Chapter 7
Professional Learning in Hybrid Spaces:
A University-School-Community Partnership

Ye He
University of North Carolina at Greensboro, USA

Dawn Bagwell
https://orcid.org/0000-0001-5752-7303
University of North Carolina at Greensboro, USA

ABSTRACT

To support teacher professional learning and bridge the theory-practice divide, university-school partnership has been included as one of the key elements in teacher education. Such partnerships provide opportunities to create hybrid spaces where teacher educators, administrators, pre-service teachers, in-service teachers, families, and communities share learning and development opportunities through ongoing reflections, adaptations, and inquiries. In this chapter, the authors describe the theoretical foundation and specific practices in a university-school-community partnership preparing teachers for multilingual learners. Professional learning opportunities in the hybrid spaces are detailed, and boundary-crossing engagement is discussed. Based on the partnership experiences, the authors also discussed the transformative potential of partnerships in teacher preparation to promote the development of asset-based multilingual and multicultural learning among educators, students, and communities.

INTRODUCTION

There has been an increasing number of multilingual learners in U.S. K-12 classrooms. However, both pre-service teachers and in-service teachers continue to report not being well-prepared to support these learners and work with their families (Calderón et al., 2011; Cervone, 2010; Hiatt & Fairbairn, 2018; Hutchinson & Hadjioannou, 2011). Even though there are research and guidelines detailing the aspects

of teacher readiness for multilingual learners (e.g., Lucas & Villegas, 2012; TESOL International Association, 2015), the gap between theory and teacher professional practices remains one of the most persistent challenges in teacher education (Cochran-Smith, 2004; Darling-Hammond et al., 2005; Darling-Hammond, 2006; Southgate et al., 2013).

To support teacher professional learning and bridge the theory-practice divide, university-school partnership has been included as one of the key elements in teacher education since the 1980s (Council for the Accreditation of Educator Preparation [CAEP], 2015). Such partnerships are complex and require ongoing communications and layered collaborations across all partners (Lemon et al., 2015; Lillejord & Børte, 2016). Zeichner (2010) introduced the third space concept (Bhabha, 1994) to teacher education to describe the potential of creating less hierarchical spaces to support teacher development through partnerships among universities, schools, and communities. According to Zeichner (2010), first-space teacher education programs focus on university-based teaching ideologies that are separated from K-12 school policies and practices. In second-space programs, pre-service teachers assume the responsibilities to negotiate the theory-practice divide. In programs that embrace the third space concept, teacher educators, administrators, pre-service teachers, in-service teachers, families, and communities work together in less hierarchical hybrid spaces. In these hybrid spaces, all stakeholders share learning and development opportunities through ongoing reflections, adaptations, and inquiries (Beck, 2020; Zeichner, 2010).

In the last decade, such hybrid spaces have been recognized, adopted, and studied in a wide range of teacher education programs. In their recent scoping review focusing on studies that examine the hybrid professional learning spaces in initial teacher education programs, Daza et al. (2021) highlighted how teacher educators, administrators, and teachers in these studies adopt hybrid roles and negotiate their identities in these spaces and recognized the challenges to sustain meaningful partnerships with participants' changing roles and identities. These studies also revealed the transformative potential of such partnerships to interrupt the re-production of inequities in teacher education (Souto-Manning & Martell, 2019) and to cultivate the pedagogy of becoming (Klein et al., 2016).

MAIN FOCUS OF THE CHAPTER

In this chapter, we describe a university-school-community partnership including both pre-service and in-service teacher preparation components designed to support teachers working with multilingual learners and their families. Situated in the hybrid space, this partnership leverages strengths-based interactions among multilingual students, families, in-service teachers, pre-service teachers, and teacher educators to generate and promote horizontal forms of knowledge for teacher preparation (Zeichner, 2012; Zeichner & Payne, 2013).

As experienced teachers and teacher educators working with multilingual students and families, we worked together to supervise pre-service teacher candidates in a graduate-level Teaching English to Speakers of Other Languages (TESOL) program and to facilitate an in-service teacher online professional development (PD) program over the last three years. Striving to foster professional learning opportunities in teacher preparation hybrid spaces, we engaged in a self-initiated and self-focused collaborative inquiry to reframe our thinking, reflect on our practices, and aim at improved teacher education practices that may lead to transformative impact on teacher development (LaBoskey, 2004; Samaras, 2011).

Specifically, in this chapter, we:

- highlight the theoretical underpinnings and specific practices of the partnership;
- describe professional learning opportunities in hybrid spaces;
- discuss boundary-crossing engagement in hybrid spaces; and
- provide implications to create and sustain hybrid spaces and to explore the transformative potential of partnerships in teacher preparation.

A UNIVERSITY-SCHOOL-COMMUNITY PARTNERSHIP

Theoretical Foundations of the Partnership

The partnership we focus on in this chapter supports pre-service teacher preparation, in-service teacher PD, and various family and community engagement efforts through a TESOL teacher preparation program. The partnership leverages strengths and assets from educators, students, and families with different cultural and linguistic backgrounds (González et al., 2005; Yosso, 2005); promotes culturally and linguistically responsive practices (Gay, 2010, 2013; Ladson-Billings, 2014; Paris, 2012); and follows the principles of research practice partnerships (Penuel & Coburn, 2013) to engage stakeholders in boundary crossing learning opportunities (Akkerman & Bakker, 2011). In this section, we provide a brief overview regarding the integration of these key concepts that guided the establishment and evolvement of the partnership.

First, we adopt the strengths-based mindset in the TESOL program that values the funds of knowledge from the rich, lived experiences of multilingual learners and their families as well as the experiential and institutional knowledge of our state and local educational partners (González et al., 2005). The intentional recognition of competencies and knowledge that may not be traditionally legitimized in education and teacher education settings "facilitates a systematic and powerful way to represent communities in terms of the resources, the wherewithal they do possess, and a way to harness these resources for classroom teaching" (González & Moll, 2002, p. 625). We value community cultural wealth that students, families, and educators bring and recognize the assets among linguistically diverse communities through teacher preparation efforts (He et al., 2017; Solórzano & Yosso, 2001; Yosso, 2005; Zoch & He, 2020).

Further, to prepare educators working with multilingual students and their families, we promote culturally and linguistically responsive practices (CLRP) in the TESOL program (Gay, 2013; Ladson-Billings, 2014; Paris, 2012). These practices reflect the affirming perspective that focus on the articulation of strengths and assets as identified by examining learners' past positive experiences; encouragement of hope and optimism for the future; and development of emotional satisfaction with the present (He, 2009). Through the integration of CLRP, teachers cultivate inclusive environments by bridging students' cultural knowledge and assets to academic skills and concepts; engaging students in critical reflection about their lives; supporting students' learning and appreciation of their own and others' cultures; and promoting social justice in education (Aronson & Laughter, 2016). Additionally, CLRP emphasizes instructional practices that leverage linguistic assets through educators' appreciation for language diversity, predisposition to advocate for ELs, and their development of sociolinguistic consciousness (Lucas & Villegas, 2013). In the TESOL program, these CLRP practices are intentionally modeled and integrated throughout the curriculum across pre-service and in-service teacher preparation programming. For example, to recognize and legitimize the use of learners' full range of linguistic repertoires, heteroglossic language ideology and the debates regarding translanguaging practices are introduced, discussed, and

modeled through teacher preparation coursework and PD discussions (Daniel et al., 2019; García, 2009; García, et al., 2017). The discussions and collaborative inquiries into translanguaging practices within and beyond classrooms empowered educators to explore alternative literacy practices rather than adhere to the socially and politically defined boundaries (Flores, 2019; Otheguy et al., 2015). In the partnership described throughout this chapter, we capitalized on opportunities that engage educators in reflections on their language ideology, surface beliefs that guide their instructional decision-making, and empower them to explore ways to support learners' academic growth and overall well-being beyond "just good teaching" (de Jong & Harper 2005; Franco-Fuenmayor et al., 2015; He et al., 2011).

In addition to the strengths-based framing and the promotion of CLRP practices, the partnership builds upon the principles of a research practice partnership (RPP) to engage a wide range of stakeholders in co-designing teacher preparation programming based on collaborative research efforts. RPPs are long-term collaborations that may promote educational improvement and equitable transformation through the intentional bridging of research and practice (Coburn et al., 2013; Farrell et al., 2021). Instead of viewing research to practice as a one-way translation where educational practitioners are expected to implement programs developed based on lab research in various educational settings with fidelity, RPPs engage researchers and practitioners in collaborative inquiries that cross multiple boundaries (Akkerman & Bakker, 2011; Penuel et al., 2015). Considering these challenges, Henrick et al. (2017) proposed five dimensions of effective RPPs highlighting the importance of building trust and cultivating partnership relationships; conducting rigorous research to inform action; supporting the partner practice organization in achieving its goals; producing knowledge that can inform educational improvement efforts more broadly; and building the research and practice capacity through the partnership efforts. To achieve these dimensions of RPP practices, educators, researchers, community partners, and organization leaders are challenged to cross the traditionally identified boundaries of roles and responsibilities and establish shared visions and routines to achieve mutual appropriation (He, et al., 2020).

Educator Preparation through the Partnership

The partnership exemplifies the five key RPP principles including 1) long-term collaborations; 2) working towards educational improvement and equitable transformation; 3) engagement with research; 4) intentional organization to highlight a diversity of expertise; and 5) the use of strategies to shift power relationships to maximize the engagement of all partners in mutually beneficial collaborations (Farrell et al., 2021). Teacher educators work with teachers to design and facilitate community-based family engagement activities through teacher preparation coursework and PD, support experienced in-service teachers to mentor pre-service teachers to work with multilingual students and families within and beyond school settings and engage in teacher education research through self-study and collaborative research inquiries (see Figure 1).

Figure 1. University-school-community partnership for educator preparation
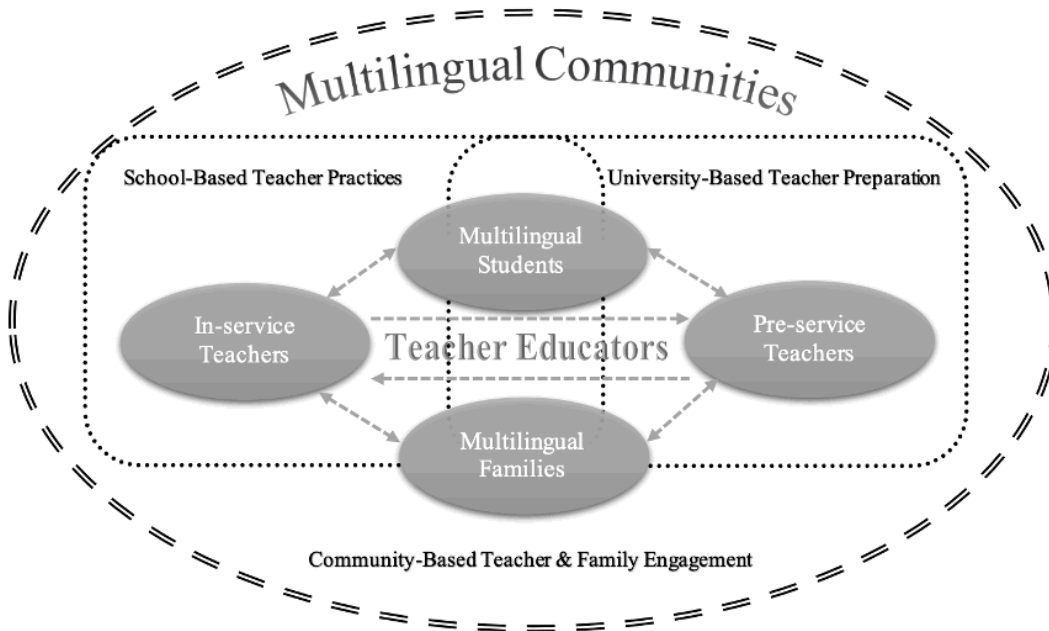
The pre-service teacher preparation program is a Master of Arts in Teaching program designed for candidates with an undergraduate degree from fields other than education. The program includes both university-based teacher preparation coursework and school-based field experiences supported by both university-based teacher educators and cooperating teachers from the local schools. In addition, the teacher preparation coursework integrates community-based activities and guided experiences working with multilingual students and their families (He, 2013; Zoch & He, 2020).

The in-service teacher engagement includes online PD modules and collaborative application tasks engaging teachers from different backgrounds working in various educational settings (He & Bagwell, 2021). In addition to participating in the online PD, teachers working with multilingual learners can also participate in graduate-level coursework to be prepared for English as a Second Language (ESL) add-on licensure with the option of attending courses focusing on dual language instruction. Both the PD and the coursework emphasize school-based classroom applications and community-engaged leadership opportunities (He & Prater, 2014; 2015; He et al., 2018).

Situating ourselves within the multilingual community, as teacher educators, we also engage in community-based engagement efforts directly through instruction with multilingual learners (Hinman & He, 2017; Hinman et al., 2021), educational support for multilingual parents (He et al., 2019), and research engagement to amplify voices from multilingual communities (He et al., 2017). Teacher educators not only work with one another to establish a shared vision for educator preparation, but also engage pre-service teachers, in-service teachers, and doctoral students who are emerging teacher educators in various research projects to inform continuous improvement through the research-practice partnership.

Table 1 summarizes the background, goals, compositions, approaches to research, and funding sources that support various engagements in this partnership.

Table 1. Strengths-based partnership for teacher preparation of multilingual learners

RPP Background	The RPP can be traced back to 2007 when the university-based TESOL program expanded its offering to include an MAT program designed for pre-service teachers. Since then, the partnership engaged the state educational agency (SEA), local educational agencies (LEAs), and local community partners (e.g., non-profit foundations) to expand the offering of teacher PD and support school-based and community-based educational programming for multilingual students and their families.
Shared Goals	The RPP focuses on quality teacher preparation across the educational continuum for students and families from diverse linguistic and cultural backgrounds. Promoting equity is central to both the process of partnering and the outcomes of the partnership.
Compositions	• researchers, evaluators, and program officers examining the quality of teacher preparation and teacher effectiveness • teacher educators facilitating university-based coursework • administrators and mentor teachers supporting school-based field experiences • pre-service teachers from undergraduate backgrounds other than education • in-service educators interested in learning more about working with multilingual learners and their families • community partners leading community-based programs and supporting school-based educational efforts for multilingual learners and their families
Approaches to Research	Centering on the funds of knowledge and community cultural wealth (González & Moll, 2002; González et al., 2005; Yosso, 2005) Valuing mutual appropriation and legitimizing peripheral participation (Dolle et al., 2013; Penuel et al., 2013) Promoting transformative capacity building and knowledge transfer (Davidson et al., 2018; Daza et al., 2021)
Funding Sources	The partnership has received funding from the U.S. Department of Education National Professional Development grant and grants and donations from local non-profit organizations.

PROFESSIONAL LEARNING OPPORTUNITIES IN HYBRID SPACES

Through the university-school-community RPP, various professional learning opportunities emerged in the hybrid spaces. In this section, we highlight these learning opportunities that inform the TESOL program including 1) multilingual learners' assets and growth; 2) multilingual instructional practices; and 3) families' assets and community cultural wealth. Specific projects and activities in the TESOL program that offered learning opportunities in hybrid spaces are detailed.

Multilingual Learner Assets and Growth

In teacher preparation, even though efforts have been made to enhance all educators' readiness to support multilingual learners, most educators still reported not feeling prepared to work with learners and families from multilingual backgrounds (e.g., Calderón, et al., 2011; Hiatt & Fairbairn, 2018). Simply offering isolated courses in teacher education programs or one-time PD in schools are far from meeting such teacher preparation needs. On the contrary, there is great potential in creating teacher professional learning communities (DuFour et al., 2008; Hargreaves & Goodson, 2006; Lave & Wenger, 1991).

The year-long online PD is an example of such a professional learning community that empowered teachers from different backgrounds to share their interactions with multilingual learners. The PD includes eight content modules focusing on CLRP, family engagement, teacher collaboration, content-

based instructional strategies, dual language approaches, and assessments. Teachers also complete four application tasks including an instructional analysis, a family engagement plan, an instructional technology application, and a multilingual student or family case description. Through the online PD, teachers and teacher educators reflect on unique assets of multilingual learners that may not be explicitly acknowledged in current educational settings and to share collective decisions that may further advocate for practices that support learners' multilingual and multicultural development.

The PD was initiated in 2007 through the partnership with the support of a national professional development grant. District leaders, educators, community partners, and teacher educators worked together to develop PD content, recruit teacher participants, and facilitate the PD delivery aiming at moving beyond "just good teaching" (He et al., 2011). Through the RPP efforts, we refined the PD content, format, and engagement overtime based on both research and practices. In 2017, a year-long online PD was designed for educators from a variety of disciplinary backgrounds including in-service teachers, teaching assistants, instructional coaches, and administrators from across schools and districts. The online PD engaged participants to share their expertise and contextualized applications of the PD content focused on CLRP in local educational contexts (He & Bagwell, 2021). Multilingual learners' unique assets and tensions educators faced were highlighted through dialogues within the online learning community. Teacher educators and educators participated in the dialogic reflections to negotiate the application of educational theories, desired instructional practices, and restrictions within local education contexts in this hybrid space where theories and practices collide and evolve.

For example, when exploring learners' multilingual assets, while educators recognized the importance of developing learners' home language proficiency in addition to English language competency, they also acknowledged that there were limited opportunities where students may be permitted to use both their home language and the English language for content learning. By engaging in dialogues with their peers from across the educational continuum, participants began to notice the limits of monoglossic language ideologies (Flores & Schissel, 2014). Dialogue among participants aimed at enhancing the heteroglossic support for multilingual learners and their families created pull and push opportunities for collaborative learning, where participating educators were "pulling each other in by inspiration and motivation to engage in interesting work and pushing each other on and up to ever-higher standards of performance together" (Hargreaves, 2019, p. 613). The online discussions provided inspiration, offers of assistance, and instructional design examples that broadened teacher educators' and educators' perspectives to ways in which multilingual learners leverage cultural and linguistic assets in their meaning making. For instance, after engaging in discussions with other educators through the online PD, one third grade teacher shared how she started to pay close attention to multilingual students' engagement in class and their various linguistic backgrounds. She reflected on the rich language structures her multilingual students were using and students' excitement and commitment in learning based on her observations and interactions with the students. Building upon students' assets, she adapted graphic organizers from the school's academically gifted curriculum to provide differentiated support for students to express their content mastery while developing their multilingual proficiency. By seeing cultural and linguistic differences as assets, the teacher moved beyond monoglossic, standardized approaches to teaching and learning.

The partnership has cultivated hybrid spaces such as the online PD that engages teacher educators and educators across the continuum to challenge deficit perceptions and recognize students' cultural and linguistic assets. This depth of reflection and potentially transformative opportunity is made possible, in part, through sustained partnerships and professional learning communities. The positive outcomes and impact of teachers' collaborative professional learning through the online PD offer promising insights

and challenge teacher educators to continue to explore learning spaces that can further promote these dialogues.

Learning Opportunities in Multilingual Instructional Spaces

In addition to the recognition of learners' assets, these hybrid spaces also offered educators shared learning opportunities in multilingual instructional spaces. These learning opportunities surfaced a wide range of language ideologies (Silverstein, 1996), challenged the deficit-based perception of bilingual and multilingual development (e.g., Flores & Rosa, 2015; Rosa, 2016), and provided theory-to-practice examples that may generate meaningful discussions among educators to support the preparation of educators working in dual language and multilingual instructional settings (Lachance, 2017; Nuñez & Espinoza, 2019).

Beyond the online PD, our engagement through a summer writing camp project was another illustration of the potential of hybrid spaces. The writing camp was initiated by local English teachers and teacher educators to provide writing instruction for K-12 students and offer professional development opportunities for pre-service and in-service teachers. In response to the needs of the growing number of multilingual learners in the local community, the university collaborated with the local school district to include camp sessions specifically designed for multilingual learners. In 2019, teacher educators, doctoral students, in-service teachers, school administrators, and community partners worked together to design and implement the writing camp for multilingual learners from the local school district (Hinman et al., 2021). Learners explored their identities as multilingual writers through discussions and writing experiences and shared their writing products. Educators across the continuum engaged in collaborative lesson planning, lesson debriefing, and reflections, surfacing a range of language ideologies as they worked with the students on composing experiences that allowed students to use their full linguistic repertoire.

The writing camp is a hybrid teacher preparation space where diverse language ideologies emerged. For some teachers, school administrators, and students, academic writing in K-12 classrooms emphasizes the use of standardized English. Quality of writing is typically evaluated based on English grammar and writing conventions. While learners' home languages may be used to support the brainstorming process and idea generation, the use of home languages is generally separated from the English writing process and products. Even in classrooms and schools where learners are encouraged to develop their proficiency and literacy skills in their home languages, the learning and use of the two languages, learners' home language and English, are perceived to be two separate processes that should be kept isolated. However, to recognize and integrate learners' cultural and linguistic assets in teacher and learning, TESOL teacher educators, doctoral students, and some in-service teachers advocated for the heteroglossic language ideology using translanguaging strategies (García, 2009; García, et al., 2017). For example, in a class discussion where learners imagined themselves as writers in the future, learners from different linguistic backgrounds worked collaboratively and created multilingual posters that illustrated how different languages and cultures may be celebrated through their contributions as writers. These discussions in the writing camp provided enlightening learning opportunities for learners, teachers, and teacher educators as we critically reflect on current K-12 classroom practices and strategies to further challenge deficit-based perspectives and integrate CLRP in teaching and learning.

As teacher educators, in addition to being directly involved in these learning experiences through the writing camp, we were also interested in bringing these learning opportunities into pre-service teacher preparation coursework. Based on ongoing dialogues and reflections, we developed four vignettes high-

lighting teaching and learning examples that showcased multilingual teaching and learning (Hinman et al., 2021). We challenged ourselves to consider all the ways the vignettes might be used to engage pre-service teachers in critical reflections and discussions. Instead of trying to offer best practices, we presented these vignettes to highlight dilemmas and tension. Exploring attitudes, beliefs, and dispositions as a source of tensions has provided an opportunity for educators across the continuum to deepen perspectives of multilingual learners and their families (Ding & Wang, 2018; Turner, 2016).

Different from traditional school-based placement, the writing camp is an example of a hybrid space where teacher educators, pre-service teachers, in-service teachers, and K-12 learners are engaged in the teaching and learning process together. The exploration of multilingual engagement through practices such as translanguaging expanded the existing teaching and learning traditions and challenged the taken-for-granted instructional practices. The ongoing reflections and the creation of vignettes that can be used in teacher preparation coursework further extended the learning opportunities to involve more pre-service and in-service teachers who may not have had the opportunity to directly engage in such experiences.

Engagement with Families and Communities

Family and community engagement has been recognized as another critical component in supporting multilingual learners. However, the deficit framing of parental involvement as a remedy to resolve the perceived gap between students from white, middle-class backgrounds and those from minority backgrounds is evident in educational policies, practices, and research persists (Baquedano-Lopez et al., 2013; Kim, 2009). Teachers' perceptions of the capacity and efficacy of minority parents are among the major barriers to meaningful family engagement (Kim, 2009). While educators and researchers acknowledge that family engagement through authentic family-school partnerships is critical in supporting multilingual learners (e.g., U.S. Department of Education, Office of English Language Acquisition, 2017), one-way information sharing remains one of the most observed family involvement formats in K-12 schools and there is a lack of diversity of program offerings (Kim, 2009).

Through the partnership effort, we have worked with school and community partners to develop various family engagement programs based on the needs of the local community. Teacher educators, pre-service teachers, and in-service teachers collaborate in program design, delivery, and research efforts to sustain and enhance various programs. We highlight two program examples that were initiated in different educational settings with one program focusing on English language support for families from diverse linguistic backgrounds and the other focusing on the involvement of parents in students' Spanish heritage language development.

The Real-World English (RWE) program was initiated by a parent liaison who sought the support from the university to offer English language instruction for parents so that they can feel more informed and empowered in negotiating their daily interactions, including communications with teachers in K-12 setting and supporting their children to attend college. The program offers Saturday English classes for parents and STEAM activities for children. In addition to university teacher educators and in-service teachers who serve as instructors in the RWE program, pre-service teachers attending various relevant teacher education courses can volunteer in the RWE program to support adult class or children's STEAM activities as one of their learning opportunities. Graduate-level TESOL teacher candidates are also encouraged to engage in inquiries to further explore strengths and assets families bring through the RWE program (e.g., He et al., 2019). University-based researchers also lead regular focus group discussions with participating families to seek their input to not only continue to enhance the RWE program offer-

ing, but also provide insights for local district administrators and educators to inform additional family engagement efforts to support multilingual learners in the classrooms. Voices of parents and community partners are highlighted through these discussions and community cultural wealth surfaced and celebrated through both dialogues and research disseminations.

Similarly, the Heritage Language Academy (HLA) program was initiated by families and teachers in a local school setting where most multilingual families speak Spanish as their home language (Fairbanks et al., 2017; He & Prater, 2011; Hinman & He, 2017). To address the need expressed by families to maintain their children's heritage language and enhance parents' computer literacy, teachers offered Saturday HLA classes for students and technology classes for parents. Home literacy activities are also integrated through projects that require students to use both the English and Spanish language and parents to use their computer skills to share their backgrounds and insights together. Even though instructional engagement during HLA may occur in separate spaces, parents and children work together on collaborative activities and projects through HLA as well. For example, one of the projects involved families envisioning future career options with their children. In addition to sharing their own work experiences from their home countries and in the U.S., parents explored career options and educational preparation needs with their children. Families also shared resources and strategies with one another and with other Spanish-speaking families. The HLA parent participants have created videos to share content and literacy strategies they use to work with their children at home and contributed to a website where all parents shared their parenting experiences and tips in Spanish. As with the RWE program, the HLA project was also integrated in the TESOL program as one learning opportunity for pre-service and in-service teachers. In addition to volunteering to support the program, administrators and teachers also worked together to share the program through conference presentations and publications (Hinman et al., 2021). Through the long-term engagement centering on families and students from Spanish language backgrounds, the district has invited parents to serve on district-level advisory committees and started offering Spanish-English DL/I class in elementary schools. Teachers participating in the planning and implementation of HLA also integrated what they learned from the Saturday program in their own classroom instruction and in their support for multilingual families (Hinman et al., 2021).

Both RWE and HLA programs illustrate the way families in the communities, in-service teachers in K-12 schools, and pre-service teachers and teacher educators from the university can work together to learn from one another to address identified needs and challenges involving multilingual learners and their families. Educators and teacher educators learn from community members the needs and contribute their educational expertise. At the same time, through co-design and delivery of programs involving families and community partners they learn to transfer these experiences into both K-12 instructional settings and university educator preparation discussions.

BOUNDARY-CROSSING IN HYBRID SPACES

Akkerman and Bakker (2011) define boundaries as sociocultural differences between practices that exist among professionals with different professional expertise. In teacher education programs, these boundaries exist between university-based teacher education programs and school-based teaching practices, between school-based curriculum and community-based cultural and linguistic assets and funds of knowledge, between educators with different language education goals and language ideologies (e.g., Alsup, 2006; Tsui & Law, 2007; Yoon et al., 2006). Building upon both situated learning theory (Wenger, 1998) and

cultural historical activity theory on expansive learning (Engeström, 2001), Akkerman and Bakker (2016) shared four learning mechanisms that promotes multilevel boundary crossing at institutional, interpersonal, and intrapersonal levels including a) mutual identification where intersecting practices are redefined; b) coordination that allows for diverse practices to co-exist and cooperate efficiently; c) reflection processes that surface and embrace different perspectives; and d) transformation that manifested in changes in existing practices or the creation of new in-between practices. These boundary crossing mechanisms are more prominent in hybrid spaces where hybrid identities are assumed by various stakeholder groups, and existing practices can be challenged (Engeström, 2016; Ko et al., 2021; Tsui & Law, 2007).

Through the TESOL program, our hybrid roles allowed us to cross the boundaries of learners, teachers, and community leaders. Regardless of our professional roles, teacher educators, pre-service teachers, in-service teachers, and parents played the roles of learners, educators, and collaborators. As learners, we continued to develop our multilingual and multicultural capacities and reflect on our learning experiences. As educators, we worked together to attend to community well-being. As collaborators, we supported and advocated for multilingual learning across the span of pre-service, to in-service, to teacher educators.

Considering Akkerman and Bruining's (2016) four learning mechanisms and examples of professional learning opportunities shared in the previous section, we reflect on our boundary-crossing engagement in hybrid spaces. Specifically, we focus on our experiences as teacher educators to explore ways we (re) define our roles (identification), establish procedures to integrate collaboration and cooperation (coordination), value and take on multiple perspectives (reflection), and leverage resources and expertise from multiple stakeholders to promote multilingual learning (transformation) (see Table 2).

Table 2. An example of boundary crossing learning mechanisms in hybrid spaces

Learning Mechanism (Akkerman & Bruining, 2016)	Boundary-Constrained Engagement	Boundary-Crossing Engagement
Identification - (re)define roles, responsibilities, and tasks	Teacher educator as university instructors and researchers working primarily with teachers and indirectly with multilingual students and their families	Teacher educators as K-16 instructors and learners working directly with multilingual students and their families
Coordination - establish shared procedures for collaboration and cooperation	University-based procedures are shared with schools to follow and support university-based programs.	Teacher educators work with educators at the state, district, and school level to establish a professional network and actively seek participation and input from parents and community partners.
Reflection - recognize shared values and examine practices from multiple perspectives	Reflection on teacher preparation programs within university boundaries by individual teacher educators.	Dialogic reflections among stakeholders with different backgrounds and perspectives regarding teacher recruitment, initial preparation, continuous support, retention, and excellence recognition.
Transformation - identify a shared problem space and work collaborative to lead change	Transformation in teacher preparation programs that may still result in gaps between theory and practice.	Synergized transformation starting from shared hybrid spaces.

Identification entails the (re)definition of our roles, responsibilities, and tasks. Traditionally, there is a separation between K-12 classrooms and university-based teacher education program contexts where in-service teachers typically work with pre-service teachers in first order settings and teacher educators

typically work with pre-service and in-service teachers at the university level. Teacher educators are tasked with sharing theories whereas pre-service and in-service teachers apply teaching and learning theories into various teaching contexts. From a research perspective, teacher educators are more likely to take on the researcher's role to initiate educational research inquiries, collect data from participating teachers, students, and families, analyze data, and disseminate research findings through conferences and publications. In our RPP, as teacher educators, we redefined our roles and responsibilities together with pre-service and in-service teachers, and our community partners. Instead of only working in second order settings, we engaged directly with multilingual students and their families through projects such as the writing camp, RWE, and HLA. With first-hand experiences co-planning and delivering differentiated instruction involving students and parents from multilingual backgrounds, we then integrated our developed understanding of educational theories situated in local instructional contexts into pre-service teacher education coursework. Instead of viewing pre-service teachers, in-service teachers, K-12 students, and their families as research participants, we positioned ourselves as learners in these interactions and supported initiatives originating from discussions among parents and teachers. In addition to teacher educators working in K-12 and community-based educational settings, in-service teachers and community leaders are also invited to participate in teacher preparation efforts by serving as instructors of teacher education coursework, participating as guest speakers, or sharing their insights through videos and other artifacts to be integrated into university-based teacher education.

Coordination refers to the shared procedures and routines established to sustain collaborative efforts. These established routines at the program and interpersonal levels are critical for the sustainability of such an RPP (Akkerman & Bruining, 2016; He et al., 2020). In our RPP, several routines have been put in place over time. First, the teacher preparation program has established an advisory group including representatives from the teacher educators, educators from SEA and LEA, multilingual parent liaisons and community partners. The advisory group meets regularly to offer input and suggestions to the teacher education program and teacher professional learning engagement. Second, the university-based teacher preparation program established collaboration with the SEA to offer online PD through the SEA platform and connect directly with teacher continuing learning requirements. The coordination of the online PD to support educators working with multilingual students and families at the state level strengthened the engagement of administrators and teachers and supported the creation of a teacher professional network across the boundaries of schools and districts. Third, district leaders are invited to serve as university-based instructors to participate in pre-service teacher preparation program design and to supervise candidates' field experiences. With educational research experiences through their doctoral programs and extensive school-based experiences working with students, teachers, and families, they are well-positioned to contribute directly to university-based teacher preparation programs. Their expertise in recruiting and supporting teachers from multilingual backgrounds and working in DL/I settings also extended pre-service teacher recruitment and placement options. Finally, in collaboration with schools, districts, and community partners, we routinely engage in focus group discussions with families participating in various programs within and beyond school settings. Families' input is summarized and shared with administrators, teachers, and integrated into teacher preparation coursework.

Reflective practice is integrated throughout the RPP for partners from different backgrounds to share their values and perspectives. The existing routines and coordination provide the platform for these reflective dialogues. The advisory group meetings, state and local committee work, teacher preparation program discussions, and conversations with families invite the exchange of ideas and perspectives among all participants regarding all aspects of educator preparation from teacher recruitment and initial

preparation to continuous support, retention, and recognition. In addition to these dialogue spaces, pre-service and in-service teachers share their expertise and experiences through coursework, PD, and other professional networking opportunities. Reflection is explicitly integrated in all university-based coursework and guided field experiences. Teacher educators engage in reflective practices among themselves through self-study research, and pre-service and in-service teachers also engage in research endeavors to examine the effectiveness of program offering and explore student and community assets. Through these dialogues, dilemmatic tensions have been intentionally surfaced. Recognizing the historical roots and localized representations of challenges such as the deficit-based perspectives towards multilingual learners and their families, monoglossic language ideology that dictates the separation of the multilingual learning processes, and the deficit-framing of family involvement has empowered multiple stakeholder groups to synergize their efforts in support of multilingual learners, families, and educators through programs such as the online PD, the writing camp, RWE, and HLA.

Transformation in hybrid spaces builds upon shared goals and collaborations. In our RPP, promoting multilingual education and advocating for multilingual communities are shared goals across stakeholder groups. Through long-term collaborative RPP efforts, small changes in hybrid spaces may impact policies and practices in broader contexts as well. The HLA program, for example, was initiated by families and teachers to offer Spanish heritage language instruction for students. Through HLA, parents are not only involved as learners to develop technology skills, but also as partners to co-design the HLA curriculum and support their children's bilingual and bicultural development. The positive experiences and outcomes of HLA empowered parents, educators, and administrators to advocate for multilingual education and supported the development of DL/I programs in the district (Hinman et al., 2021). Educators and teacher educators participating in HLA contributed their expertise to the program and at the same time gained significant insights from participating students and their families to inform their instruction in K-12 settings, their engagement in teacher preparation efforts, and their collaborative research activities. One HLA instructor who was involved in the initiation of the program, for example, completed her master's degree from the university and is now involved in designing the DL/I program at the middle school level in the district. Several pre-service teachers involved in the program were later hired as instructors by the district or have led similar programs in their current teaching settings. In the teacher preparation program, a methods course focusing on dual language instruction was developed. Theories and practices regarding translanguaging and dual language instruction have also been integrated into the online PD.

Through the long-term RPP engagement, we have witnessed individuals' professional journey from being multilingual learners or community members, to volunteers, pre-service teachers, in-service teachers, to mentor teachers. As teacher educators, we have assumed the roles of learners, language instructors in K-12 instructional settings, teacher educators in university-based teacher education contexts, and collaborators in co-design and delivery of various programs. The boundary-crossing learning mechanisms in this RPP made it possible for us to continue to enhance teacher preparation across the educational continuum.

IMPLICATIONS AND FUTURE DIRECTIONS

Based on our examinations of professional learning opportunities through the partnership and discussions centering on the learning mechanisms for boundary crossing, we highlight two implications and future

directions regarding creating and sustaining hybrid spaces in teacher education and the transformative potential of teacher education partnerships.

Creating and Sustaining Hybrid Spaces

Creating and sustaining hybridity and third space in teacher preparation efforts challenge teacher educators to engage in practices beyond university-based programs; learn with educators, multilingual students, their families, and community partners; reflect on teacher educators' identities as hybrids; and promote the generation of horizontal forms of knowledge rather than simply relying on academic expertise (Zeichner, 2010, 2012; Zeichner & Payne, 2013). As Gutiérrez (2008) pointed out, the hybridity of knowledge requires both teachers and students to challenge the power structure of the existing dominant discourses by considering students' interactions in their home, social and school life. Similarly, in teacher education interactions, teacher educators, educators, students, families, and communities need to work collaboratively to break the boundaries and power structures that may exist between university and school, university and community, and school and home. Scholarship in teacher education has illustrated the potential of the hybrid spaces in engaging participants to cross boundaries, perform hybrid roles, generate new pedagogical possibilities, and explore the intersection of epistemologies such as a digital third space (Daza et al., 2021).

The partnership efforts described in this chapter provided examples of learning opportunities emerging through the university-school-community hybrid space. Through these experiences, we also surfaced, negotiated, and recognized tensions that arise. These tensions may be attributed to the differences in beliefs and ideologies (e.g., how multilingual languages can be learned and acquired), the power structure within the educational system (e.g., community-based funds of knowledge may not be legitimized in school settings), or the prescribed roles, responsibilities, and priorities of partnership participants (e.g., how teachers and teacher education programs are evaluated). Instead of sidestepping these tensions, as teacher educators, we have learned to embrace them as an integral part of such partnerships. The self-study approach (LaBoskey, 2004; Samaras, 2011) offered us tools to engage in inquiries within teacher education that allow for improvisational, imaginative, and generative processes (Klein et al., 2013) through reflecting upon and examining shifts in our practices in response to the needs of students, families, and educators and as a result of our learning from schools and communities. To further expand the RPP through these hybrid spaces, we need to be more intentional in building infrastructure and capacity for scholarly inquiries led by students, families, community partners, and educators (Beck, 2020). It is critical for teacher educators to consider the intentional involvement of data literacy, collaborative data management and use, and design-based partnership research throughout the educator preparation continuum (e.g., Anderson & Shattuck, 2012; He et al., 2020; Mandinach et al., 2015).

Transformative Potential of Partnerships in Teacher Preparation

Even though many teacher preparation programs recognize the transformative potential of partnerships to promote equity, the conceptions of equity may vary. While some partnerships seek to address outcomes for learners (e.g., Umansky & Reardon, 2014) or educators (e.g., Grissom & Bartanen, 2019) to close the perceived gaps among groups with different characteristics, others aim to surface historical inequity at the systemic level to disrupt the systems that perpetuate inequities through asset-based, community-centered educational research and practices (Farrell et al., 2021). In addition to outcomes and systems,

RPPs by definition are partnerships that promote equitable relationships between researchers and practices (Farrell et al., 2021; Henrick et al., 2019). In a recent review of empirical studies focusing on RPPs in U.S. educational settings, however, Vetter et al. (2022) only identified 17 studies out of 127 included articles that centered on equity by addressing outcomes, systems, and equitable relationships. Based on the review of the exemplary studies, they proposed five dimensions of equity-focused partnership efforts that explicitly use equity-centered frameworks, center the research on equity issues, define equity explicitly through the partnership, use equity-oriented designs and methodologies, and promote equitable impacts for students, families, and educators.

The boundary crossing learning mechanisms established through the university-school-community partnership in the TESOL teacher preparation program described in this chapter illustrated the potential of a teacher preparation partnership that can be further enhanced by centering on equity. In addition to attending to the learning outcomes of multilingual learners through the direct involvement of teacher educators, doctoral students, pre-service teachers, and in-service teachers in hybrid teaching and learning spaces, the partnership may further empower teacher educators, educators, and community partners to surface historical inequities at the system level and generate innovative alternatives through both research and educational practices. The synergized transformation can be further crystalized through a shared equity lens and ongoing reflections on equity issues based on collaborative research outcomes.

CONCLUSION

Teacher professional learning is a collaborative effort that cannot be isolated by institutional boundaries. Preparing educators to meet the evolving needs of multilingual learners and families requires teacher educators to participate in partnerships to co-construct knowledge of teaching and learning, to engage in innovations that may challenge the dominant discourses, and to recognize and celebrate these new forms of knowledge and innovations that may not conform to accepted norms in teacher preparation and teacher evaluation.

In this chapter, we described the development of a university-school-community research practice partnership and illustrated how partners cross institutional boundaries and assume hybrid roles to take up learning opportunities (Daza, 2021; Zeichner, 2010). The localized and nonlinear process of becoming revealed through these examples further underscored the complexity of such a partnership that supports multilingual learners. In addition, we highlighted the importance for teacher educators to embrace tensions as learning opportunities through hybrid spaces and to continue to build research capacity among partnership participants. We also recognized the critical need to center on equity in our continued engagement through the partnership to maximize the transformative potential of such partnership efforts to advocate for the multilingual and multicultural teaching and learning community.

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KEY TERMS AND DEFINITIONS

Boundary-Crossing: Entering unfamiliar territories, assuming new roles, and/or acquiring new tools for research and practice in teacher education.

Community Cultural Wealth: Cultural wealth including aspirational, navigational, social, linguistic, familial, and resistant capital based on the experiences of students and families from diverse cultural and linguistic backgrounds.

Culturally and Linguistically Responsive Practices: Instructional practices that support learners from diverse cultural and linguistic backgrounds.

Funds of Knowledge: Bodies of knowledge and skills essential to multilingual and multicultural communities that may or may not be recognized or legitimized in current teaching and learning contexts.

Hybrid Space: Space of teacher education where university-, school-, and community-based resources are integrated to support teacher development.

Multilingual Learners: Learners from multilingual backgrounds or developing multilingual competency through different learning contexts.

Research Practice Partnership: Long-term, systematic collaborations to enhance educational practices through research.