

# California State University **Northridge**

Carnegie Corporation of New York

## **TEACHERS FOR A NEW ERA**

with additional support from the Annenberg and Ford foundations

---

### **Teachers on Faculty Appointment**

#### **Introduction**

The Teachers for a New Era Initiative (TNE) is guided by three design principles. Principle C describes teaching as a clinical practice profession. In our efforts to develop schools as clinical practice sites for beginning and developing teachers a subcommittee of the Schools as Clinics work group was assigned to develop a working definition of teachers on faculty appointment at California State University, Northridge (CSUN). This report supplements current Academic Personnel Policies and Procedures of CSUN (available at [http://www.csun.edu/~facacct/policies/manuals/section\\_600\\_2003.pdf](http://www.csun.edu/~facacct/policies/manuals/section_600_2003.pdf)).

Our work group began the task of developing a working definition of teachers on faculty appointment by considering the definition proposed by the Carnegie Corporation in the Teachers for a New Era Prospectus, which states:

Outstanding, experienced teachers are skilled clinicians. They can contribute to the education of prospective teachers in formal ways in the higher education setting. Through some appropriate process of selection,

experienced excellent teachers should be recognized as faculty colleagues along with other teacher educators in higher education. (Carnegie Corporation, 2001)

### **Review of the Literature**

A review of the literature conducted in spring and summer 2003 focused on successful teacher-in-residence programs in universities across the United States. For example, each year the Vanderbilt Teacher-in-Residence program in Nashville, Tennessee, brings to the Vanderbilt campus a group of distinguished P-12 educators to participate in university research, teacher education, and program development. The program is designed to overcome such barriers to professional development as lack of time for reflection, experimentation, and sustained learning; inadequate access to knowledge and research; and limited district financial support.

During their year in-residence in the Vanderbilt program, teachers pursue three strands of activity: collaboration with university faculty in research, teaching, and program development; collaboration with school and district colleagues to enhance student learning; and shared inquiry into educational leadership and change. The wisdom of practice that teachers-in-residence bring to campus is crucial to the improvement of research and practice in higher education.

In a similar program in Alabama, classroom teachers are hired for one to two years to participate as faculty in Schools of Education. The longest-running program is at the University of Alabama. Since 1985, teachers have been employed as full-time faculty in elementary education. Applicants for the position must have at least a master's degree, several years of documented successful teaching experience at the elementary level, and letters of recommendation from principals and others who can attest to their teaching ability. Upon selection, the

teachers-in-residence serve for two years with rank of instructor while continuing to receive salary and benefits from their school district.

Other programs in Alabama place teachers-in-residence at school sites, working with university supervisors to supervise and mentor pre-service teachers while student teaching. The initiators of the program expected it to be mutually beneficial to participating university faculty and classroom teachers.

The University of Wisconsin expects its teachers-in-residence to work in three primary areas of teacher recruitment, preparation, and retention. The Teachers in Residence program is part of a five year Title II Partnership Grant: The overarching goal of the grant, entitled "The Milwaukee Partnership Academy for Teacher Quality," is to develop a comprehensive teacher education prototype preparing K-8 teachers for high needs schools in the Milwaukee area. Twenty Teachers in Residence (TIR) from Milwaukee Public Schools (MPS) are on a special assignment to UWM to work with University faculty and staff to achieve this goal.

Some University of Wisconsin teachers-in-residence serve as mentors to provide first-year public school teachers with classroom support. Others are in the School of Education professional block, where they support educational reform efforts in urban committees. Another group works with the School of Letters and Science to support reform efforts in curriculum, English, and political science required for pre-service teachers. A fourth block of teachers-in-residence focuses on the community's diverse culture, and how it relates to prospective teacher education majors. The Cooperative Urban Teacher Education Program employs teachers-in-residence to recruit teachers of color into local schools.

Following the initial review of the literature, Principle C- Team 1 of the TNE Initiative at CSUN also conducted preliminary discussions on what attributes a

teacher-in-residence should have including key components, such as title, role, and responsibilities.

### **Title, Roles, and Responsibilities**

The most common title for a teacher on faculty appointment in the literature is teacher-in-residence. Other titles used are teacher-scholar in residence, master teacher in residence, professor in residence, and clinical teacher.

The most common role for teachers-in-residence occurs when active teachers are hired as full-time university faculty, usually for a period of two years. These teachers teach courses, supervise student teachers, serve on committees, and perform the functions of university faculty, then return to the public schools.

### **Attributes of the Teacher-in-Residence**

When making hiring decisions, universities typically look for these attributes in a teacher-in-residence:

1. At least three years of successful teaching experience and a masters degree
2. Identified by administrators, teachers, and/or university faculty as a teacher of high quality
3. Demonstrates mastery and continued maintenance of content knowledge and pedagogical skills commensurate with state standards and professional standards of excellence
4. Bridges theory and practice in instructional planning and teaching strategies
5. Reflective, collaborative, and collegial in the professional community
6. Uses a variety of learning and teaching styles to accommodate diverse learners

7. Effective partner with professional organizations and educational institutions in the pursuit of activities that expand and integrate programs beneficial to all groups
8. Innovator in use of new educational tools and instructional technology in the classroom
9. Believes in the ability of all students to think, reason, and learn
10. Uses assessment results to inform teaching and learning activities
11. Effectively identifies problems related to curriculum and instruction, especially those related to classroom practice, and generates a range of solutions that connect students, context, and content
12. Provides a safe, welcoming classroom atmosphere in which students participate meaningfully in their own learning
13. Promotes academic achievement in ways that emphasize both personal accomplishment and intellectual engagement
14. Capable of shifting from classroom teaching policies and related activities to University instruction policies and related activities

From the above attributes of teachers-in-residence identified in the literature, we developed an example of specific hiring qualifications for teacher scholars who may serve in residence in the Department of Secondary Education at CSUN. The following hiring qualifications are broken down into required and preferred qualifications.

#### Required

1. Earned MA/MS in field
2. Successful public school teaching experience, three years minimum with diverse students
3. Knowledge of academic content in field and California academic content standards
4. Knowledge of and commitment to culturally diverse, urban schools

Preferred

1. University teaching experience at credential or MA/MS level
2. Student teacher/intern supervision
3. Experience working with university-school partnerships
4. Knowledge of National Board of Professional Teaching Standards
5. Knowledge of teacher preparation standards and goals (CA Standards for the Teaching Profession)

Our selection process could also include an oral interview with the department head and senior faculty members, letters of recommendation from administrators and other professionals, and a teaching demonstration with university teacher candidates.

**Definition of the Teacher-in-Residence**

The teacher-in-residence is a seasoned classroom practitioner who has been identified by school administrators, teachers, and/or university faculty as a teacher of high quality. The teacher-in-residence should have three years of successful teaching experience and a masters degree in education or the major teaching field. Teachers-in-residence are committed to students and their learning; know the subjects they teach and how to teach those subjects to diverse learners; can manage and monitor student learning, reflect on their own practice and learn from experience; and pursue professional growth activities as member of learning communities.

Teachers-in-residence demonstrate mastery and continued maintenance of content knowledge and pedagogical skills commensurate with state standards and professional standards of excellence. They bridge theory and practice in instructional planning and teaching strategies and are reflective, collaborative, and collegial in the professional community. Teachers-in-residence use a variety of learning and teaching styles to accommodate diverse learners and are

innovators in the use of new educational tools and instructional technology in the classroom. They believe in the ability of all students to think, reason, and learn. Teachers-in-residence use assessment results to inform teaching and learning activities. They effectively identify problems related to curriculum and instruction, especially those related to classroom practice, and generate a range of solutions that connect students, context, and content. Teachers-in-residence provide a safe, welcoming classroom atmosphere in which students participate meaningfully in their own learning and promote academic achievement in ways that emphasize both personal accomplishment and intellectual engagement. Teachers-in-residence are effective partners with professional organizations and educational institutions in the pursuit of activities that expand and integrate programs beneficial to all groups. They feel comfortable making the shift from classroom teaching and procedures to university instruction and policies. In their role as university faculty, teachers-in-residence teach courses, supervise student interns as needed, serve on committees, and pursue research interests as time permits. They are mentored by university faculty in their discipline, as they receive guidance on course syllabi, university policies and procedures. When teachers-in-residence return to their K-12 context, they may continue to maintain relationships with the university through projects designed and initiated during the residence years. They may facilitate in-service workshops at their school site related to their teaching and research experiences at the university. Shared inquiry across schools and contexts becomes a tool for professional development and vital connections for university faculty and K-12 teachers-in-residence.

### **Challenges for Teachers-in-Residence**

While teachers-in-residence bring make many contributions to the university and community, they also face challenges. Some teachers-in-residence, on the job for many years with school districts, must accept lower pay at the university level.

Issues about exactly how teachers in residence are paid and by who must be clarified before they are hired.

Teachers-in-residence may feel they are in a no-man's land, not quite university faculty on tenure track and not members of a school faculty for the years they vacate their own school positions. They may experience a credibility gap with university students who see them as borrowed public school teachers, not university faculty. Their positions may not be well-defined or sufficiently narrowed.

Teachers-in-residence have a period of adjustment to university policies and procedures, working with adult university students whose viewpoints and issues differ from public school students. Teachers-in-residence returning to their schools after their university appointments may experience a disconnect between what was valued at the university and the way their school or department operates. They may experience a wariness or professional jealousy from peers who would like a similar position at the university. Teachers-in-residence, after teaching at the university level, may desire a different or more advanced teaching setting from the one they vacated.

### **Bibliography**

Carnegie Corporation (2001). Teachers for a new era: prospectus.  
(available at [http://www.carnegie.org/sub/program/teachers\\_prospectus.html](http://www.carnegie.org/sub/program/teachers_prospectus.html))

Gabella, M.S. (2001). The Vanderbilt teacher-in-residence program.  
(available at <http://www.vanderbilt.edu/partners/residence.html>)

National Board for Professional Teaching Standards (2000). What quality teaching looks like. *The Professional Standards, Vol. 1, No. 1.*

Simpson, F. M. (1997). Professor-in-residence: redefining the work of teacher educators. ERIC No. ED425412.

The University of Alabama Teacher in Residence Program (2003). (available at <http://www.ncrel.org/litweb/pd.univbase.htm>)

The University of Wisconsin Milwaukee Teacher in Residence Program (2003). (available at <http://soe.uwm.edu/tir/tirroles.htm>)

Wichman, J. and Hansen, P. (2001). Teachers in residence at the university of Wisconsin.  
(available at [http://www.uwm.edu/dept/grad\\_sch/publications/researchprofile/vol23no1/tir.html](http://www.uwm.edu/dept/grad_sch/publications/researchprofile/vol23no1/tir.html))