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NATIONAL
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UNIVERSITY

Faculty Research Residencies to Address the Problems of Enactment & Complexity

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AUSL UTR OVERVIEW

- Founded in 2001
 - In partnership National Louis University & Chicago Public Schools
- 1 year residency w/carefully selected mentor teacher who receives PD
 - 4 days per week in one of 6 training academies with a mentor teacher
- 1 year coursework
 - Taught by NLU faculty recruited for urban expertise
- Stipend
- Leads to certification & MAT



AUSL BACKGROUND

- Founded in 2001
 - 1 training academy
 - NLU faculty taught on-site & worked to develop curriculum & sequence delivery
- 2011
 - 6 training academies
 - 14 turnaround schools
 - NLU faculty teach on campus
 - NLU faculty turnover



PROBLEM AT HAND

- Curriculum and alignment
 - Residents see separation between university & training academy
 - Challenge of preparing for a context while moving the field forward
 - Including mentors' practices
- Interventions to date:
 - Leadership team for better NLU communication & alignment
 - Selected NLU faculty & AUSL leadership
 - “Boot camp”
 - 3 day-long sessions held in AUSL schools to provide background and immerse faculty in urban schools & curriculum



FIPSE: INTERVENTION

- What is FIPSE?
- Federal Funds for the Improvement of Post-
Secondary Education
- FIPSE Grants must
 - Improve teaching & learning in higher education by addressing a significant need through an innovative approach
 - Sustainable beyond the 3-year grant cycle
 - Replicable to other higher education institutions
 - Disseminate knowledge



FIPSE GRANT OVERVIEW

- Problem: “problem of enactment” & “problem of complexity”
- Proposed solution: Create a faculty residency in partner training academies (AUSL) and partnering turnaround schools (AUSL & OSI)
 - Modify individual courses to better align with a practice-based theory of teacher education
 - Support faculty in research reflective of their discipline
 - The ultimate goal, is to translate these experiences into improved teacher education specifically for high need, high poverty schools & improve UTR alignment



PRACTICE BASED THEORY OF TEACHER EDUCATION

- A framework explicitly connects educational theories to school contexts
 - The tighter integration between theory and practice will better prepared teachers who are more likely to overcome the challenges of “enactment” in complex classroom environments and ultimately improve student learning.
- To accomplish this goal, the faculty needs to be embedded into the school contexts
 1. Understand context
 2. Contribute to context (research)
 3. Revise courses to reflect PBTTE



3 RESIDENCIES, 2011-2013

- Faculty Apply for Residencies in Dec.
 - Members: up to 10 per year
 - 8 full time faculty
 - 2 adjuncts
- Advisory Board Selects
- Faculty Residencies span Jan.-Nov.
 - Liaisons place faculty in schools and are “point people” to learn about sites
- Monthly seminars: support research & course redesign
- Course release: 1-6 hours depending on project



FIPSE: WHAT'S HAPPENING NOW

- Entry Stages
- Currently: 5 residents
 - 3 AUSL
 - 2 OSI
- Build knowledge base of PBTTL
- Facilitate translating research projects into action



CHALLENGES & CONCERNS

- Politics of Access
 - Building trust, gaining access
- Impact
 - Beyond one course
 - Foster collective dialogue & action
- Increased collaboration between grant team and school partners to generate a needs assessment prior to RFP
- Degree of change in coursework & instruction