

Interruptions, Disruptions, Tribulations, Oh My!: What a Global Pandemic Taught a School–University Partnership About Hope

Rene Roselle, Sacred Heart University
Robin Hands, Sacred Heart University
Michael Brosnan, Bridgeport Public School

“Hope begins in the dark.” – Anne Lamott

Many preservice teachers in early 2020 said farewell to their students one day in mid-March 2020 and did not expect that it was goodbye for the rest of the school year. As described by Roselle and Brosnan (2020), “teachers would only see their students’ faces in tiny squares on a computer screen, *if* their districts were able to offer synchronous online learning, *if* their students had access, and *if* there was more than one computer at home.” The abrupt ending of the 2020 school year, and the school year that followed in 2021, left plenty of room for teachers and teacher candidates to grieve the loss of what had been in traditional education. Living with ambiguity became the new normal. We all had to get comfortable with being uncomfortable. There were many days when all we had was hope.

In this article, we describe ways in which hope can be applied to and supported by the curriculum, pedagogy, and partnership in university and partner school settings. Teachers and teacher candidates’ voices are central in this article. This collaborative work supports Essential 3: Professional Learning and Leading, and Essential 4: Reflection and Innovation (National Association for Professional Development Schools [NAPDS], 2021).

There has never been a more critical time to think about what and how teachers are taught. The political, social, and educational climate in the United States has put teachers in a position where they need to draw on certain knowledge, skills, or dispositions, which may not have been attended to well, or at all, in their teacher education programs. Against this backdrop, we assert that among the most important things that teachers need to be taught is how to be hopeful and how to teach their students to be hopeful.

We often think of hope as a character trait that some people are born with and some people are not. However, hope and being hopeful can be taught (Fleming, 2021). Teacher preparation programs would be wise to include teaching hope in their programs. There is no better place to create structures and opportunities to explore the integration of hope in the school curriculum and teaching than in existing school–university partnerships.

This article will provide insight into how our Professional Development School Partnership worked together to promote hope in K-12 classrooms. Hope is a rather elusive term, and some might associate it with a character trait or frivolous optimism; however, this article will

attempt to articulate hope as a cognitive construct and something that can be actualized through a variety of means, both in K-12 and university contexts. School and university-based teacher educators can work together to provide each other with knowledge about how to constructively engage in hopeful thought patterns and behaviors that promote resilience.

Bridgeport Public Schools

Bridgeport Public Schools is one of the largest school districts in Connecticut. The district has more than 20,000 students and 1,600 certified faculty at 38 schools. Most of the schools teach students in grades prekindergarten through 8 and there are three comprehensive high schools, grades 9–12. There are also in-district and inter-district magnet high schools with varied magnet themes.

Bridgeport is a diverse city, however, the aggregate demographic data cloak that point. Approximately 33% of students identify as Black or African American and 49% as Hispanic or Latino of any race in Bridgeport. More accurately, Bridgeport has a large immigrant population that comes from more than 100 nations. Thus, the racial demographics data paint a picture of limited diversity that is not accurate. Bridgeport is a former industrial city that has experienced consecutive decades of negative economic growth. The latest report by the Connecticut State Department of Education about the percent of students who qualify for free and/or reduced-price meals was published in 2018 and identified that more than 70% of students were included in that category. Anecdotally, that number has continued to increase since that date.

Bridgeport Teacher Residency Program Context

The PDS partnership is built around a community-based clinical preparation model with a dedicated, trained, and supported mentor. This approach makes the National Center for Teacher Residencies’ (NCTR) model the most effective pathway to the teaching profession and the most comprehensive model of teacher preparation in the country. Bridgeport Public Schools, with Sacred Heart University, created a residency-based program that launched during the pandemic, in fall 2020. Program focus areas include (a) culturally responsive recruitment and equitable selection, (b) rigorous selection and support of teacher mentors, (c) intensive preservice preparation focused on the specific needs of teachers in high-need schools, (d) aligned induction support, and (e) strategic hiring of graduates.

The two site schools for the residency program, Geraldine Johnson School (PK–8) and Central High School (9–12), are neighborhood schools

whose demographics largely mirror that of the city. Approximately 29% of students at Johnson School are second language learners compared to Central’s 14%, and in both schools, approximately 18% of the students receive special education services. Johnson School is also one of the district hubs for students with autism spectrum disorder who are thoughtfully and deliberately included in the school community.

After the district and the university had spent more than a year designing a comprehensive teacher residency program, suddenly it was threatened. The countless hours of conversation, advocacy, and hard work of planning a program foreign to both institutions seemed as though it may have been wasted. Although this seemed devastating, it paled in comparison to the struggles that many families and communities faced. It was then, in July, that we discussed the power of hope.

Hope and Teaching

Once dubbed the “discipline of hope” (Kohl, 1998), teaching is a career that employs and cultivates hope but also is increasingly entrenched in circumstances that compromise or challenge hope. Educational visionaries such as Sonia Nieto, Larry Cuban, and Vito Perrone, revere teachers as hopeful and refer to teaching as “a profession of hope” (in Edgoose, 2010, p. 387). Educators are often believed to be naturally optimistic by the general public and can be led to question their career path or competency in teaching as they confront feelings of pessimism, frustration, fear, or even anger. As teachers face doubt and uncertainty, Nolan and Stitzlein (2011) have found that relatively little work has fleshed out what hope means in the context of schooling and how to substantiate it to better support teachers.

Hope Theory and a Growth Mindset

The hope theory asserts that people must concurrently possess *agency*, defined as “the process of thinking about one’s goals, along with the motivation to move toward those goals,” and *pathways*, defined as “the ways to achieve those goals” (Snyder, 1995). *Agency* represents a “can do” attitude, and *pathways* represent the ability to conceptualize many ways of achieving a goal.

Snyder’s (2002) seminal research showed that high-hope subjects consistently have better outcomes in academics, athletics, physical health, psychological adjustment, and psychotherapy than low-hope subjects. Snyder described a high-hope person as one who pursues a specific goal and can create or produce at least one plausible route to such a goal, with a sense of confidence in the route. Snyder stated that a low-hope person may also be pursuing a specific goal and may also be able to create a pathway or route to the goal, but the pathway or route is far more tenuous

and not well articulated. High-hope people's confidence and ability to determine the best route to their goal make them more likely to attain it.

In education, we would not label a student as “low-hope” the way Snyder did in his research. We might choose to call the variance in hope among students “emerging” or “evolving” hope. Moreover, hope is not a fixed construct, and the degree to which one feels hopeful can change on any given day or during a class period. Hope is inextricably linked to a growth mindset. “The very best opportunities to learn come about when students believe in themselves” (Boaler, 2016, p. 5). This self-belief in one's ability to grow as a lifelong learner is deeply intertwined with a growth mindset concept. Carol Dweck (2006) defined growth and fixed mindsets as follows: “Individuals with a Growth Mindset are resilient in the face of difficulty and failure and look forward to challenges that help them learn while individuals with a Fixed Mindset believe their intelligence is set and avoid challenges” (p. 164). When students exhibit a growth mindset, they become more comfortable with making mistakes, which causes them to take more thoughtful learning risks. To foster hope, teachers must promote and model supported risk-taking, productive struggle, and failure as signifiers of learning. When students' efforts are validated and praised, the students are more likely to persevere, ask questions, and be flexible with their problem-solving strategies, as opposed to focusing on arriving at the correct solution (Hatcher, 2018).

However, a fixed mindset can diminish hope and lead to apathy and despair. The notion of hope as a cognitive construct means that one can choose it, and in the choosing, a transformation takes place as pathways that were previously “blocked” can now be accessed. Those who do not choose hope can fall into despair. According to the hope theory (Snyder, 1994), people who do not choose hope progress through a continuum of emotional states beginning with rage and ending in apathy. Because rage represents an aroused cognitive and emotional experience, it cannot be sustained indefinitely and eventually, “gives way to despair and cynicism about the previously desired goals... Rage is an active, outward expression of goal blockage; despair is a passive, inward expression about the possible insurmountable nature of the blockage” (Snyder, 1994, pp. 118–119). Despair is more insidious than rage as its inward nature can cause it to manifest in depression. However, rage and despair indicate that the person is still thinking about the goal; whereas, apathy is evidence that the person no longer cares. “When goals in one of several important life arenas have been abandoned, a more general apathy supplants the earlier hopeful thinking” (Snyder, 1994, p. 119). Snyder (1994) used Goethe's famous literary figure, Faust, to illustrate that apathy is like making a bargain with the devil. Snyder posited:

The endpoint of this Faustian bargain is that the person is living a life in which the symptoms and label are reaffirmed, and there is little room for normal

thinking and behavior. Unfortunately, such a life precludes any thoughts about meaningful pursuit of important goals. Indeed, hopeful thinking is largely abandoned. (p. 145)

This is why it is so important for educators to teach and model hope, particularly during challenging times in a student's life when the future seems bleak, and options may appear limited.

Contexts and Conditions of Hope

To understand the range and complexity of the ways hope can be conceptualized, it is important to mention Shade (2001) and his pragmatist approach to hope as a way of living that is enacted in a context. Three contexts of hope, identified by Shade (2001), are life, interaction, and activity. The context of life refers to how hope functions within the lives of people as we engage with complex environments, in the context of human interaction, and as an actionable activity.

Hope cannot be disconnected from life's activities, or it is rendered useless; instead, hope directs and grows life's activities as outcomes of habits. A pragmatic theory of hope can efficaciously sustain teachers in facing down low morale and high anxiety by demarcating hope as active and associated with formable habits (Nolan & Stitzlein, 2011).

An extension of Shade's pragmatist work offers three conditions for living in hope as indicated by Fishman and McCarthy (2007): “gratitude, intelligent wholeheartedness, and enriched present experience” (p. 4). Gratitude gives us a sense of belonging and purposefulness, intelligent wholeheartedness provides faith and reassurance, and enriched present experience refers to engagement and unification. Gratitude involves recognizing what is good in our lives, and that “our individual habits are links in forming the endless chain of humanity” (Dewey in Fishman & McCarthy, 2007, p. 5). The reference to the endless chain of humanity illustrates the interconnectedness of all people and the idea that we are part of something bigger than ourselves. To consider these three conditions necessary for living in hope as it relates to education begs the question: How do we approach teaching unmeasurable constructs such as gratitude, faith, and a unity of purpose to new teachers if we know they result in a more hopeful person?

Habits of Hope

Glickman and Burns (2021) stated that 92% of teachers report teaching is increasingly stressful (Kurtz, 2021) citing issues of teacher burnout, retention, emotional and intellectual health, and professional development and satisfaction. Never has it been more important for schools and universities to work together to find methods to encourage teachers toward ways to build hope in themselves and their students.

Understanding hope as a type of habit offers an important distinction from hope more commonly

understood as an outlook or belief: A habit of hope entails action, especially action that moves us toward desirable outcomes. Nolan and Stitzlein (2011) described it as follows:

Rather than focusing on obstacles, a helpful habit of hope is identifying possibilities. In the classroom, as an example of persistence, teachers manifest habits of hope when they learn what works through repeated efforts with those harder-to-reach students. Habits tend to arise through the culmination of natural impulses, but they can also be intentionally cultivated, suggesting that hoping is an activity that can be learned and improved, rather than a supposed natural trait of certain types of people. (Stitzlein, 2008)

Methods

A qualitative research study “is emergent” and has been characterized as a “mysterious metamorphosis” (Merriam, 1998, p.155). For this reason, the investigators have a responsibility to inspire trust in the accuracy of what is portrayed. In this study, two data sources were used to explore the importance of keeping hope alive in K-12 and university learning contexts: (a) weekly reflections done in seminar class and the monthly mentor academy as we explored concepts related to hope, resiliency, and self-care, and (b) written responses to the following electronic Hope Survey.

A survey was sent to the mentor teachers and program residents asking general questions about hope as well as what schools and universities can do in partnership to cultivate hope in both settings. Data were also collected from conversations in the weekly seminar class with the residents and the monthly mentor academy as we explored concepts related to hope, growth mindset, resiliency, and self-care. Answers were coded and categorized to determine trends and patterns. In some cases, only one person offered an insight, and we felt that it was important to quote or share. References to the mentor academy and seminar class are included later in the article.

1. How do you define hope as it relates to teaching and learning?
2. How have you taught hope to students either directly or indirectly? If you have examples, please share if you are willing.
3. What does a hopeful classroom look like?
4. What needs to exist to create and sustain hope in a classroom?
5. What ideas do you have about what schools and universities can do in partnership to cultivate hope in both settings?
6. What can school districts do to encourage, support and facilitate hope in teachers?
7. What keeps you hopeful in your life and/or work?
8. What could school districts do to prioritize and support the self-care of teachers? Any and all ideas are welcome.
9. Anything else you would like us to know?

Data gathered in this study were analyzed using a constant comparative method of data analysis, which was applied to the weekly reflections and the survey responses in an effort to identify categories and themes (Strauss & Corbin, 1998). A comparison of data was performed through open coding in order to uncover patterns and practices that contribute to an understanding of the importance of hope in promoting resilience in K-12 students, inservice teachers and teacher candidates. In some cases, only one person offered an insight, and we felt that it was important to quote or share. References to the mentor academy and seminar class are included and will describe several specific activities taught to the teacher candidates. Data were used to augment an understanding of the varied aspects of hope, from individual definitions to what it looks like in a classroom and how it can be promoted and supported.

Integrating the Cultivation of Hope in School Districts

“Nurturing hope in teachers is achieved by a leader (peer, admin, etc.) sitting with or residing in the struggle of problem solving alongside the teacher.” – Mentor teacher

Being affirmed. Teachers and residents indicated the importance of acknowledgment of and affirmations for the work they do, especially if they reach goals they have set as ways to encourage hope. Several participants noted the importance of recognizing teachers and students as well as highlighting the positives at each school to motivate others. Providing more opportunities to help teachers celebrate learning that has happened, rather than focusing on the overwhelming task of bringing all students to grade level, would encourage being hopeful. Goals can sometimes feel unreachable, and sharing intermediate successes would go a long way in cultivating hope.

Human and capital resources. Teachers wished for more supplies for their classrooms and more teachers so that class sizes could be reduced. It can be assumed that when teachers do not have the resources they need to actualize the kind of learning they want to do with students, or if their class sizes are so large that they feel they cannot get to everyone, the result may be compromised hope. Resources also included being able to access each other for conversations about problems of practices. It was explained by mentors that when teachers are seeking answers or solutions, they want to process information and ideas, and not simply be handed a text when they are struggling create a hopeful path for their students.

Reestablishing community. Schools will be responsible for reestablishing their communities after the pandemic, and this will take intention and action. Teachers and teacher candidates reported how important the sense of community is for morale. In particular, they referenced events that were discontinued during the pandemic, such

as field days and family events, as contributing to a sense of loss. The perception was that “fun” activities must be reintroduced to increase the sense of community and boost morale. Not dissimilar to students, teachers and residents indicated they wanted to have more fun in their work and time to focus on building relationships and community without interference of the more stressful parts of the job. Participants cited a desire for more opportunities to socialize and would like the district to prioritize that. This approach may be particularly important in the post-pandemic climate.

Prioritizing self-care. It was acknowledged by mentors that urban districts need to focus on teacher self-care to increase retention, but that the district does not have the resources to promote self-care in tangible ways. Teachers often leave the field and large city districts when they feel hopeless. One participant stated that “the best way for a district (regardless of fiscal constraints or benefits) to prioritize self-care is to prioritize LISTENING. The largest contributing factor to teacher attrition is “lack of support.” District exit surveys revealed that novices simply “need someone to talk to as the first step to encourage their self-care.”

Teachers stated that they wished districts would send the message that it is okay to take time to care for themselves, and the suggestion was offered of adding a self-care day as a category for personal days. Moreover, time should be built into the day when self-care is a focus for all. Teachers indicated they would appreciate a short break during the school day (10 min) to connect with colleagues and one half-day reserved every quarter so that teachers could take the afternoon for their own self-care. It makes sense that taking better care of oneself could result in increased well-being and a more hopeful outlook.

Conditions to Create and Sustain Hope in a Classroom

“Students need to feel that their teacher is learning right along with them.”

- Mentor teacher

When teachers described what needs to exist to create and sustain hope in a classroom, they are very similar to the things the teachers indicated they needed from the district to live in more hope. Trust, respect, patience, and empathetic listening were some of the characteristics noted as essential for hope. Knowing how to model hopeful behavior, including being able to give examples to redirect students caught in hopeless thinking, and knowing how to redefine situations from a more optimistic frame were mentioned as conduits for imbuing hope. Therefore, teachers’ language choices matter in promoting or discouraging hope.

Community and relationship building between teachers and students was deemed important for cultivating a hopeful classroom. In that classroom, “the teacher needs to always maintain a world/

class-view that growth is possible and real.” Participants felt teachers need to continuously promote the idea of a growth mindset to maintain the thought of hope. Students need to feel safe, connected, appreciated, heard, and genuinely feel like their teacher cares and believes in them. Students should be rewarded or celebrated for their accomplishments and encouraged to take risks or make mistakes. Individual and class goals need to be set so that there is always a goal.

School–University Partnerships Focused on Hopeful Teaching and Environments

Modeling. Similar to what we know about resilience, the best way to learn to be hopeful is by having a hopeful role model. Often, that model is a teacher, although teachers do not necessarily know they are serving as resilience models for students. Similarly, if a teacher is hopeful and can make agency and pathway thinking transparent to students, the result will be to shape students’ abilities to enact agency and pathway thinking (Roselle, 2020). Snyder’s (2002) work informed us that hope is learned and that we learn hopeful, goal-directed thinking in the context of interacting with others. In school, every day presents challenges when decisions need to be made that engage agency and pathway thinking. Participants noted the importance of modeling positive thinking and using language carefully to message hopeful thinking. Coursework and clinical experiences provide plentiful opportunities to teach hope (Roselle, 2020), organically in the day-to-day occurrences of teachable moments, but also intentionally, by carefully considering curriculum and pedagogical choices.

Critical masses. One participant stated, “Schools need emotional support, more human interaction. I know bodies cost money; however, people are far more effective at generating hope than software programs and multiple assessment tools.” This comment is at the heart of the work schools and universities can do together when engaged in a professional development school (PDS) model. Placing several teacher candidates in the same school can have a large impact on the students, school, and classrooms.

Frequently, institutions of higher education and PK–12 schools in the United States have collaborated to advance agendas of mutual interest. Such collaboration has been particularly noteworthy with the goal of preparing and sustaining professional educators. Holmes Group (1990), Clark (1999), and Darling-Hammond (1994) advocated for PDSs for teacher preparation programs. These schools do not just provide field placements for teacher candidates; a rich and reciprocal relationship also develops simultaneous renewal of the university and the public school for the sake of teacher candidates and K–12 students. Without the opportunities schools provide to observe and practice teaching, the experiences of teacher candidates would be hypothetical and static (Hands & Rong, 2014, p. 456).

Focused dialogue. Another participant shared the importance of “an honest partnership that is securely rooted in the belief that we are all working on behalf of K–12 students” and expressed concerns that “this core belief is not necessarily forward facing.” In advocating for more honest and ongoing dialogue, schools and universities need to find the common purpose of their work and build from that ideal. It is easy to get mired in our own bureaucratic needs and accountability measures. Regularly revisiting the primary purpose of educator preparation and the participation of local school districts in that work would serve both settings well. The simple suggestion of focused dialogue encourages hope by acknowledging one of Fishman and McCarthy’s (2007) conditions of living in hope: unification or unity of purpose.

New partnerships. A viable partnership opportunity to support teachers during the post-pandemic school years might be a coordinated effort between the National Education Association or other education-focused groups, organizations, or associations. The newest teachers may be even more vulnerable to burnout and attrition than a traditional new teacher (Roselle & Brosnan, 2020). It would be a good use of time and resources to have conversations across educator preparation programs, school districts, and educational organizations to see what types of wraparound support systems we could create for teachers. This partnership could take up ideas related to teacher self-care, which has a direct line to teacher hopefulness.

Integrating the Teaching of Hope into a Teacher Education Course

During the 2020 school year, we met with residents, in person, every week for a seminar class and one full day per month with mentors for a mentor academy. In both settings, we were able to directly and indirectly teach hope and hope strategies to this controlled group.

The year began with mentors constantly having to preface their coaching conversation with, “In a normal year...” to their residents, with unavoidable dejection in their voices. At the first mentor academy, each mentor shared how deeply they wished their resident could see a “normal” classroom as opposed to a remote/hybrid model.

We explored the concept of hope as an actionable skill and approach to classroom environment. Soon, the concept of hope was linked to instruction, assessment, and reflection for mentors and residents. Mentors could easily see the applicability of being hopeful and practicing hope throughout all teaching activities. This is not to assert that there were not challenges and moments of low hope; however, learning about the strength of agency and actively practicing hope mitigated low-hope moments to exactly that—moments. As the year progressed, we witnessed mentors coaching residents with different language. Rather than “In a normal year...” and “I wish...” mentors began using language more hopefully aligned, such as “Next year, in your

own classroom...” and “When we are able to...” Language is important to cultivate hope, and this maturation was notable.

Residents, too, changed the way they spoke of themselves, their instruction, and their reflection. We discussed hope, nearly every week in some way, and residents acknowledged and celebrated the personal effects of practicing high hope. Like the excellent teachers they were growing into, they also realized they needed to be able to teach hope to their own students and model it for them.

We included hope in the seminar course in one way by introducing the article “Hope Theory: Rainbows in the Mind” by C. R. Snyder. A note-taking guide accompanied the article (Figure 1) we created that assists in discussions of the article. When arriving for class, the residents took their note-taking guide and worked in groups to create a visual of what a high-hope student and a high-hope teacher look and sound like, as well as a low-hope student and a low-hope teacher. We acknowledge that the term low hope connotes a negative state, but we used this terminology to stay true to Snyder’s definitions. Course discussions resulted in understanding that hope is not a fixed mindset and can be positively influenced. We discussed terminology that could be used to discuss students as “emerging hoppers” or “hope evolvers.” After sharing the visuals, we then did a photo activity. Each resident was asked to bring a picture of what they determined to be a high-hope picture and a low-hope picture. The pictures they chose remained anonymous and were laid out on a table for all to see. The residents were directed to pick one picture that was not their own that they felt represented low hope. The next instruction was to create a *high-hope* caption explaining the picture. The exercise was constructed so that the initial determination about the picture was reconceptualized to be the opposite of what they thought; in this case, changing a low-hope idea to a high-hope idea. This exercise gave residents practice redefining a preconceived hopeless moment as a potentially optimistic one. The final activity in this lesson was a mindfulness activity. The resident thought of one hope for a student and wrote it on Flying Wish Paper. After writing the hope, the paper was folded into a cylinder. It was lit with a match, and it carefully lifted into the air and disintegrated. The class ended with residents sharing their hopes if they wanted.

Next year, we plan to implement a gratitude journal. Though simple, one means of recognizing

that for which an individual is thankful is by keeping a gratitude journal. Nolan and Stitzlein (2011) referred to this as “producing a record of cumulative goodness” (p. 9). A teacher or teacher educator could do this as an individual practice at the end of each day or class, or a teacher could involve students in keeping a classroom record of five good things that were achieved each day.

Conclusion

Hope and a growth mindset have a positive impact on teachers, teacher candidates, and K–12 students. When taught and modeled, hope promotes agentic thinking and the ability to conceptualize many ways of achieving a goal, and a growth mindset expands the capacity of all children and adults to become more resilient and cognitively malleable. These characteristics are salient to engineering learning environments that promote and sustain the emotional, social, and academic health and growth of all constituents. Particularly during times of tribulation, such as a global pandemic, it is important for educators and their students to view challenges as exciting learning opportunities that allow for the application of flexible, strategic, and creative thinking that leads to goal-setting. Students and their teachers need to be encouraged to believe in their innate strengths and view mistakes as powerful tools for learning. Bettina Love contends that, “For schools to be well, educators need to be well. . . . Teacher wellness is critical to creating schools that protect students’ potential and function as their homeplace” (Love, 2019).

When deciding to implement the principles of hope and a growth mindset in the classroom, the strategies and language must become integrated into the overall classroom environment. It is also important that teachers foster a classroom community that supports risk-taking, productive struggle, perseverance, and mistakes. This can be accomplished by having students and teachers write and reflect on learning goals, openly sharing some level of accountability with each other to celebrate mistakes as powerful tools for helping brains grow, while harnessing the inertia and synergy necessary to actualize the goals and overcome obstacles. If the use of these strategies became a foundation for classroom learning every day, it is more likely that students and teachers would develop habits of hope and adopt a growth mindset. When teachers incorporate elements of hope and a growth mindset into everyday classroom life, they directly communicate their belief that all students can and

Hope Theory	
Characteristics of High Hopes	Characteristics of Low Hopes
Important Info about Pathways Thinking	Important Info about Agency Thinking
The benefits of high hope	The affects of low or no hope

Figure 1: The hope theory graphic organizer provides a framework for teacher candidates to process information related to the assigned article.

will succeed in school and in life. Embracing and practicing hope will lead to greater perseverance, resilience, and feelings of accomplishment in students and teachers, and the ability to confront interruptions, disruptions, and tribulations without being overcome by them. There is no better place to create structures and opportunities to explore the integration of hope in the school curriculum and teaching than in existing school–university partnerships.

Rene Roselle (roseller@sacredheart.edu) is the Chair and Program Director of Teacher Education at Sacred Heart University.

Robin E. Hands is Director of Clinical Practice at Sacred Heart University in Fairfield, CT.

Michael Brosnan is the Co-Director of the Bridgeport Teacher Residency Program. ♦

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The Roles of Professors-In-Residence within An Enhanced Clinical Preparation Model of Teacher Learning and Leading

*Enrique Puig, University of Central Florida
Mary E. Little, University of Central Florida
Elise Richards, Orange County Public Schools*

The Roles of Professors-In-Residence within An Enhanced Clinical Preparation Model of Teacher Learning and Leading

The quality of a global citizenry is dependent on the quality of a nation's school and the quality of a nation's school is dependent on the quality of a nation's teachers (Wei, Darling-Hammond, & Adamson, 2010). Yet, unlike any other career

path, pre-service teacher candidates come into the profession with surface agency grounded on preconceived notions based on personal experiences of learning, teaching, students, and curriculum content (Lortie, 1975). Building on those preconceived notions brings along positive and negative effects that may serve as mirrors for reflection, windows into possibilities, and doors for professional learning opportunities. The first year of teaching is often challenging and the year when teachers decide whether to remain in the profession. More than 20% of first-year teachers leave their school or the profession

within their first year of teaching and almost 40% of beginning teachers leave the profession within their first five years (McVey & Trinidad, 2019). The amount of support provided to beginning teachers is critical during their formative years when teachers are transitioning from preparation to practice (Rychlik & Carroll, 2003). Collaboration and support among professionals within teacher preparation programs and school districts during teacher preparation and induction are needed to address the critical features of effective, sustained professional learning (Desimone & Garet, 2015). Clinical preparation and professional learning