

improve reading comprehension and fluency, to strengthen family communication, and to strengthen the home-school connection

Description: This project was designed to encourage parents and other caregivers to become more involved in their children's learning. At C. Wayne Collier Elementary School in Cumberland County, third-grade teachers used Family Fun Packs to increase the language arts and mathematics skills of their students. The packs were made available for checkout by students. Each pack consisted of 24 games that reinforced grade-appropriate skills and advanced through a series of academic levels.

Letters were sent home to parents informing them of the project. Participating parents signed an agreement to work with their child each night that he or she brought home a pack. The practice of checkout increased students' responsibility and provided an avenue for quality academic time at home involving parents.

Only on receipt of signed parent documentation verifying involvement at home were students allowed to move from one level to the next. On completion of the project, parents expressed overwhelmingly that it benefited them and their child greatly. Grade-level teachers reported a large improvement in parent support and student learning.

The project's primary goal, to equip students with the confidence and the ability to solve future problems with limited assistance, was met. Students also showed exemplary growth in achievement and improved their school behaviors.

The teachers reported,

After reviewing our final end-of-grade scores, we firmly believe that the activities supported through our action research not only improved the skill levels of our students, but increased the responsibility of our students and increased parental involvement.

First Friday Series

During 2000–2001 the partnership sponsored a very successful First Friday series of professional development programs for public school educators. In all, 242 people participated, a 21% increase over the previous year.

The first program was held in October 2000. Entitled I Can Do It, it consisted of a six-hour training program in classroom management for initially licensed teachers and lateral-entry teachers. Fifty-five teachers participated. Asked to evaluate the presentation, the participants responded very

positively to questions about how it would help them in the classroom. On all but one of the evaluation instrument's 10 questions, 100% of the teachers checked "Strongly Agree" or "Agree."

The second First Friday program, a presentation entitled Fun Is Not a Four-Letter Word, focused on stress management and stress reduction. It was held in November, with 35 teachers participating. The evaluation of this activity also was positive. All the participating teachers rated the presenter and the content as "Very Effective." General comments and remarks also were positive. This presentation was repeated in December, with 59 teachers and 30 student teachers taking part. Again, the evaluation illustrated a high degree of satisfaction among participants.

Because local school districts responded so favorably to the I Can Do It program, the Office of University-School Programs presented it again in February 2001. Forty-eight beginning teachers plus 37 UNCP student teaching interns were involved in this session. As with the previous session, positive feedback was received from teachers and interns.

In March a representative from the North Carolina Department of Public Instruction conducted two sessions for student teaching interns and schoolteachers on the development of personalized education plans. Seventy-eight schoolteachers from Hoke and Robeson counties took part.

The final activity, entitled Watch Out for Miracles: How Discoveries in Neuroscience Support Teaching Multiple Intelligences, focused on brain research. Sixty-one school teachers and administrators were involved in this workshop. The workshop and the presenter received especially high evaluations.

Integration of Technology into Instruction

To help ensure that teachers become technologically competent, the State Board of Education requires them to earn 3–5 continuing education units in technology during their five-year licensure-renewal cycle.

During the 2000–2001 school year, 40 school teachers participated in technology integration development sessions at UNCP supported through the partnership. The first session focused on Netscape Editor and Microsoft Front Page. The software programs were demonstrated, participants were led through the development of a simple Web page, and then they developed individual Web sites reflecting their own instructional purposes. The participants responded positively to the session. In particular, they

acknowledged the session's direct relationship to teaching and the real-time support they received from the three-member staff.

The second session focused on linear multimedia integration. This involves presenting several media, like text, graphics, tables, charts, and animations, from beginning to end in a continuous form, such as a half-minute, two-dimensional animation or a slide show in which the presenter progresses from one slide to the next as he or she describes the content of the slides. Microsoft PowerPoint was demonstrated, and the participants were led through the development of a brief slide presentation. At the end they developed individual presentations for use in their classrooms. Comments from all participating teachers were positive.

Praxis Assistance

Praxis I (a general test of English, math, and writing) is required for admission to UNCP's teacher education program, and Praxis II (a content- or subject-specific assessment) for teacher licensure in North Carolina. Across the year the partnership sponsored several activities on Praxis.

Some faculty members in education and arts and sciences took Praxis I and II to become acquainted with these assessments in general and specific content areas. Afterward they shared their impressions of the experience and discussed ways to modify courses so that students would be better prepared for the tests. They also shared their insights about Praxis II with education students.

The partnership held Praxis I workshops on campus for preservice teachers and lateral-entry teachers in the UNCP service area. The partnership also provided workshop sessions on Praxis II for beginning teachers. Part of both workshops focused on registration, test-taking tips, fee waivers, and the like. Since UNCP students must travel about 40 miles to the nearest test center, the partnership provided transportation for students in a university van.

Impediments

A major challenge for the partnership continues to be the unique characteristics of a geographically large, rural, and economically disadvantaged service region. This, combined with the limited funding and faculty resources of a small institution, creates a barrier to growth of the partnership.

Lessons Learned

This year, the first under a restructured program model, focused on the mission of nurturing the development of professional educators in all phases of the continuum (preservice, induction, and career). Reflecting on the year's activities, partnership personnel noted the following lessons learned:

- The partnership must continue to be responsive to the needs of the students served in the school districts.
- Clearly stated goals, objectives, and strategies are crucial to the success of partnership efforts.
- Action research is a worthwhile process by which teachers can study their problems scientifically to guide, correct, and evaluate their decisions and actions for improved teaching and learning.
- Schoolteachers are eager to participate in action research.
- Demanding teaching loads hinder extensive involvement of university faculty in partnership activities.
- An authentic and sustainable partnership requires collaboration across the campus as well as with local school districts.

Next Steps and Future Aspirations

In the coming year, the partnership will continue to focus on the Professional Development Collaborative. Other areas of concentration will include the following:

- Involvement of additional arts and science faculty in partnership activities
- Increased school participation in partnership activities
- Exploration of opportunities for external grants to support partnership activities
- Increased attention to closing the achievement gap in local school districts
- Reaffirmation of the partnership's commitment to diversity
- External evaluation of the partnership program

The University of North Carolina at Wilmington

in partnership with Brunswick County, Camp Lejeune, Clinton City, Columbus County, Duplin County, New Hanover County, Onslow County, Pender County, Sampson County, and Whiteville City Schools



The Professional Development (PD) System based at The University of North Carolina at Wilmington (UNCW) is the result of 12 years of partnerships between UNCW and public schools in southeastern North Carolina. Pilot efforts with university-school collaboration initiatives starting in 1989 resulted in the establishment of a comprehensive PD System in 1993. The goal of expanding partnership involvement has resulted in an increase of 1,170 partnership teachers (from 35 in 1993 to 1,205 in 2001). Of these, 148 are certified by the National Board for Professional Teaching Standards.

The partnership began with 2 school systems and now involves 10, including 2 city systems, 7 county systems, and 1 Department of Defense system. Two faculty were involved in the early stages of the partnership; today more than 74 faculty work closely with various components of the partnership, including all Watson School faculty and many from the College of Arts and Sciences. At the beginning of the partnership, 14 elementary schools were involved. Now teachers in 47 prekindergarten or elementary, 15 middle, and 13 high schools are participants. In the early years, interns working in partnership sites totaled 12, compared with 290 in 2001. Whereas no field-experience students were involved in the early project, in 2000-2001, 555 students enrolled in pre-education and methods courses completed their field experiences in partnership schools.

Another goal has been to improve the quality of education for P-12 students in partnership schools. When data were first collected on school performance under the ABCs (1996-97), two of UNCW's partnership schools had achieved exemplary growth with distinction. At the end of the 2000-2001 academic year, 16 schools had earned that designation. More than 15 applications for outside funding to enhance student learning, made in collaboration with partnership schools, have been submitted and successfully funded since 1996.

A third goal has been to improve the quality of teacher and administrator preparation programs. Evaluation of results shows that all programs have been revised with input from P-12 partners;

prospective teachers' clinical experiences now are in selected classrooms and schools that exemplify best teaching practices; partnership teachers are jointly trained for their preservice mentoring role by university and public school personnel; university faculty are required to work in P-12 schools; and, in 2000-2001, 98 percent of the interns were rated as good or excellent by their university supervisors and partnership teachers.

The complexity of this partnership has demanded structural additions and changes that assist the partnership in making and implementing decisions beneficial to all partners, as outlined in the following paragraph. Unlike some professional development school initiatives, which may affect a single school and a limited number of teachers, students, and university faculty, this model constitutes a more comprehensive and sustained approach to partnerships. UNCW's PD System is broad based, directly including the entire teacher education faculty, more than 300 teachers-in-training, and more than 500 public school educators yearly.

The model involves all partners in redesign and integration of roles (including co-teaching, working on committees in both the schools and the university, collaborating on grants, sharing responsibility for supervision of students, presenting at professional conferences, and collaborating on research), reciprocal evaluation and collaborative dialogue, an alignment of resources at all levels, and establishment of collaborative structures engaging partners in problem-solving for improvement of student learning in both the university and the schools. PD System partners are highly involved at many junctures of the partnership. Frameworks such as the PD System Implementation Team facilitate collective decision making. Further, reflective and informational site seminars, PD System orientation and training, annual and biannual conferences, professional development opportunities, and on-site placement of interns afford varied avenues for partners actively to influence the partnership. PD System partners highly value the level of involvement that their linked roles allow them to attain, and they readily accept the expectations

inherent in such a comprehensive and pervasive relationship.

Activities

The significant activities undertaken by the PD System during 2000–2001 have centered on the partnership's commitment to (1) improving teacher preparation, (2) improving outcomes for students in P-12 classrooms, (3) providing professional development in response to school issues, (4) building reflective practitioners and decision makers, and (5) collaborating to improve P-16 technology competencies.

Improving Teacher Preparation

As a professional school, the Watson School has linked its academic programs with P-12 schools to provide settings for application of learnings and to provide quality educators to help prepare prospective teachers and administrators. All faculty from the Watson School, as well as methods faculty from the College of Arts and Sciences, are involved with public schools at least every third semester through supervision of interns, school-based research, or curriculum development. This type of engagement is recognized in the faculty-workload policy and in decisions on merit, promotion, and tenure. During 2000–2001, 7 districts and 33 schools benefited from professional development initiatives designed and funded through Watson School collaborative grants. Seven faculty provided workshops to schools or districts on topics such as mathematics volunteers, reading, behavior management, and evaluation of teaching. Ten faculty served on standing committees or councils in school districts. Eight faculty were engaged directly in schools and districts on specific curriculum/program evaluations and research projects. Finally, numerous faculty served as volunteers in after-school tutoring programs and as judges of senior projects or science fairs.

An example of a curriculum initiative involved three language and literacy faculty who continued their work with Shallotte Middle School (SMS) in Brunswick County to evaluate its existing program and to develop a model middle-school literacy program. Subsequently named a Blue Ribbon School of Excellence by the U.S. Department of Education, the school touted the outcomes of this collaborative effort as one of the school's hallmarks. In the application for the award, the school boasted of being involved with the partnership:

SMS is a University of North Carolina at Wilmington Professional Development System site. Our faculty works collaboratively with

university professors to train student interns in the field of education. We are working with UNCW to research the most effective methods to teach reading and writing, and thoughtfully create a school-wide literacy program. Our goal is to become a model middle school site for other schools to emulate.

In turn, Watson School faculty recognize the valuable resources made available through the partnership and are engaging P-12 partners in program improvement efforts. Program review and redesign efforts always are collaborative, thereby incorporating the perspectives of those working in the settings for which the Watson School is preparing its graduates. During 2000–2001, faculty undertook a number of initiatives, including (1) the secondary education committee's efforts to improve and extend field experiences for students; (2) the language and literacy program faculty's commitment to ensure that students were prepared to teach a variety of reading approaches; and (3) the Master's in School Administration committee's focus on redesigning the program to provide a stronger background in legal issues. All these efforts relied on active involvement and input from partnership educators and resulted in substantial improvement in curriculum and program design.

The university professors involved in one of these reform initiatives described their work in a letter of invitation to partners:

The intention is to continue the process of collaborative planning toward the goal of strengthening literacy education, through improved initial teacher preparation and through inservice education in the region. We have met with many of our districts during the past year and a half and have taken seriously the challenges identified. Our intention is to utilize the strong PD System partnership relationships to modify and expand our work with area schools to bring methods courses and preservice field experiences, as well as inservice professional development efforts, in line with the needs of the region, your school system, and the state.

We have ideas we wish to share and goals we hope to accomplish, and we rely on your experiences, perspectives, and expertise to help ensure that this collaborative initiative is realized. We want to begin a process of working together to build a program that will strongly meet the needs of the university and our public school partners.

Collaborative efforts such as those just described and others ongoing in the Watson School serve as the hallmark of university-school partnerships. In addition, they ensure reciprocity across the P-16 continuum by involving school district educators in university improvement and university educators in school and district change efforts.

Improving Outcomes for Students

Aware of the importance of assessing students' learning, the partnership has included in its training for teacher interns a strong assessment component. To make interns more aware of their roles as reflective practitioners, decision makers, and responsible learners, they now complete a training module on using the North Carolina Standard Course of Study to design instruction based on student assessment. In collaboration with partnership teachers, who also receive this training, interns complete a portfolio illustrating understanding of the standards of INTASC (the Interstate New Teacher Assessment and Support Consortium). An important component of the portfolio is a project in which interns create a pre- and post-assessment of student learning to inform instruction.

During 2000-2001, more than 250 interns and 250 partnership teachers received this training. Partnership teachers were introduced to the assessment project at their partnership teacher conference. Both interns and partnership teachers articulated a much-needed involvement in assessment formulation. An elementary school intern who applied the skills learned to a science unit she was teaching, wrote the following reflection:

After pre- and post-assessing my students, I have a better understanding of the importance of the assessment tool. Having real data to assess my own effectiveness has been an enlightening experience. Without collecting the preliminary data, I would never have known how effective my lessons were or how much my students learned.

For instance, without actually testing my students' knowledge, I would never have known for sure how much they already knew before my lessons. I was able to take the pretest information and see which concepts the whole class already knew, which concepts a few students knew, and which concepts were completely new to the class. I was able to develop lesson plans that reflected the needs of the class as a whole as well as the needs of individual students.

After the post-assessment I was excited to see that the majority of the class showed growth, only two students remained the same, and only one student scored below the original test (this student was absent from class for almost the whole unit).

Overall, a large percentage of the class showed expected or significant growth.

To continue my growth in the classroom, I will need a reliable gauge for how I am impacting my students. I feel that pre- and post-assessing students will be my most objective personal assessment. I am excited about using this approach throughout my class curriculum.

Providing Professional Development in Response to School Issues

Development of safe schools and classroom management strategies were two issues identified by teachers and school administrators. In September 2000 the PD System sponsored a conference featuring nationally known author Jane Bluestein, who specializes in programs and resources that provide practical and meaningful information, training, and hope in relationship building, effective instruction and guidance, and personal development. More than 400 partnership teachers, administrators, university faculty, interns, and parents participated in this two-day event. Member districts applauded the partnership for enabling them to experience a quality professional development session that individually they could not have afforded. Feedback from partners indicated that Bluestein's presentations, "21st Century Discipline" and "Creating Emotionally Safe Schools," had changed their thinking about classroom discipline and the strategies they were currently using. Many expressed a resolve to try her methods and strategies during the coming year.

The PD System also sought parent and community involvement by making available to the public at no cost an evening presentation by Bluestein titled "Grownups, Kids, and Boundaries: Inspiring Responsibility and Cooperation in an Atmosphere of Love, Consideration, and Mutual Respect." The local PTA notified parents in partnership schools of the event, and local television stations aired an interview with Bluestein on ways that parents might think about discipline. During the session more than 80 community participants asked Bluestein questions and posed problems for her response. Again feedback was overwhelmingly positive.

Further, the knowledge that parents gained about the strong collaborative partnership between their children's schools and the Watson School built an important new bridge to the community.

Building Reflective Practitioners and Decision Makers

Another professional development focus for school and university educators centered on teachers as reflective practitioners and decision makers. The model of teacher as decision maker was adopted in 1976, and the notion of teacher as reflective practitioner was incorporated into the Watson School's conceptual framework in 1993. The choice of decision making as a conceptual framework was based on two assumptions: (1) A profession is distinguished by its role demands that require decision making, and (2) the variability and the complexity of tasks constituting the teacher's role require a continuing high level of decision making. The professional obligation for continuing evaluation was emphasized by extending the framework to include reflective practitioner.

The framework became the focus of this year's annual working conferences, during which Watson School faculty shared with public school partners how they foster decision making and reflective practice in their courses. In return, partners shared information about academic programs they use in the classroom and their methods of delivering those programs, focusing on the opportunities offered for teacher interns to make professional decisions and to reflect on the consequences of those decisions. By practicing decision making and reflection at these conferences, partnership teachers become more able to model thoughtful practice and assist their interns in professional exploration of effective teaching practices.

One hundred seventeen partnership teachers and university faculty attended the September 2000 conference, and 120 attended the February 2001 conference. Both events focused on the application of decision making and reflective practice in the classroom. A special conference for secondary school teachers held in March 2001 involved 48 participants, including arts and science faculty. The feedback from all these groups emphasized the importance of collaboration and of having an opportunity to share information across disciplines and educational set-



University and school district educators work side by side to develop a group report on assessment practices.

tings. One teacher's comments at the end of the February conference illustrate the thoughts shared by many participants:

I found that by spending time with, sharing with, and listening to other teachers—in particular, kindergarten teachers—I felt very affirmed. I also valued the insights to assist my intern in continual growth as a teacher. Staying connected to the Watson School is very important for classroom teachers. It helps me stay in tune with the "thinking" we all must do to keep improving the education of our young people. We truly are "partners" (the university, interns, teachers, and administration). Keep collaborating with us!

Collaborating to Improve P-16 Technology Competencies

A strong professional development focus for school and university educators is the collaborative approach to improving P-16 technology competencies. A pressing need in southeastern North Carolina—and a major objective for the partnership—is to increase the availability of current and emerging technologies in school classrooms and the ability of educators to use them effectively for instruction. Because the state requires teacher candidates to demonstrate proficiency in Advanced Technology Competencies, teacher interns need a technology-rich teaching environment in which to work during their internship.

To assist in achieving this goal, the PD System's technology outreach coordinator offered training to interns and their partnership teachers during the practicum semester and conducted technology site seminars at partnership schools for more than

200 PD System teachers, site coordinators, principals, and interns. Participants reviewed the state technology requirements for interns and shared valuable technology resources with them. On-site assistance also was provided during the practicum semester to help partnership teachers and their interns apply technology in their teaching and assessment. The benefits were readily apparent, and as this fourth-grade student expressed, they created a sense of accomplishment:

My teacher helped us learn about customary units of measurement. In class we made a Tree Map to help us remember the information. We took our maps to the Computer Lab and used the Thinking Maps program to organize the information that I needed to learn. I am really glad I learned about measurement and can show it on a chart.

The Watson School Coastal Educational Technology Conference and Vendor Fair held in fall 2000 and sponsored by the partnership provided additional technology training for partnership teachers and afforded them the opportunity to receive professional development credits required by North Carolina for licensure renewal. This two-day event attracted more than 500 public school partners and educators from the region, along with interns. Together they participated in 79 concurrent sessions and viewed current and emerging technology products and services provided by 39 vendors.

An important strand at the conference brought principals and other key administrators from partnership schools together for the day to compete in an Administrator Technolympics. This consisted of a series of hands-on technology activities, such as developing databases to track school outcomes, designed around the Advanced Technology Competencies expected of all North Carolina students by eighth grade. Administrators explored possibilities for using technology in the classroom and came to understand more clearly the requirements that teachers and interns must master to meet the needs of students. In collaborative teams of five people or so, 28 principals and administrators worked through five technology stations, each of which presented a problem that needed to be solved using technology skills expected of students. Each member of the winning team received a hand-held computer donated by Casio. This type of collaborative venture helps provide the best technological environments for all learners.

Getting Teams Started Early

A new structure in 2000–2001 was the PD System partners' meeting, held at the beginning of each practicum semester. More than 400 interns, university supervisors, and site coordinators met to begin the team-building process and develop an orientation plan for the semester. Feedback from all participants indicated that these meetings were highly successful. University supervisors and site coordinators reviewed procedures with interns, who then had an opportunity to ask questions and clarify policy matters. Together these new colleagues developed a schedule for their site seminars and evaluative visits, reviewed the coaching plan, and mapped out the first several weeks of the practicum. All partners left these meetings with their roles and responsibilities clarified and with an action plan in hand.

Impediments and Lessons Learned

Three major impediments confronted the Watson School's PD System, yet provided opportunities for even more meaningful collaboration. These included university and school partners' attention and responses to (1) an increase in accountability pressures, (2) the strong emphasis on standards, and (3) the need to link institutions of higher education's improvement efforts to those of partnership schools. Today, universities and schools face increasing accountability pressures from their clients and governing organizations. Now more than ever, university and P-12 partners must understand the realities of current evaluative policies on both levels and the effect that these measures have on individual partners and the profession collectively. Partners must engage in meaningful, clear communication, making sure that they understand present and potential difficulties and work together to address them.

During 2000–2001, the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction (NCDPI) made accreditation visits to the Watson School. Throughout the preparation and the actual visitation, partners worked together to develop a way to tell the partnership's story and bring to life in a short period a hallmark of the Watson School, the PD System. Having the visitors hear the story from multiple perspectives, representing a variety of partners, was particularly challenging. Collaboration and teamwork ensured that the visiting team developed a clear understanding of the partnership and the positive outcomes that it has realized. Both accrediting

agencies were impressed with the partnership. NCDPI's Program Approval Team stated that "the Professional Development System is a particular strength of the Watson School of Education" (p. 4) and went on to cite the system as an important contributor in each of the program reviews. An excerpt from the team's opening remarks about the Watson School's professional studies follows:

The field experiences have been strengthened overall by the implementation of the Professional Development System agreements with area schools. Consistently, this articulated agreement of placements and supervision of students in pre-student teaching field experiences and student teaching experiences was praised by students, cooperating teachers, and university faculty as a high-quality experience for the program. (p. 4)

Excerpts from the NCATE Board of Examiners' April 2001 report testify to the strength of the PD System:

The Watson School of Education PDS is a comprehensive design intended to link content knowledge, technical competencies, and the attitudes and values developed in the professional preparation of educators to the realities and needs of school life. There are formal partnership agreements with ten area districts with over 70 partnership schools currently. Both candidates and teachers indicate that the variety of initial field experiences provides a strong foundation for the student teaching internship. All field experiences take place in the PDS schools. Interviews and site visits confirm the success of the PDS partnership. (p. 20)

Next Steps and Future Aspirations

During 2000–2001 the Watson School advertised for and hired 2 department chairs and 7 faculty members. The searches were designed to ensure that the faculty selected had experience with and a commitment to university-school partnerships. The infusion of these new personnel, who bring valuable perspectives from across the country, will undoubtedly inform and influence the future direction of the partnership. Future directions for the partnership include focused efforts on middle-grades mathematics and technological applications for classroom assessment. The middle-grades mathematics initiative will provide training and content-specific mentoring for middle school teachers by university



Middle-grades mathematics teachers develop Web-enhanced lesson plans.

mathematics professors from education and arts and sciences. These efforts will be supported by a \$119,929 Eisenhower grant that was funded in large part because of the strong evidence of a well-established alliance between school and university educators and corporations and professional organizations. Additional funding totaling \$965,815 has been received from the U.S. Department of Education to assist the Watson School and its partners in developing effective and efficient technological applications for classroom assessment.

Issues related to teacher recruitment and retention continue to plague school districts and universities. A major teacher recruitment effort is under way and will grow in the coming year. Teams focusing on minority recruitment and retention, with representation from throughout the partnership and the community, are implementing plans developed during summer working sessions. Human resource directors from partnership districts are meeting with university faculty each semester to share data and develop plans for teacher recruitment and retention. Collaborative efforts such as these, and others made possible through the Coach²Coach Teacher-in-Residence program, are assisting in the alignment of school and university initiatives and will undoubtedly bring about improved results.

One of the partnership's greatest accomplishments thus far has been the development of trust in the Watson School and its commitment to a truly collaborative relationship with its school partners. As partners consider the reality of their vision for teacher education and the profession as a whole, it is no longer enough to look at what they do; they also must examine what they could do. They now must look closely at their level of commitment, the quality of teachers, and the

resources needed to support such an inclusive partnership. Nationally the PDS movement has formalized, and recently NCATE, the leading accreditation agency for universities that certify teachers, approved a set of PDS standards. During 2001-2, UNCW's PD System will use these standards as a framework to reexamine the partners' roles and relationships, and intended outcomes. As a result, it will redesign the application to become a partnership school, renegotiate contracts, and refine role descriptions.

As schools of education work to establish healthy, productive relationships with colleagues in public schools and the community at large, opportunities and the ability to delve into sensitive and challenging areas are becoming a reality. Partners are striving to develop the knowledge, the skills, and the dispositions necessary to ensure that learning takes place for all P-16 students.

Dissemination of Promising Practices and Research Findings During 2000-2001

Presentations

Calhoun, D., Tyndall, P., & Midgett, C. (2001, March 8). *Winning the game: The art of coaching*. Paper presented at the North Carolina Coach²Coach Mentoring Conference, Wilmington, NC.

Cree, B. (2001, April 6). *Supervision interactions in relation to child outcomes*. Paper presented at the Association of Childhood Education International Conference, Toronto.

Rice, J. (2000, November 12). *The impact of curriculum on school culture: The case of Snow Elementary*. Paper presented at the Southern Regional Conference on Educational Administration, Nashville, TN.

Rice, J. (2000, November 12). *Teachers' and administrators' perceptions of work culture: Implications for school leaders*. Paper presented at the Southern Regional Conference on Educational Administration, Nashville, TN.

Rogers, L., & Griffin, L. (2001, March 22). *Promoting beginning teacher research through intern inquiry projects*. Paper presented at the meeting of the North Carolina Association for Research in Education, Charlotte, NC.

Wetherill, K. (2001, February 22). *North Carolina's induction process: A higher education perspective*. Paper presented at the Southern Regional Education Board's 2001 Forum on Teacher Quality in the Middle Grades, Atlanta, GA.

Wetherill, K., & Calhoun, D. (2000, July 20-23). *University-school partnerships: Redesigning teacher education*. Paper presented at the CREATE (Consortium for Research in Educational Accountability and Teacher Evaluation) National Evaluation Institute, San Jose, CA.

Wetherill, K., & Calhoun, D. (2000, November 10-11). [Presentation on PDS partnership.] Paper presented at the annual fall meeting of the Council of Professors in Instructional Supervision, San Antonio, TX.

Wetherill, K., Calhoun, D., Gill, D., Midgett, C., & Thomas, C. C. (2001, March 1-4). *Joining forces: Collaborative initiatives among arts and sciences, teacher education, and public school partners*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Dallas.

Wetherill, K., Calhoun, D., & Midgett, C. (2000, July 27-28). *Using partnerships to develop coalitions to support beginning teachers*. Paper presented at the Mentor Networking Statewide Initiative, Chapel Hill, NC.

Publications

Collins, E. (2000, September). *Introduction to mentoring: Mentoring II, Mentoring students* [handbook and presentations]. Wilmington, NC: The University of North Carolina at Wilmington.

Wetherill, K., Thomas, C., Burton, G., & Calhoun, D. (2000, November). *Considering the moral dimensions of schooling: Implications for teacher educators*. Washington, DC: American Association of Colleges for Teacher Education. (ERIC Document Reproduction Service No. ED 439 122)

Theses

Budd, K. (2000, December). *Teacher attributes that affect technology integration*. Unpublished master's thesis, The University of North Carolina at Wilmington.

Fulp, C. (2001, July). *The link between teacher and student motivation and self reflection*. Unpublished master's thesis, The University of North Carolina at Wilmington.

McCarty, K. V. (2001, May). *The impact of perceptions on the retention of initially licensed teachers*. Unpublished master's thesis, The University of North Carolina at Wilmington.



Western Carolina University

in partnership with Asheville City, Cherokee Central, and Cherokee, Graham, Haywood, Jackson, Macon, Swain, and Transylvania County Schools

Western Carolina University (WCU) collaborates with nine school districts in western North Carolina to provide opportunities for WCU students to prepare for the real world of teaching. The Model Clinical Teaching Program, which involved schoolteachers as clinical faculty in co-teaching university courses with university faculty, served as a catalyst for today's dynamic partnership. Such co-teaching experiences benefit university students, clinical faculty, and university faculty. They also boost the partnership to higher levels. Growth has characterized the partnership based at WCU. As internships have increased, the number of schools participating in the partnership has grown, from 9 in 1997-98, to 18 in 1999-2000, to 22 in 2000-2001.

In 2000-2001, with input from various committees and dialogue with all stakeholders, the partnership adopted a new governance structure, which includes a steering committee and three standing committees (preservice education, induction, and professional development). Each committee is charged to include technology, diversity, and action research in its goals and initiatives. Each is cochaired by a representative from the schools and a member of the university community. Committee members represent schools, community institutions, and WCU's Colleges of Arts and Sciences and Education and Allied Professions. A liaison committee, with members from each partner school, keeps communication open and dynamic. It is advisory to the preservice education committee, the partnership coordinator, and the director of field experiences. This streamlined structure, offering greater involvement for all stakeholders, supports partnership goals and the college's mission.

Since its beginning in 1997-98, the partnership has encouraged students to participate voluntarily in a yearlong internship. During the first semester of their senior year, interns report to their schools on the first day that teachers report to school and continue working with their host class full-time until WCU classes begin. Then they are in the schools for two full days each week, completing university courses on the other days. In the second semester, interns continue

in the same schools full-time, teaching with the host teacher.

In the first academic year of the partnership, nine students completed an internship. Once stakeholders began to grasp the value of this innovation, more students chose to participate. Some programs made major changes to encourage greater involvement. The internship became institutionalized in 2000-2001, with 67 students participating. By that time the Elementary Education, Middle Grades, Physical Education, and Special Education departments had made the internship mandatory. It remains voluntary for secondary education majors.

The partnership has created systemic changes in clinical opportunities at WCU. There is a mutual selection process for interns and cooperating teachers, allowing them to match philosophical views of teaching. Also, the partnership offers greater support to cooperating teachers than before.

Activities

Yearlong Internship

Building on the original model piloted in 1997-98 with one elementary school in one school district, the partnership has over the years expanded the internship to sites in nine school districts. A unique feature of the internship is the mutual selection process in placement of interns. The semester before beginning the internship, preservice students visit schools and interview teachers, to seek a compatible match of philosophical views. Teachers interview interns at the same time.

Students participating in the internship are closely supervised for a year. During the first semester, a university supervisor visits them on site as many as five times, and during the second semester, he or she visits seven times. Also, liaisons in each partnership school play an important role in communicating with the university and in supporting interns.

Many program areas have readily adopted the internship because the advantages are evident. Interns experience a full year in the classroom, effectively becoming prepared for classroom challenges

from the opening of school in August until graduation in May. They gain confidence in their ability to teach and manage a class. Cooperating teachers appreciate working closely with an intern all year. Principals observe growth in interns over the year and consider them potential recruits.

To prepare cooperating teachers for their new roles in working with interns, the partnership holds workshops for them before the school year begins. They welcome this opportunity to discuss expectations for interns and the support that the university will provide. The workshops renew these teachers' professionalism. They know that they are valued as important members of the teacher preparation team. They receive professional books, Coach²Coach newsletters, and visits. Later in the semester, they participate in technology workshops to learn about technology portfolio requirements for interns. They are then able to assist in assessing technology portfolios that interns prepare.

Interns meet regularly in seminars throughout the year to receive support and to obtain information on topics related to their teaching experiences. Teachers in partnership schools are frequently employed by the partnership as clinical faculty to team-teach seminars for interns, either at school sites or on campus. Some seminars are team-taught by teachers and coordinated by a university faculty member. Others are taught by a university faculty member and a clinical faculty member.

Research and Evaluation

Research initiatives, continually evaluated, drive the partnership. Following are descriptions of some of the initiatives and the related evaluation.

Using Technology

In 2000–2001 the interns at Fairview Elementary launched a technology initiative. The school was equipped with “airports,” wireless devices that allow Internet connections without the need for each computer to be connected to an Ethernet port. All the interns were provided with iBooks (laptop computers with wireless Internet connections) to use for the year. This project received funding from Apple Computers and technical support from the partnership. The interns and their students used word processing, spreadsheets, the Internet, e-mail, and curriculum software to enhance students' skills and learning.

This technology also supported supervision and evaluation of the interns by keeping communication open and timely. Further, the interns'

having the iBook available facilitated the evaluation of required PowerPoint and Internet lessons. University supervisor Beth Tyson explained that the project made the interns more aware of the usefulness of technology in teaching, especially its enabling them to address students' personal curiosities. The technology helped motivate students to get more involved in learning and discovery. Because of the success of the pilot program at Fairview Elementary, it is being expanded, with partnership funding, to Isaac Dickson Elementary (Asheville City Schools) next year.

Evaluating an Instructional Model

Dan Grube, a faculty member in WCU's Department of Health and Human Performance, worked with Stephanie Lane, a teacher at Asheville High School (Asheville City Schools), to compare the effectiveness of the sport education model of physical education with the multiactivity model (the traditional model currently used in the high school). Sport education prepares students to be players, actively engaged in a combination of intramural sports, interscholastic athletics, and physical education. The traditional model emphasizes development of motor skills with exposure to a variety of physical activities. Grube and Lane discovered that student enthusiasm grew in the sport education model and that students discussed topics related to the class. In the multiactivity class, student enthusiasm remained the same or waned as instruction progressed. This project is representative of ways that university and school faculty collaborate to promote high student achievement.

Team-Teaching a Unit on the Renaissance

Mimi Fenton, a faculty member in WCU's English Department, collaborated with Anne Loughlin, a fifth-grade teacher of academically gifted children at Cullowhee Valley School (Jackson County), to create and team-teach a special unit on the Renaissance. This collaboration helped inform teaching for the teacher as well as the university faculty member.

Improving High School English

Two faculty members in WCU's English Department, Jubal Tiner and Mary Warner, contacted English teachers in all the partnership high schools to hear their concerns and suggestions about the preparation of student teachers and interns. During their visits, Tiner and Warner addressed topics such as curriculum alignment, preparation of interns, and the needs of new teachers. After the visits they invited the teach-

ers to campus to continue the dialogue on improving English education for all constituents. On campus, teachers met with members of the WCU English Department. These visits provided a foundation for future communication.

Making Connections Between Reading and Writing

Katie Ray, a faculty member in WCU's Department of Elementary/ Middle Grades Education, worked one day a week for a semester with early childhood teacher Lisa Cleaveland, her students, and a WCU intern at Jonathan Valley Elementary School (Haywood County) to learn more about how young students learn to write. A major emphasis of this study was to confer with students in ways that helped them make connections between reading and writing. This study will continue for another year as the faculty-teacher team writes a professional book for publication. (Ray has already published two significant books on teaching writing.)

Studying the Transition from Student to Teacher

An interest in ways to improve the quality of the internship experience led Penny Smith of WCU's Department of Educational Leadership and Foundations to spend a semester working with cooperating teachers and the liaison at Tuscola High School (Haywood County). She was particularly interested in the personal and professional transition that interns experience as they move from university student to school-teacher. She collected data from four pairs of cooperating teachers and interns by observing them teach, talking with the cooperating teachers about the interns' behavior in the classroom, interviewing the interns about their professional biographies, and reading the journals of the interns and the cooperating teachers. Further, she asked the interns to photograph their experiences and analyzed the photographs they took.

As a result of all these activities, Smith acquired a better understanding of the internship experience and the transition to professional practitioner. This partnership group made a commitment to continue its relationship during the 2001-2 academic year. The interns (now first-year teachers) will participate in surveys throughout the year. Another group of interns and their cooperating teachers (six of each) will replicate the experience in 2001-2.

Using Minigrants to Support Student Achievement

To support student achievement further, the partnership awarded 11 minigrants to partnership schools to do the following:

- Support water-quality studies of the local watershed and communicate with Russian students via e-mail and the Internet to make comparisons as the Russian students conducted the same chemistry measurements in the watershed of the River Don.
- Supply materials for multisensory activities for developmentally delayed students.
- Enhance student learning by motivating second graders to read science books and then publish their own science books based on their experiments and discoveries.
- Provide mathematics trade books to encourage student learning in reading and mathematics.
- Support presentations of senior class projects.
- Provide learning packs for students to use at home and school.
- Allow middle school teachers to obtain appropriate training to take classes to Discovery Place in Charlotte. (Discovery Place requires that teachers attend a training workshop for the mission at the Challenger Center before taking their classes to Discovery Place for this experience.)
- Provide enrichment activities for gifted middle-grades students
- Provide graphing calculators for middle-grades students

Final reports from the grants emphasized students' academic growth from these projects.

Implementing the Teacher Work Sample Portfolio

A new requirement for all of WCU's education majors is that they focus on unique learners in their classes, measuring how much those learners learn from what they teach. Through the Teacher Work Sample Portfolio, modeled after the North Carolina performance-based licensure product, preservice teachers are becoming reflective practitioners. The performance-based licensure product is a notebook of evidence of successful teaching required of new teachers in their second year of teaching. The Teacher Work Sample Portfolio, required of interns, allows them to receive support and feedback from cooperating teachers in partnership schools and university supervisors as they develop a



A first-year teacher attributes much of her initial success to having been an intern in a partnership school.

portfolio of evidence of their success with school students. Pre- and post-tests indicate how much student learning is achieved when interns teach units of study. Teacher recruiters recognize that this methodology helps prepare students for future teaching experiences and for success on the performance-based licensure product.

Professional Development

In 2000–2001 the partnership provided numerous opportunities for professional development for partnership teachers, administrators, and college faculty members.

Learning about Technology

Among the professional development opportunities provided in 2000–2001 were 12 technology workshops for partnership teachers. Some of the topics were Internet Explorer, Word, Access, Dreamweaver, Excel, Internet Resources, and PowerPoint. Teachers could earn continuing education credits by participating in these workshops.

Supporting Teachers

Seeking Board Certification

In October 2000, more than 30 teachers from partnership schools participated in two daylong workshops for teachers seeking certification by the National Board for Professional Teaching Standards. In May 2001, more than 20 partnership teachers took advantage of a half-day Saturday pre-candidacy workshop. This workshop provided information to help teachers determine when they should apply for certification. Support for teachers pursuing board certifica-

tion is important. Some partnership schools have as many as 11 board-certified teachers; others have none.

Promoting Inquiry Learning

The annual Professional Inquiry Conference sponsored by the partnership, the Model Clinical Teacher Program, and the Math/Science Network, attracted more than 40 teachers. Keynoter Diane Stephens, a nationally known researcher

on inquiry, addressed assessment of student progress in inquiry-based instruction. This type of instruction requires several approaches to assessment, including alternative assessment (observation, surveys, performance-based authentic investigations, and peer- and self-assessment) as well as traditional teacher-made tests and state-mandated testing. Partnership teachers led breakout sessions on five topics: differentiating instruction, teaching English as a second language, reading and writing across the curriculum, problem-solving, and Total Quality Education. The first two days of the conference, for career teachers and beginning teachers, were devoted to professional inquiry. The final three days focused on issues for rising second-year teachers: the performance-based licensure process, the standards of INTASC (the Interstate New Teacher Assessment and Support Consortium), classroom climate, networking with mentors, and lesson and unit planning. Beginning teachers participating in these final three days received support throughout the year by e-mail and through additional sessions as they progressed through the performance-based licensure process.

Voices from the Field

Another way to describe the program's successes is to let voices from the field speak. Following are those of a partnership principal and assistant principal and two preservice students who were interns in 2000–2001:

Since beginning our collaboration with Western Carolina University as a professional

development school, we have all kinds of new things to talk about and learn. Interns and block students bring new ideas to our classrooms every day. [Block students are elementary education and middle-grades majors who, before their internship, spend one day a week in a classroom participating and teaching with a host teacher.] University students conduct literature studies with our fifth, sixth, and seventh graders. Students in a beginning reading methods course do book celebrations. One professor taught a demonstration writing class with some of our students for two weeks during the summer. Another professor comes into some of our classrooms to team with teachers on implementing inquiry-based learning. Western professors help us with staff development and share their wonderful children's booklists. Our teachers open their classrooms to Western's faculty, and we all open our minds to new ideas.

It is a mutual exchange, however. They also open the university classrooms to us, and several of our teachers team-teach university students as clinical faculty. In addition, many of our teachers visit university classrooms to share their expertise. It's a win-win association for the university, for Fairview, and most of all, for the children.

—Thurza McNair, assistant principal, and Sue Nations, principal, Fairview Elementary School, Jackson County Schools, from *Primary Voices K-6* (newsletter of National Council of Teachers of English), 9(1), p. 34, August 2000

Having just experienced my first few weeks of teaching, I can honestly say that the internship at Western Carolina University was a blessing. Working in sixth grade teaching math and science provided me the chance to meet some wonderful children as they were beginning their middle school years.

Beginning my internship in August with my cooperating teachers was a great advantage. [Middle-grades majors work with teachers in both of their areas of concentration.] I was able to see the preparation it takes to start a new school year. I immediately began helping my cooperating teachers, which in return has helped me these past few weeks. I have not felt overwhelmed about starting my first year. Through my internship I have learned the importance of planning and teamwork.

During my internship our team [of middle school teachers] constantly met and discussed issues we were facing in the classroom with students. This provided the opportunity to get various approaches to solving a problem. Working with numerous people has shown me that it takes many educators to make a child's education excellent. I am just a part of the complete package that a child needs to learn and grow.

—Amber Cabe, former intern at Waynesville Middle School, Haywood County Schools, currently a first-year teacher at Cullowhee Valley Elementary (K-8) School, Jackson County Schools

I am teaching fifth grade at Viewmont Elementary School in Hickory, North Carolina. I have felt well prepared to implement Reading and Writing Workshop as our principal wants us to do. When I set up my room, many other teachers asked me, "Are you really a first-year teacher?" They were impressed that I had so many books and that I already knew a lot about teaching. Yes, I am learning more and more every day, but I feel so prepared compared with many other first-year teachers I have met. I just had my first observation, in fact, and my principal had many wonderful things to say. I owe all my ability to you guys, and I thank you so much.

—Wendy Nicholson, former intern at Jonathan Valley Elementary School, Haywood County Schools, currently a first-year teacher at Viewmont Elementary School, Hickory City Schools

Impediments

For the partnership to achieve its mission and goals more effectively, it must carefully consider the following issues:

- In this rural mountainous area of North Carolina, geographic barriers present challenges for students to reach schools and for faculty to supervise interns.
- Because the internship begins several weeks before university classes start each semester, housing for students on campus is a problem. Negotiations are under way to solve the problem.
- Scheduling of classes, particularly in the College of Arts and Sciences, makes it difficult

for many secondary education majors to spend two days a week in a school during the first semester of the internship.

- Interns begin their school assignments in August. Because university supervisors begin a few weeks later, interns do not receive supervision from the university during the crucial first two weeks of school.
- Maintaining consistent communication with all the stakeholders is challenging.
- As the partnership expands and more interns participate, there is a greater need for more resources to fund supervision and collaborative professional development activities.

Lessons Learned

As the partnership experiences growth, it must remember a number of lessons:

- Growth in the partnership signifies that schools, school districts, and university partners value it. As the partnership continues to grow, it must ensure that all partners are benefiting.
- Participants must be recognized and appreciated for their contributions.
- The partnership should expand its support of arts and science faculty to encourage greater participation.
- Faculty members in content areas are recognizing what students need to know to be prepared to teach. They are taking an interest in the North Carolina Standard Course of Study and studying it. The partnership must continue to involve arts and science faculty in these

important areas.

- Solicitation of evaluations from interns and other stakeholders must be ongoing.
- Although the partnership is improving communication by creating a revised internship handbook so that all interns, cooperating teachers, university supervisors, principals, and liaisons are “on the same page,” it must do more.
- University personnel must continue to reach out to the partnership members and visit partners at their sites.
- Partnership events must be scheduled at mutually convenient times for all stakeholders.

Next Steps and Future Aspirations

The partnership is progressing to new levels of collaboration in developing mutually beneficial programs for university students, school educators, and university faculty. The new governance structure will facilitate greater efficiency in meeting the needs of the partnership. In the coming year, in addition to continuing its current successful initiatives, the partnership will expand its support for action research, organize support groups for candidates for board certification, offer school improvement grants that focus on collaboration with WCU faculty, conduct technology workshops for partners, and develop retreats for initially licensed teachers to work on their performance-based licensure product. The partnership also will explore ways to involve all professional education preparation programs, including school counseling, school administration, and school psychology.

The ultimate goal of the partnership is to promote high student achievement of students in P-12 schools and to prepare well-qualified professional educators.



WCU interns and cooperating teachers join university supervisors for an internship seminar.

Dissemination of Promising Practices and Research Findings During 2000–2001

Presentations

Habel, J., & Bloom, L. (2001, April 7–12). *Teaching teachers to establish adhocracies in schools*. Paper presented at the annual meeting of the American Educational Research Association, Seattle.

Perlmutter, J., Holt, K., Caldwell, S., & McCreary, R. (2001, February 17–20). *Learning from each other: The power of public school-university partnerships*. Paper presented at the annual meeting of the Association of Teacher Educators, New Orleans.

Tyson, E. (2000, September 25). *Issues and trends in middle level education*. Paper presented at the Western Region Education Service Alliance Administrators' Conference, Boone, NC.

Tyson, E. (2001, March). *Achievement motivation: Getting students where they need to be, beginning where they are*. Paper presented at the Closing the Gap Conference, Greensboro, NC.

Tyson, E., Holt, J., & Sneed, D. (2001, March 8–9). *Relationships don't happen overnight: The road to collegiality*. Paper presented at the Maritime Mentoring Conference, Wilmington, NC.

Publications

Bell, B. H., & Holt, J. (2000, August). Good books, good talk, good readers. *Primary Voices K-6* (newsletter of the National Council of Teachers of English), 9(1), 3–7.

Burda, K. (2000, August). Living and learning: A four-year journey into literature circles. *Primary Voices K-6*, 9(1), 17–22.

Conley, T., Dyer, J., & Lovedahl, A. (2000, August). Talking about books right from the start: Literature study in first, second, and third grade. *Primary Voices K-6*, 9(1), 27–33.

Gilbert, Lori. (2000, August). Getting started: Using literature circles in the classroom. *Primary Voices K-6*, 9(1), 9–15.

Habel, J., & Bloom, L. (In press). Approaches to teaching classroom management to pre- and in-service students in regular and special education. *Teacher Educator*.

Hollifield, T. (2000, August). Reflections from an inclusion teacher. *Primary Voices K-6*, 9(1), 24–25.

Katzenmeyer, M., & Moller, G. (2001). *Awakening the sleeping giant: Helping teachers develop as leaders*. Thousand Oaks, CA: Corwin Press.

McNair, T., & Nations, S. (2000, August). Final reflections: How Fairview became a school where literature circles could thrive. *Primary Voices K-6*, 9(1), 34–38.

Moller, G. (in press). The principal's dilemma: Building teacher leadership within traditional school structure. In S. Hord (Ed.), *Professional learning communities*. New York: Teachers College Press.

Moller, G., Childs-Bowen, D., & Scrivner, J. (2001). *Teachers of the Year speak out: Tapping into teacher leadership*. Greensboro, NC: SouthEastern Regional Vision for Education (SERVE).

Perlmutter, J., & Burrell, L. (2001). *The first weeks of school: Laying a quality foundation*. Portsmouth, NH: Heinemann.

Winston-Salem State University



in partnership with Surry, Winston-Salem/Forsyth, and Yadkin County Schools

During its fourth year, the University-School Teacher Education Partnership based at Winston-Salem State University (WSSU), called Coalition for Educational Leadership and Learning +, had a major impact on teacher education. The partnership developed in a number of ways. First, it built relationships with Davis, Stokes, and Surry counties. Second, it developed evaluation instruments to assess various partnership activities. Third, it offered workshops in technology for both preservice and inservice teachers.

On a broader scale, the partnership moved the teacher education program forward on the basis of goals that were established four years ago. They follow, along with a notation of current efforts addressing them:

Goal 1: By the year 2003, to increase the number of minority teachers prepared by WSSU by 30 percent

- Collaboration with Surry, Winston-Salem/Forsyth, and Yadkin county schools to create opportunities for teacher assistants to pursue education degrees

Goal 2: To enhance the collaborative teacher preparation program through earlier and extended field experiences

- Introduction of earlier field experiences and a yearlong student-teaching experience

Goal 3: To increase retention rates among first-year teachers

- Support for first-year and lateral-entry teach-

ers in Forsyth and surrounding counties such as Davis, Stokes, Surry, and Yadkin

Goal 4: To enhance professional development of teachers by capitalizing on WSSU's strengths, such as its diverse faculty, its long tradition of preparing teachers, and its regionally and nationally accredited teacher education program

- Technology Infusion Project

Vignettes

Following is an overview of what the partnership did in 2000–2001.

Summer Enrichment Program

During summer 2001, under partnership auspices, 14 students from grades 9–12 spent four weeks in an enrichment program. The students represented five of the eight high schools in the Winston-Salem/Forsyth County Schools. They enriched their skills in four subject areas: English, mathematics, science, and technology.

Several measures were used to assess the outcomes of the summer enrichment program (see Table 1).

Work with Teacher Assistants

In 2000–2001 the partnership continued to encourage teacher assistants in the Winston-Salem/Forsyth and Yadkin county schools to pursue degrees in education. The mission of this project was to retain the teacher assistants in

Table 1. Evaluation of Summer Enrichment Program

ACTIVITY	Course work in English, math, science, and technology	Classroom work and overall operation of program	Parent involvement
MEASURE	Student interviews (oral)	Student evaluations Teacher-made examinations	Parent focus group
OUTCOME	Students were satisfied with overall program; they expressed confidence in mastery of skills that were taught, and confidence that they would be able to master new skills to be taught to them next academic year.	Students successfully completed course work and outside activities; their evaluations identified their strengths in mastery of skills in areas taught, based on results of training.	Parents expressed satisfaction with overall program; they were satisfied with level of work students were engaged in and students' positive attitude toward overall program.

their school districts as adult learners so that they could work toward a four-year degree in education while continuing their employment.

To attract qualified teacher assistants to the campus, there must be programs and incentives. For each teacher assistant, an area coordinator developed a program of study, and a date was identified for completion of it. After graduation the teacher assistants will pursue full-time teaching careers in their school districts. In addition, they will earn one year of teaching experience for every two years of service as a teacher assistant. Therefore they will start as teachers with credit for experience.

Teacher assistants will enter the college classroom knowing what the state of North Carolina expects as related to the North Carolina Standard Course of Study. They also will have had firsthand experience working with students in the classroom.

Evaluation of the teacher assistants' progress will be both formative and summative. The formative evaluations will guide the process, and the summative evaluation the outcomes. Faculty members in the School of Education will initiate the evaluation process for the teacher assistants.

Yearlong Student-Teaching Experience

At WSSU the yearlong student-teaching experience, which is a requirement for student teachers, is divided into two semesters. For the first semester, students are assigned to a cooperating teacher. They observe in their assigned classes one day a week. Also, they participate in other classroom activities identified by the teacher. Students get to know and understand the cultural environment of the school setting.

During the second semester, the students are in the classroom full-time for 14-16 weeks with the same cooperating teacher as in the first semester. They are required to write detailed lesson plans and to implement those plans effectively. They also are required to fulfill all the responsibilities deemed necessary to be an effective classroom teacher.

The experience is carefully monitored annually by means of teacher observations, biweekly evaluations, exit evaluations, and formal evaluations from cooperating teachers, university supervisors, and principals.

The partnership's professional development school (PDS), Konnoak Elementary, viewed this



Partnership teachers and students take a field trip.

experience as an opportunity to enhance activities going on in the classrooms (computer-assisted reading programs, preparation of students for end-of-grade tests, attention to learning styles of students, etc.).

The partnership invited the Center for Innovative Teaching, Technology, Learning, and Evaluation (CITTLE), on the WSSU campus, to be a part of the PDS initiative. The curriculum designer of CITTLE afforded Konnoak Elementary staff and teachers the opportunity to be part of staff development activities at WSSU on such topics as use of PowerPoint presentations, development of on-line activities to enhance subject areas, and use of Palm Pilots in the classroom.

Each semester the director of student teaching had an open forum for student teachers, cooperating teachers, staff, university faculty, and administrators to discuss strengths and needed improvements in the yearlong experience. At the 2000-2001 forums, cooperating teachers, university supervisors/administrators, and student teachers expressed a desire that the student teaching experience start the same day that regular school students return to school. Also at the 2000-2001 forums, surveys were distributed to student teachers, cooperating teachers, and university supervisors/administrators to assess, on a five-point Likert scale, whether or not the student teachers were knowledgeable about the standards of INTASC (the Interstate New Teacher Assessment and Support Consortium). The data were analyzed, and the results were shared with the Teacher Education Committee. The data revealed the effectiveness (how well prepared student teachers are before entering the classroom, how much involvement they

have in the classroom, etc.) of the yearlong student-teaching experience.

Lateral-Entry Initiatives

School districts in the partnership expressed a need for a high-quality, accessible program for lateral-entry teachers. WSSU's School of Education developed three integrated instructional modules to address the necessary competencies in the education core curriculum and the middle-grades methods curriculum (see Table 2). The modules were problem based, Web assisted, and team taught. They also used cooperative learning. Two modules were offered in summer 2001, and a third module will be offered in fall 2001.

Twenty-one lateral-entry teachers enrolled in the summer modules, and 16 in the fall module. The evaluation data indicated that the mixed delivery—that is, Web-assisted and face-to-face cooperative learning—meshed well with the problem-based instructional strategy. The teachers reported that they could translate theory into effective practice. The design of the curriculum provided the integration that, in the past, had to be supplied by individual students. In addition, the problem-based learning enhanced critical-thinking skills, and the cooperative learning modeled the type of collaboration that lateral-entry teachers needed to implement in their schools. Feedback from the principals of the lateral-entry teachers who participated indicated a very positive impact on teacher performance.

Technology Infusion Project

The Technology Infusion Project grew out of partnership goal 4, to enhance professional development by capitalizing on WSSU's strengths, and out of WSSU preservice teachers' unsatisfactory performance on the North Carolina pilot

test of a technology assessment instrument in 1998. The project staff believed that, for program completers to achieve the profile of skills recommended by the International Society for Technology in Education (ISTE), faculty had to model infusion of technology throughout the teacher education curriculum.

The WSSU School of Education, in collaboration with the College of Arts and Sciences, CITTLE, the Winston-Salem/Forsyth County Schools, and the Office of the President, developed a plan to redesign the curriculum in teacher education to align with INTASC, ISTE, and other relevant professional standards and to prepare university faculty and cooperating teachers to use technology appropriately in instruction and assessment. The activities were supported by partnership funds, North Carolina Catalyst funds, and funds from the U.S. Office of Education's Preparing Tomorrow's Teachers to Use Technology (PT3) initiative. The project involved weekly workshops six to eight hours long for faculty, staff, and cooperating teachers during spring 2001. Eighteen people participated (8 from the School of Education, 6 from the College of Arts and Sciences, and 4 cooperating teachers). The project staff asked participating faculty to enter into contracts to redesign two courses to address the appropriate standards and to identify learning outcomes that would address the upper levels of Bloom's taxonomy for every assessment in the syllabus. In addition, the faculty members who participated were required to post the syllabi on their home page. Faculty members could collaborate with others on their projects. They also were able to pilot-test their products.

The products were evaluated using an agreed-on evaluation rubric. The goal was to have 15 syllabi revised successfully during this program year. This goal was exceeded: Ten faculty members successfully completed their contracts for the revision of two syllabi. The faculty members who were unable to complete their contracts still are working on revisions of their courses.

The next phase of the project is to translate all the revised syllabi into Web-assisted courses and to invite another cohort of faculty to revise syllabi.

Table 2. Instructional Modules for Middle-Grades Lateral-Entry Teachers

MODULE	COURSE NAME
I	Introduction to Education
	Social, Historical, and Philosophical Foundations of Education
	The Middle School
	Middle Grades Practicum
	Exceptional Child in the Regular Classroom
II	Educational Media/Computers in Education
	Middle Grades Practicum II
	Emerging Adolescents in the School Setting
	Psychology of Adolescence and Early Childhood
III	Psychological Foundations of Education
	Methods of Integrative Teaching
	Methods and Materials in Reading Instruction in the Middle Grades

Involvement of Education and Arts and Science Faculty

One of the major activities that involved faculty members from the School of Education and the College of Arts and Sciences was the implementation of the PT3 grant. Through the grant, members of both faculties participated in a technology integration and course realignment workshop during summer 2001, described earlier. They realigned course syllabi with relevant professional organization standards. Several faculty members worked with inservice teachers to prepare them to use technology appropriately in instruction and assessment. This has been an ongoing collaboration for faculty and inservice teachers. They are currently using PowerPoint and other multimedia presentations in their classrooms.

Accomplishments of Faculty and Inservice Teachers

Noteworthy accomplishments of education faculty, arts and science faculty, and inservice teachers during 2000–2001 included the following:

- Recruitment of students and lateral-entry or certification-only candidates
- Analysis of data from an action research project with the American Cancer Society
- Collaboration with two English teachers at local high schools
- Facilitation for the Teacher Standard Commission
- Earning of master's degrees and doctorates
- Authoring of two reviews for the *Mental Measurements Yearbook* (2001, 14th edition)

Impediments

An inadequate budget has slowed access to resources that could be an integral part of getting programs started or revisiting present programs.

Lessons Learned

Some of the lessons learned in the third year also apply to the fourth year:

- Collaboration is the key to effective communication and vice versa. Effective communication is an ongoing process that builds a network.
- Collaborative efforts between CITTLE and professional development staff in the school systems help build a system for professional development for schools and the university.



Student teachers participate in a seminar with professors and cooperating teachers.

Next Steps and Future Aspirations

Members of the partnership will pursue the following goals next year:

- Seek funding to enhance programs that are currently in place and to implement those that are considered to be promising practices
- Develop instruments to assess students' learning in the classroom
- Involve more university faculty in the whole partnership process and in the PDSs (participating on the planning team, conducting action research, serving as members of the advisory board, and learning to model infusion of technology)

Dissemination of Promising Practices and Research Findings During 2000–2001

Presentations

Hairston-Day, B. (2001, October). *Successful strategies for teaching students with behavioral and emotional disabilities in inclusive settings*. Paper presented at the meeting of the International Council for Children with Behavioral Disorders, Atlanta.

Singleton, D. M. (2001, February). *Direct instruction: An effective teaching strategy for students at risk of school failure*. Paper presented at At-Risk Conference, Greensboro, NC.

Publications

Johnson, J. A., DuPuis, V. L., Musial, D., Hall, G. E., & Gollnick, D. (2002). *Introduction to the foundations of American education* (12th ed.). Boston: Allyn & Bacon.

The University of North Carolina Deans' Council on Teacher Education

Vision Statement

The University of North Carolina's schools, colleges and departments of education, in collaboration with public school partners and others, are committed to producing professional educators of the highest quality and to supporting their continued development on behalf of children in North Carolina.

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