forget the meaningful learning opportunities afforded through a solid rapport with students. Few students will commit to learning without a trust built for their teacher.

Justice's narrative serves as a critical reminder of the importance of teachers forming authentic and meaningful relationships with and connections to their students. Since these boundary spanners began forming these relationships while simultaneously engaging in coursework, PDS programming, and their yearlong, classroom-based coteaching experience in a PDS school, early consideration of supporting teacher-residents in their journey to form strong relationships with their students can offer a meaningful touch point for each of these initiatives. As these boundary spanners grappled with what it meant to teach and to be a teacher, their development was facilitated by the combination of their authentic work in their schools supported by the residency program and the coursework they engaged with simultaneously.

Development: Importance of a Good Fit Mentor Teacher/Teaching Partner

These boundary spanners each had a strong, strategically matched mentor teacher with whom they completed their yearlong residency. Both Victoria and Ariel highlight the importance of being paired with a well-suited mentor teacher in terms of strong teacher development for candidates involved in a residency program. Ariel suggests PDAs "find quality mentors that are matched to student teachers" and goes on to elaborate about her development, reflecting "My own experience shows that without my strong relationship with my mentor and cohort,

I would not be where I am today." Similarly, Victoria underscores the vital role of the right mentor teacher in her reflections about her first year.

> As a teacher resident, I have been fortunate to have very supportive mentor teachers that I have easily formed relationships with. It's crucial to be matched with a mentor that you can relate to, as you are working in the teacher's classroom all day, every day, for an entire school year. The relationship with mentor teachers, as well as the environment that you are working in, can make or break the experience as a resident. In any profession, we are not always going to be in our ideal environments. But if we are encouraging young people to commit to a career of teaching, it is important to have them placed in an environment they would do well in. This goes beyond just the subject being taught and includes the types of students and the instructional practices encouraged in the school. Since teacher residents are in another person's classroom, mutual understanding of each other's roles and expectations is imperative. You are essentially in a co-teaching environment, and there has to be a mutual respect. To have this, an open line of communication needs to be encouraged, and both the mentors and the residents should be held accountable for their responsibilities.

The mentor teacher with whom teacher-residents work along-side is central to their development. Identifying and fostering mutual relationships with collaborative mentor teachers interested and invested in mutual research and development is perhaps one of the most critical components of a residency program. Victoria underscores additional aspects of this pairing that must be considered. Her narrative illustrates the importance of mutual understanding and that mentor teachers must be invested in the program.

Development and Significant Experiences: The Interaction of Residency and Coursework

These boundary spanners described multiple moments and experiences that aided their development over the course of the year actively engaged as a resident within our PDS initiative. Their perspectives offer insight into the aspects of residency that authentically support the development of those coming to the teaching profession as boundary spanners. All three boundary spanners described moments of increased development, awareness, and understanding in times in which their university coursework and support from the residency program significantly helped their practice and growth as a teacher. In one such instance, Ariel describes a shift in her practice.

> As I continued further into my student teaching, and I began to critically reflect on my experiences, I began to change my thinking of what it means to teach and

learn. My views of teaching did not fully change, however, until I changed. It took a lot of sleepless nights, a lot of crying in my car after school, and a lot of support from my mentor teacher and my cohort, but finally I did change. I decided to conduct an action research project on the effects of problem-based learning on student engagement. This required me to believe in my students. After having a more positive view of my students, and allowing the students to engage in meaningful, hands-on projects, I saw a huge increase in student participation and engagement. This led to my mentor teacher using more of these projects and hands-on activities as well. My mentor teacher and I learned and grew together, and our relationship changed me not only as a teacher, but as a person as well.

Ariel's narrative reveals the vulnerability required for shifts in her practice. While the result was pedagogy that better served students, the journey to this point was difficult. The challenges Ariel describes challenge us to fully consider the supports the PDS offers to foster this kind of authentic, teacher-generated development and growth while also mitigating the stressors that could compromise reaching the point that Ariel did in her developmental trajectory across her first year. As she mentions, her action-research project, a key component of the teacher-resident experience, served as the turning point for her development, indicating that this type of teacher-directed inquiry into practice is particularly well-suited for teacher development within PDS partnerships.

Similarly, Justice found the interplay between his school-based work and coursework a valuable vehicle for development and growth. He explains:

Collaboration between university and school was very necessary to navigate the dissonance between theory and practice. Resources from Georgia State University proved to be especially beneficial…theory behind instructional practices, theory-based behavioral management techniques, instructional practices, inquiry-based lessons, etc.

Combining time at University with school was imperative, sometimes resources from university were ill-equipped for current challenges at school. Theories sound great in books but are not always applicable to particular environments, the strategies I was taught needed to be adjusted according to the needs of the classroom.

However, Justice in explicating divergences between theory and practice, offers gaps in the PDS partnership that must be considered, especially in supporting boundary spanners committed to serving in urban schools. He explains:

Throughout this program, many courses have encouraged the widespread implementation of inclusive classroom populations (and universal differentiation). Research suggests that differentiation may benefit both general, exceptional, and gifted learners. However, in my experience, I have found that this is not always the case. Last year I had a class of 36-37 students that were undoubtedly difficult to control. The class mix consisted of gifted and exceptional learners working collaboratively together. Between persistent interjections to quiet the class, get back on task, or discourage other distractions, it was particularly difficult to teach. I understand the importance of theory behind universal differentiation and have always considered myself to be an advocate for its benefits. Unfortunately, many title 1 schools, such as the one I served in, have classes which are over capacity. This being the case, it is near impossible to accommodate the diverse needs of every student in massive class periods. Contrary to theory, collaborative classes are not conducive to learning in the all too common crowded classes of the 21st century.

Justice's experience of divergent realities between the theoretical commitment with which he agreed and the lived realities of implementing collaborative pedagogy in an over-crowded and under-resourced context is a significant challenge and reveals contestation that cannot be ignored. As evidenced in his narrative, PDS partnerships are charged with confronting the complex and long-term efforts required to significantly change the culture in many urban schools where students are experiencing what Ladson Billings (2006) called an "educational debt" due to inequitable opportunities in and out of school. Through his story, it becomes apparent that it is likely not possible to simply apply the theory and pedagogy residents learn in their university coursework to their daily classroom practice without additional support to navigate the unique challenges present in each classroom, school, and community. While difficult, identifying the disorientations and disequilibrium is a particular ability and strength offered by the perspectives of boundary spanners. Bridging the gap is what makes PDS and related partnerships essential in preparing teacher-candidates and positively influencing community schools. Victoria similarly identified multiple points in which her development was explicitly supported by her participation in the residency program. She says,

Having daily opportunities to practice the skills I was learning in my graduate classes helped me form meaningful connections between research and practice. Being able to relate information given by my professors during class to real-life students and situations has helped me better understand teaching methods and understand why they are useful.

Another perk of being a PDS resident was getting to practice classroom research in my first semester. I noticed that there weren't any social skills lessons being

taught in the classroom I was in. This is crucial to an education for student with autism and intellectual disabilities, so I wanted to find a way to incorporate these important lessons into the school day. I did some research and decided to implement the Teaching Interaction (TI) procedure. The TI procedure is a teaching method that has been used in teaching social skills to students with autism. Most of the research is on students with only a diagnosis of autism, and I was curious if it would be effective for a student who has a dual diagnosis of autism and moderate intellectual disability. So, I did a case study and it worked! We all learned something new from it. The student learned a new skill, and I learned a new effective teaching method that I also introduced to my mentor teacher.

Victoria's key experiences in her development in which she combined her university-coursework with her school-residency experience to research her practice was successful. Her agency in combining her past work in autism in her new career in teaching demonstrates the impact career changers generally, and boundary spanners specifically, can have in their school and in the university setting. Additionally, Victoria's impact on her mentor teacher through her work shows the benefits to the school and community, not to mention the individuals who serve in the important roles as mentors.

Implications for The Field: Recommendations from Boundary Spanners

Addressing an issue as politically charged and inequitably experienced as the teaching shortage situated within prevailing and subtractive discourses around teaching and teachers, is rife with complexities. It seems clear, however, that a way to move forward is to simultaneously (a) engage in the recruitment of those with the expertise and commitment evidenced in the stories of these boundary spanners; (b) support teacher pedagogy and development by creating systems of support (personal, financial, pedagogical, academic, social) to foster their development and commitment to teaching; and (c) provide ongoing, authentic, and mutual collaboration and support for them beyond their matriculation as they continue to develop across their teaching and educational career. The direct quotes have been used in this implications section to position, once again, the boundary spanners as the key informants and privilege their narrative and perspectives as they lead us to respond to the authentic and observed needs of all members of the partnership and to focus on teacher recruitment, development, and retention.

Recruitment

The ways each of these three boundary spanners came to teaching offer significant possibilities for improving recruitment

of those with unique interests that pair well with education. Similar to many students interested in a residency program, Justice highlights the importance of competitive compensation and attention to the financial strain teacher-certification programs may have on participants, particularly career changers who may have financial obligations which would make certification programs unfeasible. This is an important implication that must be considered throughout the recruitment, development, and retention process. He explains,

> Cost of tuition and attendance have been described as some of the biggest barriers for why potential teacher candidates do no enter the field, as well as veteran teachers returning to school to further their education... Providing opportunities to fund education, similar to that of our PDS residency program, could attract potential teacher candidates at a substantial rate.

In addition to compensation considerations, Justice and Victoria speak to the necessity of professionalizing teaching in the public discourse in order to increase interest for recruiting, especially for those who are coming to education from other fields. Victoria reflected, "Often times teaching is not viewed as a profession, and we need to work to change this misconstrued perception."

Finally, boundary spanners expressed appreciation for cadet programs or high school opportunities to engage in teaching. They felt that if they had been exposed to the possibilities of teaching as a creative and engaged profession earlier, they would have likely found their way to the vocation more directly. Victoria expands these sentiments in her explanation:

> Another important idea is introducing students to innovative teaching practices. In today's professional world there are so many different types of stimulating jobs, and we need to show young people that they can use these exciting and innovative practices in teaching. It's also important to show what it means to be a teacher.

Teacher-residents' experiences and recommendations around recruitment indicate that earlier exposure to teaching opportunities, along with demonstrating innovative possibilities for teaching, are key to appeal to those who are looking for creativity, autonomy, and agency in their career. Ultimately, residents indicate recruitment must address misconceptions about what it means to be a teacher along with bolstering the reputation of the teaching profession as a career.

Development

Resident recommendations for teacher-development focus on mentor matching and finding partnership schools that are well-suited for residents. Their narratives indicate an intentional match largely accelerates the possibility for preservice and veteran development over the course of the residency. The

mentorship relationship can be supported by mentor accountability and open communication.

Residents recommended more widespread use of this yearlong, classroom-based model for teacher development. Justice points out,

> It is beneficial to adjust traditional teacher preparation programs to those similar to that of our PDS residency program, allowing teacher candidates experiences in one setting for an entire year. Full-time teaching comes with its own set of challenges, the most obvious of which being consistency every single day of the semester. Traditional teacher-preparation models do not allow this opportunity as part-time requirements demand flexibility in dates/hours.

In alignment with their recommendations for recruitment, residents recommend university programs take efforts to ensure affordable school rates and manageable workloads for residents. They recommend university programs consider supports for work/school/life balance for residents. Further, they acknowledge that professional development offered to school-based partners and collaborators by the university partner must be not only relevant for school partners but also must offer innovative teaching practices. Residents also recommend supporting inservice teacher development via relevant resources, opportunities to observe exemplary teachers, and cultivating community, such as through professional learning communities.

Retention

Although these boundary spanners are just beginning their careers as teachers, their narratives offer valuable perspectives about how to retain teachers such as themselves as they progress through their career. Boundary spanners indicated that they viewed teacher retention as highly aligned with a supportive and connected professional network. A critical component for each of them was their participation in a critical friendship group, called a Cross Career Learning Community (CCLC). Through this grant-supported initiative, residents engaged together in a norm-centered safe space to bring dilemmas and areas of their practice that they felt they could benefit from the support of others in thinking about and working to change. This component of the CCLC work was critical for these resident boundary-spanners and was important for them as they considered what would help them sustain and develop their commitment and practice longitudinally. Ariel, for instance, highlights the importance of networking and support, "I believe that leadership should continue to build a strong community of support for their teachers." Similarly, Victoria suggests,

> One of the main supports I hope to have as a new teacher is a continued community. Through the PDS residency program we were involved in a Cross-Career Learning Community. This provided a safe community in which we could discuss issues that we were facing as new teachers. Whether it was how to teach a concept, relationships with students, or relationships with other teachers, we were able to get support and feedback from our peers as well as veteran teachers.

Residents recommend PDSs foster mentor-resident relationships that continue even after student teaching. Additionally, they call for continued support after the first year focusing on successes and challenges as well as obtaining relevant resources needed to meet the needs of students. Ultimately, retention seems to center on raising the understanding of and possibilities for the teaching profession to cast a wider net when recruiting candidates, creating competitive financial realities and resources for those in the teaching profession, and laying the roots of a deeply supportive and connected network among mentor teachers, cohort members, and university and other partnership members alike.

Contribution of Teacher Residents: Perspectives Towards Educational Equity

Retention and the development of teachers across their professional trajectories are critical issues (Au, 2009; Clement, 2015; Diamond & Spillane, 2004; Howard, 2003; McNeil & Valenzuela, 2001; Owens, 2015; Strauss, 2015; Voke, 2003). We must continue to listen to graduates and practicing teachers to understand the types of supports that can help them stay, take risks with their practice, be agentive, and teach against the grain (Cochran-Smith, 1991). Doing so has broad implications, particularly in achieving goals in educational equity. Attending to the perspectives, insights, and contributions of boundary spanning teacher-residents can provide a situated knowledge based on their cross-contextual experiences which can foster innovative practices in teacher preparation and field-based support structures. These innovations hold promise to positively impact the work and function of partners committed to education across P-20 contexts and to facilitate development and commitment of educators. In turn, improvements to university programing improves support and development of teacher candidates which will eventually support learners. Finally, collaboration and learning from teacher-residents can meaningfully support the learning, development, and growing of practicing teachers and students who live, work, and learn in Professional Development Schools. As illustrated through Victoria and Ariel's narrative, mentor teachers in Professional Development Schools continue to develop as they work alongside teacher-residents, simultaneously supporting them and learning from them.

Additional and responsive school-based supports are provided by the university to partner schools in our metropolitan area. The school-wide support structures, offered initially in a menu of options for schools and faculty to choose from, include holistic faculty and student support and the opportunity

to engage in critical friendship through Cross Career Learning Communities. Structures, like the professional learning communities facilitated by Cross Career Learning Communities, support teachers across their professional trajectory as they take informed pedagogical risks based on deep understandings of learners and their own needs for development and growth.

This work, of PDS and of truly honoring and supporting the storied and complex journeys of teachers and educators across the partnerships, will require a continued and ongoing commitment to mutual development through sustained and authentic relationships. Positioning boundary spanners as change agents with diverse and varied perspectives can help inform each aspect of the partnerships and can help implement supportive, relevant, and context-responsive practices and policies within PDS networks (Buxton, Carlone, & Carlone, 2005; Honig, 2006). Putting their knowledge into action is critical if we are to engage in innovative practices in teacher preparation and P-12 settings which not only support teacher candidates, but also meet the imperative of fostering the learning and development of practicing teachers and pupils. This can move us closer toward actualizing the goal of educational equity.
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Acknowledgments

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