Making the Tacit Explicit:

Teacher Educators' Values and Practices in a Co-Reform Teacher Education Program

By Denise S. Mewborn & Randi N. Stanulis

Recent reform efforts emphasize new structures of collaboration where the form and content of teacher preparation programs are co-constructed by university-based and school-based teacher educators (Darling-Hammond, 1994). According to many scholars, the key to lasting impact in reforms is this shared responsibility between university and school in the preparation of our future teachers (Miller & O'Shea, 1996; Sandholtz & Finan, 1998). Such a co-reform model emphasizes mutual learning and mutual benefits for school and university (Allexsaht-Snider, Deegan, & White, 1995). In order to truly enact this vision of shared leadership and mutual renewal, it is necessary for university teacher educators to articulate the values that influence our co-reform practices. This article describes the values that underlie our co-reform practices and the ways in which these beliefs have been enacted through our practices.

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Examining Our Own Beliefs About Teacher Education

In her research on attitudes and beliefs in learning to teach, Richardson (1996) argues that there are few studies which examine teacher educators' beliefs and practices. Such research, she contends, is necessary as we work toward reform. Wideen, Mayer-Smith, and Moon (1998) echo this point as they contend that the values of teacher educators need to be examined, for they found very few studies that "thoughtfully examined the work of the university education professor within the complex triadic relationship of the beginning teacher, her or his school-based supervisor, and the university supervisor" (p. 169-170).

As we have collaborated during the past three years, we have found that it is our similar beliefs about teacher education that support and challenge each other in the move toward a partnership-based, field-based teacher education program. Within this article we will discuss values that are central to our practice and issues that such beliefs raise as we work closely with teachers in schools. Specifically, we will describe how our work is based on valuing the practical wisdom of teachers and valuing close-to-the school involvement in classroom teaching. We hope to make our ordinarily tacit beliefs about teacher preparation explicit in order to foster dialogue among teacher educators.

Context and Impetus for Change

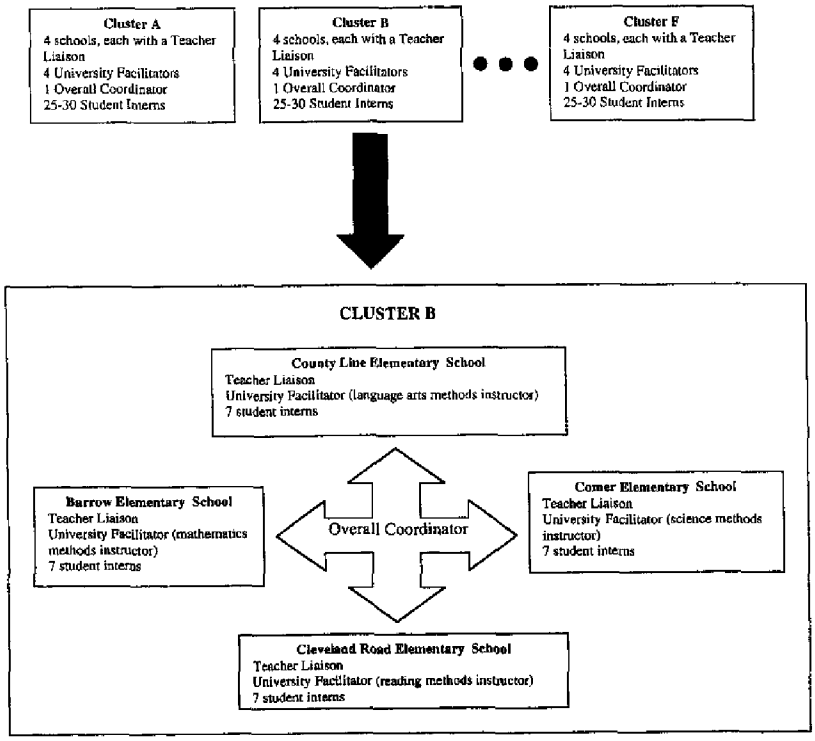
The undergraduate early childhood education teacher preparation program at the University of Georgia prepares students to work in developmentally appropriate ways with children in pre-kindergarten through grade five. The program has been large, graduating 166 students each year, making it difficult to develop and sustain meaningful relationships with teachers in a particular school over time.

In response to mutual interests from classroom teachers and university faculty to collaborate in co-reform partnerships, three small-scale teacher education programs were developed in the early 1990s. Largely because of the success of these small scale initiatives, the Early Childhood Restructuring Team (ERT) was created in 1994 for the purpose of identifying elements of the alternative programs that were essential to establishing long-lasting collaborative relationships with schools and to develop a plan for implementing these elements on a large scale program-wide. The ERT included university faculty, public school teachers and administrators, current students, and recent graduates of the program. Based on the work of the ERT, we have restructured our existing program, reducing student enrollment to graduate 100 students each year. A reduction in numbers was necessary to implement an innovative co-reform program that would provide quality field placements with effective mentors and prepare our students for meeting the diverse needs of children. Such numbers would still provide more teachers than necessary to fill the demand for elementary school teachers in our

state. Within our restructured program we have developed partnership clusters to facilitate relationship-building and school-based participation that we believe is long overdue.

Each partnership cluster consists of a cohort of 25-30 early childhood education majors, four or five elementary schools, and six university faculty who stay together for a period of three semesters. The four-to-five schools are clustered to allow preservice teachers to have field experiences in diverse settings. Each elementary school has a teacher who serves in the role of teacher liaison, providing school-based leadership for the teacher education program by maintaining effective communication and consistency in the program. Each university faculty member serves as a university facilitator for a school, observing student interns as they teach and problem solving with students and teachers about issues that arise. One faculty

Figure 1
Early Childhood Education Partnership Cluster Program



member from the Early Childhood Education Department serves as the overall coordinator for the cluster, working across all schools in the cluster and facilitating communication with student interns, teacher liaisons, and university facilitators. See Figure 1 for a synopsis of the model, and see Figure 2 for a summary of the program features. We piloted this partnership cluster model during the 1996-97 and 1997-98 school years, and we are now in our second year of fully implementing the revised program.

Making the Tacit Explicit

We believe that in order for our co-reform work to be successful we must work to change the false dichotomies that pit university against school and theory against practice. We believe that the wisdom of theory and the wisdom of practice are

Figure 2
Early Childhood Education Partnership Program Summary

The Early Childhood Education Program (Grades PK-5), includes two program strands, the Partnership Program and the Pre-Kindergarten Emphasis Program. The Partnership Program enrolls 75 students per year, and the Pre-K program enrolls 26.

The Partnership Program involves 26 teacher liaisons who attend meetings during the school year and summers. These meetings focus on logistics of the program, substance of field experiences, and professional development in mentoring and content areas. The teacher liaisons receive stipends for each semester of participation. These stipends have been available through external funding, though the School of Teacher Education is committed to supporting future funding.

University Facilitators are content-area faculty who both teach a course within a semester AND supervise students at one partnership school during a four-week full day field experience. The course and supervision are considered the equivalent of one course.

Overall Coordinators are assigned to each cluster of four-to-five schools, four-to-five University Facilitators, and teacher liaisons to support developing relations among the cluster, to organize field placements for the cluster, and to communicate information about the field experience to the student interns. The overall coordinator also teaches a general methods course to students in the cluster. The course and coordination are equivalent to 1.5 courses.

A cohort of 25 students enter a cluster of four schools (two urban/two rural), take classes as a team, and rotate to field experiences in at least two of the four cluster schools throughout the junior and senior year of this four semester program (See Figure 1).

equally important aspects of teacher education when carefully and explicitly fostered. The literature is replete with evidence that preservice teachers place a high value on their experiences in classrooms and their interactions with teachers, sometimes even eschewing what they have learned in university classes in favor of what they are learning during field experiences (Ball, 1988; Britzman, 1986; Cruickshank, 1990; Lampert & Clark, 1990; Lanier & Little, 1986; Zeichner, 1985). University faculty have contributed to this situation by speaking with disdain about current classroom practices in local schools. Similarly, classroom teachers have relegated the knowledge of university faculty to the ivory tower realm, decrying the lack of contemporary school experience of university faculty (Rigden, 1996).

In order to dissolve these artificial boundaries between school and university, we seek what Richardson (1990) called "significant and worthwhile change in teaching practice"—both our own practice and that of classroom teachers. Richardson defines significant change as that which "makes a difference for the students in the classroom" (p. 16) and worthwhile change as that which is "in a direction that *we* value" (p. 16, italics added). For us, the *we* who must value the change includes university faculty and classroom teachers working in tandem. Cochran-Smith (1991a, 1991b) writes about models for university and school partnerships. In the consonance model, educators blend university and field preparation by helping classroom teachers speak the same language as university faculty. It is our belief, similar to Stoddard (1992), that this stance places a higher value on the wisdom of university-based educators. Stoddard asks, "If the university dictates the conceptual frame, is this a collaboration?" (p. 27). We are working hard within our partnership cluster of four schools toward the model that Cochran-Smith (1991b) describes as collaborative resonance, a model that emphasizes collegiality, values knowledge from university and classroom sources, and has a goal of creating dispositions for lifelong work to improve teaching and learning.

Integral to our work in developing an effective teacher preparation program is the belief that teachers and administrators have much to share that will enhance our program. School-based educators can help inform us about the context-specific, daily issues of teaching an ever-changing, diverse population and can speak honestly and with urgency about these issues. Practitioners' rich knowledge base has the potential to help our students understand contexts of teaching and develop sound, theoretically-based content knowledge, strategies, curriculum, and management for children in grades P-5.

Shulman (1987) urged teacher educators to support teachers to make their wisdom explicit, for "the potentially codifiable knowledge base that can be gleaned from the wisdom of practice is extensive. Practitioners simply know a great deal that they have never even tried to articulate" (p. 12). Calderhead (1988) describes teachers' practical knowledge as "readily accessible and applicable to coping with real-life situations, and is largely derived from teachers' own classroom experience" (p. 54). This is not to suggest that teachers' knowledge is not informed by

academic, subject matter, or theoretical knowledge. Rather, it is meant to highlight the unique wisdom that teachers possess that we believe is integral to our students' development as future teachers. We believe that one way in which we can support teachers' development as school-based educators is by helping them share their wisdom of practice in a more structured, explicit manner (Stanulis, 1994, 1995). We believe that it is a critical part of our role to support teachers to take on this role that they are often left on their own to define and enact (Little, 1990). As more schools become involved in formal mentoring programs for new teachers, we need to support teachers to share their experiences in meaningful ways appropriate for the development of new teachers' knowledge.

We try to enact our belief that reciprocity is an integral feature of our interactions in schools, where "both partners are teachers and learners" (Feiman-Nemser & Rosaen, 1997, p. 11). Merely saying that we value the practical wisdom of teachers does not suffice to erase long-standing dichotomies and bring about meaningful collaboration between schools and universities. One way in which we have tried to demonstrate that we value teachers' voices and wisdom is by providing both support and challenge for teachers to become more actively involved in school-based teacher education. Teachers are moving beyond the model of serving as a cooperating teacher for one preservice teacher to taking on roles as school-based teacher educators who interact with all of the preservice teachers placed in that school, a model advocated by Zeichner (1992). Eventually, we hope to move away from the notion of cooperating teachers who are doing the university a favor by hosting student interns to a more dynamic model where classroom teachers are actively mentoring student interns and are seeing themselves as active contributors to the curriculum of our program. In order to achieve this goal, for example, during our Summer 1999 teacher liaison institute we focused discussion on classroom teachers as mentors, introducing the teacher liaisons to current research on mentoring and specific studies of classroom teachers who have examined their roles as mentors (e.g., Graham, Hudson-Ross, Adkins, McWhorter, & Stewart, 1999; Stanulis, 1994; Stanulis & Russell, in press).

Within our partnership cluster of four schools, we have engaged in meaningful interactions with teachers by (1) valuing teachers' wisdom by involving them in decision-making and instruction and (2) co-teaching elementary school with teachers to model reflective practice. Within this article, we will describe the benefits of this kind of involvement in schools and the issues that such participation raises as we work to value both practical and theoretical knowledge of teaching.

Valuing the Practical Wisdom of Teachers

Involving Teachers in Decision-Making

As we worked with teachers and administrators to redesign the structure of the teacher education program, we found that teachers had specific ideas about how to

improve field experiences for student interns, for cooperating teachers, and for children in their classrooms. For example, teachers expressed concern that university faculty often sent student interns into the classroom with a list of required assignments, such as teaching mathematics to a small group of children daily or administering individualized reading inventories to several children. Because a student intern usually had four or five instructors who were assigning such tasks, the intern spent a lot of time outside the classroom and missed opportunities to become an active member of the classroom learning community. The teachers were particularly concerned that when interns pulled small groups of children into the hallway for instruction, they had with no opportunity to get assistance from the teacher during the lesson and no chance to get feedback on the lesson. Teachers also noted that some assignments given by university faculty were incongruous with their classroom norms or curricula and, therefore, placed the teacher in the position of having to alter her practices in order to accommodate the university's requirements. The teachers' concerns were rooted in their desires to provide the best possible learning experience for both the interns and the children in their classrooms.

Working together, teacher liaisons and teacher educators came up with the idea of developing a "menu" of instructional experiences that interns might have during field experiences. First, the teachers generated a list of instructional activities that occurred in their classrooms in which interns could participate. They identified ways interns could become involved immediately with no prior experience (such as listening to children read aloud from books or from their own writing generated during writing workshop) and responsibilities that interns could assume as they gained experience (such as conducting morning calendar time). The list of teacher-generated activities was then shared with university faculty who constructed lists of content-specific instructional tasks that built on university instruction and melded with classroom practice. As a result, interns now go into their field experiences with a menu of possible instructional activities, and they work with their cooperating teachers to negotiate which activities are most appropriate for that particular classroom.

While the menus represent a significant improvement from our previous practice, we still encounter some dilemmas. Some interns (and some cooperating teachers) want to know how many of the instructional tasks they must "accomplish" in order to satisfy the requirements of the field experience. Usually, this question arises from the interns' genuine concerns about the criteria for earning a passing grade in the field experience and their desire to please everyone to whom they are responsible. Occasionally, however, an intern will use the menu as a way of avoiding responsibility in the classroom by claiming that certain tasks are not "required." We have addressed this issue by holding three-way conferences between the cooperating teacher, student intern, and university facilitator within the first week of a field experience. Prior to the conference, the intern and teacher discuss which instructional tasks the intern will assume and when. During the conference, the three parties make sure that the planned activities provide the intern

with opportunities to teach a variety of subject matter in several settings (e.g., individual, small group or whole class) and that the activities are consistent with both the classroom norms and the suggested menu of experiences. The agreed-upon activities and timeline are then recorded in a calendar of responsibility so that all three people have a written record of what has been planned. On the whole, we have been successful in using the menus and calendar to encourage interns to take on a variety of responsibilities in the classroom and to do so in a way that complements rather than disrupts ongoing instruction.

Because of the way we have chosen to handle supervision of field experiences (see Figure 1), university faculty do not see all 25 interns teach in their content area. Thus, in order to hold interns accountable for their work in the field, faculty assign written products to go along with instructional activities. For example, interns are routinely expected to turn in written lesson plans and extensive reflections on the lessons they teach. Some interns have said that they feel burdened by these written assignments because the time required to do the assignment takes time away from planning for subsequent instruction. This is a dilemma that we have not yet resolved.

There are still a few cases where teacher educators and classroom teachers do not see eye-to-eye on what constitutes an appropriate activity for an intern. Some university faculty believe strongly in the value of a particular activity, while some classroom teachers feel the activity is a waste of a child's instructional time and an intern's effort. When such situations arise, the student intern, cooperating teacher, university facilitator, and university faculty member work together to find a solution that is acceptable to everyone. In all cases, the team has been successful in brokering a solution.

We are sensitive to the fact that hosting a student intern is an extra responsibility for a classroom teacher and that the teacher's first obligation is to the instruction of her students. By working with teachers to redesign field experiences to be more compatible with their curricula and instructional practices, we believe we have strengthened the learning experience for interns while at the same time demonstrating respect for teachers' wisdom.

Involving Teachers in Instruction

University faculty and teacher liaisons have co-created a structure to provide opportunities for school-based educators, preservice teachers, and university-based educators to come together to discuss substantive issues that are of mutual concern. The structure is a series of school-based seminars that take place during the time when preservice teachers are in the schools for field experience. Seminars typically occur twice during the four-week period that the preservice teachers are in the school for an early field experience, and three-to-four times during student teaching. All preservice teachers are required to attend the seminars, and the university facilitator also attends. During the seminar, the classroom teachers are the respected authorities, and the preservice teachers and university faculty are the

learners. By preparing to facilitate these sessions, the classroom teachers have opportunities to make aspects of their practical wisdom explicit and to identify the beliefs, knowledge, and attitudes that underlie and support this wisdom.

Seminar topics are selected collectively by student interns, classroom teachers, and the university facilitator in each building. (See Figure 3 for examples of seminar topics that have been used in our program.) Although we strive to balance the needs and interests of all constituents, the desires of one group sometimes must be compromised in order to address the concerns of another. Over time, we have become more adept at negotiating the field of competing agendas, but one of our earliest efforts proved to be a learning experience for us.

A group of teachers proposed a seminar in which they would create stations where preservice teachers could engage in a "make and take" session of making file folder games, bulletin boards, and other classroom decorations. The teachers planned to bring examples of their favorite creations to share with students and to provide materials for the students to use to copy the teachers' activities or design their own. Our preservice teachers probably would have been very happy to participate in such a seminar. We, however, were quite uncomfortable with the idea of using "instructional time" for such a purpose. In retrospect, we realize that we did not handle this situation in a manner consistent with our values. The teachers proposed this seminar during a meeting of teacher liaisons, and no student interns were present. We were responsible for compiling the list of teachers' suggestions

Figure 3
Seminar Topics

School-specific topics	*Topics related to becoming a professional*	*Curriculum and instruction issues*
Inclusion model for special education	Interviewing	Student support teams
Media center resources	Family involvement and communication with parents	Scope and sequence
Foreign language programs	Perspectives from a first-year teacher	Classroom management
Special needs populations within the school	Professional portfolios	Using technology in instruction
Brain-based learning	Standardized testing	Thematic units/ integrated curriculum
Block scheduling	Health and safety issues in a school	Meeting the needs of diverse learners

and including them in the program handbook that is distributed to all teacher liaisons, university facilitators, and overall coordinators. Rather than talk through the potential educational value of such a seminar with the teachers, allowing them to express their ideas about why a make-it-and-take-it seminar would be educationally valuable and expressing our own reservations about the idea, we simply recorded their suggestion, let the moment pass, and then failed to include the suggestion on the final list. As we have reflected on this particular incident, we have realized that the way we handled it accomplished our objective of eliminating the seminar topic, but it was counterproductive to our objective of engaging teachers in meaningful dialogue and true collaboration about teacher education. We have handled subsequent situations differently.

For example, in one school the student interns expressed an interest in hearing teachers talk about classroom management. The teacher liaison and the principal, however, thought that it was more important for the interns to become familiar with the school's "miniature community" program that engaged students in commerce and governance. The principal explained why she thought it was important for the interns to become familiar with the philosophy behind the program, to hear teachers talk about how the program had evolved and how it integrated with their classroom instruction, and to experience the program first-hand so that they could better participate as members of the school community during their field experience. The teacher liaison indicated that classroom management was a topic that could be addressed by individual pairs of cooperating teachers and interns, and the university facilitator assured the interns that it would be addressed in university courses as well. This is not to suggest that the interns' concern for classroom management was trivialized. Rather, there seemed to be other ways of addressing that concern, and the need for the interns to have background in the school community program was more urgent. The interns later reported that they found the seminar on the school community extremely valuable, and they praised the principal's foresight in scheduling the seminar so early in the field experience.

In another school, the teachers wanted to present a seminar on the language arts program that they were using so that the interns would understand the structure and philosophy of the program. However, the interns had already been in the school for over a week when this seminar was proposed, so they had all seen the program in action in their classrooms. Further, some of them were preparing to assume responsibility for language arts instruction the next week, so many of their cooperating teachers had already explained the program to them in some detail. In this case, the teachers agreed that the interns had enough information to function effectively in the instructional program, and another seminar topic was chosen.

When situations arise where there are competing agendas, we want to foster an atmosphere of open communication where we can discuss the potential of each seminar topic for learning about teaching in ways that foster critical and reflective practice. We want to encourage such discussions because we do not want to

engender an environment where teachers and interns are given the illusion of having a voice but we make the final decisions. In particular, we want to avoid situations where teachers are simply speaking our language or merely cooperating with us to prepare novices. We want to move beyond "sharing" or merely exchanging information with teachers to true communication where we are learning from each other and co-constructing goals. Thus, we believe that it is the teacher educators' responsibility to raise questions that invite teachers to articulate their values and goals so that we can develop shared knowledge about the practice of teacher education. Within these interactions, we are learning to find the balance in *learning from others* and *helping others learn.*

We truly want the voice of the teacher to be a unique and proud voice because we know that university faculty and student interns can learn much from their perspectives on what is important in preparing for the role of teacher. However, we do not want teachers to merely share recipes or to talk to the students in ways that imply theirs is the *real* knowledge of teaching. But do we have a right or role in sanctioning the kinds of knowledge that we will acknowledge as wisdom of practice? In essence, we are imposing a stipulation in this freedom of voice, and that tension is a real and troubling one for us as we work to collaborate.

Valuing Close to the School Involvement

Modeling Effective Teaching in the Elementary Classroom

In our role as teacher educators we have placed high value on maintaining current experience in the daily practices of teaching. We regularly teach in elementary school classrooms and use these experiences as vehicles to engage our preservice teachers in the interactive, moment-to-moment decisions that we make as we modify and adjust our curriculum. It is this sort of practical knowledge that we believe is crucial to articulate in order to help students learn to be thoughtful and critical about their own practices. As we make ourselves vulnerable in order to help our students learn, we are modeling the behavior of a reflective practitioner in action.

For example, the second author situated learning about planning in a context-specific teaching experience. While taking a course on planning, strategies and management, the preservice teachers planned a series of lessons on Acid Rain which Randi taught to a class of fourth graders within one of our cluster schools. Randi had observed regularly in the classroom, talking with the teacher and students, observing routines and the teaching of science. She shared this contextual information with the preservice teachers in efforts to help them understand the importance of having information about diverse student needs, the routine of the students, and the rhythm and substance of the science curriculum. Because our preservice teachers are expected to walk into unfamiliar classrooms and soon plan and enact curriculum, Randi wanted them to learn tools for preparing curriculum that is context-specific and developmentally appropriate.

The preservice teachers then worked in groups to plan a series of five lessons, with whole class sharing times in order for each group to see how the content was connecting and building. A science education professor consulted with the class to confirm the age-appropriateness of the lessons. Before Randi actually taught the lessons, the preservice teachers peer taught the lessons within class, once again making connections between concepts and developing sophisticated application of concepts as the lessons progressed. Then, Randi collaborated with the classroom teacher to make necessary modifications to the lessons based on the teacher's intimate knowledge of her pupils and the content. The classroom teacher played an active role in providing critical information about individual learners and about routines of distributing, working with, and collecting science experiment materials. Randi explained these modifications to the preservice teachers so they could learn about the kinds of knowledge necessary to be able to transform a set of plans to a specific setting.

Finally, Randi taught the lessons to the class of fourth graders. The preservice teachers came to see the lesson which they had prepared, taking notes and having a discussion with Randi and the classroom teacher following the lesson. The preservice teachers then wrote reflection papers about their process of learning about planning and management from this experience. After the series of lessons had been taught, we debriefed as a group, and Randi reflected on on-the-spot modifications made to the preservice teachers' lesson plans, trying to make explicit the reflection-in-action (Schön, 1987) so inherent in effective teaching. We believe that by "putting ourselves out there" (Stanulis & Weaver, 1998, p. 139) we are illustrating the importance of critical examination of teaching practice.

As we collaborate with classroom teachers to prepare teachers, we value the important role of the classroom teacher's wisdom of practice. We agree with Carter's (1990) discussion of practical knowledge as emphasizing "the complexities of interactive teaching and teaching-in-action" (p. 299). Furthermore, it is the uncertainty of teaching that is appealing for us to make visible for novices. This planning assignment afforded our preservice teachers with opportunities to really understand what it means to make decisions and modify instruction in the moment. Because someone else taught their lesson plan, the preservice teachers were able to focus on the developing content knowledge of the pupils and student-teacher interactions, rather than focusing on how well they were teaching.

Understanding the Daily Work of Teaching

In addition to the aforementioned reasons for our involvement in schools, we have found that maintaining regular involvement in elementary classrooms gives us renewed appreciation for the daily work of classroom teachers. We also gain a valuable opportunity to enact the kinds of innovative practices we promote in our university courses. As Ball (1992) noted, many teacher educators are preparing preservice teachers to teach in ways that are consistent with current reform efforts in our disciplines, but most of us have not actually tried teaching in these ways

ourselves. Thus, it is important that we model practices that will help preservice teachers see possibilities for integrating theories promoted at the university into classroom practice.

Beyond the benefit derived from seeing integration of theory to practice, we believe it is important for our university students to see different perspectives on teaching in a classroom. The classroom teacher has a much richer perspective on the individual students in the classroom and on the prior learning experiences of that group of students. Thus, the teacher can lend insight into why certain instructional practices resulted in particular outcomes. The teacher educator, in contrast, has a different perspective on the pedagogical practices and content knowledge that are being used in the lesson. When the classroom teacher and teacher educator then come together to analyze the lesson, both have something unique to contribute to the discussion. Both have a responsibility to articulate their knowledge and the application of that knowledge to the particular situation at hand. And both have an obligation to listen to the other in order to create a shared knowledge base.

One of the dilemmas that we face as we teach in elementary classrooms is that we are often trying to serve multiple agendas simultaneously. The agendas include informing our own practice as teacher educators, providing a context to engage multiple preservice teachers in dialogue about teaching, and providing a context to engage a single classroom teacher in considerations about content and pedagogy. Each of these matters requires substantial commitment of time and effort as well as logistical coordination. We struggle to maintain an appropriate balance among these three agendas so that we are not merely using the elementary school classroom as a site for our own and our students' benefit.

Finally, another dilemma we face in sharing our classroom teaching experiences with preservice teachers is that the voice of the classroom teacher is rarely heard first-hand. We often find ourselves in the position of relaying the voice of the classroom teacher to our students because it is not feasible to take the teacher away from her students to meet with our students. We try to maintain integrity in the way that we represent the voice of the teacher, but we recognize that we are adding our own biases to that voice. In particular, because it is our own teaching that is being discussed in these situations we are especially vulnerable to biased interpretations of what has transpired during a lesson.

Toward Uncovering the Next Layer of Tacit Assumptions

In the process of writing this article and trying to make explicit our previously tacit values we have become aware of two additional areas where we need to engage in dialogue about our underlying beliefs. The first area deals with the need for individual and collective professional development for both classroom teachers and university faculty. The second area relates to issues surrounding the redefinition of power relationships among university-based and school-based teacher educators.

We are still working to make our tacit ideas explicit in these two areas; the sections that follow represent our initial forays into this work.

Professional Development for All Teacher Educators

The Report of the National Commission on Teaching & America's Future (1996) emphasizes that teacher preparation programs need to attend to "preparing and supporting cooperating teachers and mentors so that they become excellent teachers of teachers and partners in the teacher education process" (p. 77). We agree with this call for change and recognize that university-based teacher educators have a role to play in helping classroom teachers reconstruct their roles as teacher educators. As noted earlier, classroom teachers are usually left on their own to make sense of this role. We recognize that asking classroom teachers to take on more responsibility and to rethink their roles in preservice teacher education when their primary responsibility is the education of their own students is problematic. We are asking teachers to commit time they do not have, to engage in work that generally is not rewarded in their job, and to journey with us into uncertain territory.

We face similar issues with respect to preparing university-based teacher educators to work in co-reform partnerships. We believe that it is time to turn the professional development mirror around and look seriously at our development as teacher educators. We recognize that we need to attend to our own professional development in the context of co-reform work, and we need to provide supportive structures for our colleagues to engage in this type of professional development. For example, we need opportunities to engage with our colleagues in discussion about why we value work in co-reform and how these values are played out in the day-to-day interactions we have with teachers and student interns. Working with teachers and student interns in co-reform partnerships is demanding work, and it requires careful and constant attention to ensure that relationships that have been laboriously built are not torn asunder by teacher educators who have not yet fully embraced the values underlying co-reform.

We find ourselves struggling with the boundaries between our own professional beliefs and the extent to which we can expect our colleagues to share these ideals and to invest time in reaching these ideals. There is parallel circumstance between classroom teachers and many of our teacher education colleagues: a significant portion of their work and responsibility lies outside the realm of teacher education. For example, many of our colleagues have research programs that do not focus directly on teacher education. Thus, they are devoting their time and energy to their research agendas, and asking them to attend to co-reform work is asking them to commit time they do not have, to engage in work that generally is not rewarded in their job, and to journey with us into uncertain territory. As Szuminski (1993) noted, "We are not a faculty of people whose primary job is teacher education. We are a faculty of people who are doing a whole lot of other things and now we're being asked to revolutionize teacher education" (pp. 95-96).

At present, we have a core of classroom teachers and teacher education faculty who are committed to improving teacher education through dialogue and shared experiences. This core of individuals has given us a safe and supportive place to test our ideas and to expand our knowledge. However, the need for programmatic and systemic reform is tugging at us rather strongly. We believe that what we are doing *is* making a difference in the lives of our teacher education students, in the lives of classroom teachers, and in the lives of the children in those classrooms. Further, we believe that there are aspects of this work that are not idiosyncratic to the individuals involved. Therefore, we feel an obligation to try to extend what we are doing to encompass a broader range of people in our program. (Refer to Figure 1 for an explanation of the size and scope of our program.) Although our long-term goal is to effect systemic change in both the university-based and school-based components of our teacher education program, we recognize that systemic change happens only when individual teachers change (Richardson, 1990). It is often true that "teachers [and we would add, teacher educators], it would seem, change slowly and hesitantly" (Wallace & Louden, 1994, p. 324), largely due to the culture of isolation and autonomy in teaching. Because change is an individual and deeply personal experience, the teachers and teacher educators with whom we work are in different places with respect to their work in teacher education.

The Lure of Equality in University-School Partnerships

Within this article we have described our efforts to involve classroom teachers in teacher education roles. Educators, including Wilkin (1992), believe that this move toward the empowerment of teachers as equal partners in the education of student teachers is long overdue (Stanulis, 1998). But is the lure of equality in roles a seduction that will remain unrealized? Is equality the goal to realize, when, ultimately, ours is the job of preparation of teachers, and theirs is the job of preparing pupils? At the outset of our work we believed, similar to Kerper and Johnston (1997), that if university educators were perceived as having more power and status, this power imbalance would interfere with collaboration. As a result of our experiences and the introspection afforded us in writing this article, we now believe that there is a necessary role difference between teacher educators and classroom teachers because of the unique wisdom of teacher education that we bring, and the unique wisdom of practice that teachers bring. Each partner has a unique knowledge base that can be blended through discourse that is supportive and honest. We need to acknowledge that indeed teacher educators do have knowledge about effective ways of preparing teachers that classroom teachers can learn from in developing their roles as school-based educators. Similarly, we also need to internalize habits of open-mindedness and wholeheartedness (Dewey, 1933) in order to truly respect and welcome the valuable expertise that teachers bring to strengthen teacher preparation.

In efforts to share power with teachers, we have encountered ethical dilemmas

about what counts as knowledge in teacher education. Inevitably, situations such as selecting appropriate seminar topics for our preservice teachers could lead to frustration if we merely believe our role is to give up our power and to abandon our knowledge base. Instead, we have now come to believe that teachers do "not want to be 'given' power; they [want] colleagues, support, and respect" (Kerper & Johnston, 1997, p. 79). By demonstrating respect for classroom teachers' ideas, and by supportively challenging them to think about issues of teacher preparation that we confront in our daily practice, we can work to integrate the wisdom of theory and the wisdom of practice, which is a far more respectful and workable goal than the creation of equal partners in teacher preparation.

Conclusion

The literature on co-reform calls for partnerships between universities and schools that result in mutual empowerment, enrichment, and renewal. We acknowledge that our work thus far falls short of this goal. We have focused most of our energy on improving the teacher education side of our partnership and have enlisted teachers and schools to help us do so. We are in the early stages of nurturing a reciprocal relationship that attends to the needs and concerns of those teachers and schools.

Johnston and Thomas (1997) advocate dialogue in resolving tensions they have faced in collaborative work. They note the importance of putting your convictions on display for all to see so as to create an environment for growth "where you never know exactly what will happen, except that ideas will be shared in a spirit of learning and understandings will develop beyond your individual capacity" (p. 16). In this article we have attempted to put our convictions about co-reform on display so as to foster a dialogue in the teacher education community about these convictions and what they mean for reform in teacher education.

Finally, we summarize the values scrutinized within the forum of this article, and hope that we have generated discussion among the teacher education community about values that influence co-reform practices. Further discussion among teacher educators could spawn from this explicit examination of questions that such beliefs raise in our roles as teacher educators:

- In what ways can we support classroom teachers in making their wisdom of practice explicit for novices?
- How do we balance the input of teachers and university educators in the development of the teacher education curriculum?
- How can we support the development of teachers who "mentor" rather than teachers who merely "cooperate" with the university to prepare teachers?
- In what ways can university colleagues become involved in co-reform work without compromising their own research agenda?
- How can university structures support faculty who work in schools to

model for preservice teachers the complexity of teaching while linking these practices to theoretical principles?

- How can we redefine the relationship we seek with teachers away from a notion of equality toward an ideal of support, respect, input, mutual benefit and communication?

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