



**BALL STATE
UNIVERSITY**

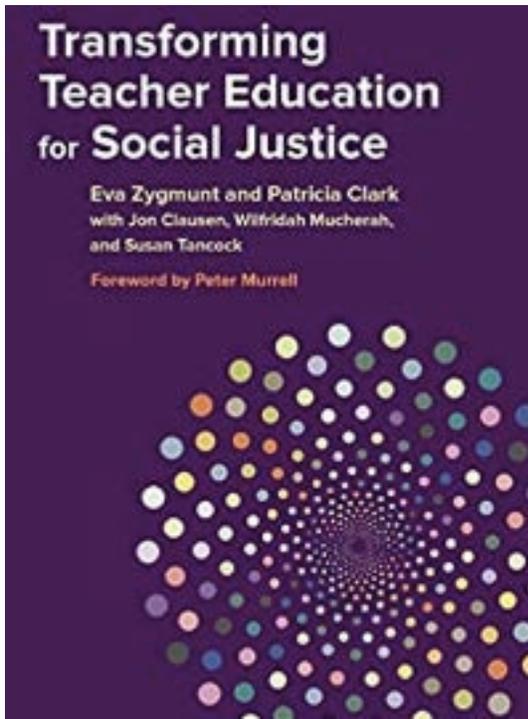


Schools Within the Context of Community

Teacher Education for Equity and Social Justice

2022 Phi Kappa Phi Excellence in Innovation Award Portfolio

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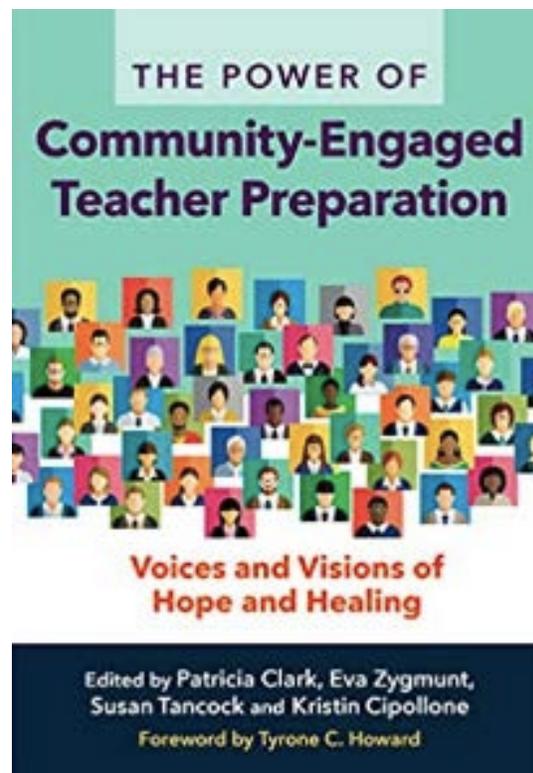
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THE POWER OF

**Community-Engaged
Teacher Preparation**

**Voices and Visions of
Hope and Healing**

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Foreword by Tyrone C. Howard

Introduction

Scholars attribute many factors to the perpetuation of the opportunity gap between low-income and Black and Brown students and their White middle- and upper-class peers, including a discontinuity between home, community, and school. This discontinuity merits particular attention, given that the student population is becoming increasingly racially, culturally, and linguistically diverse, while the teaching force remains overwhelmingly White, middle-class, female, and monolingual. Despite professional standards promoting diversity, multiculturalism, and culturally responsive teaching, many White teachers working with populations of children of color approach their work from a deficit perspective, which can impact their expectations, practice, and adversely compromise student learning. Without authentic experiences with community funds of knowledge and cultural wealth, this orientation is unlikely to be interrupted. As such, providing practical experiences in teacher preparation through which candidates can access this learning becomes all important to their motivation and ability to become culturally responsive teachers.

The Model

"I've worked in this community for 40 years, and I've never seen anything like it."

-Mrs. Mary Dollison, former educator and community activist

Addressing this opportunity, Ball State University's *Schools Within the Context of Community* immersive learning experience – a program with a 12-year history of innovation in teacher education – offers community-engaged teacher preparation as a paradigm through which to prepare socially-just, equity-focused teachers with the capacity to enact pedagogies that are culturally relevant, responsive, and sustaining. Operationalized through candidates'

situated learning in historically marginalized communities, this approach emphasizes the concerted cultivation of collaborative relationships between universities, communities, and schools; the elevation of funds of knowledge and community cultural wealth; and an in-depth analysis of social inequality as essential knowledge for future teachers.



Teacher candidates' coursework situated within the context of the Whately neighborhood

Community-engaged teacher preparation entails situating teacher education in the cultural contexts in which children grow and learn – physically embedding teacher preparation within communities and affording opportunities for context-specific, situated learning. Differentiated from community-based initiatives, which simply occupy a space away from campus, a community-engaged approach works toward the authentic integration of programs of educator preparation in historically marginalized communities. The elevation of funds of knowledge and community cultural wealth are a decisive element of candidates' experience, education, and preparation to be critically conscious, socially-just, and equity-focused community teachers. While the knowledge and capital of universities and schools has been traditionally privileged, historically marginalized communities have typically been perceived in terms of their deficits, instead of the resilience, resistance, and resolve that has informed their struggle for survival in the face of sometimes overwhelming obstacles.

Community funds of knowledge are the skills and knowledge, developed over time, which enable individuals and families to function within a given culture. Knowledge of and appreciation for such funds of knowledge position educators with the capacity to connect the content they are responsible for teaching to children’s lived experience, rendering learning as more authentic, relevant, and engaging. Likewise, components of community cultural wealth represent the tenacity and determination through which obstacles such as systemic racism and classism have been effectively navigated. As opposed to the financial assets that traditionally characterize wealth, these tenets define the capital through which individuals have endeavored to persevere in spite of oppression. The means through which communities preserve faith and keep dreams alive, the ways in which individuals navigate spaces of patent persecution, the strategies through which linguistic traditions are maintained, and the mechanisms through which communities strive for equal rights and collective freedom represent traditions of wealth. As educators come to know and understand communities for the inherent wealth they possess, they can build intentional linkages between the content and pedagogy that inform students’ experience in schools. A steadfast mindset that all communities possess funds of knowledge and cultural wealth, and that it is the responsibility of educators to cultivate the relationships through which such wealth is shared and honored as an essential ingredient of children’s education, forms the basis of community-engaged teacher preparation. Elevating funds of knowledge and community cultural wealth as a critical cognizance for future teachers creates an asset orientation instead of a focus on deficits, and provides future teachers with the opportunity to build upon the strengths that inform the context of children’s lives. With a growing research base to support the benefits of this approach, community-engaged teacher preparation is emerging as an innovative paradigm in the preparation of teachers with the will and skill to advance educational equity,

addressing the opportunity gaps between racially, socio-economically, and linguistically non-dominant and dominant students.

The Implementation

“Since I AM my community, come to me...reach out to me...see me...know me.”

-Mrs. Wilisha Scaife, family advocate

In order to operationalize the theory behind community-engaged teacher preparation, Ball State University’s *Schools Within the Context of Community* program removes pre-service teachers from campus and immerses them in a historically African American community for an entire semester’s coursework. This community-engaged approach introduces and engages future early childhood and elementary school teachers in the complex interplay of factors that influence children’s learning. At the local community center, and under the direction of 6 faculty members, candidates complete 18 credit hours in content related to classroom management, literacy, educational foundations, motivation and assessment, and social studies methods, all of which is integrated in order to provide a seamless experience. Additionally, candidates participate in a practicum placement in an early childhood program or elementary school, spending ten hours per week participating in classroom life and experiencing school culture. They plan and teach lessons under the guidance of a cooperating teacher and participate in additional family engagement activities. At least one day per week, candidates plan and implement enrichment experiences for children in the after-school program at the elementary school.

Each candidate is matched with a community mentor or mentor family who engages the candidate in a process of “facilitated acculturation.” Research demonstrates

the benefit of community mentors as cultural ambassadors, and absent this guidance, candidates are likely to misinterpret experiences, applying their own “cultural map,” which is likely to be inadequate and possibly damaging. Volunteer mentors, many of whom have been acting in this role since the program’s inception, were recruited from neighborhood churches and the local neighborhood council. With their mentors, candidates attend family gatherings, worship services, and community meetings and events, gaining additional perspective and experience with children’s lives outside of school and garnering insight into the values of families within the community. The inclusion of mentor families in our model was conceived by members of the local neighborhood council as a means to welcome candidates and impart essential knowledge about children’s lived experience. Mentor families are positioned as essential members of our team of teacher educators.



Teacher candidates participate in community mobilization alongside neighborhood residents.

Throughout the semester, candidates also participate in critical service learning alongside their mentors and members of the neighborhood community council. This model provides the vehicle through which the typical “outside-in” view of a community can be transformed. Differentiated from more traditional models of university service learning characterized by “doing for,” and which tends to favor those

who serve over those being served, candidates participate *with* and *alongside* residents in programs and projects integral to community revitalization *identified by* members of the neighborhood. Critical service learning provides an opportunity to position candidates as co-agents of social change. Reflection on this participation within the frames of race, power, and privilege provides additional opportunities for significant and meaningful learning.

Through the various components of the *Schools Within the Context of Community* experience, candidates have the opportunity to demonstrate what they know and can do, but above and beyond theory and practice, through candidates' daily experience in the program, they are demonstrating their emerging dispositions – dispositions that impact their ability to successfully navigate the complexities of becoming a community-engaged, culturally responsive, critically conscious, equity-focused, and socially-just future teacher. The demonstration of these dispositions positions them well for success in student teaching and beyond, as they set about the venture of making educational equity a reality for all children.

The Impact

“I came into this experience thinking I was going to ‘save’ children and families. What I never expected, and what I’ve come to realize, is that ‘they’ saved ‘me.’

-Teacher Candidate

The *Schools Within the Context of Community Program* and its related research has resulted in 44 refereed national presentations, 21 refereed manuscripts, two books, and over 5 million dollars in grant funding to support neighborhood children and community mobilization efforts. Additionally, the program has received ten national

awards, including the 2019 Thomas Ehrlich Civically Engaged Faculty Award from Campus Compact, the 2018 C. Peter Magrath Community Engaged Scholarship Award from the Association of Public Land Grant Universities, the 2016 Christa McAuliffe Award for Excellence in Teacher Education from the American Association of State Colleges and Universities, and the 2016 Outstanding Book Award from the American Association of Colleges for Teacher Education (see Appendix for complete list of national awards.)



Program faculty and community colleagues accept the 2018 American Public Land Grant Universities C. Peter Magrath Award.

Over the last twelve years, our collaboration has resulted in the preparation of 250 culturally responsive, equity-focused future teachers – nearly 70% of whom are now teaching in culturally, ethnically, linguistically and socio-economically diverse classrooms throughout the state, country, and world. In partnership, we have also accomplished tremendous community mobilization projects including fundraising for the restoration of a historic neighborhood chapel, the development of a neighborhood civil rights museum (including an augmented reality oral history feature), the development of free little libraries in the neighborhood, and the securing of a large grant (IDOE 21st Century Community Learning Center Fund) for the MuncieP3 after

school and summer complementary learning for neighborhood children – a program now in its 11th year. Throughout the history of the program, academic achievement has significantly improved for all children, and students participating in the extended day program are outperforming their peers throughout the state on measures of literacy acquisition – a program focus.

Throughout the semester, opportunities for intentional and critical reflection are carefully interwoven into candidates' experience, allowing for the accommodation of new learning into their existing schema. Undertaken personally and collectively, this reflection engages candidates in states of disequilibrium through which they effectively deconstruct prior learning and rebuild a new lens through which to consider the constructs of teaching and learning and their personal stance in effecting change.

Reflective pedagogies employed throughout the semester include dialogue journaling, group "courageous conversation," the development of a personal cognitive mind map, Photovoice, and the construction of a personal manifesto through which to commit to operationalizing their future learning. Taken together, these various opportunities to critically reflect on their learning move candidates toward the development of a critical consciousness, which is integral to their capacity to be culturally responsive, community-engaged future teachers.

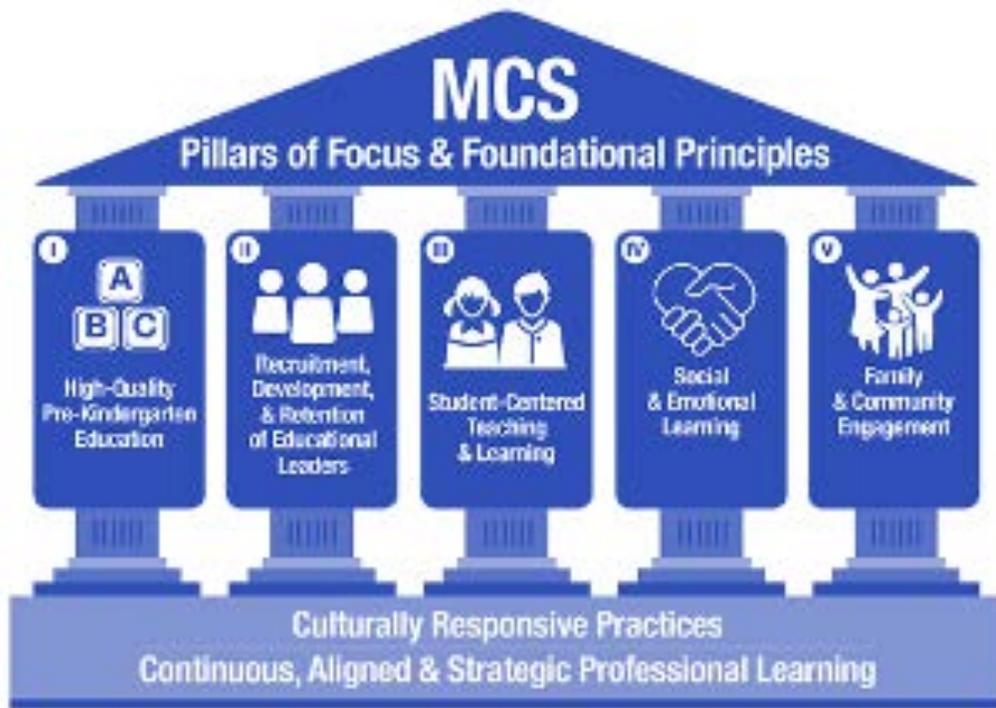
The variety of data obtained through candidate reflection is carefully considered by program faculty, who gather weekly to reflect on candidate experiences and carefully construct the next week's integrated, interdisciplinary experience, thereby personalizing the curriculum within the context of candidates' interaction with the content and the community in which it is directly applied. In doing so, faculty are modeling for candidates a process through which to maximize the extent to which their learning is relevant and engaging.

Through its record of scholarship and subsequent national recognition, the *Schools Within the Context of Community* program has made a significant contribution to and impact on the field of educator preparation. Recognizing our model as a compelling and justifiable direction for the field, teacher educators have traveled both nationally and internationally to shadow our program of community-engaged teacher preparation in order to learn from our efforts how to more authentically embed their own programs of preparation in the communities in which their respective universities are situated. In 2013, we organized our inaugural Summer Institute on Community-Engaged Teacher Preparation, and until the COVID-19 global pandemic, we have hosted an Institute annually.

In order to further our impact, in 2015, the *Schools Within the Context of Community* faculty launched the Alliance for Community-Engaged Teacher Preparation – a research hub, innovative teacher preparation space, and national teacher education training site that provides research, consultation, and training to universities, schools, and communities who seek to develop or refine their programs of educator preparation. The Alliance is a home for culturally responsive, community-engaged teacher preparation – a place where knowledge is constructed, curated, and communicated. With a current membership of 44 institutions of higher education, the Alliance has connected a network of scholars who are committed to community engagement in their work and who are moving the field along a more socially-just, equity-focused path.

In July 2018, Ball State University and Muncie Community Schools embarked on a historic partnership to transform the city’s public school district into a national model for innovative, holistic, education that nurtures all students’ potential. This bold act made Ball State the first university in the nation to oversee a public school district, setting a new precedent for the role higher education can have in transforming preK-12

education. Informed in part by the success of the *Schools Within the Context of Community* program, this initiative privileges family and community engagement as an operational pillar and culturally responsive practices as a foundational principle of the district’s newly created academic innovation plan. We look forward to the evolution of this partnership and its potential as a new paradigm in public education reform.



Muncie Community Schools’ Academic Innovation Plan Blueprint

Curricular Example

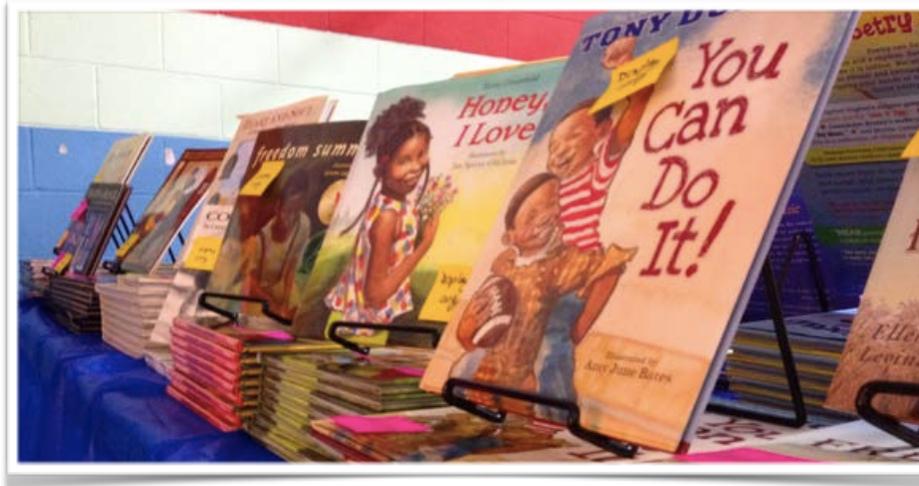
Critical Service Learning, Culturally Responsive Children's Literature, and "Books Like Me"

Candidates were excited to learn that there would be a Scholastic Book Fair at the elementary school where they were completing their practicum experience. Many of our candidates have fond memories of such book fairs and recall their excitement as children perusing the collection and being able to purchase a book of their own choosing. This year, however, when they visited the fair with their classrooms of children, their enthusiasm quickly turned to alarm when they discerned that of the nearly 250 books for sale on the shelves, only three included images of African American children - the majority demographic of children at the school. This encounter initiated a project through which to address the void of culturally relevant children's literature and increase children's access to "books like me."

Under the guidance of program faculty, teacher candidates began their work by researching databases and lists of high quality African American children's literature. Having done this important groundwork, candidates and faculty then set out to privilege the wisdom and expertise of members of the neighborhood in "vetting" the collection of books by organizing an event through which representatives from the neighborhood community council, members of local churches, parents, and recognized community elders could view and interact with the collection of books and "select" those which they felt represented community values and priorities in the education of children. The event would then culminate with the identification of a "community-identified canon" of African American children's literature. Twenty-one books were selected, and, with grant funding from the university, faculty were able to purchase the full set of books for educational venues throughout the community.

This project has informed the development of many additional initiatives that have been co-constructed through our university/school/community collaborative relative to increasing access to culturally responsive children's literature in the neighborhood - all of which provide important opportunities for our candidates to reflect on issues of race, power, and privilege. From the organization of "alternative" book fairs where families can purchase these books, to the development of a website with culturally responsive curricula

matched to each of the titles, the event incited numerous literacy-related initiatives. A network of neighborhood free little libraries stocked with culturally relevant children's literature has resulted from our partnerships, and we were delighted to engage candidates and the classroom teachers with whom they work in a grant-funded project to redesign classroom libraries, including the provision of a richly diverse selection of children's literature.

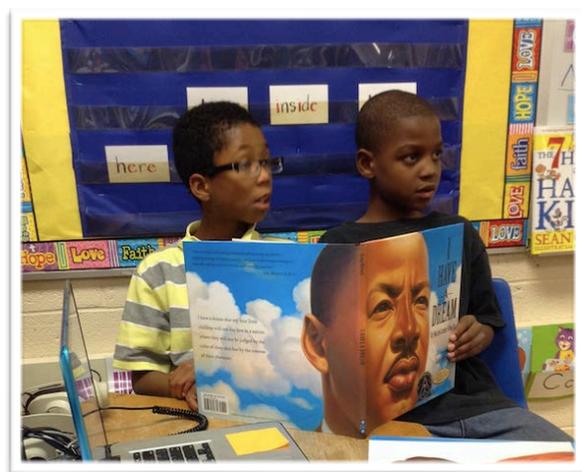


Inclusive Book Fair hosted by teacher candidates at the community center

As candidates participate in this learning, they not only learn about injustice, but more importantly, develop the agency to take action against the inequities that continue to manifest, compromising children's access and opportunity.



Community members identify books for neighborhood children.



Children read books selected for them by members of the community.

Curricular Example

Critical Service Learning and **Historic Shaffer Chapel**

Another opportunity for critical service learning with candidates has taken place over a period of years within the context of a relationship with a local African Methodist Episcopal (AME) chapel, situated in the heart of the neighborhood in which we work and on the Indiana Register of Historic Places, due to its affiliation with the last documented lynching in the northern states. In August of 1930, following the lynching of two African American men on the courthouse square in Marion, Indiana, Shaffer Chapel Pastor J.E. Johnson braved the wrath of a mob to bring the bodies back to Muncie so they could be prepared for Christian burial. When he returned to Muncie, rumors began to circulate that a White mob had formed in the downtown and was threatening to come to the mortuary for the bodies and drag them through the streets. The neighborhood responded, in an act of unprecedented community mobilization, and using Shaffer as a command post - held an all-night vigil in order to protect the bodies, successfully warding off the threat of Klan upheaval. Reverend Johnson was then able to return the bodies to the young men's families in Marion for burial.

Eighty years later, with the chapel front steps crumbling, the community again mobilized, identifying the church as a space that informed the identity of the neighborhood as a place where people come together and make right from wrong. In need of significant restoration, the neighborhood council began a campaign to "save" Shaffer Chapel and invited our participation. Alongside congregation members, community mentors, and other neighborhood residents, candidates and faculty participated in a significant fundraising initiative, collectively researching the history of the chapel, preparing and delivering public presentations to local and regional philanthropic organizations, and creating and hosting a website through which donations could be made. Together with the local community council, we were able collectively to raise \$77,000 in order to replace the front steps of the Chapel, install a handicapped accessible ramp, and complete landscaping necessary to protect the foundation of the structure.



Groundbreaking ceremony and restoration at Historic Shaffer Chapel

The chapel project became a multi-phased endeavor, presenting an opportunity to engage over the course of multiple semesters. Following a community-wide “renovation celebration” to showcase the impact of fundraising, members of the neighborhood began an important dialogue regarding the chapel as a symbol of civil rights. Neighbors brainstormed means through which to enshrine the story of the lynching and the countless other stories that have informed the path toward civil rights and social justice in the neighborhood and broader community. An emphasis on keeping these stories alive led to the next phase of the project, which involved co-creating a museum to showcase this history. Working in concert with the chapel congregation, their mentors, and members of the community council, candidates and faculty hosted community history days where residents shared family photos and artifacts for display in the museum. These interactions gave candidates a direct and authentic connection to stories of neighborhood persistence, perseverance, and resilience.

Throughout the semester, candidates constructed a timeline of neighborhood and community civil rights history, told through family photos and stories of struggle. Examples of stories included the integration of the public pool, as well as the integration of the factory workforce in Muncie - both spearheaded by prominent African American men, one for whom the community center is named and one who was a former pastor at Shaffer Chapel. Furthering the opportunity to privilege residents’ voices in sharing history, another semester’s iteration of this project included the incorporation of an augmented reality feature. Tablets can be used to access QR codes on the timeline that trigger audio and video of community members retelling the stories.



Museum exhibits at Historic Shaffer Chapel

The museum is now a point of pride for the neighborhood and city, attracting regular visitors and groups of school children. It additionally houses an impressive collection of adult and children's civil rights literature which is available for loan by the museum. The museum documents our community's ongoing efforts to achieve social justice. It is a testament to how far we have come and a reminder of how far we have to go. Showcasing both triumph and setback, the space compels us to continue the struggle.



3rd grade students visit Historic Shaffer Chapel to learn about community acts of mobilization for social justice.

Links to Select Books and Manuscripts

(Click on Title of Book or Manuscript to View)

Clark, P., Zygmunt, E., Tancock, S., & Cipollone, C. (Eds.) (2021). [The power of community-engaged teacher preparation: Voices and visions of hope and healing](#). Teachers College Press.

Zygmunt, E., & Clark, P. (2016). [Transforming teacher education for social justice](#). Teachers College Press.

Cipollone, K., Zygmunt, E., Scaife, W., & Scaife, R. (2021). [Let's create the table: Reengaging democracy through radical reciprocity](#). *Teachers College Record*.

Zygmunt, E., Cipollone, K., Tancock, S., & Clark, P. (2018). [Community-engaged teacher preparation](#). In J. Lampert (Ed.), *Oxford encyclopedia of global perspectives on teacher education*. Oxford University Press.

Zygmunt, E., Cipollone, K., Tancock, S., Clark, P., Clausen, J., & Mucherah, M. (2018). [Loving out loud: Community mentors, teacher candidates, and transformative learning through a pedagogy of care and connection](#). *Journal of Teacher Education*, 69(2), 127-139.

Cipollone, K., Zygmunt, E., & Tancock, S. (2018). ["A paradigm of possibility:" Community mentors and teacher preparation](#). *Policy Futures in Education*, 16(6), 709-728.

Tancock, S., Zygmunt, E., Clark, P., Clausen, J., & Mucherah, W. (2017). [Fostering culturally relevant children's literature knowledge with a community-engaged literacy event](#). *The Reading Professor*, 39(1), 20-26.

Clark, P., Zygmunt, E., & Howard, T. (2016). [Why race and culture matter in schools, and why we need to get this right: A conversation with Dr. Tyrone Howard](#). *The Teacher Educator*, 51, 268-276.

Links to Select Awards

(Click on Name of Award to View)

[Gerald Bepko Faculty Community Engagement Grant Award](#) (2019). Indiana Commission for Higher Education.

[Thomas Ehrlich Civically Engaged Faculty Award](#) (2018). Campus Compact.

[C. Peter Magrath Community Engaged Scholarship Award](#) (2018). Association of Public Land Grant Universities.

[W. K. Kellogg North Central Community Engagement Scholarship Award](#) (2018). Association of Public Land Grant Universities.

[Christa McAuliffe Award for Excellence in Teacher Education](#) (2016). American Association of State Colleges and Universities.

[Multicultural Education and Diversity Award](#) (2016). American Association of Colleges for Teacher Education.

[Outstanding Book Award](#) (2016). *Transforming Teacher Education for Social Justice*, (Zygmunt & Clark. American Association of Colleges for Teacher Education.

[Division K Award for Innovations in Research on Diversity in Teacher Education](#) (2016). American Educational Research Association.

[Award for Exemplary Culturally Responsive Teacher Preparation](#) (2012). American Association of Colleges for Teacher Education / Southern Poverty Law Center.

Program Videos

(Click on Name of Video to View)



*Schools Within the Context of
Community Introduction*



*Schools Within the Context of
Community 2018 Short*



Books Like Me



MuncieP3



I Am My Community

MuncieP3

Promise, Partnership, Potential

The mission of the MuncieP3 project is to ensure that all children are proficient in reading by Grade 3. This after school and summer enrichment program is based on community-identified need and begins with students the summer before kindergarten and follows them until 3rd grade. The “P3,” which originally stood for “preschool to 3rd grade” has transformed into program precepts that include **promise, partnership, and potential**. The program **promises** families that, with their active **partnership**, their children’s full **potential** will be realized. Since its inception in 2010, the program has been funded by a 21st Century Community Learning Center grant from the Indiana Department of Education, as well as generous gifts from the Ball Brothers Foundation and Heart of Indiana United Way.



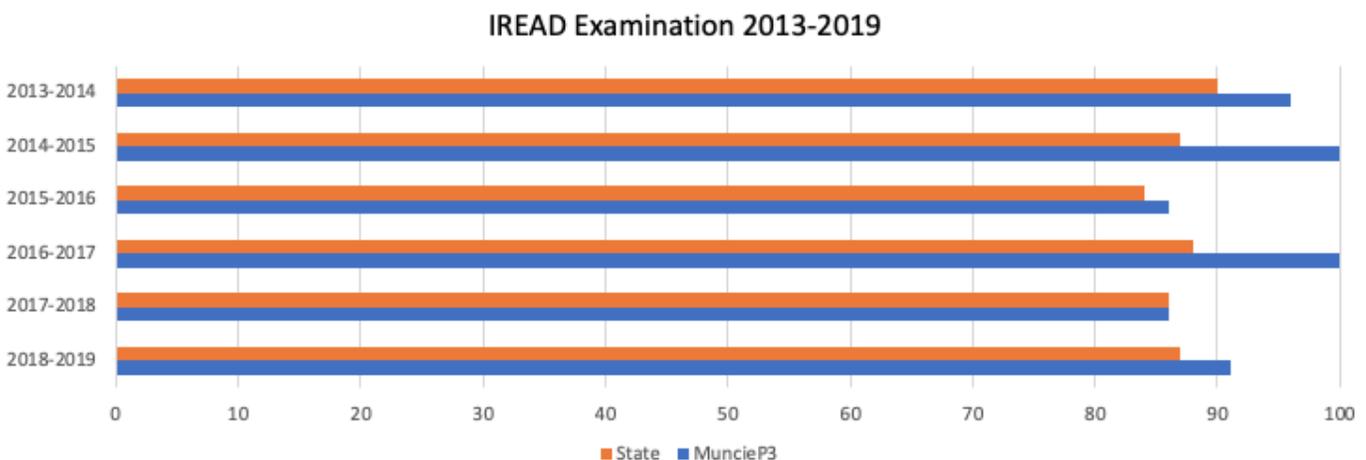
MuncieP3 children participate in after school academic enrichment experiences.

Program participants, known as “Emerging Scholars,” meet at Longfellow Elementary School in grade-level cohorts Monday - Friday from 2:30 - 5:30. During this time and over the course of the school year, they develop into a close-knit community of friends and have opportunities to participate in recreational activities, Daily Five literacy centers (during which they actively explore concepts about print, phonemic awareness, phonics, fluency, vocabulary, and comprehension), and enrichment activities such as learning Spanish, karate, music, and dance. Working actively with families and the larger community, the program privileges experiences that are culturally responsive and community sustaining. The program also works collaboratively with school-day teachers (several of whom are teachers in the MuncieP3 program) to complement, not duplicate, experiences within the school day. In addition to its after school component, the MuncieP3 program also provides a summer enrichment program

for K-3 students to ease the transition to kindergarten, maintain connection with children and families outside the traditional school year, and combat summer learning loss.

Authentic partnership with the families of Emerging Scholars is at the heart of the program philosophy and practice. Program staff operate with the understanding that the program is merely one stop on families' educational path and that they are privileged to be a part of the journey. At enrollment, family members articulate the hopes and dreams they have for their children - aspirations which are honored and toward which we strive throughout the years we share together. At the beginning of each after school session, all Emerging Scholars gather together and recite the program pledge which begins, "I commit myself to a dream..." The program mantra, "dream, believe, achieve," informs the vision the program holds for the future of its scholars; one that is being realized. From 2013 -2019 Emerging Scholars achieved at or above the state average each year on the IREAD literacy assessment.

After the first cohort of MuncieP3 Emerging Scholars graduated in 2013, families identified a desire to continue after school enrichment. With a generous grant from the George and Frances Ball Foundation, the program launched Longfellow XSTREAM (science, technology, reading, engineering, arts, and math) to further complement the school day curriculum. With additional grants from the Community Foundation of Muncie and Delaware County, and additional support from the Indiana Department of Education, the XSTREAM program has continued to evolve since its inception, igniting an interest in the STEM disciplines among its 4th and 5th grade participants. The first cohort of MuncieP3 Emerging Scholars are now juniors in high school. Many of their early friendships have remained intact, and a longitudinal study is underway to explore not only the academic, but the social and emotional outcomes of the program for both children and their families.



2013-2019 MuncieP3 student IREAD scores compared to state-wide peers



Participants at the Ball State Summer Institute on Community-Engaged Teacher Preparation

Mission

The Alliance for Community-Engaged Teacher Preparation is a research hub, innovative teacher preparation space, and national teacher education training site, which provides research, consultation, and training to universities, schools, and communities who seek to develop or refine their programs of teacher preparation. The Alliance is a home for culturally responsive, community-engaged teacher preparation - a place where knowledge is constructed, curated, and communicated.

Menu of Professional Development

The Alliance is a national training site that offers customizable experiences for universities, schools, and community partners who seek to better prepare community-engaged teachers who can implement culturally relevant instruction in order to address the opportunity gap and improve educational equity for children.

Summer Institute on Community-Engaged Teacher Preparation

Designed specifically for university faculty and their community partners, the Alliance's Summer Institute is a three-day professional development experience that provides an entrée into community-engaged teacher preparation. During the Institute, participants learn the essential components of a community-engaged teacher preparation model, visit and dialogue with community partners and teacher candidates, and explore ways in which teacher preparation programs can more effectively and authentically prepare candidates for an increasingly diverse society. Integral to the Summer Institute are opportunities to adapt the model to other neighborhoods and communities.



Community colleagues share their wisdom and expertise with participants at Ball State's Summer Institute on Community-Engaged Teacher Preparation.

Customizable "Boot Camp"

Members of the Alliance craft a customized, on the ground experience for teams interested in transforming their programs of teacher preparation to be more authentically engaged in the communities in which they are situated. We host teams of scholars, administrators, and community partners, showcasing the specific components of our model. Opportunities for

intimate and personally relevant dialogue and professional development with faculty, teacher candidates, and community partners provide teams the time and space to conceptualize a model that will live and breathe in their own institution and community locale.

Personalized Site Visits/Consultation

Members of the Alliance travel to other institutions of higher education and provide consultation to their programs of preparation, contributing experience with research, pedagogy, and community-engagement. Personalized site visits can include professional development for larger groups of faculty and visioning sessions for faculty, school personnel, and potential community partners.

National Partners



- | | | |
|---|---|--|
| 1. University of California, Los Angeles | 11. Texas A&M University-Commerce | 19. Georgia Southern University |
| 2. Sam Houston State University | 12. The Citadel | 20. National Louis University |
| 3. North Carolina A&T State University | 13. University of Wisconsin-Madison | 21. Huntsville Independent School District |
| 4. Towson University | 14. University of Wisconsin-Milwaukee | 22. Miami (Oh.) University |
| 5. Stetser Elementary School | 15. Peaslee Neighborhood Center | 23. Greater Auburn-Gresham Development Corporation |
| 6. Anderson Community Schools Corporation | 16. University of North Carolina-Charlotte | 24. Stephen F. Austin State University |
| 7. Ball State University | 17. Eastern Michigan University | 25. Commerce Independent School District |
| 8. Illinois State University | 18. Indiana University-Purdue University Fort Wayne | 26. Grand Canyon University |
| 9. Davenport University | | 27. Mount Mercy University |
| 10. Widener University | | 28. University of Central Missouri |

