

# **Hybrid Educators and the Simultaneous Renewal of Schools and the Education of Educators**

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By Richard W. Clark, Ann Foster, Corinne Mantle-Bromley, and Associates

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## INSTITUTE FOR EDUCATIONAL INQUIRY

John I. Goodlad and colleagues founded the Institute for Educational Inquiry (IEI) in 1992 as a nonprofit educational organization dedicated to advancing the *Agenda for Education in a Democracy* through the strategy of simultaneous renewal of schooling and the education of educators. The Agenda is grounded in a four-part mission for schooling and teacher education: enculturating the young into a social and political democracy, ensuring access to knowledge for all students, engaging in a nurturing pedagogy, and serving as stewards of schools. The IEI advances this Agenda through research, writing, and leadership training programs for higher education faculty and administrators (education and arts and sciences) and educators in K-12 schools. Over the years, the National Network for Educational Renewal has served primarily as a “proofing ground” for the validity of the Agenda, and the Center for Educational Renewal at the University of Washington has provided a companion resource for research and development unique to nonprofit educational agencies.

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## PREFACE

In September 1985, Kenneth Sirotnik and I, having recently arrived in the state of Washington from California, joined with Roger Soder of Seattle in creating the Center for Educational Renewal (CER) at the University of Washington. We had come off of years of research and development in our respective settings that sharply revealed the difficulty of making other than cosmetic changes in our elementary and secondary schools. This work then carried us into the growing body of literature on educational change, most of which supported our findings and conclusions.

We brought to the CER conference table a remarkable amount of agreement on resistance of the schooling enterprise to fundamental change and the equally stubborn repetition of failed strategies of reform at district, state, and federal levels of policy and practice. We agreed that the prevailing culture of schooling is not one of renewal and that the culture of externally imposed school reform is not supportive of institutional self-making. As a consequence or, perhaps better, a corollary, the development and enforcement of comprehensive school reform mandates serve as a death knell for educational innovation and creativity. This conclusion is supported by a great deal of inquiry beyond what Ken, Roger, and I brought to the table.

The educational community is quick to blame policymakers for this cultural disconnect and its consequences. But I repeat the observation I made above: the prevailing school culture is not one of renewal. Take away the directives of the policymaking subculture of schooling, and you will still be faced with the dogged challenge of designing a guiding mission, determining the educational conditions necessary to its advancement, and effecting strategies of implementation. If the schooling subcultures of policymaking, on one hand, and self-making, on the other, are to coexist and work together for the improvement of schooling, they must make major changes, both separately and together.

Using our limited resources to enter both the policy and the practice arenas for the improvement of schooling appeared not to be a viable option. Because of our previous

experience and research, however, we were well positioned to work constructively with elementary and secondary schools and reasonably so with institutions of higher education. But it was clear to all three of us that we needed more data about the conduct of teacher education by both schools and colleges and particularly the relationships between the two. A major corporate philanthropy had a similar interest, and it proved relatively easy to interest a smaller philanthropy to join in a national study of the teacher education enterprise.

We had collected and examined in the second half of the 1980s a great deal of information about a purposefully representative sample of teacher-preparing settings but had visited only half of them when it became clear that processes of renewal were about as absent in colleges and universities as we had found them to be in elementary and secondary schools. Further, we found there to be little communication, let alone collaboration, among the three subcultures of teacher preparation: departments of the arts and sciences, colleges of education, and the schools providing student teaching experiences for prospective teachers. It became abundantly clear that the settings we studied were preparing teachers and principals for their individual roles in classrooms and schools and not for the continuing teamwork of educational renewal. Our conclusions and recommendations called for what we termed tripartite simultaneous renewal.

We were not alone in this conclusion. It was strongly recommended by the Holmes Group and seen as important by such other newly formed initiatives as Project 30, the Renaissance Group, and the Coalition of Essential Schools.

I will not enter here into the history of what became the National Network for Educational Renewal (NNER), which we put together initially in 1986 with a clutch of ten school-university partnerships scattered across the country. This is well covered in Ken Sirotnik's book, *Renewing Schools & Teacher Education*, published in 2001. This first iteration of ten settings suffered from the lack of the

daunting Agenda for Education in a Democracy that emerged from our work during the first half of the 1990s in an array of publications. The second iteration of the NNER began in the early 1990s with eight settings and has been carefully expanded over the years until, at the time of this writing, there is now a member school-university partnership in about half of our states. Given that the current federal No Child Left Behind Act presents a quite different agenda for both schools and the education of their stewards and accompanying high-stakes accountability for its implementation, the present health and vigor of the NNER emerges as a near miracle. For this, commendation must go to the large corps of positional and emerging leaders who have advanced the Agenda in their respective settings and beyond and deep appreciation to the several philanthropic foundations that provided much of the financial resources for technical support.

Our earlier experiences with the NNER made it abundantly clear that the Agenda for Education in a Democracy, to which all of the settings are committed, is much more complex and demanding of continuous attention than what we have been accustomed to in both reform eras and grassroots educational initiatives over the years. The Agenda sets a moral mission—the public purpose of education in our democratic experiment; a set of organizational, curricular, and instructional conditions necessary to the conduct of this mission; and the strategies necessary to the renewing processes for which it calls.

Our experience with the first iteration of the NNER made it clear to us that the Agenda would languish in its mission without there being in each setting a cadre of positional and emerging leaders having deep understanding of the whole. This realization drove us to the creation of the Institute for Educational Inquiry (IEI) for the purpose of educating cadres of these necessary leaders in all of the settings. We also realized early on that we were calling for commitment to and competence in a new, and in many ways, different role from that occupied by positional leaders carrying out the regularities of schooling and teacher education. It was essential to have leaders willing to forego conventional rewards of positional leadership in order to carry out the merging of differing

subcultures in common purpose. I had come to this conclusion years ago as a staff member of the Atlanta Area Teacher Education Service, which sought to bring together in common purpose six school districts and six institutions of higher education in the state of Georgia. In my recent book, *Romances with Schools* (2004), I refer to the people engaged simultaneously in two or more subcultures of the schooling and teacher education enterprises as *hybrid* educators. There exists today a great shortage of people who are able to perform this complex role comfortably and well. We have been conscious throughout the IEI's provision of leadership seminars of the importance and nature of this hybrid role in their curricula.

Because of our various connections to the Teachers for a New Era (TNE) initiative, launched by the Carnegie Corporation of New York in collaboration with several other foundations, we became aware that the success of that monumental enterprise would depend to a considerable degree on there being committed, competent hybrid educators in each of the eleven teacher-preparing settings now involved. We sought and secured from the Carnegie Corporation a grant sufficient to bring together for conversation here at the Institute a dozen individuals from the NNER with extensive and varied experience in fulfilling the hybrid role. Because of an illness, I was unable to attend and participate in the conference, but in the intervening months, thanks primarily to my colleagues, I have come to realize what a great learning experience this turned out to be for everyone involved. One of my colleagues carried to a TNE meeting held in San Francisco a report of what transpired here over a period of several days.

Just as effecting the role of the hybrid educator is a work in progress, so has been the work of writing this paper. For a time, there were two papers in progress: one primarily on the conference held in Seattle with the NNER hybrid educators and the other on the meeting with TNE representatives and the report made to them in San Francisco. Clearly, the concept of the hybrid educator and the complex process of implementing the role will continue to be a work in progress for quite some time to come.

In considering the format of this paper, there was no doubt that it belongs in our Work

in Progress Series. Many of the people who read it will be in settings for which what follows is relevant. We hope and trust that it also will be challenging and helpful for those who take seriously the need for tripartite collaboration in preparing and supporting educators in our transforming world.

All three of the authors warrant certification as hybrid educators. Their experience in the role has been both varied and extensive. All three are senior associates of the Institute for Educational Inquiry. Corinne Mantle-Bromley is also a research professor and associate director of teacher education at the

University of Washington. Ann Foster is also executive director of the National Network for Educational Renewal. Dick Clark served as chief worrier for drafting and refining the document.

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John I. Goodlad  
President  
May 2005



# HYBRID EDUCATORS<sup>1</sup> AND THE SIMULTANEOUS RENEWAL OF SCHOOLS AND THE EDUCATION OF EDUCATORS

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## **Introduction**

The concept of a hybrid educator discussed in this paper grows out of the work of John I. Goodlad. Over more than a half century, Goodlad has been a national leader in efforts to improve the quality of schooling for America's youths. He contends that this improvement requires the simultaneous renewal of schools and the education of educators. In *Romances with Schools*, Goodlad shares the story of this work. In that book, he uses the term "hybrid" to describe the people who are connecting points for the university and school cultures – the

people who enable simultaneous renewal to occur. He says:

My experience with the culture of higher education was still quite new and limited. My mind stirred few budding hypotheses regarding what needed to be changed in order to better serve the education of educators. It seemed to me to be a little odd for the culture of the university to be so dominant in teacher education when the end goal is the education of boys and girls in elementary and secondary schools. My daily work was bringing me into the logistics and problems of joining two quite different cultures in the work of educating teachers.

I do not think I was aware then of the complexities inherent in this joining. School-university partnerships are today virtually a cliché of educational policy, but

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<sup>1</sup>In various discussions, some have objected to the term "hybrid" as something that sounds too much like an agricultural product or, more recently, a kind of car. The origins of the term as we use it here are identified in the paper as are some alternatives that have been used in other writing. The essence of our discussion is in the functions performed by such an educator, not in the name assigned to the role.

practice falls far short of rhetorical promise, largely because this complexity is so underestimated. Nonetheless, I was giving a lot of thought to my hybrid professional existence and the functioning in these differing cultures that accompanied it. . . .

Recently, I looked up the word *hybrid* in *Webster's Third New International Dictionary*. One definition reads as follows: "having characteristics resulting from the blending of two diverse cultures or traditions." Perhaps, more than I knew, my hybrid experiences were creating for exploration some of the hypotheses that captured the attention of colleagues and me years later (Goodlad 2004, p. 217).

Over the years, others have used different terms to identify people who work in two diverse educational cultures. Some have called them *boundary spanners*; others have identified them as *intermediaries* or *intermediate engineers* (Smith and Goodlad, 1966). However they have been labeled, their role has been described as essential to the success of cross-cultural partnerships. It is essential to recognize from the outset that we are speaking of a hybrid educator as a person (or position) with certain responsibilities, and at the same time, we are speaking of boundary-spanning hybrid behaviors.

On November 5-6, 2004, a group made up of educators, many of whom had had experience as *hybrids*, gathered at the Institute for Educational Inquiry (IEI) in Seattle to reflect on the role. Those present agreed that hybrid educators are people who work across the cultural and organizational boundaries of educational institutions. They are also people who work across segments of those institutions, as, for example, do people who seek to make connections in the work of the arts and sciences and the professional programs of schools, colleges, and departments of education. Details of that meeting will be reported later. However, for our purposes, it is necessary to note here that the group agreed that there are two dimensions that need to be examined in order to understand hybrid educator behavior (see Figure 1).

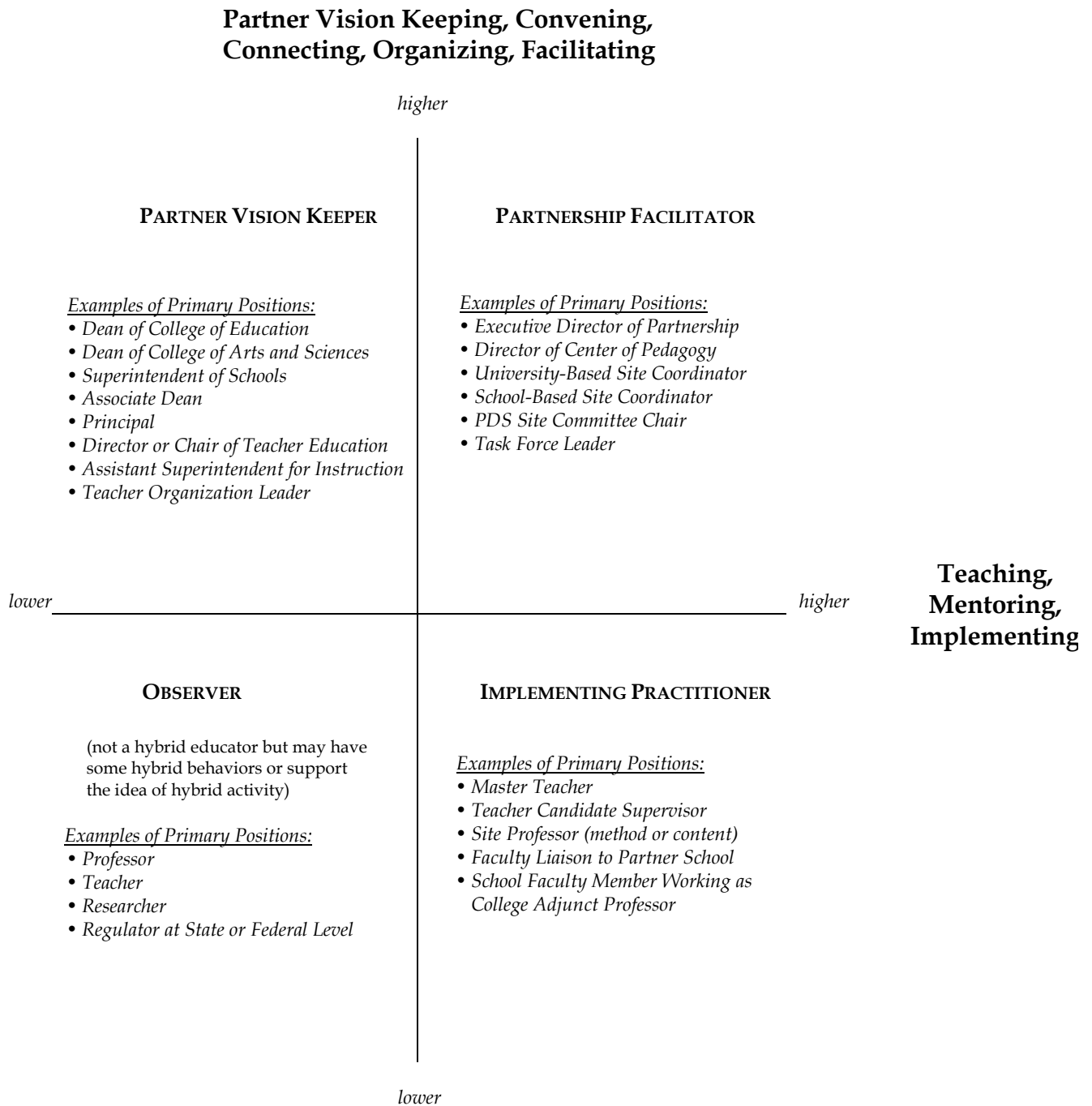
The first dimension (the vertical axis in Figure 1) identifies the extent to which people convene, organize, and facilitate the work, as well as provide leadership for the creation of a vision for the work and a sustaining of that vision. Work in this dimension establishes and maintains the connections among the different cultures. People who are strong in this dimension play an administrative or quasi-administrative role, often in relation to a formalized school-university partnership or to specific partner or professional development schools.

The second dimension (the horizontal axis in Figure 1) includes work that is performed by people with a wide range of primary job responsibilities. Hybrid educator work in this dimension may often, but not exclusively, take place in schools where much of the actual roll-up-your-sleeves work takes place. One aspect of this dimension is the extent to which people work as implementers in at least two cultures on a regular basis. People who are strong in this dimension live the mission and vision set in motion by the people who are strong in the first dimension, and as they live it, they give the often-abstract vision real meaning. Successful performance in this dimension requires that a person understand both cultures and is able to connect the experiences of teacher candidates, teachers, students, and university faculty.

Hybrids in the *Partnership Facilitator* quadrant are directly involved in the partnership and are often the conveners, organizers, and connectors of the partners. The *Partner Vision Keeper* quadrant includes those individuals who contribute to keeping the vision of the partnership but, because of their primary institutional roles, are relatively uninvolved in the day-to-day work of the partnership. Those in the *Observer* quadrant may have some hybrid behavior but are really not hybrid educators. Still, if, for example, they are engaged in research about the partnership, they may make contributions to the work of those who are in the other quadrants. Those whose behaviors fall in the *Implementing Practitioner* quadrant are ultimately the ones that do the work of the partnership. As is the case with those in the *Partnership Facilitator* quadrant, this group often engages in "action research" or inquiry regarding the work of the partnership.

FIGURE 1

## Hybrid Dimensions



The discussion that follows will explore in more detail the various ways in which these two dimensions of hybrid behaviors have been conceptualized and extend the discussion of the study group to consider how various roles play out in the two dimensions.

Before we discuss these complex roles in more detail, we will comment briefly on past reports regarding this multifaceted role. Then we will report on findings from the study session convened in November 2004. Finally, we will provide recommendations for developing and supporting hybrid educators as well as recommendations for further study.

## Lessons from the Past

The context in which we begin our exploration of these dimensions of hybrid educators is the National Network for Educational Renewal (NNER). Founded in 1986 by Goodlad and colleagues, the NNER settings are the “proofing” sites where the findings from the study of schooling (reported in Goodlad’s *A Place Called School*, 1984) and the study of the education of educators (reported in Goodlad’s *Teachers for Our Nation’s Schools*, 1990) are put into action in pursuit of the Agenda for Education in a Democracy. As of May 2005, there are 42 colleges or universities, some 150 school districts, and roughly 750 partner schools across the U.S. and Canada in the network. The settings are partnerships between school districts and universities.

NNER members believe with John Goodlad that there cannot be better schools without better teachers and that obtaining better teachers requires better schools. Members of the network assert that quality schooling for a democracy and quality preparation of educators can best be accomplished by sharing responsibility for the following actions:

- pursuing the Agenda for Education in a Democracy (AED);
- engaging university faculty in the arts and sciences, university faculty in education, and public school faculty as equal partners collectively responsible for the simultaneous renewal of schools

and the education of educators envisioned by the Agenda;

- including partnership settings across the nation—and now internationally—that together represent urban, suburban, and rural communities, ethnically and socioeconomically diverse public school and university students, and a broad range of public and private teacher education institutions of varying sizes and missions;
- inquiring into and conducting research pertinent to educational practices and the renewal of public schools and the education of educators.

For our comments about both dimensions of hybrid educators and hybrid educational behavior, we draw on *Renewing Schools & Teacher Education*, a comprehensive review of the Agenda for Education in a Democracy and the NNER, written by Kenneth Sirotnik (2001); two extensive reviews of the literature on school-university partnerships (Clark 1988 and Clark 1998); several occasional papers issued by the Center for Educational Renewal (CER); and the authors’ experiences with school-university partnerships between 1985 and 2005. Evidence related to the first dimension of hybrid behavior comes from both the literature and observations of these partnerships, while insights regarding the second dimension come more from our observations of the people at work in the partnerships.

For Goodlad, the immediate predecessor to the NNER was the League of Cooperating Schools that he and colleagues initiated while he was dean of the Graduate School of Education at UCLA. A primary goal of that League was the development of intermediaries who could facilitate interaction between the knowledge-producing function of the university and the implementing activity performed in schools. Smith and Goodlad (1966, p. 17) observed that this attention to the first dimension was necessary because:

We have very few “intermediate engineers” who can move back and forth in such a way that they truly serve to bridge the gap between theoretical

conceptualization and practice. Worse, we have very few creative individuals who are committed to action and who have access to laboratories where they can effect their plans (Smith and Goodlad 1966, p. 17).

When creating the NNER, Goodlad established a set of minimum essentials with regard to concept, purpose, agenda, and structure. In dealing with structure, he spoke of the requirements of the first hybrid dimension when he noted that there should be “a modest secretariat composed of an executive director reporting to the governing board [of the partnership], and charged with performing both leadership and management functions; and necessary support services” (Goodlad, 1988a, p. 28).

Lest there be any doubt that this “secretariat” was to include someone who worked in both school and university cultures, Goodlad further suggested that “should any institution volunteer to provide for the executive director, for example, it must be clearly understood that this person reports directly to the governing board in performing partnership functions, not to the institution contributing this resource” (Goodlad, 1988a, p. 28).

Clark’s initial review of the literature confirmed the need for such leadership when he noted that reviews of studies conducted by Seymour Sarason, Sidney Trubowitz, Matthew Miles, and others revealed the critical importance of this aspect of hybrid educators. He concluded, that

In short, it appears that a partnership is much more likely to be successful if it has . . . [a leader] whose ideas and persistence will provoke the kinds of interactions that are necessary to overcome the many obstacles present and secure for the collaboration the benefits that can derive from such arrangements (Clark 1988, p. 59).

Several reviews of the first years of the NNER provide more explicit support for this dimension. Two years into the life of the

network, Goodlad responded to a set of questions regarding progress of the NNER. The following exchange reveals some of the tensions present in the evolving role of the executive director—the secretariat called for in the mission statement for the network:

**Question:** Most of the executive directors of the NNER partnerships hold appointments in either a school district or a university—usually the latter. In some instances, their salaries constitute a university contribution to the partnership’s budget. Can the executive director function with complete impartiality in such an arrangement, especially if he or she seeks to gain tenure in the university?

**Response:** Walking both sides of the road shared by schools, school districts, and the university is no easy matter, at best. It becomes a little easier, I think, when the executive director is employed and paid by the partnership as an entity—as recommended in the mission statement of the NNER. A problem emerges out of the need for the executive director to have security of employment and benefits—something not always available through full-time employment by the partnership. It has been easier so far, apparently, to select or appoint a person affiliated with the university, although this is not the only pattern. I think it is virtually inevitable for such an appointee to be or to become more socialized into the prevailing values of academe than into the values tending to dominate the schools.

The role of the executive director should be approached experimentally and validated, to the degree possible, as a new but necessary one (Goodlad 1988b, pp. 27-28).

Wilson, Clark, and Heckman issued a report in May 1989 in which they made the following observations based on a year-long field study of settings in the NNER:

Preliminary observation of progress suggests that the relationship between

purposeful action and dialogue within a partnership is directly related to the amount of time the executive director devotes to the partnership, the status given the director within the partnership, the skills of the executive director and *the ability of the executive director to understand both the problems of the schools and the universities* [emphasis added]. . . . In those instances where people in partner school districts and the university appear to be only vaguely aware that a partnership exists, it is common to find that the person charged with responsibilities as executive director also has other responsibilities requiring nearly full-time attention, has little prestige with either higher education or school personnel, and/or lacks the organizing and communicating skills needed to energize the partnership (Wilson, Heckman, and Clark 1989, p. 11).

These authors continue noting that the shortcomings in the realization of Goodlad's vision for a "modest secretariat" as it was developing in the NNER may have been created in part by resource problems or by failure of the CER staff assigned to the network to provide the right kind and amount of technical assistance. However, they recommended consideration of the presence of a full-time executive director as a condition of membership in the NNER. This recommendation was echoed several years later in a summary report issued by Goodlad and Soder. Reflecting on data from several field studies of the first five years of the NNER, they said of partnerships that appeared to be functioning well:

There is an executive director appointed jointly by the school districts and the university who has at least a 50 percent time commitment—and, indeed, there appears to be a quantum leap when the executive director is full-time. Also the effectiveness of this executive director appears to be dependent in part on the status of this individual either within the school district or the university or both. This is not something to be turned over to

a graduate assistant (Goodlad and Soder 1992, p. 15).

In his comprehensive retrospective look at the NNER and other work related to the Agenda for Education in a Democracy, Sirotnik (2001, p.179) reiterated the preceding statement by Goodlad and Soder.

The nature of the partnerships has changed over the nearly twenty years of the NNER's existence, reflecting in part an increased emphasis on teacher education and the development of centers of pedagogy as the organizing structures for the work. As the changes have occurred, all signs are that hybrid educators who are strong in this first dimension remain an essential element in the success of settings.

Although efforts were made to suggest appropriate structures and processes for NNER settings at the outset, NNER leaders recognized that cultures and the structures within which cultures thrive are built over time to maintain stability so that members of those cultures can go about their activities without conscious navigation of the unknowns. Change within cultures occurs most often in an ecological way; that is, over time, customs and habits change to accommodate new discoveries or new interpretations of culture mores. And structures—the larger context in which cultures work—change as changes in the available technologies produce higher levels of safety, convenience, and productivity. New ways of managing things are added or adjustments are made to the existing features. Sometimes these are readily accepted, and sometimes they cultivate a period of unease among the members of the culture.

*Change Agents and Pioneers.* With these reminders, we can think of the pioneers who venture into new neighborhoods as the first of their cultural group to do so and thus the first to experience the discomfort, sense of separateness, rejection, and sometimes downright hostility that can accompany being change agents. To be in the midst of new and unfamiliar ways of doing things can make one long for the psychological and emotional safety of old neighborhoods, familiar cultures, places where

one knows the rules and can navigate the streets.

If we apply these concepts to the hybrid educator, it seems that the hybrid—the one who traverses separate cultures—must be nurtured and developed with each iteration of work. Change processes must be attended to on individual and institutional levels and supports put in place to build space for these newcomers and their new roles.

*Caveats.* Culture plays out in how people talk to one another, what is valued, the habits of groups, and the skills that are honored, to name a few examples. Consequently, working across cultures is complicated business. Culture has to do with such varied things as language, use of time, dress codes, celebrations, and the skills and values manifested in the workplace. Culture also encompasses the concepts of community and relationships. Those who would work within and understand the two cultures—schools and universities—must build relationships of trust and respect across the two. While we have looked at the day-to-day lives of the hybrid administrators and educators, we acknowledge that describing the school and university worlds or speaking of the colleges of arts and sciences and the professional schools of education as two cultures may be overly simplistic.

Let us consider some caveats. While we identify two cultures—one of the university and one of the school district—there are, of course, many more specific cultures within each, just as there are different neighborhoods in a city. While there are overarching structures that define universities, within those structures, individual departments and units form working conditions and relationships and establish their academic focus based on the primary mission of their work. Therefore, the way a member of the physics department views work with future teachers and with schools will differ from that of a methods professor in the English department, and both of those will differ from that of an education faculty member whose primary role is the education of educators. Within a secondary school, the departmental lines are drawn nearly as definitively as in institutions of higher education, while elementary schools seldom develop such boundaries. Also, within a school system, the assistant superintendent of schools'

view of the partner work will differ significantly from that of the second grade teacher who works with teacher candidates.

However, the NNER work is based firmly on the principle that members of the various departments within the university and the various elements within school systems play key roles in education, and one of the challenges for hybrid educators in schools and universities is to understand the appropriate roles for each to play.

As he examined the first fifteen years of the NNER experiences, Sirotnik commented on the difficulties experienced in settings as a result of lack of understanding across cultures:

Although it is not surprising, we would wish it be otherwise by now: Culture clash is still alive and well between K-12 schools and higher education and, in higher education, between the schools of education and arts and sciences (Sirotnik 2001, p. 201).

Both university and school structures are bureaucratic, but schools rely on a culture of routine and defined roles while universities have fewer expectations that people perform with supervisory structure or guidance—a condition that many in the policy community object to and therefore one that may be subject to change. In any event, hybrids—the people who work in multiple communities of practice—have to understand the perspectives, expectations, and constraints of each culture, and they must appreciate the differences.

As one observes hybrid work, it becomes apparent that similar roles are performed differently by individuals who come from different cultures. Consider, for example, the role of “site coordinator.” Most P-12 teachers who serve as school-based site coordinators spend most of their time at the school campus engaged in teaching young students, while the university-based site coordinator or liaison may spend a day a week at the school site and have other university-related responsibilities away from the P-12 setting. While both may be displaying mainly the second dimension of hybrid behavior—that is, teaching, mentoring, implementing—their background and day-to-

day responsibilities cause them to approach the work differently.

In the face of differences between the cultures, however necessary the performance on the first dimension of hybrid behavior is, there must also be well-grounded people whose work involves implementing and, in the process, refining the vision of the work if a setting is to be successful. In the sense that Scott Peck describes a community as one in which all are leaders, hybrid educators who are strong in either dimension also become key leaders in the work (Peck 1987, p. 72).

Sirotnik describes leadership programs and other ways in which partnership settings developed a cadre of hybrid educators who have a good understanding of cultures represented by schools and by arts and sciences and college of education faculty in universities. Many of these are people whose positions may emphasize the second dimension; that is, they may be mainly teachers, professors, mentors, or supervisors of teacher candidates, but they need the broader perspective required of a hybrid educator. Sirotnik concludes:

We have learned from our NNER settings that for significant change to occur and dysfunctional practices to be replaced, there must be in each setting committed to renewal a core of leaders sufficiently immersed in its agenda and its nuances to explain and teach it to others (Sirotnik 2001, p. 197).

The need for such leadership led to the creation of the Institute for Educational Inquiry's Leadership Program (Smith and Fenstermacher 1999; Sirotnik 2001) and to variations of that program that have been implemented in settings throughout the NNER. Smith describes the Leadership Program as follows:

[Its purpose is] to empower a cadre of leaders deeply committed to the Agenda who will work to carry out the vision of renewing simultaneously America's schools and the education of educators.

Our rationale for this statement was that leaders from the schools and colleges who immersed themselves in the ideas of the Agenda, inquired deeply into its grounding principles, and developed a common language would maximize their effectiveness as change agents advancing simultaneous renewal. Participants in the Leadership Program would do the following:

- Develop a deeper understanding of the moral dimensions of teaching in a democracy
- Collaborate with P-12 educators, education professors, and arts and sciences professors toward the simultaneous renewal of schools and the education of educators
- Become effective agents of change in their institutions and settings
- Conduct inquiry into the nature of simultaneous renewal in the NNER
- Contribute to the work of simultaneous renewal by serving as presenters, advisers, facilitators, and friendly critics to the [then] sixteen settings of the NNER (Smith 1999, p. 30).

While being a "leader" and being a "hybrid educator" are not identical constructs, those who have completed the leadership programs have obtained some of the necessary knowledge, skills, and attitudes required for hybrid educators. In their settings, they work in roles that potentially permit them to function as hybrids while serving as partner school site coordinators, teacher education department chairs, deans of colleges, principals, superintendents, teacher organization leaders, directors of centers of pedagogy, directors of partnerships, task force leaders, and mentor teachers. As we turn to an examination of the ideas generated by the November 2004 study group, we need to keep in mind that being a strong hybrid educator requires the kinds of knowledge, skills, and attitudes developed in the Leadership Program, and it requires that the educator's primary job responsibilities encourages hybrid behavior.



## Hybrid Educator Study Session

On November 5–6, 2004, with support from the Carnegie Corporation of New York, the Institute for Educational Inquiry convened a group of NNER members who had experience as hybrid educators in some capacity. (See Appendix A for a list of the participants.) In this lively two-day session, these twelve representatives brought to light some important concepts regarding the hybrid educator work. (See Appendix B for the agenda of the meeting.) It is of note that the twelve representatives from throughout the NNER had combined experiences in various stages of hybrid work that conservatively totaled 120 years of expertise. The participants' settings ranged from large consortia of school districts and universities to small partnerships comprising one university and one school. They came from both urban and rural areas. In spite of such differences, the study group came to strong agreement about the roles, responsibilities, and core nature of the work.

Participants agreed that to have strong hybrid educators four things need to be apparent and intentional at the institutional level:

1. A belief that working together will improve the partner schools that are the immediate environments for learning. While these environments are the primary domain of school-based educators, university partners must agree that they too have a role in the education of the current students in partner schools.
2. A belief that working together will improve the education profession for the future. While this task is the primary domain of university educators, school-based partners must agree that they have a role in preparing future educators.
3. An agreed-upon set of principles or purposes that define improvement of partner schools and teacher education and guide the work.

4. An honorable intent to work together, to respect each culture, and to enrich each culture.

Beyond these four, to form lasting partnerships where significant work can be done, another necessity for partner work is a strong foundation, a shared set of beliefs about what makes “better schools” and “better university preparation programs for educators.”

For the NNER, the core beliefs center on the Agenda for Education in a Democracy (AED) that has emerged from years of research and practice. The NNER settings are guided by the same agenda and the strategy of simultaneous renewal of schools and the education of educators. In other words, NNER work is predicated on the principle that improvements can be made in the educational enterprise by working together. The guiding principles within the AED create a shared understanding of the work and a forum for conversations about how to get better at it. Furthermore, within the AED, there are partner school functions and agreements on what differentiates partner schools from other schools.

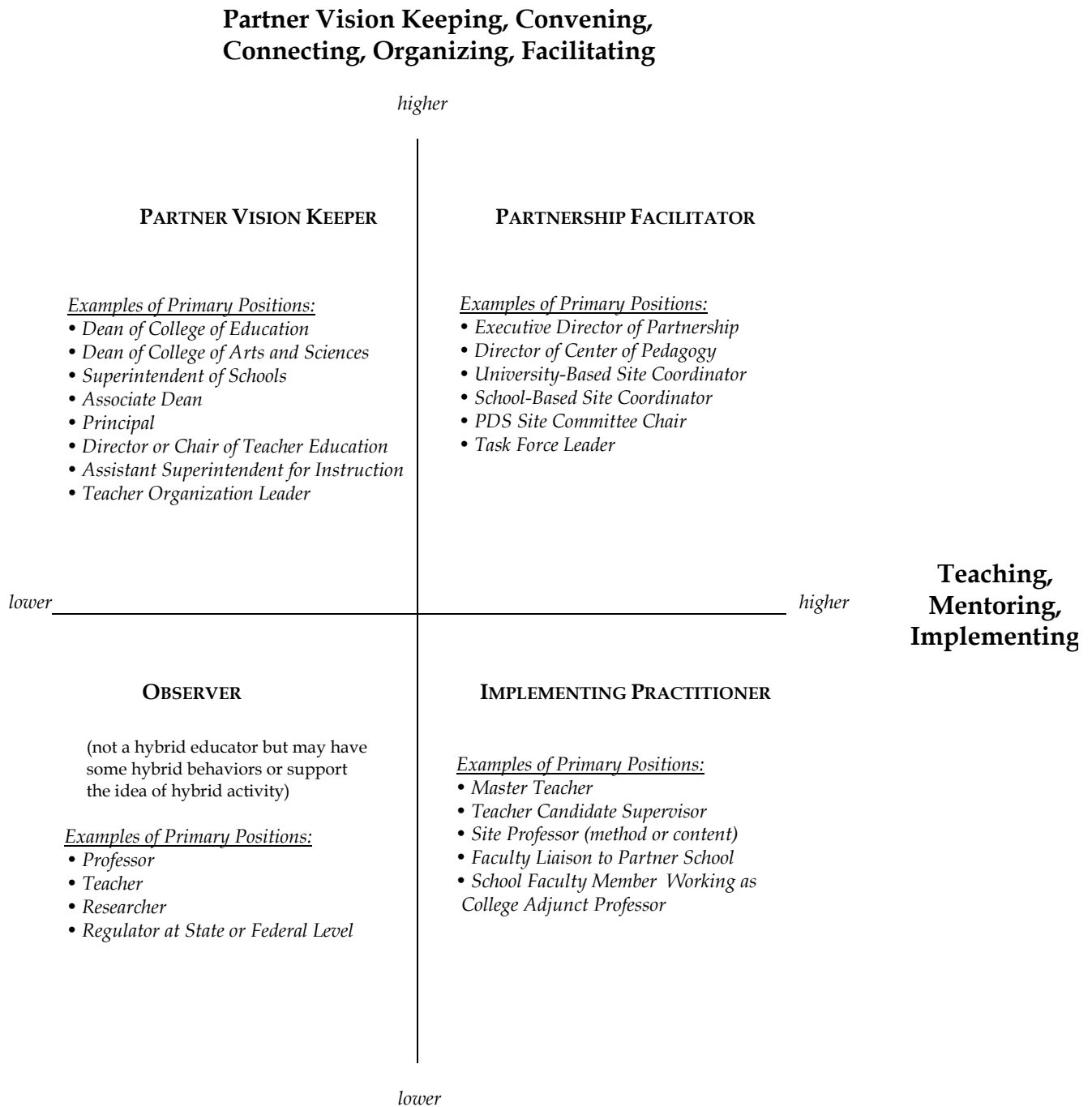
As the group deliberated, participants attempted to devise a specific “job description” for someone working as a hybrid educator. The role about which they generally agreed was the one that would most likely be filled by someone in the Partnership Facilitator quadrant in terms of the two dimensions described earlier in Figure 1 (figure repeated on the next page).

### **Position Description for the Partnership Facilitator Hybrid Educator**

A Partnership Facilitator hybrid educator is responsible for creating and managing physical and philosophical safe spaces between and among the collaborating constituencies and is held accountable to fulfill partnership mission and goals. This hybrid educator is driven by the power of the work, not the power of the position.

FIGURE 1  
(repeated)

## Hybrid Dimensions



### ***Responsibilities:***

- Facilitate and lead (and know when to do each) the simultaneous renewal of teaching and learning;  
Provide leadership to create and maintain equitable participation in and ownership of policy and programmatic decisions;
- Ensure communication and advocacy about the work of the partnership to internal and external groups;
- Align and seek funds for partnership activities;
- Coordinate partner faculty.

### ***Requirements:***

- Experience with and understanding of P-12 and IHE cultures/settings;
- Ability to articulate mission and cultures;
- Evidence of successful leadership experiences;
- Current knowledge of effective teaching and learning research and practice;
- Experience in working effectively within the political/social/economic contexts of the setting (including the state and federal surround);
- Knowledge of the negotiating practices and cultures of the partnering institutions;
- Evidence of experiences with organizational change theory;
- Record of bringing new ideas/thinking to partnership organization;
- Ability to align a platform of beliefs with the partnership mission and filter demands through the lens of the partnership beliefs.

### ***Skills:***

- Work successfully in the contexts of the surround;
- Serve as a coalition-building catalyst and change agent;
- Articulate and model the vision;

- Acknowledge and negotiate multiple histories;
- Manage conflict;
- View the work from a strategic perspective;
- Apply administrative skills such as budget development and financial management;
- Listen well—ask hard questions, listen to the answers, synthesize varying points of view;
- Bring new ideas and thinking to the partnership;
- Get things done.

### ***Dispositions:***

- Intellectual curiosity;
- Positive attitude toward collaborative work;
- Optimism;
- Respect for differing positions;
- An inquiring stance toward issues;
- Persistence;
- Patience.

### **Description for Other Hybrid Educators**

Hybrid educators move in and out of the multiple spaces and bring to those spaces the philosophy of simultaneous renewal and tripartite collaboration. The November study group participants concluded that the varied job responsibilities of hybrids other than the Partnership Facilitator make it inappropriate to devise a single conventional position description for all hybrid roles.

Participants did agree that every hybrid educator is engaged in work that strengthens the progress of more than one community of practice, even though his or her role is primarily in one or the other community. They noted that John Goodlad himself is an example of a hybrid educator. As he recounted in his book, *Romances with Schools*, his primary job was dean of the Graduate School of Education or professor, but at the same time he was working actively and responsibly with K-12 schools and drawing on

his knowledge of both communities to perform his work (Goodlad 2004, pp. 183-330).

Although the group did not explicitly say so, a review of the conversations indicates that they were recognizing that hybrid work is in many ways evidenced by habits of mind rather than performance of a specific role. They clearly saw hybrid behavior as emphasizing a disposition of openness to learning new cultures and to developing relationships. As they discussed their own hybrid work, the language the group used described dispositions or behaviors rather than pigeonholed roles. They described hybrid work using such terms as “generous listener,” “attuned to the context of the surround,” “coalition builder,” “assumes an inquiry stance,” “driven by the power of the work not the position,” “acting for the common good,” “critical friend,” and “ability to engage in relationships that are just and nurturing.”

The group also spent quite a bit of time on the notion that many of these skills can be developed over time with experience in partner or boundary-spanning work with good role models to further reinforce the behavioral idea. This being the case, the extent to which someone has the requisite knowledge of multiple cultures to be a “fully developed” hybrid can be thought of as distributed on a continuum. As one engages in more boundary-spanning experiences, one can become more able as a hybrid educator.

Participants concluded that there were two important characteristics for hybrid educators:

- Commitment to the common agenda or set of values of the organizations across which he or she works, and
- Knowledge and skill in prioritizing work based on that agenda.

Given the presence of these characteristics, to help a person grow, the participants concluded that these hybrid educators require a disposition toward learning and working with ambiguous situations, but many of the skills needed to be successful at this work can be nurtured and developed by the hybrid administrators and others in leadership roles.

These included the hybrid educator’s commitment and ability to:

- Think in terms of and act for the common good;
- Interact in ways that are nurturing, just, and otherwise characteristic of a good critical friend;
- Be action oriented—able and willing to take the initiative (just do it), take risks, work for improvement;
- Exhibit tolerance for ambiguity and be flexible for doing things differently and acting on those assessments.

By definition, many hybrids are critical friends, so it is appropriate to comment further on the study group’s views of the critical friend role. It was seen as one of the least developed traits in the education profession and most crucial to this partner work. Critical friend interactions require the ability to converse about teaching, learning, and cross-institutional work in thoughtful and helpful ways; encourage peer observations and suggestions; and create an environment for more open and honest feedback than is common in the profession. Adding to the difficulties inherent in this level of interaction is the composition of partner school personnel. At schools, for example, critical friends will include university professors, teachers, and teacher candidates, all of whom need to learn from and with one another, take the isolation out of teaching by doing demonstration lessons with peer observations, ask questions about their own teaching, and accept others’ suggestions for improvement. Critical friends groups, school advisory councils, curriculum committees, and other structures may be used to facilitate such activity. Similarly, a critical friends stance needs to be taken toward the work of the partnership itself. Formal and informal groups need to inquire continually into the extent to which the partnership is being successful in pursuit of its agenda, reflect on the roles of various participants in the partnership, and be on the lookout for unintended consequences. Teacher education councils, partnership governance structures, and specially convened task forces may help with these reviews of the partnership.

## Dealing with Sand Traps and Obstacles

As participants in the study group discussed varied challenges that face hybrid educators, they identified a number of things that they labeled as “sand traps and obstacles” that can get in the way of success for the hybrid educator. They also offered suggestions regarding the kind of support that is needed to help overcome these challenges.

The paragraphs that follow identify difficulties and the support actions suggested by the group.

**Culture differences** have been mentioned previously, and it may seem redundant to address them again in this context. However, they are sufficiently significant to warrant mentioning them briefly again. Three such areas are power (how it is viewed and used), reward structures, and calendar issues. Schools and universities view power and control differently. Hierarchy at the university is ubiquitous, and those at the top levels tend to like the privileges bestowed. Schools are more egalitarian, but hierarchy is still very much present. University faculty and some other players perceive that the university is “higher” than schools, and such perceptions are resented by some school partners. Existing power structures must be acknowledged and attended to.

The study group agreed that flattened organizational structures are necessary for partnerships to work well. Each group must be respected for the expertise it brings and must see equity and parity between and among the groups. Shared decision making should be the norm, and there should be opportunities for people from all cultures involved to both learn and plan together. The hybrid educator can help reduce power imbalances by making existing hierarchies transparent, by challenging power structures in appropriate and respectful ways, and by acknowledging others who do so.

**Reward structures** are regularly raised as problematic. Hybrid educators are charged with figuring out what various participants need and then helping to meet those needs. Participants need to know they are valued in many ways. Some policies may need to be changed, but these will often take time and great effort.

Recognition and acknowledgement of good work is very important.

**Calendar issues** are a very real sand trap in school-university partnership work. In order to prepare the best teachers possible, the study group agreed that this is an area that will need creativity and negotiation. The goal needs to be developing a congruence in work calendars for the participating institutions that enables each to accomplish its own work while gaining the most benefit from joint efforts.

Each of the above areas is problematic because of how deeply they are embedded into each institution’s ways of being. If they are not acknowledged and addressed, they will become even more problematic later and can even derail longstanding partnerships over time.

Another challenge is presented by **slippage over time**. Young partnerships often spend great time on creating shared understandings and a common vision for their collaborative work. All partnerships experience turnover of key players. With turnover of personnel (including key leaders from the Partner Vision Keeper quadrant), the mission can easily drift. Work can then happen by chance rather than by intent, and hard-fought changes often begin slipping back to the well-worn ruts of past practice. One approach to this all-too-common problem is to make use of committed current power positions to seek new people who fit the vision. Another approach is to develop a strong and embedded culture that helps to shape new people entering the partnership. Partners should also pay attention to mentoring new people. Whenever the opportunity arises, partners should utilize ongoing opportunities to remind participants of the common mission, to create opportunities for exchange and collaboration.

**External events** often affect partnership work. For example, *The No Child Left Behind* legislation has, in many ways, created daunting challenges for school-university partnerships. Fiscal appropriations can impact the work. While there are instances when partners need to battle against outside interference, there are also times when one must defer to realities and work within them. The study group agreed that it is important to build common understandings of the events to ensure that actions from one partner support rather than make more difficult

the realities of the other. Data that the partnership can provide often help to convince stakeholders that the partnership is contributing to rather than distracting from the externally driven priorities.

**Resistance to change** will almost always be present in a partnership, frequently for very solid, historical reasons. Those who have experienced failed partnerships will bring skepticism. Those who are satisfied with conditions as they are will work for stasis. For various reasons, some will hide from the work and others will work to undermine the efforts. Each of these roadblocks to change needs to be analyzed and understood. Good data, research, and documentation will help to lessen skepticism; multiple points of entry and engagement will allow those who are uncomfortable to enter the work at their level of comfort. Engagement of school partners and faculty members in the university's arts and sciences departments and college or department of education can be facilitated by grants requiring interdisciplinary support and participation. Hybrid educators need to spend time learning the culture, the reward systems, and the needs of all three of these partners. Increasingly, they must also develop an understanding of the broader community in which the partnership functions.

Three common challenges that fall under the heading of **resources** include the need for sufficient time, sufficient funds, and sufficient rewards for the work. Aggressive fund-raising is often a necessary part of hybrid educators' work. Some changes in time can be achieved with creative use of existing time. Funding, however, is key to released time for professional development and shared planning and implementing of new work. Although reward structures differ across the partners, those rewards that are valued need to be achievable.

**Communication** is critical and problematic. Communication needs to occur across geographical, institutional, and cultural boundaries. Differing language and realities often lead to miscommunication, and miscommunication often damages relationships. Partners need to take time to agree on common language—even creating a glossary of terms that all agree are respectful and meet the vision of the partnership. Those hybrid educators who

are the primary Partnership Facilitators need to give much of their time to developing effective communication. Communication difficulties need to be publicly acknowledged, and then these facilitators need to over-prepare for communication, building in redundancy to ensure that multiple parties receive information. New technologies such as teleconferences and chat rooms can help to reduce distance and increase the options for good communication.

Partnership work needs to be **evaluated** regularly—assessing the work for adding value to all partners' abilities to prepare excellent teachers and teach all children well. Hybrid educators need to receive feedback on how well they are doing at moving the partnership closer to its vision. Collection of data and evaluation of efforts should be spread throughout all partnership efforts. Partnership participants are too busy with important work to engage in efforts that do not lead to improvement. Partners need to constantly inquire into who is benefiting from their efforts and who is not. Hybrid educators need to take the lead in such inquiry and data analysis if the partnership is to be expected to secure an ongoing renewal of partnership work.

One challenge or sand trap that drew particular attention from the study group was related to involvement by arts and sciences faculty. Previously, we acknowledged the differences in the two overarching cultures of professional education and the arts and sciences that are found within higher education institutions. The study group emphasized that the work that includes arts and sciences colleagues remains challenging. A facilitator hybrid who understands the cultures will find ways to work with arts and sciences colleagues, building on the strengths and needs of the departments rather than trying to convince the arts and sciences colleagues that their role is to support P-12 and teacher education. There are logical connections with schools and with the concepts embedded in the work that are in concert with the priorities of the arts and sciences departments. Grant work with schools is one example. The study of pedagogy related to specific fields of study and calling on the content expertise of arts and sciences scholars to inform the work are yet other examples. Another area in which school, college of

education, and arts and sciences faculty need to share their common interest can be found in the general-education and subject-matter specializations that are the primary responsibility of the arts and sciences faculty. Thinking together about how these arts and sciences experiences can be shaped to most benefit prospective teachers and future students for the arts and sciences faculty is a necessary function that our research and experience suggests does not occur with sufficient frequency or depth in many settings.

## Preliminary Conclusions

Now, backing up a bit, why do we do this work? Why are these connecting points to be established between the worlds of P-12 and higher education? The NNER, using the results of inquiry that eventually became the Agenda for Education in a Democracy, was founded on the understanding that praxis was crucial to the renewal of education. There must be clear connections between theory and practice, and those who develop theory and those who practice in the field must work closely together. They must address the continuous improvement needs that are dictated by societal changes, students bringing different skill sets to the classroom, new government mandates, and changing funding priorities. Too often, the result of such pressures is that schools and universities bend with each wave of change without regard for the core purpose of schools.

Therefore, it is imperative that there be individuals who work to connect people in the field with people who inquire into practice so that they can address the pragmatic needs of groups of students without forgetting the overarching purpose of schools—to promote the social and political democracy in which we live. All this said, for hybrid educators to work effectively and for schools and universities to partner well, there has to be a shared purpose that is agreed upon by key leaders in each system and that holds the partner work together. Without such underpinning, the partner work would not sustain itself over time nor would it have a compass to remind the partners if they are adrift.

**From the experiences of the past twenty years in the NNER and from the advice provided by the school, college of education, and arts and sciences educators gathered for the special session in November 2004, it is apparent that those who seek to advance the quality of teacher preparation or to renew schooling in this country need to recognize that help is required from hybrid educators. Institutions of higher education are in for a big disappointment if they believe they can strengthen teacher education without individuals who have full-time hybrid responsibility as Partnership Facilitators. Schools and universities that seek to improve teacher education while improving the schools in which these teachers will work can only do so if they have hybrid educators who are strong in hybrid behavior. Although we need to learn much more about the roles that these hybrid educators play and how they can be developed and supported, there can be no doubt about the importance of their contribution to the work. Without them, success is unlikely.**

Appendix C provides a summary of indicators of success that should be useful for groups looking to establish hybrid positions or to assess the effectiveness of existing positions. This summary grows out of the overall experience of the NNER as well as the deliberations of the Seattle study session.

As a final observation, we note that one of our most important basic learnings from the November study session in Seattle was to make no assumptions about others' perspectives. Rather, we learned that we need to have candid conversations where talented people dedicated to this work come together for strong and honest dialogue in which they share their experiences and their reactions to each others' views regarding the work. We have found that the strongest and longest lasting bridges that connect these cultures are built through ongoing conversation where everyone practices being a "generous listener."

## What Next?

The following suggestions are offered for future actions concerning hybrid educators.

### ***Develop Hybrid Educators***

A primary need is to create a program deliberately aimed at preparing hybrids. Traditional academic programs do not prepare people for these roles. The descriptions of hybrid roles shared in this paper could serve as the profiles around which a leadership program is developed for prospective hybrids.

Such leadership programs need substantial financial support from institutions of higher education and schools if hybrids are to be available in the future, but they also need support from private foundations—the traditional sources of support for innovation in the educational arena.

### ***Develop Recognition/Reward Systems for Hybrid Educators***

The NNER should provide an award recognizing individuals for hybrid work using the criteria reported here. Other national groups with similar goals should consider a similar award.

### ***Establish Peer Review Process for Hybrid Work***

Recognizing the difficulty of obtaining recognition of hybrid work as indicative of scholarly pursuit during tenure and promotion deliberations, the group suggested establishing a process for peer review of such work. They proposed developing a format for documenting and assessing hybrid work that is parallel to peer review in journals. The University of Colorado (Denver) has pioneered work regarding such reviews (Ginsberg and Rhodes, 2002).

### ***Provide Support to Hybrids***

Those engaged as hybrid educators should conduct a session at the NNER annual conference for people who have similar roles. Similar sessions could be created at meetings of organizations such as AACTE and ASCD.

Another approach to supporting hybrids would be to circulate and edit stories or analytical pieces written by hybrid educators with support from IEI scholars. The November study group gave strong support to compiling “day-in-the-life” narratives that, when aggregated, would provide a comprehensive picture of the specific work done by hybrid educators.

Support should also come in the form of providing financial resources. It may be helpful to conduct a study that would demonstrate the contributions the work of hybrid educators make to the learning of prospective teachers and P-12 students.

Finally, steps need to be taken to build stronger support from union leaders for this role. The career ladder work in Denver may offer a model that would be helpful.

### ***Conduct Additional Inquiry regarding Hybrid Educators and Related Matters***

There are seven areas of study using the strategy of bringing knowledgeable people together as was done for the November 2004 meeting that may be helpful. The study sessions could examine the following topics and then share information by publishing the findings:

1. What are the roles and responsibilities of program and partnership directors (facilitators)?
2. How do P-12 educators function as hybrids?
3. How do arts and sciences faculty function as hybrids?
4. How do faculty from schools/colleges/departments of education function as hybrids?
5. What organizational structures are most conducive to work by hybrids?
6. What are the costs of teacher education at different institutions? Particularly, the group should examine teacher education from a social justice perspective. Do poor blue-collar students enroll in under-funded teacher education programs while better-funded colleges and programs provide education for more privileged students?
7. What are the costs of partnerships and how do such costs affect the work of hybrids?

The IEI staff, including the authors of this paper, will use the information presented here and other notes from the November 2004 meeting to prepare additional publications to share with NNER and Teachers for a New Era institutions and other interested parties.



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## APPENDIX A

### HYBRID EDUCATOR SESSION PARTICIPANTS

#### Facilitators

Name	Contact Information
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Dick Clark	
Stephen Goodlad	
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## APPENDIX B

### Hybrid Educator Meeting at the Institute for Educational Inquiry (IEI) November 4-6, 2004

#### Lodging with:

*Silver Cloud Inn*

*1150 Fairview Avenue North.*

*Seattle, WA 91809*

*206-447-9500*

*Confirm Reservations at: 1-800-330-5812*

#### Meetings to be held at:

*Institute for Educational Inquiry (IEI)*

*124 East Edgar Street*

*Seattle, WA 98102*

*206-325-3010*

## AGENDA

### Thursday, November 4, 2004

- 2:00 p.m. Meet in the hotel lobby for hotel shuttle rides to the IEI.
- 2:15 p.m. Meet with Cori Mantle-Bromley, Stephen Goodlad, and Ann Foster for an introduction to the session and introductions to one another and one another's roles regarding the hybrid educator.
- Cori Mantle-Bromley and Ann Foster will introduce the session with an overview of expectations and an overview of the concept of the hybrid educator. Discuss transfer of data to the IEI.
- 2:30 p.m. Group discussion: What is the core nature of the work in which the hybrid educator engages? Using the information gleaned from your colleagues' responses, as a group, how are we defining the core nature of this work?
- 3:30 p.m. Individual synthesis writing.
- 3:45 p.m. Break
- 4:00 p.m. Group discussion: Given the previous discussion, and colleagues' responses, what are the core requirements for performing this work well?
- 5:00 p.m. Individual synthesis writing. Reflect on the essential dispositions, skills, and relationships necessary to do this work.
- 5:30 p.m. Reception
- 6:00 p.m. Dinner in the main building at the Institute for Educational Inquiry.
- 7:00 p.m. Hotel shuttle rides back to the hotel.

### **Friday, November 5, 2004**

- 6:30 a.m. Please note: the hotel serves a complimentary breakfast.
- 7:30 a.m. Meet in the hotel lobby for shuttle rides to the IEI.
- 8:00 a.m. Group discussion: What gets in the way of filling these requirements well? (Groups of 4) Using the initial thinking from the written responses, build on the thinking to examine structures, systems, policies, mind sets that make the work of the hybrid educator challenging. Record on chart paper.
- 9:15 a.m. Individually review chart paper records and analyze for themes and insights. Take notes on these findings. Take a break.
- 9:45 a.m. Round Robin Report Out
- 10:15 a.m. Whole group discussion: How can our experiences inform one another? What have you learned about dealing with these obstacles, sand traps, etc.? Cori and Ann will take notes.
- 11:30 a.m. What from this conversation is most important for you to remember?
- 12:00 noon Lunch in the main building at the IEI.
- 1:00 p.m. Divide into three groups to do the following in each group:  
1. Develop a job description that includes both job analyses and position requirements.  
2. Develop a configuration that shows the relationships among the major players in the tripartite configuration.
- 3:00 p.m. (break as needed) Jig Saw (four groups of three) Each group develops a composite of the job and its requirements and a configuration showing the relationship among the major players.
- 4:30 p.m. Present the composites.
- 5:00 p.m. Formal session ends for the day. Dinner on your own.

### **Saturday, November 6, 2004**

- 6:30 p.m. Please note: the hotel serves a complimentary breakfast.
- 7:30 a.m. Meet in the hotel lobby for shuttle rides to the IEI.
- 7:45 a.m. Serve as critical friends to provide an outline of what should be said about the hybrid educator role to people who engage in partner school work.
- 9:00 a.m. Suggest additional things to say about our work, its mission, the tripartite players, the difficulties, satisfaction, etc.
- 10:30 a.m. Session end

## APPENDIX C

### Conditions Needed for Success of Hybrid or Connecting Roles for University and School District Collaboration

#### Indicators of Success

School-university initiatives seeking to maximize the effectiveness of hybrid educators can use this list of indicators to help them determine whether they are operating in the most supportive manner.

#### Students

- Decisions about collaborative work are addressed in conjunction with their impact on K-12 and college student learning.
- Public school student achievement benefits from the additional personalized assistance they receive with their study.
- Public school students know why cohorts of preservice teachers are working with them and see them as part of the teaching staff.
- Public school students are asked for feedback on effectiveness of preservice teachers' work.
- Public school students have additional resources and support for their learning from university partners.
- In-service is offered for teachers who are working with preservice teachers to broaden their understanding of and skills related to working with preservice teachers as members of the school community.
- Students (university and public school) have a voice in the partner work.

#### Structural

- Budgets provide sufficient resources to support the work of all partners.
- Grant writing and management includes the partners in the planning, writing, and implementation.
- Governance structures have shared leadership and account for turnover and attrition.
- Governance and advisory structures are used to address current needs, solve problems, and strategize for new possibilities.
- Reward systems at the university and school district recognize the hybrid work.
- Hybrid work is recognized as a necessary part of the mission of both institutions.
- Hybrid roles are in place at various levels within the institutions.

- Input mechanisms are in place where needs, suggestions, ideas, concerns, and new approaches are heard and acted upon by policymakers.
- Courses at the university and school district (including mentor training and professional development) include literature and information that support the partner philosophy and work.
- Qualifications for position openings that relate to the partner work (e.g., principals of partner schools, university faculty who will work with teacher preparation or methods courses, key leaders of both institutions, etc.) include commitment to partner work.

### Cultural

- There is a culture of questioning and inquiry that supports change and welcomes new ideas.
- Preservice teachers are considered part of the school faculty, and there are visible indicators of this for the school community (e.g., name plates on the classroom doors, mail boxes, etc.).
- University and school personnel jointly plan courses and activities for preservice teachers.
- University presence is visible in classrooms, faculty meetings, and schoolwide events.
- School personnel are included in university curriculum planning sessions, and university personnel are included in school curriculum planning processes.
- Reading circles are co-led by university and school personnel (at schools and on campus).
- Critical friends groups are an ongoing part of the work, and they include preservice teachers and university and public school personnel as listeners and leaders.
- Expertise of the various members of the partnership are valued and used; for example, university support for understanding test score data is used by the school, and school media specialists' knowledge of current literature is used by university personnel.

### Interpersonal

- Relationships nurtured by the hybrid work are respectful and collegial.
- The hybrid presence is seen as a valuable resource (at the school and university and among segments of both institutions).
- There is follow-up on ideas and needs. Changes and other action follow dialogue.
- Communication among the various hybrid roles and others whose work intersects with those roles is ongoing and seen as useful and adequate. People feel that they are in the loop.
- Changes made to partner programs are responsive to the identified needs as articulated by those closest to the work. The needs are heard, understood, and addressed.



- ❑ Decisions are made collaboratively with the needs of both institutions (and segments within the institutions) taken into account.

### Changing Institutional Regularities

- ❑ An environment that is conducive to effective hybrid work can be identified by noting the way in which it is changing from the regularities observed in traditional settings. For example, there may be evidence of:
  - Change in student teaching model from assignment to a single teacher to assignment of the teacher candidate to a school as a member of a team leading to work with different groups of students.
  - Arts and sciences faculty working with faculty in schools on curriculum content with assistance from college of education faculty on content pedagogy.
  - School faculty working with university faculty sharing craft-based teaching knowledge.
  - School personnel with job assignments that include work in both K-12 and higher education institutions.
  - University personnel with job assignments that include work in both K-12 and higher education institutions.
  - Critical friends groups that include arts and sciences, college of education, school faculty, and teacher candidates.
  - School and university faculty joining in collaborative inquiry into institutional practices (examining both higher education and K-12).
  - Expanded voice of students (K-12 and higher education) in determining the shape of the curriculum and evaluating educational practice.
  - Expansion of range of methods used to assess student learning.
  - Increased learning outside of the physical space of the institutions using such approaches as service learning, environmental studies, and problem-based learning.
  - Design of pre-education sequence that initiates professional program for prospective teachers while they are in high school.