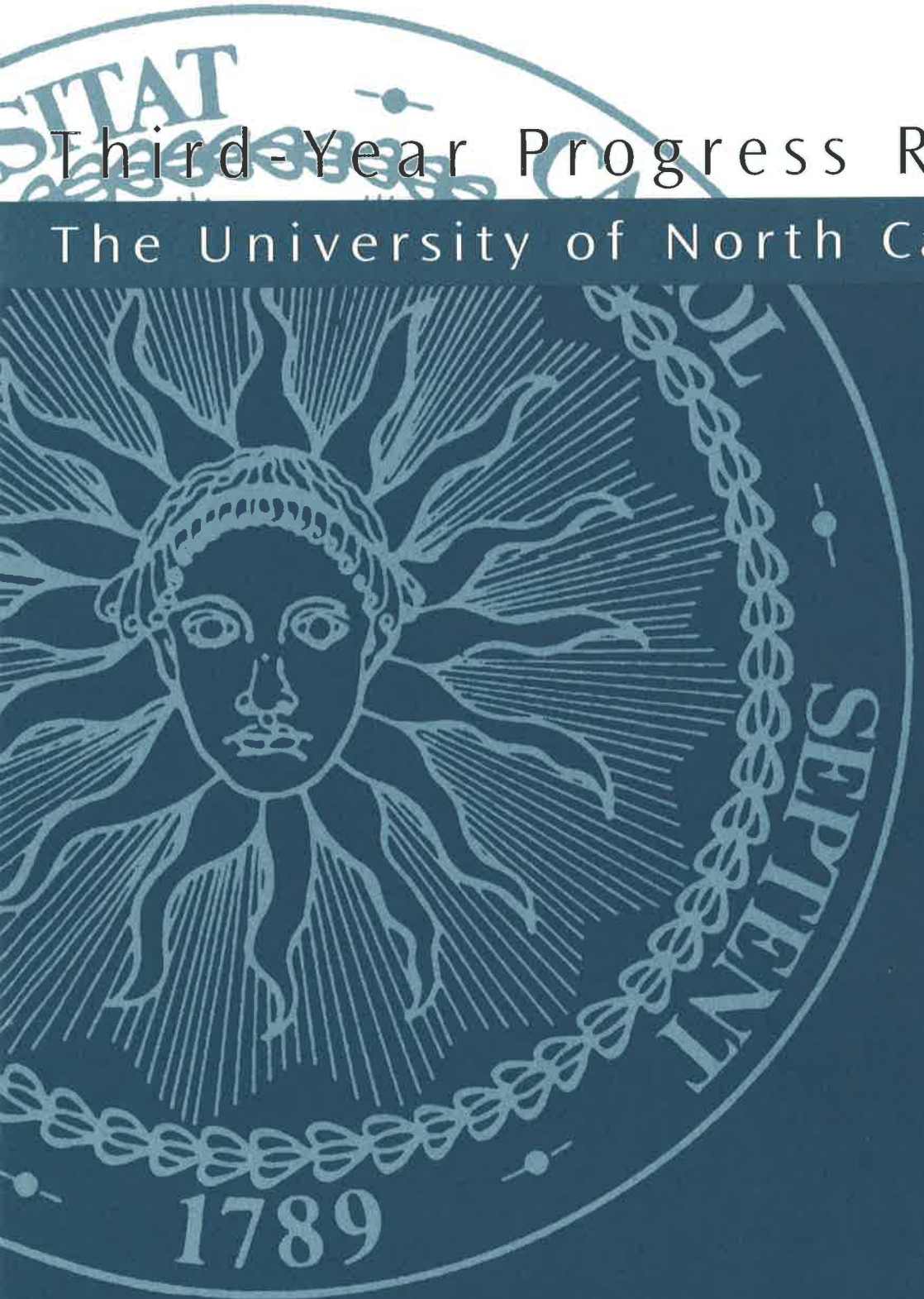
University-School Teacher Education PARTNERSHIPS

Third-Year Progress Report

The University of North Carolina



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Third-Year Progress Report

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2001

University-School Teacher Education Partnerships:
Third-Year Progress Report
1999–2000
Roy Edelfelt, *Editor*

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MEMORANDUM

TO: Members of the General Assembly

FROM: Charles R. Coble CRC

DATE: April 2001

SUBJECT: University-School Teacher Education Partnerships
Third-Year Progress Report

In the past two weeks, I had the opportunity to report to the Joint Appropriations Sub-Committee on Education about various K-16 initiatives in education provided by the University of North Carolina, including the programs of the UNC Center for School Leadership Development.

Another arena in which the University works with the public schools to improve the preparation of educators is through the University-School Teacher Education Partnerships. I am pleased to transmit to you the third-year progress report of University-School Teacher Education Partnerships. The report provides extensive accountability for the way in which the 15 UNC colleges/schools/departments of education are preparing teachers and supporting the public schools.

Contents

Foreword

Two critical needs in American education are to increase (1) the number and (2) the quality of teachers in our classrooms. Neither of these needs can take precedence over the other. The University-School Teacher Education Partnerships now have completed their third year. A key feature of the partnerships is the extended internships that engage preservice teachers in increasing levels of involvement and responsibility and give them solid preparation for their first year of teaching. Although not primarily intended to be a means of attracting potential teachers, the internships will help ensure positive experiences that will keep these people in the classroom once they become novice teachers. At the same time, university faculty and public school cooperating teachers and mentor teachers are given opportunities to work collaboratively, broadening their interests and affirming their professionalism.

Recently, North Carolina was identified as being first in the nation in its efforts to improve teacher quality. The University-School Teacher Education Partnerships have been key to North Carolina's accomplishments. I applaud the deans and faculties of education and their colleagues in the arts and sciences for their initiative and leadership as they work to improve both the quality and the quantity of teachers for the public schools of North Carolina.

– Molly Corbett Broad, President
The University of North Carolina

Introduction

The third year of the University-School Teacher Education Partnerships was one of consolidation and integration. Consolidation entailed completing shakedown runs, culling and refining programs, settling on more befitting focal points, normalizing routines, and stabilizing operations. Integration involved building stronger alliances between universities and schools, professors and teachers, and educators and communities.

Development reached a plateau of sorts. That occurred partially because consolidation required time for personnel to reflect on their togetherness of purpose, the worth of continuing a complex operation, the investment that collaborative projects take, and the degree to which such efforts have coincided with the traditional responsibilities of the institutions involved—all during a period when 6 of 15 education deans were new. The plateau also was forced by the paucity of funds available to bring the talents, the skills, and the knowledge of higher education and school personnel to bear on improving the preparation of teachers and the education of school students.

The Content of This Volume

Partnership reports this year take a different form than they did the first two years. To convey more of the texture and the substance of collaboration in partnership programs, the reports give primary space to vignettes—short descriptions of selected activities at each site—and much less space to overviews, goals, organizational structures, and key components. The latter information can be found on the Internet at the University-School Programs Web site, http://21stcenturyschools.northcarolina.edu.

For its vignettes each partnership selected several noteworthy activities and described them straightforwardly, telling a story and reporting results. Many of these vignettes are authored by teachers and professors involved in the activities.

A vignette on the yearlong internship, for example, might include information such as what the internship is; why it replaced student teaching; whether all prospective teachers complete it; who supervises and evaluates it, and how; whether it is more effective than traditional student teaching; whether results have been of value; whether outcomes have affected local practice; whether and how the process of this change has been significant in and of itself; and whether there were unanticipated results.

Readers will find vignettes that deal with school issues. For example:

- Showing the impact of partnerships on schools and school students
- Helping students meet state standards in mathematics, reading, and writing
- Using technology to document student growth and development
- Reducing the achievement gap between at-risk, underserved, and minority students, and others
- Providing for the diversity of students in today's classroom
- Tutoring to advance learning for school students and prospective teachers

Faculty efforts to improve teacher preparation are sketched in vignettes on such topics as these:

- Teaching by faculty that demonstrates how they would have their interns teach
- Discovering that teachers learn as they help interns learn
- Revising courses to reflect school curriculum and testing standards
- Connecting campus courses better to field experiences
- Preparing students for Praxis II exams (national assessments of teachers' knowledge and skills)

Subsequent sections of the reports address partnership evaluation, impediments, lessons learned, and next steps and future aspirations. In describing its program, each partnership reveals its uniqueness. Uniqueness is further demonstrated in demographic data at the end of each chapter.

Significant Advancements

Yearlong Internships

The most notable and widespread change achieved by partnership activity is the yearlong internship, which replaces student teaching. The details of the internship vary across partnerships, but a number of outcomes appear constant. A sample of them follows, as paraphrases of the words of teachers, interns, principals, and professors:

- I have a professional relationship with university faculty that allows me to call on them for support and for them to the do the same with me.—*A teacher*
- The partnership is vital to schools as well as the university.—*A principal*
- Working with interns helps me stay motivated, improve as a master teacher, and try new ideas.—*A teacher*
- I am seen as a teacher now, not just someone who comes in to try and teach in the middle of the year.—*An intern*
- The internship provides interns with more time to become acquainted with student differences and learning styles, and to learn more about informal instruction.—*A professor*
- With extended time, interns see the beginning and the closing of the school year and have opportunities to get involved with parents.—*A teacher*
- The clinical teacher becomes the student's role model and mentor and bridges the gap between learning in the university and application in the classroom.—*A university supervisor*

Minigrants

Time and resources for teachers and professors to work together are usually not available. That limits the prospects for the two types of professionals to collaborate on projects important to teaching or school program improvement. Minigrants provide time and support for professional study and research. Through this strategy, several partnerships supported action research and study by teacher-professor teams on problems that teachers face. For example, minigrants financed exploration of ways in which reading and mathematics are taught and learned. They also supported study that led to adoption of a highly rated program for teaching writing.

Discoveries

Cooperative Teaching

Student teaching has traditionally followed a pattern of the beginner gradually trying teaching under supervision and, when ready, taking responsibility for entire lessons, first for parts of a day and eventually for entire days and weeks. Like learning to fly, the system has been instruction, trial, and supervision until the student teacher is ready to solo. At that point the cooperating teacher withdraws and observes periodically to check progress and counsel. Intermittently the university supervisor visits to observe and consult.

With the yearlong internship, a new pattern of clinical experiences for preservice teachers appears to be evolving. The interns are involved part-time during the first semester and become acquainted with the cooperating teachers and the students, as well as with classroom and school routines. Their assignment begins when school starts in the fall. School students see them as part of the instructional staff. In a sense the interns become assistant teachers. Thus, by the time they begin student teaching, in the second semester, the interns are an accepted part of the school's instructional staff.

At a few sites, by the second semester, the interns have assisted enough to become coworkers with their cooperating teachers. The two teach together and separately. Some do what might be called "cooperative teaching." The cooperating teacher stays in the classroom, in contrast to traditional student teaching, in which the cooperating teacher leaves to test whether the student teacher can survive alone. The procedure has enabled beginning and experienced teachers to interact and cooperate in teaching, instead of focusing exclusively on preparing the beginner to solo. It has made possible joint reflection on students and classroom

activity. Further, it has raised the level of professional deliberation. It brings two perspectives, four eyes, two minds, to observations and discussions of teaching and learning. The seasoned knowledge and the great wisdom of the veteran intertwine with the fresh perspective of the preservice teacher. The cooperating teacher observes how his or her students respond to another teacher. The climate of management established by the cooperating teacher almost automatically carries over to support the intern's class control. Students seldom get out of line with the master present in the classroom. This makes it possible for the intern to concentrate on the art and science of teaching, instead of being preoccupied with classroom control.

Interns report that they complete their assignment with the confidence of a second-year teacher. If cooperative teaching becomes more common with the growth of the yearlong internship, it may bring teacher education closer to the pattern of preparation in the senior professions of law, architecture, and medicine.

New Roles for Teachers

Teachers who take part in teacher education have typically supervised student teachers and have commonly been called "cooperating teachers." They have usually been highly qualified, experienced practitioners. But lately teacher educators have realized that coaching and mentoring student teachers requires more than being a good teacher. Consequently, cooperating teachers have gradually been expected to obtain advanced training in supervision and mentoring. In North Carolina, numerous universities, notably North Carolina State, have offered special preparation for teachers who guide student and beginning teachers. The added competence needed has led to new designations and new roles. These new players in teacher education have become "clinical teachers."

As schoolteachers in partnerships have begun co-teaching with university professors in methods courses and assuming other duties, the position of "clinical instructors" also has been created. Often such teachers were cooperating teachers and then clinical teachers before becoming clinical instructors. Some clinical instructors (sometimes called "teachers-in-residence") now serve for a year or two on university faculties, on loan from their school positions.

Prospective Teachers in Schools for the Entire School Year

Colleges and universities have shorter school calendars than schools. Until recently, it was not thought possible or reasonable to expect college students to return in the fall before college started. The advent of the yearlong internship has changed that. It has become a requirement that prospective teachers be on deck early to attend pre-school-year teacher conferences, to participate in getting ready for the arrival of students, and to witness how teachers get started with classes and new students.

Winding up the school year also has added an experience that student teachers in former years seldom had. The result of both innovations is that when interns go on to their first job, they feel as though they are starting with a year's experience.

Communication Among Universities

Exchange of ideas on practices and problems in teacher education has not been common among schools, colleges, and departments of education in North Carolina. The university-school partnership program has promoted dialogue on preparing teachers among the state-supported education units in higher education. Deans meet almost monthly to share information and discuss issues. Personnel read the compendiums of annual partnership reports. Teams of participants from partnerships at the 15 universities attend an annual conference, at which they hear about other partnerships' practices and present their own. Almost 200 participants attended the conference in 2000 and had access to 37 presentations on partnership activities from across the state. A Web site is maintained by the Division of University-School Programs at UNC's General Administration to provide current information on the professional preparation and continuing development of public school educators (http://21stcenturyschools.northcarolina.edu).

Collaboration and Equity

The quality of collaboration between universities and schools has been reviewed at several sites, and changes have been made to make representation more equal. Governing boards now include partners from schools and universities. More school districts are contributing in-kind and financial support for partnership projects. For example, school districts support teachers'

participation in activities by providing substitutes when meetings or other affairs require their being away from classrooms during school hours. Also, school districts bear transportation costs for teachers and administrators' attendance at professional conferences. Teachers and administrators contribute their time and expertise to proposal writing for grants.

Most partnerships have recognized the cultural differences between schools and higher education as a problem, and efforts are under way to understand those differences and work with them better. Among the successes in this area are admissions by both school and university personnel that partnerships are mutually beneficial and that their colleagues at the higher education or public school level have skills, knowledge, and talents to contribute. There is more collaboration in study and research projects. However, partners also realize that there is much yet to be accomplished in working out collaborative efforts and achieving greater equity among personnel across institutions.

Needed Next Steps

Greater Participation

The degree to which faculty in schools and colleges are involved in partnerships varies greatly. In a few partnerships, at both levels, most faculty are partners. In most partnerships, though, only some faculty participate. In many cases, unless partnership activity is part of a faculty member's regular load, he or she must work on an overload basis.

But even when participation is considered part of a regular assignment, some faculty resist. They don't like the idea of partnering. It was not part of the job they were hired for. Consequently, resistance is only partly attributable to overload and limited staffing resources.

To gradually reduce resistance, several institutions ask candidates seeking positions about their beliefs and commitments to university-school cooperation. In one search for a new dean, faculty kept foremost in their minds hiring a person who saw partnership as a cornerstone of teacher preparation.

More Evaluation of Partnership Activity

A few partnerships have annual retreats of university and school personnel to assess progress and consider future directions. Retreats have included arts and science faculty. The informal feedback on this approach has been largely positive.

Other partnerships have engaged outside evaluators to assess progress and accomplishments, usually highly qualified neutral observers with special expertise on professional development schools and school-university collaboration. This kind of evaluation has typically involved a site visit of a few days—a one-shot affair. The appraisals have usually been thorough, constructively critical, and instructive, but often there is no action or follow-up, unless recommendations have strong support and local conviction.

The question is what plan to follow. The first type of evaluation can be provincial and subjective, even myopic. The latter can satisfy the function of evaluation but make no difference in action.

On a smaller scale, most partnerships survey participants after they take part in an activity, a workshop, or a project. Unfortunately, the polling occurs before much reflection has taken place, and opinions are subjective. Results may satisfy sponsors and participants, particularly when responses are positive. However, conclusions tell little about the long-term impact of an experience.

As is evident, evaluation of projects as complex as partnerships is a puzzlement. It deserves more thought and trial and may never provide the absoluteness of numerical bottom lines.

More Involvement of Arts and Science Personnel

Many partnerships have made progress in involving arts and science personnel. For example, a couple of partnerships worked with subject-matter professors in reviewing the content of Praxis II, a test that measures teacher candidates' knowledge of the subject they will teach, as well as their knowledge about teaching that subject. Another partnership brought together professors in art, music, theatre, dance, and education to collaborate on a high school project that integrated those fields. But there are many more collaborative efforts to try. The resources and the insights that arts and science personnel can provide have only begun to trickle into teacher education.

Better Assessment of Student Learning

Some programs have worked on evaluating needs of students, designing instruction to meet those needs, and evaluating results using pre-

and post-tests. One partnership assessed student growth in mathematics and reading that way. The intent in using pre- and post-tests is to track student learning that results from teaching.

In another situation, prospective and regular elementary school teachers learned how to use and interpret informal assessment instruments in reading and mathematics. Then, as students worked on mathematical concepts, they engaged the students in reflective discussions on the reasoning and the strategies that the students used in solving problems. The procedure helped teachers evaluate students' understanding of mathematical concepts.

In the third year, there was supposed to be an emphasis on measuring student learning. That has been slow in coming, but more is being discovered about how difficult measuring learning can be. The time and the effort that it takes seem well beyond the resources of most partnerships.

Recruitment of Teachers, Particularly Minorities

Several partnerships conducted workshops for minority middle and high school students to interest them early in going to college. There also were tutoring programs to introduce at-risk students to the Legislative Opportunity Grant program, which offers four-year scholarships, including college tuition, student fees, and text costs, for students tracked from middle school through higher education. Further, several partnerships obtained sizable grants from the federal program GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) to tutor, mentor, and financially support students from middle school on. The subtle intent is to interest students in teaching as well as to encourage them to pursue more education.

More Attention to the Preparation of Secondary School Teachers

Most partnerships cater to elementary school teachers and students and the preparation of elementary school teachers. Only a few have projects in middle schools, and even fewer are engaged with high schools. High schools probably are more in need of reform and new initiatives than the lower schools. That clearly is a job to be addressed.

More Attention to Induction of Beginning Teachers

Assisting beginning teachers is not yet a major effort at most partnerships. The few programs that exist are notable. Many are solid because of the inservice training that teachers have had in North Carolina State University's mentor training program. This program has been adopted, in part or in whole, by about half of the partnerships. Currently, however, only four or five partnerships have active, ongoing induction programs for beginning teachers.

For more induction programs to be operable, substantial resources will need to be allocated. Assisting beginning teachers may be one of the best ways to retain teachers in schools and at the same time improve instruction for students.

Attention to the Preparation of Teacher Educators

There are a multitude of doctoral students in the pipelines of North Carolina's public universities. Although many new doctorates take positions as teacher educators in higher education, few if any concentrate on preparing teacher educators.

One proof of the number of advanced graduate students is the numerous dissertations that have grown out of partnership programs. Unfortunately, most of the universities have not reported those studies in these pages. In subsequent and other publications, there should be a listing of them.

A Broader Scope of Activity in Teacher Education

Clinical experiences in teaching constitute the major efforts of university-school partnerships. Many other aspects of education and schooling need attention if teacher education and the learning of children and youth in schools are to meet the needs of this century. Some efforts yet to be considered in the education of teachers include a focus on the teaching of subject matter in schools, experimentation with ways to measure student learning, study of social trends and cultural values and habits of the various social, racial, and ethnic groups that populate schools, study of the structure of the disciplines that teachers will teach, a focus on human growth and development and the psychology of learning, examination of what teachers should know about citizenship education, and exploration of the structure and the organization of schools.

Better Reward Systems for Partnership Involvement

Almost every partnership is concerned about the existing reward system for professional personnel in teacher education. Several campuses have study groups rethinking promotion and tenure policies in order to reward more adequately professors of education who work on and off campus. Formulas for academic faculty loads do not consider the time and the effort required to work with schools, teachers, and prospective teachers. Unless changes are made, it is probable that not many more professors will be enticed into partnership programs.

Similar concerns need to be studied for schoolteachers who work as clinical teachers, clinical instructors, and teachers-in-residence in teacher education. Little thought has been given to changing staffing patterns and reward systems for teachers. This, as well as the resources needed to accomplish it, should be on the agenda of every partnership.

Conclusion

In the best of circumstances, change in education is a slow process. When two quite different educational institutions join to reform what have been the exclusive domains of each, change becomes doubly difficult. The partnerships obviously have encountered obstacles (not all of their own doing), but they also have made significant achievements in a mere three years. The improvements have been substantial and extensive, resulting in important developments in both school and university education.

Universities are clearly the training arm of the teaching profession. Yet the connection between them and the institutions employing education personnel has not been close. The partnerships have demonstrated that there is much to be gained by closing that gap. Schools and universities have something to offer each other, and the benefits go well beyond preparation of personnel, to better education of children and youth.

– Charles R. Coble, Vice President
University-School Programs,
The University of North Carolina,
Office of the President

Appalachian State University

in partnership with Alexander, Alleghany, Ashe, Avery, Caldwell, Watauga, and Wilkes County Schools

The University-School Teacher Education Partnership housed at Appalachian State University (ASU) connects the university with seven school districts (86 schools)—those of Alexander, Alleghany, Ashe, Avery, Caldwell, Watauga, and Wilkes counties. University faculty, schoolteachers, administrators, and preservice teachers work collaboratively to make a difference in the education of children and the preparation of teachers. A partnership of this sort takes a lot of time, cultivation, and resources to be effective. There have been notable accomplishments in the three years since state funding became available. Some are directly attributable to the infusion of funds and the attention given to building partnership activities. Others have occurred as unintended outcomes of this new collaboration between higher education and the public schools.

Partnership activities have heightened awareness of the need for greater dialogue between K–12 schools and higher education. Central to this awareness is increased attention to college curriculum design and the role of field experiences in the preparation of teachers. Such attention has led in turn to the partnership's piloting professional development schools (PDSs) to determine ways in which university faculty, preservice teachers, and schoolteachers can work together more closely and effectively. In addition, faculty in arts and sciences have sought opportunities to interact with colleagues in education and the public schools to provide stronger connections between theory, content, and practice. Further, teachers have shown an increased interest in professional development as a result of involvement in partnership activity.

The partnership also has served as a catalyst for grant activity, bringing in almost $2 million. One grant from the federal government enabled development of the Mountaineer Millennium Project, an after-school enrichment program that has served more than 700 academically at-risk students from the seven partnership districts. Another federal grant helped establish GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), a project that will follow and support 80 academically at-risk middle school students from the 7th through the 12th grade, and encourage them to seek further preparation in higher education. Both projects involve collaborative efforts of higher education faculty, preservice teachers, school students, teachers, administrators, and community representatives.

Some other effects of partnership activity in 1999–2000 are documented in the following vignettes.

Vignettes

The Impact of Professional Development Schools

Since this partnership began three years ago, there has been careful tracking of the impact of various efforts on schools, learners, and faculty, particularly in three PDSs in Avery and Watauga counties. These schools were selected because they initiated contact with the university about working together, were highly supportive of the partnership, and were easily accessible in distance to ASU faculty and students. Each school also had a distinct personality.

In 1999–2000, 59 students, 4 teachers, and the principal at Beech Mountain Elementary School (in Avery County), 185 students, 7 teachers, and the principal at Bethel Elementary School, and 201 students, 8 teachers, and the principal at Mabel Elementary School (both in Watauga County) were involved in partnership efforts. At these schools 5 ASU faculty spent almost 300 hours working with teachers, administrators, K–6 students, and ASU prospective teachers. Thirty-one education majors spent about 5,000 hours, and 7 student teachers approximately 4,000 hours, in these partnership schools.

Assessment, Professional Development, and Student Growth

To help make certain that their students showed learning gains, teachers actively participated in professional development that grew out of identified needs at their schools. This participation occurred naturally as teachers, faculty, and education majors worked as PDS

teams to change the curriculum. They identified an area to change, gathered relevant information, discussed ways to apply it, tried it out with students, and then discussed the results and made needed modifications. Such professional development was ongoing. For example, teachers at Beech Mountain Elementary had the following experiences:

- Learned how to assess student needs and how to use and interpret informal assessment instruments in reading and mathematics
- Created a word-study curriculum that matched students' individual needs
- Learned (with ASU students) how to determine the instructional reading level of materials and then applied these skills to identifying the level of the reading materials in the school
- Developed techniques of reading instruction involving small groups of children organized by reading level
- Learned about conceptual understanding in mathematics
- Discussed the benefits of linking children's books with mathematical content and explored ways of doing this

More particularly, at Beech Mountain Elementary, at the beginning of the school year, the Title I teacher (assisted by classroom teachers, ASU faculty, and elementary education majors) assessed the reading abilities of all students using developmentally appropriate word-recognition and informal reading inventories. She also assessed students' orthographic knowledge using a developmentally constructed instrument for assessing spelling, and evaluated their writing according to end-of-grade standards. Collectively the results of these assessments were used as a basis for selecting appropriate materials and instructional strategies.

The Bethel and Mabel elementary teachers, assisted by prospective elementary school teachers from ASU, collaborated with ASU faculty to design and implement similar assessment procedures in reading. Each school administered spelling, word-recognition, and informal reading assessments at the beginning and the end of the school year.

At all three schools, combinations of assessment tools were used to measure students' understanding of mathematics. Traditional computational assessments revealed students' ability to perform common mathematical procedures. Some teachers learned to use informal assessment strategies to measure students' conceptual understanding. In several K–2 classrooms, teachers assembled computational assessments and student work in portfolios. In some fourth- and sixth-grade classes, as students worked on mathematical concepts, teachers engaged them in reflective discussions on the reasoning and the strategies that they used in solving problems. The procedure helped teachers evaluate students' understanding of mathematical concepts and informed them about their instructional practice and pace. For example, often students knew the steps to take to get a correct answer but did not understand why they should take those steps. Teachers also assessed students informally as they talked about their reasoning. Some teachers used this information to help write narratives to include in report cards. One special education teacher assessed her students' progress in much the same way and conducted interviews to check students' understanding before moving on to a new concept.

Schoolwide Curriculum Development and Alignment

In the same three PDSs, curricular goals have changed as a result of teachers' assessing student performance to emphasize reading, writing, and mathematics. In language arts, for example, teachers have begun to determine the reading levels of materials so that they can use flexible, dynamic grouping—one on one, small groups, and whole class. On the basis of assessment data, teachers use flexible grouping and pay close attention to pacing to ensure that students are working on an appropriate level so that maximum growth can occur.

At Beech Mountain Elementary, teachers and ASU faculty collaboratively designed and implemented a comprehensive word-study program. Students were placed in groups consistent with their understanding of English "orthography" (representation of sounds as printed and written symbols), determined by their performance on a developmental spelling instrument. As with reading groups, performance and growth of students were monitored and used to assess when they were ready to advance. Responses to reading through discussion and writing were emphasized. Language arts skills also were integrated with mathematics, social studies, science, music, and art.

In addition to supporting these schoolwide efforts, resource teachers at Beech Mountain Elementary worked with students with learning disabilities in their regular classrooms, in small groups, and in individual pullout sessions. Regular classroom teachers also used a variety of

strategies and programs, including Early Steps (a special reading program developed by an ASU faculty member), timed repeated readings, and small-group directed-reading activities. Other ancillary programs were incorporated, including community volunteer readers, peer reading, and after-school tutoring.

ASU interns Beth Rados and Sheila Wright were 2 of 201 students to participate in the program at Mabel Elementary School in Watauga County.

The PRAXIS Initiative: Creating Networks for Understanding

North Carolina has a strong commitment to teacher quality, especially in its requirements for the preparation of teachers. One requirement is acceptable performance on the content-specialty tests of Praxis II (a national examination for teachers administered by the Educational Testing Service). Results on these tests are one of the key indicators on North Carolina's Institution of Higher Education Performance Report, and they will form the foundation for the forthcoming annual federal report on performance of teacher candidates. A number of changes have occurred in the content of these tests, and some students have experienced difficulty in achieving satisfactory scores.

In 1999–2000 the dean of ASU's Reich College of Education issued a personal challenge to faculty in education and other colleges across campus to take the appropriate Praxis II tests so that they could form their own judgments about the tests' content, the tests' appropriateness for assessing the knowledge of preservice teachers, and the adequacy of students' preparation in subject areas. Thirty-eight faculty (19 from education and 19 from other colleges) in 23 subject areas accepted the challenge. They took the test in their field and then met in discussion groups, not necessarily in their field, to discuss the experience. After the discussions they wrote reflection papers that outlined their recommendations for curriculum realignment, changes in their teaching approaches, and ways in which students could prepare for the tests. Faculty made the following recommendations and indicated that they would implement the recommendations:

Curriculum/Teaching Adjustments

- Provide for more sharing and critiquing of lesson plans among students so they can improve their design of lessons
- Emphasize writing skills and expression of ideas in all classes
- Provide more analysis of case studies and emphasize responses that focus on content, developmentally appropriate instruction, and varied individualized learning strategies to reflect varied learning styles
- Emphasize learning objectives related to content
- Increase attention to problem solving in all classes
- Pay attention to the North Carolina Standard Course of Study and the standards in subject areas set by national organizations when determining course content
- Provide stronger links between course content and field experiences
- Highlight teaching approaches appropriate to various content areas

Student Preparation for Tests

- Become familiar with analyzing case studies and creating responses that focus on content, developmentally appropriate instruction, and varied individualized instructional strategies
- Practice organizing ideas for and writing answers to essay questions, especially focusing on the abilities to infer, condense, summarize, transfer, and apply information
- Take the Praxis tests after having extensive field experience in the schools
- Participate in workshops on general test-taking skills
- Retain class notes and review them often

This experience has helped faculty understand more fully the collaborative nature of teacher preparation. Not only did they come together after sharing a common experience—the tests—but they now have a better understanding of the importance of aligning curriculum at the university

level with content standards in the public schools. Faculty began discussing how they could work together toward the common goal of having well-prepared teachers in the content areas. Faculty also have expressed a commitment to working within their own departments to ensure that students receive the kind of preparation necessary to enter North Carolina classrooms with appropriate academic knowledge.

Integration of Technology

Research conducted from 1996 through 1999 in schools where ASU student teachers were placed revealed that many partnership schools had inadequate technology resources; also, that only about 15 percent of the teachers supervising ASU student teachers were perceived by the student teachers as modeling effective integration of technology in their teaching on a regular basis. Surveys of more than 100 ASU cooperating teachers revealed that about 75 percent of them thought they needed training from the university to understand the North Carolina Advanced Technology Competencies for teachers and to model those competencies effectively in their own teaching. They also expressed a need for a better understanding of their role in assessing a student teacher's level of competency in using technology.

To address these needs, the partnership sponsored a three-day workshop for 25 cooperating teachers from partnership schools, aimed at increasing their awareness of the Advanced Technology Competencies. The teachers explored the processes for collecting, organizing, and sharing the Technology Products of Learning now required for licensure. A goal of the workshop was to help cooperating teachers review and evaluate more effectively a student teacher's portfolio on technology competencies. To accomplish this goal, five teams of cooperating teachers, grouped by grade level, worked collaboratively to create model lessons that integrated technology into the teaching-learning process. Appropriate technologies were used to construct products, which then became the basis for critical reflection on how they did or did not add value to the teaching-learning tasks identified by the teams. The focus was on what can be done more effectively with new tools, media, and channels for communication, with the goal of allowing more effective and thoughtful teaching and learning. The results of the teams' efforts are available at http://www.gumbo.appstate.edu/coop/.

After completing the training, cooperating teachers were invited to submit proposals on using Macintosh or Wintel computers in their teaching. To write a successful proposal, teachers had to describe innovative and creative ways to use computers in their classrooms and show how student teachers assigned to them also would be involved in the computers' use. For agreeing to carry out their proposals and evaluate the effectiveness of their projects, the proposal writers received five computers each for their classrooms, with the understanding that as long as they continued to use technology effectively with student teachers and school students, the computers would remain. Personnel in partnership schools agreed to provide technical support to keep the computers operating. The machines became available as a result of upgrading in the Reich College of Education.

This collaborative effort between the Reich College of Education and the partnership schools was an attempt to provide a two-way exchange of resources, experiences, and knowledge. The goal was to improve the ability of both inservice and preservice teachers to integrate technologies appropriately and effectively into their teaching-learning environments. All but one of the projects was successfully completed and evaluated—and the computers are still being used in those cooperating teachers' classrooms.

Cooperating teachers reported a much higher level of confidence in working with student teachers on the Advanced Technology Competencies as a result of the workshop. They also reported that they were using technology more regularly in their own teaching. Student teachers reported increased use of technology in the classrooms of these teachers.

Student Learning

Increased student learning in the PDSs was reflected in gains on end-of-grade tests. For example, informal diagnostic assessments designed and administered by teachers at the beginning and the end of the school year at Beech Mountain Elementary revealed that 95% of all the students who had scored two levels below grade level at the beginning of the year achieved at least one year's growth and 58% of those students achieved greater than one year's growth. Results of 1999–2000 end-of-grade tests indicated that 90.5% of the students had made a one-year gain of at least 6% in reading and 10% in mathematics. Results of 1999–2000 end-of-grade tests at Bethel Elementary showed similar improvements in reading

and writing scores in grades 4 and 5. Mabel Elementary was a new site in 1999–2000, so no comparative data are available yet.

ASU students made better connections between course work and fieldwork as a result of their work in PDSs. For example, in language arts methods class, they were introduced to literature circles, in which groups are formed around instructional reading levels, and groups read books at their levels. Students are responsible for various roles (e.g., word wizard, discussion director). ASU faculty modeled this process by having university students engage in literature circles with a book that was appropriate for them. The students also were able to observe instructors doing literature circles with the fourth and fifth graders at Bethel and Beech Mountain elementaries. Then they created interdisciplinary units using literature circles, which they taught in the PDSs during their field experiences and student teaching.

ASU students demonstrated their knowledge and skills of integrating curriculum and technology by creating electronic portfolios and posting them at http://www.ltl.appstate.edu/436/index.htm. They also added their data bank of children's literature to the partnership's Web site and posted reviews of books that they had read. The database is accessible to other ASU students and to partnership teachers.

Interns (students engaged in field experiences before student teaching) and student teachers also taught K–6 students how to use technology to demonstrate their understanding of content. For example, a student teacher at Beech Mountain Elementary taught students in grades 4–6 how to create Web pages to demonstrate their knowledge of science and social studies. These pages were linked to the PDS Web site for the school (see the Web site address in the preceding paragraph).

Another opportunity for continued learning was the option for interns to work with the same ASU faculty, schoolteachers, and students in their student teaching with whom they had worked in a semester-long experience before student teaching. This was beneficial because they began student teaching in a PDS where they had prior experience in both course work and fieldwork. This yearlong internship/student teaching also provided consistency for K–6 learners.

Student teachers have proven to be significant mentors to interns working in their schools. Many ASU students have benefited from this opportunity since the PDSs began. Twenty-four percent of the interns who were placed in PDSs student-taught in one of the PDSs in spring 1999, and 57% did so in fall 2000. As more PDSs are added, the proportion is expected to increase. Cooperating teachers report higher levels of confidence and more advanced skills in these students when they begin their student teaching.

Community Connections

ASU students also have strengthened their connections with the communities of partnership schools. In spring 2000 the partnership provided opportunities for students to update school Web sites for Beech Mountain and Bethel elementaries, and to create one for Mabel Elementary. Each of these Web sites includes links to the history of the school and the community, the school calendar and classes, and resource pages for teachers, parents, and children (see the Web site address provided earlier).

In spring 2000, ASU faculty designed an electronic discussion board that became available in fall 2000. Past and current interns and student teachers, ASU faculty, and school personnel have access to the bulletin board so that they can stay connected and continue to participate in the learning community.

Once each semester, school faculties, administrators, and staff, ASU faculty and administrators, current and future interns, parents, and student teachers come together to reflect on the variety of experiences that have occurred in the PDSs and to celebrate their partnership experiences. This sharing greatly enhances the learning community because it demonstrates the importance of each group in building a community of practice.

Schoolteacher as Teacher Educator

Because of common staffing needs, in 1999–2000, ASU and Watauga County Schools created and funded a collaborative position for a classroom teacher. Based at Bethel Elementary, the teacher worked with one fourth- and one fifth-grade teacher and their students, modeling language arts instruction. She also taught language arts methods for elementary education majors at the school. This allowed ASU students to observe her teaching children at that school.

The teacher also spent some time working with teachers in the other PDSs, one of which was not in Watauga County. At Beech Mountain Elementary, she worked with teachers in grades

2-3 and 4-6, two student teachers, and two elementary education majors to plan, model, and help implement literature circles. At Mabel Elementary she helped the second-grade teacher adapt the literature-circle idea for her students. As a result, this teacher uses a modification of the literature-circles idea in her classroom.

The individual in this position has had a significant impact on professional development for teachers in the PDSs, so much so that the county is exploring ways to replicate the effort in other schools.

The Influence of Partnership Collaboration

One of the continuing challenges in teacher education is to develop cross-campus cooperation and collaboration in the preparation of teachers. At ASU the Reich College of Education shares the responsibility for preparing effective teachers with the College of Arts and Sciences, the College of Fine and Applied Arts, and the School of Music. The latter units offer content instruction and supervision in a number of areas. Two initiatives begun in 1999-2000 underscore this shared partnership responsibility and highlight what is possible when collaboration is a principal focus. One was the collaboration on examining the Praxis II tests, described earlier.

The other was an effort to bridge the gap between arts and sciences and education. Arts and science faculty and high school teachers in English, mathematics, science, and social studies participated in a series of focus-group meetings. The meetings emphasized increasing the alignment of expectations and standards across high school and higher education. To increase common knowledge of the North Carolina Standard Course of Study, the ABC testing program, and the standards of national subject-matter organizations, the focus groups fostered dialogue among methods instructors in arts and sciences and education, K-12 teachers and high school teachers, and curriculum specialists. The dialogue resulted in the groups' drafting action plans to revise method courses so that they better reflect the curriculum and testing standards now present in the public schools.

Meetings began in September 1999, and each focus group met five times during the year. Two of their major activities, conducted during or around the meetings, were (1) visits by public school teachers to university methods classes to talk about the state's ABC assessment practices and (2) discussions between public school teachers and university faculty about the standard course of study and expectations for students coming to college.

Further, the English group as a whole reviewed and made recommendations concerning proposed state standards for language arts. One subgroup carried out research on the impact of different instructional strategies on student learning. Another subgroup did a review of the literature being offered in the public school curriculum, which led to a proposed new course in world literature for preservice teachers. Schoolteachers, mathematics educators, and mathematics student teachers shared perceptions on the mathematics education program. The social studies group discussed appropriate preparation for social studies teachers in North Carolina. All groups offered recommendations for strengthening student teaching and clarifying the roles of academic advisers, cooperating teachers, university supervisors, and student teachers. The groups agreed to continue to meet during 2000-2001 to refine their action plans.

ASU student Amie Pratt assists four students at Mabel Elementary School.

Impediments

The partnership remains committed to expanding its activities and collaboration. However, in doing so, it is discovering that "going to scale" is extremely difficult. To involve more than 1,000 preservice students in equal experiences within a partnership region that encompasses 2,727 square miles and to meet the needs of the 86 schools within this seven-county area represent significant geographic challenges. As a consequence, major efforts in curriculum and

field experiences have focused on schools within reasonable access of ASU's campus. For schools beyond this area, more attention has been given to offering professional development and funded activity, such as the GEAR UP and Mountaineer Millennium projects. The partnership, however, is ever mindful of its mission to serve all its members and to provide appropriate resources to support partnership activities that touch all schools in the region, in one way or another.

Equally significant impediments to maintaining partnership quality and fostering expansion are time and people. As is amply evident in this report, true collaboration takes great amounts of time—time for planning, discussion, experimenting, and evaluating—and it calls for people trained in the work of collaboration. The implementation and the evolution of PDSs have a major impact on the roles and the responsibilities of university faculty, preservice teachers, and classroom teachers. Only now, after three years, are partnership personnel becoming fully aware of how large the impact is.

University-school efforts at team teaching, internship supervision, and on-site liaison call for changed roles and responsibilities. Successful partnership work cannot be just a duty added to already heavy workloads. Faculty based on university campuses cannot spend the time necessary to work effectively in the schools with preservice and inservice teachers while carrying a full load on campus and assuming other professional responsibilities. No less important is an adjustment in the load of classroom teachers, who are expected to work with school students, supervise interns, and mentor student teachers. Some even have responsibilities for beginning teachers.

Lessons Learned

The three PDSs—Beech Mountain, Bethel, and Mabel elementaries—and the activities that have been developed at each have offered opportunities for university and school personnel to work together to make a difference in student learning at both university and school levels. In addition, the effort has enriched the professional development of the faculty and the teachers involved. These lessons are being integrated into the elementary education program on a large scale, affecting even more schools and preservice teachers.

Next Steps and Future Aspirations

During the coming year, the partnership expects to build on its current accomplishments while addressing the following objectives:

- Identifying and involving more PDSs
- Increasing attention to the diversity of students in terms of site selection for preservice teachers
- Increasing the involvement of arts and science faculty in public schools
- Implementing a revised elementary education undergraduate curriculum that increases attention to field experiences
- Monitoring the quality of off-campus programs in the Appalachian Learning Alliance, a consortium of 10 community colleges that are collaborating with ASU to offer undergraduate teacher preparation programs
- Developing a design for overall assessment of teacher candidates' performance
- Seeking additional grant opportunities to support partnership work
- Refining and expanding the PDS efforts currently under way
- Documenting the impact of partnership activities and programs

Profile of USTEP Based at ASU

SCHOOLS

Number of school districts involved in partnership	7

Number and types of schools (overall) across participating districts:

ELEMENTARY	MIDDLE	SECONDARY	OTHER
57	8	14	7

Student enrollment (overall) across participating districts	39,400

Racial and ethnic makeup of student body across participating districts:

WHITE	BLACK	HISPANIC	OTHER
94.6%	4.9%	0.8%	—

Number and types of schools involved in partnership:

ELEMENTARY	MIDDLE	SECONDARY	OTHER
57	8	14	7

Student enrollment in schools involved in partnership	39,400

Racial and ethnic makeup of student body in partnership schools:

WHITE	BLACK	HISPANIC	OTHER
94.6%	4.9%	0.8%	—

Percentage of students on free or subsidized lunch program in partnership schools	NAV
Number of teachers (overall) in partnership schools	300
Number of teachers in partnership schools involved in partnership activities	300
Number of cooperating/clinical teachers in partnership schools	110
Number of nationally certified teachers in partnership schools	NAV

Are cooperating/clinical teachers, mentors, or clinical instructors rewarded for their work?

	MONEY	TUITION	PRIVILEGES	HONORS
COOP./CLIN. TEACHERS	No	Yes	—	—
MENTORS	Yes	—	—	—
CLIN. INSTRUCTORS	Yes	—	—	—

UNIVERSITIES

Number of education faculty (overall):

Full-time 79, Part-time 28

Number of education faculty involved in partnership:

Full-time 50, Part-time 12

Number of arts and science faculty involved in partnership:

Full-time 10, Part-time 0

Number of students preparing to teach (prospective teachers):

Undergraduate 1,908, Graduate 305*

Percentage of prospective teachers (total of undergraduate and graduate) by level:

Undergraduate

ELEMENTARY	MIDDLE	SECONDARY	SPEC. ED.	OTHER
40%	5%	22%	6%	27%

Graduate

ELEMENTARY	MIDDLE	SECONDARY	SPEC. ED.	OTHER
6%	3%	11%	8%	63%

Number of prospective teachers (total of undergraduate and graduate) working in partnership schools in last two academic years:

	1998–1999	1999–2000
In Pre-Student-Teaching Clinical/Field Experiences	350	360
In Student Teaching	465	459
In Post-Student-Teaching Experiences	—	—
In Other Assignments	—	—

Percentage of prospective teachers (total of undergraduate and graduate) involved in partnership program	NAV**

Number and level of graduates over last three years who have completed teacher education program:

	ELEMENTARY	MIDDLE	SECONDARY	OTHER	% MINORITY
1998	177	15	102	95	2%
1999	187	23	112	112	2%
2000	169	36	113	95	4%

Percentage of graduates employed in teaching:

1998 NAV, 1999 NAV, 2000 NAV

Degrees offered that lead to certification:

BA, BS, MA, MS, EdD

— = no answer; NAV = not available

*This figure does not include off-campus students.

**There is no easy way to identify the graduate population; all the undergraduates at some point in the program are involved in one or more partnership schools.

East Carolina University

in partnership with Nash–Rocky Mount Schools and Beaufort, Carteret, Craven, Edgecombe, Greene, Johnston, Jones, Lenoir, Martin, Onslow, Pamlico, Pitt, Wayne, and Wilson County Schools

At East Carolina University (ECU), the University-School Teacher Education Partnership has become the way of doing business in the preparation programs. Partnership is a cornerstone of the conceptual framework required for accreditation by the National Council for Accreditation of Teacher Education (NCATE). The listed and described activities shown in that category in ECU's NCATE report are those generated and supported by the partnership. The partnership concept is beginning to permeate the entire ECU teacher education program, finding its strongest expression in the School of Education and facing its biggest challenge in the College of Arts and Sciences.

The partnership has served as a key vehicle for collaboration with 15 school systems: Nash-Rocky Mount Schools and Beaufort, Carteret, Craven, Edgecombe, Greene, Johnston, Jones, Lenoir, Martin, Onslow, Pamlico, Pitt, Wayne, and Wilson County Schools. Through the partnership ECU plans and continuously improves the senior-year internship, education courses, the curriculum within particular programs, professional development programs for inservice teachers, induction models, and research. The partnership strives for equity in representation and decision making, and it works to create new ways for arts and science faculty and teachers themselves to participate in partnership activities. ECU has succeeded in securing a $250,000 endowment to support the partnership, which has been known in the past as the East Carolina University Clinical Schools Network and hereafter will be called the Walter and Daisy Carson Latham Clinical Schools Network at East Carolina University (Latham Clinical Schools Network, for short).

Within Pitt County, where ECU is located, the partnership has successfully initiated three professional development schools (PDSs), one each at an elementary school, a middle school, and a high school. The salary of the coordinator of this initiative is jointly supported by the school system and the partnership. At the school level, funds from both entities are used to support PDS activities. The goal has been to develop a fully coordinated professional development plan whereby resources are shared and partnership activities are integrated into the respective school improvement plans. Once such a plan is in place in the Pitt County Schools, the partnership will pose it to the other 14 systems in the network.

There have been positive changes in attitude as a result of the partnership, reflected in the increased number of faculty participating in partnership activities; in school reports documenting the positive impact of partnership initiatives; and in new proposals such as one for an Advanced Placement Center, through which arts and science faculty will become involved with advanced placement teachers. In addition, the faculty evaluation process in the School of Education now includes stronger references to partnership work with schools under teaching, scholarship, and service, and the School of Education is developing guidelines for reduced teaching loads in order to be able to assign one-fourth of a faculty member's load for school-based work.

The partnership focus has prompted teacher education faculty to develop distance-education programs that meet the needs of school systems in eastern North Carolina. For example, in Halifax County, faculty in educational leadership are delivering a master's degree program on site for principals; in Nash-Rocky Mount, faculty in elementary education delivered a master's degree program on site to a cohort of elementary school teachers (see "A Win-Win Partnership," later in this report); the School of Education has placed all the licensure courses on-line; and it is designing satellite programs to support lateral-entry teachers close to their schools. As these programs are developed, the School of Education shares them with the North Carolina General Assembly's Education Oversight Committee, with regional legislators, and at state conferences such as the annual Teacher Education Forum.

In response to future directions set last year, the partnership has begun or completed the following activities:

- Hired a professional development coordinator to design and implement a model of continu-

ous professional development for the partnership's nearly 1,500 clinical teachers. The model emphasizes clinical supervision and cultural sensitivity to diverse student populations.

- Improved the reading preparation program using the results of a research study that elicited data from clinical teachers, school administrators, and preservice teachers.
- Instituted a methodology for sampling student work as part of the performance-based licensure process for preservice teachers in the middle school PDS.

Finally, the strategic plan for the School of Education for 2000–2003 heavily emphasizes partnership work with schools and other agencies. Goal 2 speaks specifically to this emphasis:

> *2 Refine and expand partnership activities with businesses, schools, and other social agencies to enhance the School of Education's public franchise.*
>
> *2.1 Develop formal means for recognizing contributions to partnership efforts as part of faculty's regular workload.*
>
> *2.2 Focus on developing innovative partnership strategies with local educational agencies to involve the [School of Education's] faculty, staff, and students in the creation and maintenance of high quality new teacher induction and career teacher advancement programs.*

Vignettes

Linking Technology to Assessment

Exploring creative uses of technology and finding more authentic ways to assess the learning of children are two of the most critical professional challenges facing teachers today. Faculty at ECU's School of Education and teachers at Sam Bundy Elementary School in Farmville, North Carolina (part of the Pitt County Schools), shared an interest in addressing these challenges. In 1999–2000 the groups decided to address them at their intersection by exploring how technology might be used to develop electronic portfolios on students.

Electronic portfolios contain essentially the same materials that would be placed in a traditional student portfolio, but usually more. The materials, however, are captured, organized, saved, and made accessible electronically on a computer. Electronic portfolios usually contain text files, digital photographs, scanned images, audio segments, video clips, and combinations of these formats. They may be saved to a compact disk (CD), to a disk with a larger storage capacity (e.g., a Zip disk or a Jazz disk), or to a computer hard drive. Items in an electronic portfolio may be linked to other portfolio items or to windows that open to enable reflection, invite interpretation, or present additional detail.

Ten teachers—two each from three grade levels, plus four special needs teachers—joined ECU faculty from the Departments of Special Education and Elementary and Middle Grades Education in a yearlong project to develop electronic portfolios on children in grades 1–3. University faculty began by training the teachers to use the hardware and the software necessary to create portfolios on their students. Because Sam Bundy Elementary did not have the technology to create electronic portfolios, ECU loaned it a computer system, a digital camera, videotaping equipment, a scanner, and the necessary software.

Following two weeks of initial training, the teachers began to design electronic portfolios. University faculty were present at the school twice a week throughout the school year to provide technical support during and after school hours. The support included continued training on project hardware and software and consultation on design of each child's portfolio. Also, a university graduate student was assigned to work several days each week with the teachers.

The teachers committed themselves to developing at least two electronic portfolios and to doing so in partnership with the students. The teachers and the students planned the organization of the portfolios as a team, making decisions about content together. Portfolios were developed on a range of students, including some from culturally diverse backgrounds and a few with special needs.

Students often used available technology to capture and enter material into their portfolios. It was common to find them scanning their work, taking digital photographs, and writing reflections at the computer.

Data were collected across the year to assess changes in the teachers' technology skill levels, technology comfort levels, patterns of technology use, and perceptions and expectations of students on whom they developed portfolios. Data also were collected on parents' reactions to the portfolios that were presented at parent conferences.

At the end of the school year, the data indicated clearly that the participating teachers had significantly improved their technology skills and, perhaps more important, felt substantially more

comfortable with technology. They reported that they now were more likely to use the technology that they had mastered for other instructional purposes in their classrooms—for example, they might use a digital camera to capture images for a unit on the solar system.

One of the most exciting outcomes was the impact of portfolio development on how teachers saw their students. At the close of the project, all the participating teachers were interviewed and asked, among other questions, "Are there changes in how you view the children in your classroom because of electronic portfolio use?" The teachers indicated that they now "watched [children] more closely for progress," "collected more work samples," and had "a more complete picture of a child." They described themselves as "much closer to the children" and felt that they were "much more aware of [the children's] strengths and weaknesses." Further, the teachers said that they were "concentrating more on the whole child" and that they knew the children on whom they had developed electronic portfolios better. When asked whether these changes in perception had resulted in changes in their classroom behavior, the teachers commented that they were able to "better differentiate instruction," were "more selective in collecting work samples," were more likely to "plan special activities to show progress," and found it "easier to identify needs and teach to accommodate [children's] weaknesses."

Liz Doster participates in a team-building exercise for the ECU/Pitt County PDS Advisory Board in Colorado Springs, Colorado.

What surprised everyone in the project was how involved the students and their families became. The project was highly motivational. The students tried hard to provide their very best work for their portfolios, and their work habits and skills improved as a result. The students worked with their teachers as they wrote reflections to accompany each portfolio entry, and the importance of reflection and self-assessment became very clear. The students also reported that they enjoyed the interaction with university faculty.

Parents who had participated only minimally or not at all in the past started showing up at school. Some portfolio entries helped teachers, students, and parents understand where a child was experiencing difficulty. The real impact across time, however, was to document growth. There were actually tears when some parents saw their children showcased so positively. Students in special education, particularly, were being assessed for the first time in a way that truly spoke to their strengths. So often their strengths do not surface with traditional paper-and-pencil tasks and report cards.

At the end of the project, the parents received a CD of their child's portfolio. Labels with the child's picture and name were attached, as were the names of both schools.

Although this particular collaborative project has officially ended, Sam Bundy Elementary has continued electronic portfolio production with a grant from ECU's' Conference on Excellence in Teaching Students with Learning Disabilities. The grant was a direct result of the collaborative project.

In addition, the university and the school have jointly submitted a proposal for a grant to develop and disseminate a national model for electronic portfolio development. As is often the case, successful collaborative activity tends to generate interest in more collaboration.

—David Powers, professor and department chair, W. Scott Thomson, associate professor, and Debbie Metcalf, teacher-in-residence, ECU

A Win-Win Partnership: Master's Degrees for Elementary School Teachers

It just seemed like a good idea. A school system wanted more master's-level teachers, and the university wanted to expand its program offerings to graduate students who desired to improve their teaching. So in 1997 the Nash–Rocky Mount Schools asked the faculty of ECU's Department of Elementary and Middle Grades Education to offer on site (about 45 minutes from campus) all course work necessary for a group of 25 elementary school teachers in the school system to fulfill requirements for a master's degree. The school

system agreed to pay the tuition and all the costs for the teachers admitted to the program, with the expectation that the participating teachers would continue their employment in the system. After discussion about the logic of and the commitment involved in such an arrangement, the Rocky Mount Cohort began.

The first hurdle for the Rocky Mount Cohort was admission to graduate school. While the teachers filed applications, gathered transcripts, took tests, and submitted acceptable test scores, and while the university reviewed all the applications, ECU offered two courses to teachers interested in becoming a part of the cohort. Of the 25 students who completed the two courses, 23 were accepted into the graduate program.

From that point (spring 1998) through summer 2000, ECU provided one or two courses each semester for the Rocky Mount Cohort. Nine professors delivered the 36-hour program. Schedules were created to accommodate the needs of all the participants, most classes being held at night during the week, a few on weekends. Twenty-one teachers completed the program and graduated with a master's degree in elementary education.

During their final class, the 21 teachers were surveyed. They reported that the program had produced a general sense of empowerment, based on the knowledge and the understanding that they had gained of recent research in their field. They said that they felt more confident as teachers, recognizing the impact that they could have in their own classrooms, in their school system, and in education in general. One teacher commented, "Other teachers at my school approach me to ask, 'What does research say about . . . ?'"

Teachers also commented on the sense of interdependence in the cohort—for example, "We have supported each other emotionally and professionally. Positive and encouraging comments have provided the impetus to continue in the program until completion." They described a "culture of trust" that lasted through many situations, from "birth of babies to sickness and even death." One teacher explained, "We've developed a sense of relying on the strengths that each of us possess in some way. When knowledge is needed on a strategy, though, or just personally, I would unhesitatingly pick up the phone and call any of my [cohort] colleagues." One comment summarizes the general sentiment of the group: "We have learned, laughed, and cried together."

The cohort members reported many sources of support for their work. Most frequently mentioned were the university faculty members. A typical comment follows:

> *I have thoroughly enjoyed working with every professor. . . . They have treated me in a professional manner as well as treated me as an equal. I never felt uncomfortable to ask anything. One core group of these professors have actually been our "cheerleaders" and have helped many of us get through rough times—thanks!*

Teachers in the cohort also identified family, other teachers, and other faculty members at their schools as primary sources of personal support.

Describing how the cohort affected academic achievement, one teacher wrote, "We help each other especially in times of need. I feel that we have learned from each other. Just as our own students learn from each other, we have benefited from each other's abilities, knowledge, expertise, and friendships." Another teacher explained, "By being a part of this group I've excelled in three ways: through gaining curriculum knowledge, strategies, and professional empowerment. I am more knowledgeable in the curriculum and expectations of many grade levels; have strategies to feel competent in teaching whatever is needed; and feel confident in myself as a professional." One teacher commented on the extra expectations of being in a cohort: "When you work so closely with a group of people for such a long time, they become familiar with your strengths and weaknesses. You then must constantly strive to do your very best because your peers know if you are slacking."

The ECU elementary education faculty members have concluded that the good idea proved to be a very good idea—a win-win arrangement that paid handsome dividends to all involved. The Nash-Rocky Mount system now has a group of unified teachers who are satisfied with their work in the graduate program, proud of their accomplishments, and working in their school system with children in new and different ways. ECU succeeded in providing services and instruction to a group of qualified, capable, and very impressive teachers in a nearby school system. As a result, faculty are currently working to form other cohorts in ECU's master's degree programs. This collaboration was the basis for a change in how all the partners do their business.

—Patricia J. Anderson, associate professor, and Carolyn Ledford, associate professor, ECU

Putting Something in Preservice Teachers' Hands

Early on in teacher education at ECU, preservice teachers begin to spend time in classrooms like those in which they aspire to teach. In 1998 two university faculty members in elementary education formed a collaborative project with three first-grade teachers at a local elementary school to put something significant in the hands of every participating learner and teacher. For eight weeks of the semester, two days a week, 45 minutes a day, the university faculty members accompanied their 27 preservice teachers to the school, where the preservice teachers taught lessons to 84 first-grade students. The preservice teachers spent the remainder of the semester in scheduled classes back on campus.

The first-grade teachers assigned the preservice teachers a general topic (e.g., nutrition or animals) to teach the children, and then the preservice teachers divided each classroom into three small groups. The same group of preservice teachers delivered instruction to the same group of first-grade students during each of 16 consecutive visits to the school. Working in trios, the preservice teachers followed a rotation cycle of observing, assisting, and teaching for each lesson. In other words, if on one day a preservice teacher taught a lesson, on the next day, she assumed responsibilities for observing and taking detailed notes about the teaching of a peer, and on the subsequent day, she assisted another peer in his teaching duties.

Additionally, the classroom teachers provided specific and supportive feedback and suggestions for further development of teaching. Typically each classroom teacher observed one of the three groups of preservice teachers and children each day, providing a narrative summary of the lesson, listing strengths, and making suggestions for future teaching. The university professors observed the preservice trios and provided feedback both individually and in a group setting.

Meanwhile, the university professors gathered data about the project. At its conclusion they analyzed lesson plans, observation reports, group and individual reflections, feedback from classroom teachers and university professors, and responses to interview questions. Classroom teachers, university professors, and preservice teachers all provided individual reflections on changes in their own practices in planning and teaching.

Qualitative analyses of these data revealed that collaborative activities increased over time as the participants became more familiar with one another and with the instructional goals. Also, as time progressed, preservice teachers became increasingly involved in analyzing their own growth as teachers and in looking for input and ideas from others. One preservice teacher commented,

> *We are all new to making lesson plans and teaching. We had to go to each other for ideas, and we looked to each other once we taught our lesson, to receive feedback. It was nice to know that no matter how you did, someone was always there to help you out and tell you where you went wrong and what you need to do next time. We have done a lot of growing, and we know that there is so much more for us to learn.*

Not only did preservice teachers reflect on the changes in their teaching, but classroom teachers made changes in their instructional practices. First-grade teacher Brenda Burris stated,

> *Participation in this partnership has improved my teaching practices by presenting new, fresh ideas and outlooks concerning subject matter taught by the linked students. The students also gave copies of their lesson plans to me that I have added to my resource files. Their enthusiasm was contagious and helped to remind me of my ideas to teach young children.*

And, according to classroom teacher Andy Kievit,

> *The partnership has given me an opportunity to see how my students learn with someone other than me teaching. It has allowed me to become a bit more comfortable and accepting of others coming into my class and taking control.*

The university professors reported learning that planning and reflection are crucial components of successful collaboration. Further, they realized that the most significant changes occurred in their approaches to lesson delivery, evaluation, and reflection.

The university professors involved in the project made concentrated efforts to include all the members of the collaborative team in the planning and reflection processes, and reflection activities increased over time. The more comfortable the university professors became in this process, the more they reached out to include the classroom teachers and the preservice teachers in planning and reflecting.

At ECU the elementary education faculty believes that collaborating with others within meaningful and sustained field experiences is a

valuable part of preparing preservice teachers. What the faculty learned from this project is that the most important "something" to put in the hands of those learning to teach may be the hand of a colleague in partnership. Efforts continue at ECU to expand this critical component of the elementary school teacher preparation program.

—Patricia J. Anderson, associate professor, and Carolyn Ledford, associate professor, ECU

The Creative Arts Informance Project

Do you know that there comes a midnight hour when everyone has to throw off his mask? Do you believe that life will always let itself be mocked? Do you think you can slip away a little before midnight in order to avoid this?

—Søren Kierkegaard

Sissy Gardner's drama class at Tarboro High School asked four ECU creative arts faculty members—Alice Arnold, art education; Dawn Clark, dance education; Linda High, music education; and Patricia Clark, theatre education—to ponder this quote before a planned visit to the school. On arrival at the school, the faculty members faced a closed classroom door on which a sign had been posted that read, somewhat ominously, "Knock 5 times." They followed the instructions and were led into a dimly lit room where students were holding connected poses, like frozen statues. Each student wore an originally designed, fabricated mask that symbolized his or her purpose in life. One at a time, students "came to life" and in poetry or prose explained their choice for the mask.

Opening that classroom door was one of many incredible journeys for participants in the Creative Arts Informance Project, journeys into a new world of learning and growing together. The Creative Arts Informance Project was a two-year collaborative effort undertaken by ECU's Department of Theatre and Dance, its Schools of Music and Art, and drama classes at Tarboro High School (part of the Edgecombe County Schools). ECU interns (preservice teachers) participated in specific phases, including planning, implementation, and supervised instruction. The project involved musical, theatrical, choreographic, and artistic explorations on student-initiated themes. The culminating experience in both years was an "informance," a creative presentation/lecture-demonstration of original work. The emphasis in the informance was not on the finished product or on a performance in the purest sense but on presentation of a point of view using a variety of artistic media and movement. The project was funded the first year by a grant from BellSouth and East Carolina University's Clinical Schools Network, the second year by a Matching Incentive Grant from the School of Education's Office of School Services.

As the project began its second year, the faculty wanted the students to continue to have input into the project. Themes generated by students in the first year of collaboration had included "stereotypes," "death," "relationships," and "religion." Project faculty and students alike decided that the idea of "images" described many of the critical themes expressed by the students. Some image ideas generated by the students included exasperation; change—evolution; individualizing; goals—self-portraits; and expectations/propaganda.

Project faculty interacted with school faculty in shared-teaching opportunities both at the university and in the public school setting. The project faculty met for collaborative planning sessions, and university faculty traveled in groups of two to Tarboro High School for weekly on-site sessions with students. Groups consisted of dance/art, music/theatre, dance/music, music/art, and so forth. During each session, project faculty explored the idea of images with students in a variety of ways. For example, a dance lesson

Jennifer Basket, student intern from ECU, demonstrates origami at the Multicultural Fair at Elmhurst Elementary School.

explored moving "with" and "against" musical images, and an art lesson called for "poem-portraits" with chalk and paper.

At the end of the semester, Tarboro High School students and their teacher attended an intensive daylong sharing session on the ECU campus. The students had a technical rehearsal, took campus tours, and had a final class session with project faculty. The culminating event both years was the student-created informance presented to interested ECU faculty in the Department of Theatre and Dance, preservice interns and preservice majors in dance and theatre, administrators in the School of Education, and more.

At the conclusion of the project, qualitative data in the form of written reflections by students suggested the following conclusions:

- Although student-directed learning in the arts presents a unique challenge for classroom teachers, educational results from this type of pedagogical approach are strong. Students express more of an ownership of the material and the learning experience. When students are "guided" rather than teacher directed, skills are strengthened as a result of their active participation in analytical thinking and self-expression.
- Collaborative teaching offers a broadening of knowledge, experience, and educational opportunities for faculty and students alike.

An ECU intern reflected,

My colleagues and their outstanding abilities to work together as a creative team have also inspired me. I want to bring that to my teaching as well, on an even greater level—past simply uniting the arts, all the way to uniting the entire school.

A project faculty member commented,

This experience has taught me about the trust that is needed to work in a truly collaborative fashion with other colleagues. Each lesson integrated two or more of the arts, and each week the outcomes were open-ended and somewhat improvisational. We all needed to give up the idea of being "the teacher" and give ourselves over to the experience of blended values and ideas.

Transformation was evident in students' reflections as well, as indicated by the following comments from three students:

- "You were trying to make us see the point of the obstacles in front of us. I found out that I am different from everyone else."
- "These art experiences have affected me in many ways. I have learned that art, music, dance, and drama are correlated with each other. They all play a symbolic role in our lives."
- "I really enjoy the class as a whole, and I enjoy being able to express myself so freely and know that nobody is going to criticize me for what I think or for what I believe."

The experience of working collaboratively in a multidisciplinary way, with students contributing to lesson ideas, broadened educational horizons for everyone. One student's reflection expressed the feeling of many:

It was like we were an eagle set free into a place we had never been before. I love working with the professors at ECU. . . . They teach me how to let go of everything that is inside of me. They teach me to be myself, to become what I want to become. I can become and do anything that I want to do. It is an experience that I will never forget. Every time we are with them, I learn something new about others and myself in class. I also believe we as a class came together as one.

—Dawn Clark, associate professor, ECU

Partnership Evaluation

Continuous evaluation of the impact of activities on the local education community is critical to partnership growth and success. Partnership personnel constantly gather and analyze data to provide comprehensive information on how the partnership is doing in relation to its guiding principles. A three-part framework is used to assess the multifaceted world of the partnership, to evaluate the appropriateness of its purpose, and to determine the extent to which it is achieving its purpose.

Part 1: Partnership Development

Part 1 of the framework focuses on partnership development. The Latham Clinical Schools Network serves as the foundation for partnership work between university and public school personnel. Documentation of efforts occurs through minutes, focus groups, surveys, newsletters, and reports generated by the network.

Written feedback from network members revealed a high level of satisfaction with the partnership structure. Reasons cited for the partnership's effectiveness were increased collaboration and collegiality, improved coordination,

better coherence and integration of program, and increased opportunities for professional development.

Focus groups were conducted in all 15 school systems with administrators and inservice and preservice teachers to discern how well the partnership was serving its programs and whether improvements were needed. Both interns and clinical teachers agreed on the powerful nature of the senior-year internship in promoting growth of preservice teachers. Benefits cited were increased understanding by interns of the yearlong development of school students, greater familiarity with school culture, more opportunities to teach, and more time to reflect on the teaching and learning process. Feedback also revealed that interns needed to be better able to implement classroom management strategies.

Two major initiatives in retention and recruitment were successfully undertaken: a Teacher Cadet Day and School Leadership Recruitment. Eighty-eight percent of the students participating in the Teacher Cadet Day rated it as meeting their expectations, and 82% stated that they were more likely after the experience to enter the teaching profession. One hundred percent of school district liaisons in the Latham Clinical Schools Network cited the School Leadership Recruitment program as a highly effective and valuable service to school districts.

Part 2: Adaptations in Roles, Structures, and Cultures

Under part 2 of the framework, evidence is gathered to determine changes that have occurred or should occur in the school or university culture as a result of partnership work.

With the partnership in action for several years, concerns were raised about revising the clinical teacher training program. A random sample of 160 clinical teachers identified areas that needed revision. In addition, 60 interns participated in a focus group regarding their perceived needs. The data indicated that training should include more emphasis on adult learning theory, differentiated supervision, and the nature of change. Revisions are currently under way and will be implemented in summer 2001.

A major challenge of a network this size is communication. This academic year saw the continuation of the Senior I Support Program at the request of school partners. This program provides a university contact in the Senior I (first semester) intern experience, before the university supervisor is officially assigned. The contact person serves as a communication vehicle and an information source for clinical teachers within the 15-system network.

Part 3: Best Practice

The findings under part 3 of the evaluation framework are ultimately the most important and are linked to the first two parts. Data are collected in ways that work for the various stakeholders and are credible for both formative and summative decision making.

Surveys at the conclusion of the internship revealed that more than 93% of the interns felt that their clinical teacher, university supervisor, and placement were satisfactory or better.

ECU uses a collaborative professional development model to ensure that university supervisors and clinical teachers have opportunities for growth. Two major areas of focus in 1999–2000 were diversity and the use of thinking strategies to help improve classroom learning. Ninety-three teachers from 15 school districts participated in a total of 1,494 hours of training.

Staff development on Level One Diversity conducted in summer 1999 and 2000 included 72 clinical teachers, administrators, and university faculty in cadres from 13 of the 15 school systems in the Latham Clinical Schools Network. These cadres left with skills to conduct one-day awareness training in their systems as a means of heightening awareness and knowledge of diversity. Before-and-after evaluations of the training indicated that more participants had a high level of knowledge of diversity topics after the training than before.

In summer 2000, twenty-two participants from six counties and the university participated in a Level Two Diversity workshop, which was designed to build on the Level One skills. The emphasis was on integrating diversity into classroom lessons. All the participants rated the content and the materials as useful. Subsequently, cadres of educators from four of the six participating systems delivered staff development sessions on diversity in their systems. One system incorporated the materials into a systemwide plan for closing the achievement gap.

Following the model of preparing clinical teachers and university partners to lead faculty training in their systems, staff development on Thinking Maps was conducted, and 21 participants were certified as trainers. Thinking Maps is a method for teaching thinking processes to school-age students. All participants felt that

they were prepared to train teachers in their systems in the method. As a result, approximately 15 schools in six counties have conducted or plan to conduct total school implementation of these thinking strategies.

All of these results create a growing interest and involvement in partnership work.

Impediments

The partnership has identified four impediments to successful collaboration: existing tenure and promotion policies, existing funding patterns, inadequate resources to work with low-performing schools, and inadequate stipends for clinical teachers.

To continue encouraging faculty to spend meaningful time in schools, ECU must further revise its tenure and promotion policies to reflect the value of this kind of work. Particularly in the arts and sciences, there still are no real incentives for faculty to be involved in partnership work.

Funding for professional development remains split: resources go to public schools and to higher education (albeit a very limited amount). A merging of these resources might further encourage collaborative planning between the partners and ensure more consistently appropriate professional development models for inservice teachers.

The challenges of working with low-performing schools are very real. The size and the capabilities of existing faculties in higher education cannot meet the apparent needs. It may be important to reestablish the Regional Resource Centers in North Carolina to coordinate more sustained interventions.

Finally, clinical teachers should be receiving stipends that at least match those received by mentor teachers in the participating school systems. Their work with ECU interns is of utmost importance and deserves a higher reward.

Lessons Learned

Partnership personnel have learned at least two important lessons. First, partnership work needs to receive support and public acknowledgment from the top leaders in the university, the school system, and the community. These leaders must commit themselves to attending scheduled partnership meetings and providing additional resources to ensure the necessary improvements in teacher preparation and student achievement. Involvement of the business sector and various community groups is imperative in designing a coordinated plan for improvement. The consortium model from El Paso, Texas, is noteworthy in this regard.

Second, as in other collaborative endeavors, participants must dedicate much time to maintaining dialogue, working through communication difficulties, and listening to others' perspectives. It takes very sustained, visible work to bring higher education faculty and school personnel into a shared culture. To disseminate the message broadly, marketing must be part of the overall partnership program.

Next Steps and Future Aspirations

The partnership will emphasize the following areas in 2000–2001:

- A well-designed evaluation model will be implemented to generate ongoing feedback concerning the overall partnership and its individual activities.
- Methodology for sampling student work will be encouraged and supported in all aspects of teacher education in order to increase the emphasis on achievement of students in the public schools.
- Satellite programs will be designed and implemented to support lateral-entry teachers close to their school sites. In some cases these will involve delivery of licensure courses; in others, they may entail five-week intensive summer programs. Ongoing mentoring will be built into the model.
- A pilot community consortium will be instituted with Pitt County Schools, to be replicated later in other districts. The consortium will directly involve the ECU chancellor, corporate leaders, community leaders, the school superintendent, and the dean of education.

Profile of USTEP Based at ECU

SCHOOLS

Number of school districts involved in partnership	15

Number and types of schools (overall) across participating districts:

ELEM. & MID.	SEC.	OTHER
221	48	15

Student enrollment (overall) across participating districts	170,505

Racial and ethnic makeup of student body across participating districts:

WHITE	BLACK	HISPANIC	OTHER
53.8%	41.4%	3.7%	1.1%

Number and types of schools involved in partnership:

ELEM. & MID.	SEC.	OTHER
221	48	15

Student enrollment in schools involved in partnership	170,505

Racial and ethnic makeup of student body in partnership schools:

WHITE	BLACK	HISPANIC	OTHER
53.8%	41.4%	3.7%	1.1%

Percentage of students on free or subsidized lunch program in partnership schools	—
Number of teachers (overall) in partnership schools	12,305
Number of teachers in partnership schools involved in partnership activities	2,487
Number of cooperating/clinical teachers in partnership schools	1,549
Number of nationally certified teachers in partnership schools	50

Are cooperating/clinical teachers, mentors, or clinical instructors rewarded for their work?

	MONEY	TUITION	PRIVILEGES	HONORS
COOP./CLIN. TEACHERS	Yes	No	Yes	No
MENTORS	Yes	No	No	No
CLIN. INSTRUCTORS	Yes	No	Yes	No

UNIVERSITIES

Number of education faculty (overall):

Full-time 232, Part-time 184

Number of education faculty involved in partnership:

Full-time 109, Part-time 18

Number of arts and science faculty involved in partnership:

Full-time 15, Part-time 0

Number of students preparing to teach (prospective teachers):

Undergraduate 590, Graduate 185

Percentage of prospective teachers (total of undergraduate and graduate) by level:

ELEMENTARY	MIDDLE	SECONDARY	SPEC. ED.	OTHER
29.5%	6.5%	16.0%	10.5%	37.5%

Number of prospective teachers (total of undergraduate and graduate) working in partnership schools in last two academic years:

	1998–1999	1999–2000
In Pre-Student-Teaching Clinical/Field Experiences	2,050	1,713
In Student Teaching	377	394
In Post-Student-Teaching Experiences	—	—
In Other Assignments	—	—

Percentage of prospective teachers (total of undergraduate and graduate) involved in partnership program:	100%

Number and level of graduates over last three years who have completed teacher education program:*

	ELEMENTARY	MIDDLE	SECONDARY	OTHER	% MINORITY
1998	133	27	56	158	—
1999	155	45	46	142	—
2000	117	36	31	65	—

Percentage of graduates employed in teaching	NAV

Degrees offered that lead to certification:

BS, MS, MAT, EdD, Other

— = no answer; NAV = not available

*Data for 1998 and 1999 are fall and spring combined. Data for 2000 are spring only. All numbers are for undergraduate level only.

Elizabeth City State University

in partnership with Edenton-Chowan, Elizabeth City–Pasquotank, and Gates County Schools

The University-School Teacher Education Partnership based at Elizabeth City State University (ECSU) is a collaborative relationship between ECSU's School of Education and the Edenton-Chowan, Elizabeth City–Pasquotank, and Gates County Schools. Three elementary schools in these systems are participating: D. F. Walker, T. S. Cooper, and Sheep-Harney, respectively.

The partnership program encompasses an exemplary Model Summer Student Teaching Project as well as an academic-year teacher education program. The principles of reflection guide curricular decisions. The program incorporates technology at all levels, as is suggested in the literature describing best practices.

The university and the schools have forged a true partnership, and the resulting equity has contributed to the growth of the program this last year. Participating schools have contributed in several ways: collaborating in the planning, providing additional training for the teachers involved, helping recruit additional sites, and assisting in enlisting new teachers for the mentoring program. The mentors met regularly to discuss the issues affecting the partnership program and to provide support in implementing it.

Changes in attitude are very difficult to achieve in any new situation. In general, however, the School of Education faculty has accepted the partnership concept. For example, there was minor resistance to requiring prospective interns to observe in schools while they were enrolled in methods courses. However, by following partnership principles, prospective interns collaborated with both methods professors and schoolteachers at school sites. Faculty realized quickly that taking the study of methods closer to practice benefited not only the prospective teacher but also the school and the university. Faculty assigned to visit participating schools began collaborating with cooperating teachers to determine intern field experiences. Teachers have embraced the idea of a yearlong internship as they have become aware of the need for extended clinical experiences for new teachers.

Communication and contact with policy makers about the partnership has been limited. However, staff of the State Department of Public Instruction have been briefed on partnership components and their implementation, and are periodically updated regarding changes.

The school districts have contributed substantially to the partnership. Superintendents, principals, and teachers from each county assisted in selecting site coordinators and cooperating teachers. Site coordinators served as monitors within their schools to ensure implementation of the partnership program. Principals selected the best teachers at various schools to work with university students learning to teach, and they have provided funds for cooperating teachers to attend mentoring and instruction workshops. They also have provided exposure for their teachers to materials on the performance-based licensure process, and they have supported seminars on best practice. Further, site coordinators and cooperating teachers received training in mentoring preservice teachers, supported by stipends from the partnership.

Vignettes

The following vignettes illustrate the kinds of activities that the partnership initiated and supported during 1999–2000.

The Yearlong Internship

In 1999–2000 the partnership continued to offer a yearlong internship, which education students could take voluntarily. It involved a semester of part-time experience in the classroom, followed by a semester of full-time student teaching.

The interns reported to their assigned school on the first teacher workday and set a time schedule with their cooperating teacher that would include six to nine hours each week. This meant that they began their internship before school opened for students and before their own college classes started. It provided them with a chance to assist their cooperating teachers in preparing for the arrival of the students, including organizing the classroom, designing seating charts, and decorating and creating bulletin boards for the classroom and the school. Additionally they had the

opportunity to familiarize themselves with their cooperating teachers' routines and get to know the school staff and the school building. The interns reported that the early involvement was beneficial in acclimating them.

The next phase of the interns' clinical experience involved their becoming knowledgeable about the students. They studied cumulative records, examined work samples and report cards, and learned about special accommodations needed in the classroom. Having knowledge of students proved to be valuable in constructing lesson plans and designing other activities.

The interns observed their cooperating teachers in a variety of teacher activities and evaluated the level of student participation in each activity. Such observations were instrumental in providing the interns with an awareness of the necessity for hands-on experiences and directed-teaching techniques. The interns found a positive correlation between hands-on experiences and greater student participation.

During the second semester, the interns were given additional instructional duties, including creating bulletin boards, leading small-group instruction, and writing lesson plans. It was easy for the cooperating teachers to assign such duties to the interns because the teachers and the interns had worked side by side for a semester.

Gradually, the interns assumed all duties of their cooperating teachers. These included responsibility for classroom rules, procedures, and consequences for breaking rules and procedures. The interns assigned to kindergarten through second grade had the opportunity to manage an assistant or assistants. All the interns attended school faculty meetings and staff development activities.

As the interns assumed full responsibility, under supervision, the cooperating teachers served as mentors, providing support through observations and feedback. They were, of course, available when needed for assistance with discipline problems or when the intern became overwhelmed with reports and extracurricular assignments.

ECSU student interns assisted their cooperating teachers by organizing and decorating classrooms, making nametags, and designing seating charts.

The interns also took over all the cooperating teachers' extra-duty assignments, such as monitoring hallways, lunches, and bus arrivals and departures. Further, they arranged and conducted parent conferences.

The interns' teaching was videotaped for analysis, reflection, and evaluation of their performance with the cooperating teachers and the university supervisor. They kept a daily reflective journal and maintained a portfolio of activities, lessons, pictures, and other items developed during their internship. The portfolio was presented and discussed during the interns' exit interviews, conducted by a panel of university faculty, school administrators, site coordinators, and their cooperating teachers. The interns initially expressed anxiety about the portfolio presentation but said afterwards that they felt it enhanced their clinical experience. Cooperating teachers involved with the yearlong internship reported that, compared with traditional student teaching, it encompassed more effective training for university students preparing to teach.

Support for a Prospective Teacher

One successful internship experience involved an intern who was struggling with her level of confidence in the classroom. She was outgoing and appeared to be confident. She admitted that she never had imagined that having 25 ten-year-olds staring at her would feel so intimidating. Coming together as a support team, the intern, the clinical coordinator, the site coordinator, and the cooperating teacher developed an action plan to increase the intern's level of confidence in the classroom. Because there is time in a yearlong internship, the intern could receive support from staff through structured experiences and staff development activities.

As a first step, the intern was exposed to varying degrees of dealing with youngsters as a professional. This began with her conducting tutorial sessions one-on-one with students. When she was ready, she progressed to leading instruction for small groups. From that level, her exposure was broadened to include activities outside the

classroom. One such experience involved her creating a PowerPoint presentation on the benefits of the partnership program and presenting it to an advisory council meeting. That was no easy task, but the fact that the council's attention was focused on the screen reduced the attention to her. As she became more confident in her persona before a group, she was able to assume more responsibility in the classroom, gradually taking on all the cooperating teacher's duties.

By the second semester, ECSU interns assumed all duties of the cooperating teacher, from creating lesson plans to attending staff meetings.

This intern may have been overanxious because she thought that the effective teacher had to appear to be confident and in control of the classroom at all times. That is true, but most teachers don't start with confidence and control. Building confidence before a group of students is one of the reasons for clinical experiences. Helping an individual identify a personal weakness and overcome it is one of the important goals of an internship.

Portfolio Production

The interns were required to produce a portfolio during their internship, to be used as an assessment tool and presented to cooperating teachers, professors, administrators, and other interns. There are several mandatory components of the portfolio: a statement of the intern's philosophy of education, a description of classroom management techniques used, a students' Bill of Rights and a teachers' Bill of Rights, classroom rules and consequences, lesson plans, samples of students' work, and evaluations received from cooperating teachers and university supervisors. Recommended for inclusion are the interns' reflections from their daily journals.

The portfolio also might contain items that the interns wanted to display or share. For example, they might share a lesson that they thought had gone well and explain why. They also might share a lesson that they thought had not gone well and explain how they would change it the next time.

Technology also might be used in a portfolio, and using it was encouraged. The digital camera proved to be a wonderful technological device for the portfolio presentation. Interns would use the digital camera to take pictures of students actively engaged in classroom activities. They then would download the images onto the computer and incorporate the images into their report on a lesson plan. Such photographs gave the portfolio another dimension, allowing the viewer to observe images and reflect on students' reactions to certain lessons and activities.

Not all interns used the digital camera, but when they did, the presentations made a great impression on the panel. One intern decided that she would present her portfolio using PowerPoint. In that presentation she included digital photos. She took a portion of information from each section of her portfolio and put it into a PowerPoint format. For example, on one slide she showed a printed list of her classroom rules and consequences and alongside it a photo of the rules and consequences hanging in her classroom. She also showed photos of her classroom setup and students involved in the lessons being taught. The PowerPoint format and digital pictures made her presentation exciting to viewers and gave a stronger sense of connection to the classroom.

Impediments

The program staff has recommended full implementation of the yearlong internship beginning in fall 2002. However, there is insufficient funding for this mandatory participation. Funds are needed to finance the following resources:

- Additional faculty and field staff to support interns fully
- An aggressive marketing campaign
- Facilities for housing partnership resources, such as equipment, interns' video samples, and teacher training materials

Lessons Learned

Partnership personnel have learned the following lessons:

- It is overwhelming and challenging to convene a group of people who have demanding schedules, many personal and professional responsibilities, and limited time.
- Sharing the commitment to students among partners allowed time to prioritize goals and move partnership agendas forward in spite of overwhelming circumstances.
- Both students and participating schools are very supportive and encouraging, and that has proven beneficial to the partnership.
- County superintendents and administrators have communicated regularly that they want to ensure active involvement with their school personnel.
- Student teachers evidenced teamwork as they attended seminars and workshops at both the university and the participating school sites.
- School officials recognized an increase in student teachers' knowledge of the practical applications of education.
- Interns reported a high level of comfort and confidence in taking on the challenge of managing their own classroom.
- Professors are seeing the partnership as a necessary process to ensure adequate clinical experiences for future teachers.
- Cooperating teachers, interns, and school systems view the partnership as a positive factor for all involved and are confident that this program would assist in the retention of new teachers.

Next Steps and Future Aspirations

Following are next steps for the partnership:

- Discuss immediate goals for the yearlong internship with site coordinators and superintendents, such as how to get more students involved while it still is voluntary
- Recruit more volunteers for the internship
- Visit the clinical coordinator at East Carolina University to learn how the partnership there initiated a required yearlong internship
- Form a standing committee of interns, university faculty and staff, cooperating teachers, and local school administrators to plan goals for the program
- Develop a comprehensive plan to mandate the yearlong internship by fall 2002
- Initiate a guest lecture series to learn about contributions that faculty from other disciplines might make to the partnership, such as knowledge about research procedures in science and mathematics
- Revamp and reorder courses so that time and schedule will allow interns to spend a full day a week in schools during the first semester of the internship

Profile of USTEP Based at ECSU

SCHOOLS

Number of school districts involved in partnership	3

Number and types of schools (overall) across participating districts:

ELEMENTARY	MIDDLE	SECONDARY	OTHER
12	4	4	1

Student enrollment (overall) across participating districts	10,495

Racial and ethnic makeup of student body across participating districts:

WHITE	BLACK	HISPANIC	OTHER
50.0%	48.5%	—	1.5%

Number and types of schools involved in partnership:

ELEMENTARY	MIDDLE	SECONDARY	OTHER
3	—	—	—

Student enrollment in schools involved in partnership	1,329

Racial and ethnic makeup of student body in partnership schools:

WHITE	BLACK	HISPANIC	OTHER
50.0%	48.5%	—	1.5%

Percentage of students on free or subsidized lunch program in partnership schools	57%
Number of teachers (overall) in partnership schools	103
Number of teachers in partnership schools involved in partnership activities	10
Number of cooperating/clinical teachers in partnership schools	7
Number of nationally certified teachers in partnership schools	4

Are cooperating/clinical teachers, mentors, or clinical instructors rewarded for their work?

	MONEY	TUITION	PRIVILEGES	HONORS
COOP./CLIN. TEACHERS	Yes	—	—	—
MENTORS	Yes	—	—	—
CLIN. INSTRUCTORS	—	—	—	—

UNIVERSITIES

Number of education faculty (overall):

Full-time 7, Part-time 14

Number of education faculty involved in partnership:

Full-time 3, Part-time —

Number of arts and science faculty involved in partnership	0

Number of students preparing to teach (prospective teachers):

Undergraduate 39, Graduate —

Percentage of prospective teachers (total of undergraduate and graduate) by level:

ELEMENTARY	MIDDLE	SECONDARY	SPEC. ED.	OTHER
64%	5%	10%	21%	—

Number of prospective teachers (total of undergraduate and graduate) working in partnership schools in last two academic years:

	1998–1999	1999–2000
In Pre-Student-Teaching Clinical/Field Experiences	6	6
In Student Teaching	—	—
In Post-Student-Teaching Experiences	—	—
In Other Assignments	—	—

Percentage of prospective teachers (total of undergraduate and graduate) involved in partnership program	15%

Number and level of graduates over last three years who have completed teacher education program:

	ELEMENTARY	MIDDLE	SECONDARY	OTHER	% MINORITY
1998	10	0	2	4	37.5%
1999	28	1	8	8	37.0%
2000	22	2	4	5	39.0%

Percentage of graduates employed in teaching	—

Degrees offered that lead to certification:

BA, BS

— = no answer

Fayetteville State University

in partnership with Cumberland County Schools

Fayetteville State University (FSU) is uniquely committed to teacher education. Its very roots are grounded in the training of teachers. Its faculty and students continue a tradition of teacher preparation initiated in 1867 by seven visionaries who founded the university and were its original trustees. It became a state-supported normal school in 1877 and a teachers college in 1939.

In 1999–2000 the University-School Teacher Education Partnership based at FSU continued to enhance the university's commitment to teacher education. The partnership provided new opportunities to strengthen, restructure, and market the university's teacher education program. Specifically, through the partnership, FSU's School of Education accomplished the following:

- Increased the number of professional development schools (PDSs) from four to seven
- Enlisted the services of 27 partnership teachers (often called cooperating teachers), an increase of 12 over the previous year
- Served 2,519 students in partnership schools
- Boosted from five to seven the number of agreements with partnership administrators
- Placed 45 teacher interns in classrooms in partnership schools, more than a threefold increase since the program's inception
- Supported inservice development through a series of professional development opportunities for 12 partnership teachers
- Fostered collaborative research by partnership administrators and university faculty

Encouraged by the partnership's goals, FSU's Department of Elementary Education revised its curriculum to provide students with a reality-based, content-driven curriculum that included clinical experiences in each methods class and an expanded internship. The faculty in the School of Education and the College of Arts and Sciences examined the revised curriculum extensively. The curriculum received overwhelming support at each step of the approval process. The partnership no longer is viewed as faddish or a temporary venture; instead, it has gained greater acceptance throughout the university and general education communities.

Through the partnership, preservice teachers participate in substantive learning activities. From the early days of the partnership, university faculty involvement has grown from traditional classroom lectures with very little real-life application, to lectures linked to classroom practices. Students with majors in elementary, middle, and secondary school education are heavily involved in clinical experiences. Syllabi for methods courses reflect the kinds of assignments that require preservice teachers' participation in partnership classrooms. Methods students are taught myriad successful teaching strategies, and they observe these strategies in practice. Teacher interns construct and deliver grade-appropriate and content-specific learning activities for students in their partnership classrooms. University faculty and partnership teachers guide the development of lessons. University methods professors visit classrooms, observe lessons as they are delivered, and participate in the evaluative process.

Partners work in concert. As career professionals, partnership teachers willingly accept teacher interns and view clinical faculty (university supervisors) as partners in the preparation of cohorts of preservice teachers. Neither partner views teacher preparation tasks as work in isolation. These partners set expectations jointly and work cooperatively to educate, train, nurture, and support teacher interns.

To assist the professional development of interns further, in 1999–2000, university faculty wrote proposals and secured Title III grants from the U.S. Department of Education to fund partner attendance at technology workshops and other conferences, including those of the North Carolina Middle Grades Association, the Council for Exceptional Children, and the North Carolina Teachers of Mathematics Association.

The influence of the partnership has become far-reaching and widespread. Professors of education have a vested interest in the academic achievement of preservice teachers while they are enrolled in University College courses. These general education courses greatly impact the successful progression of teacher education

majors. To this end, university methods professors have become deeply involved in the preparation of preservice teachers for PRAXIS I. PRAXIS I is an evaluative tool that measures the students' ability to read, write, and perform mathematical computations. Field experiences help faculty determine the academic needs of preservice teachers. Education faculty meet with arts and science faculty to help map instructional and testing strategies.

The partnership now influences FSU's entire teacher education program. Its influence began with the elementary education and middle-grades departments. These departments made systemic curriculum changes that created a domino effect, leading to changes in the delivery of foundations courses, pre-internship field experiences, and student advisement. Now, as students apply for admission to teacher education and take introductory courses, advisers explain the avenues they will travel during their teacher preparation at FSU. Professors conscientiously link professional development courses to each other and to viable classroom experiences. These links, coupled with the efforts of academic advisers who guide students with partnership goals in mind, have caused alterations in how advisers advise and teachers teach. Preservice teachers have become increasingly active partners in facilitating their own academic programs. Simply put, all roads lead to increased field experiences, reality-based practicum experiences, and an expanded internship.

As the partnership continues to mature and gain momentum, it demonstrates to teachers and administrators the importance of professional development and lifelong learning. Nearly half of the teachers participating in the partnership are enrolled in graduate programs or other professional growth initiatives. Five partnership teachers are actively seeking certification from the National Board for Professional Teaching Standards, 2 are participants in programs sponsored by FSU's Mathematics and Science Center, and 5 are enrolled in advanced degree programs offered by FSU's Graduate School.

Student intern Bernard King, right, worked with mathematics teacher Ivory Swann at Luther "Nick" Jeralds Middle School.

FSU is joined in its commitment to excellence in teacher education by the Cumberland County Schools. As partners, the university and the school system share a vision of preparing teachers of excellence to serve and create lifelong learners. Equity in planning and promotion is demonstrated through the joint efforts of university personnel and partnership teachers. Both partners participate in the annual planning, promotion, and evaluation of partnership activities. Resources are generated and disbursed by the university.

Vignettes

To enhance their pedagogical skills, undergraduate and graduate students experience notable educational and teachable moments. These moments are chronicled in the following vignettes.

Yearlong Internships to Expand Traditional Student Teaching

Schools of education cannot effectively prepare teachers without increased participation of practicing teachers and augmented experiences within clinical settings. Before the partnership, traditional student teachers spent five weeks observing part-time in classrooms and simultaneously completing methods classes. Afterward, they undertook a 10-week student-teaching assignment. During the 10 weeks, student teachers gradually assumed a full teaching load. Analyses of end-of-course evaluations for five consecutive semesters gauged student opinions of this practice. Focus-group interviews and surveys of students completing student teaching confirmed the need for a different level of teacher training. A change was in order.

Through the partnership, traditional student teaching was transformed into a yearlong internship. The transformation required input from the School of Education's 65 faculty members and selected faculty from the College of Arts and Sciences. Following an intensive planning process, the Departments of Elementary Education and Middle Grades, Secondary, and Special Education instituted pilot yearlong internship programs. Program evaluations indicated immediate success.

In 1999–2000, for 30 weeks, Sybil Barksdale's life revolved around E. E. Miller Elementary

School, a year-round school in western Cumberland County and part of the Cumberland County Schools. Barksdale, an elementary school teacher intern, was assigned to Jennifer Graham's third-grade class and spent an academic year (two 15-week segments) in Graham's school. Two days a week, Barksdale performed teacher tasks and experienced an intense transformation from college student to elementary school teacher. Another two days a week, she received instruction from methods professors, which she linked to actual classroom practice at E. E. Miller Elementary. The fifth day of the week she spent participating in a wide range of professional development activities sponsored by the partnership.

Unlike her predecessors, Barksdale was enrolled in a yearlong teacher internship. During her preinternship interview, Barksdale communicated a desire to experience the real dynamics of an elementary school classroom, to learn from a master practitioner, and to internalize the characteristics of effective teaching. The expanded internship allowed her to focus on her goals and convert them into a reality.

Teacher interns now are in partnership classrooms for two consecutive semesters. Professors have taken methods classes on the road to partnership schools, provided tutoring, and developed strong working relationships with partnership teachers. This win-win opportunity facilitates on-site understanding of partnership goals and objectives. The internship includes full-time teaching and team-teaching. According to a former intern, "This system of internship brings reality to the intern in a way that I do not think occurs with traditional student teaching. We are able to start on the ground floor, and the students accepted us from the start."

Professional Development of Teachers and Professors

Elizabeth Thomas's attendance at the 31st annual conference of the North Carolina Science Teachers Association in Greensboro, North Carolina, on November 10–12, 1999, demonstrated why it is critically important for preservice teachers to be involved in professional development activities. She and seven other teacher interns attended the conference. For six of them this was the first participation in a statewide content-area teachers' conference. Each intern left the conference laden with lesson plans, teaching materials, and knowledge acquired from a variety of workshops and presentations. Mere descriptors could never convey the meanings associated with the multiple light-bulb moments experienced by these interns at a single conference.

Joyce Kohfeldt's workshop featuring science poems and songs for kindergarten through second grade provided a wealth of ideas for the interns. More important, it planted seeds from which interns will reap a harvest of learning in their classrooms for years to come.

Because it is critically important for teacher educators to practice what they preach, the interns' university supervisor attended the conference with them. To extend the benefits of the conference further, the seven interns planned and presented a briefing on what they had learned at the conference to education majors enrolled in methods classes. In the second semester of their yearlong internship, all interns attend at least one state or regional professional conference.

The partnership also supported the professional development of 29 partnership teachers, administrators, and university supervisors. Sheryl Tysor-Wester, a partnership teacher at Ferguson-Easley Elementary School, also part of the Cumberland County Schools, wanted to enhance her students' readiness for end-of-grade testing. She and five other partnership teachers attended the North Carolina Council of Teachers of Mathematics Eastern Regional Conference on March 15, 2000, at North Carolina State University in Raleigh. Tysor-Wester and her colleagues especially benefited from an all-day session with Judy Peede, mathematics specialist for Wake County Schools. During this session Tysor-Wester and her colleagues saw an in-depth demonstration of hands-on activities that connect instruction and assessment. And learning did not stop there! When they returned to their schools, they multiplied the effect by presenting the newly acquired information to their peers and interns.

Mellotta Hill is an energetic fourth-grade teacher at Ferguson-Easley Elementary. As a partnership teacher supervising her fourth teacher intern, Hill models the principle of continuous professional development championed by the partnership. She is enrolled in Teaching Integrated Mathematics and Science (TIMS), a course that explores interactive teaching strategies and introduces the educator to methods of integrating technology into the teaching of science and mathematics. Three partnership teachers and three methods faculty enrolled in TIMS during the 1999–2000 academic year through FSU's Mathematics and Science Center. When observ-

ing the instructional practices taking place in Hill's classroom, one can see the integration of technology into teaching, and witness the level of excitement displayed by students while learning. The activities associated with the TIMS course have enhanced the professional working relationship between school and university personnel, promoted the sharing of ideas, and led to opportunities for parallel teaching.

School-University Collaboration in Teaching Methods Courses

It was once difficult to imagine esteemed professors walking up and down the aisles of a school classroom. After all, these polished, published, and well-regarded professionals are viewed more as scholars than as teachers. However, through the partnership, that is exactly what is being seen in partnership classrooms. Methods professors become visiting professors in elementary school and middle-grade classrooms. While working in classrooms, methods faculty must employ techniques from their curriculum. Not only has this made methods instruction authentic for the preservice teacher, but it has provided extended opportunities for faculty to test theory. The results often have altered the curriculum.

Earlyn Jordon teaches a social studies methods course for elementary education majors. Dorothy Brown teaches science and mathematics methods courses for middle-grade and elementary education majors. These professors have dramatically changed their instructional delivery. Moreover, because of their collaboration with partnership teachers, they have extensively modified course requirements by enabling methods students to evaluate the effectiveness of teaching tools and strategies through using them in partnership classrooms.

Principals and teachers in the partnership have welcomed visits from methods instructors and their classes. Cumberland County Schools offer "themed" curricula, which present a particularly rich opportunity for faculty to expose preservice teachers to this unique concept and its principles in elementary, middle, and secondary school classrooms. E. E. Smith, a partnership high school, has been identified as a math and science academy; Ferguson-Easley and Pauline Jones, as "Success for All" elementary schools; and T. C. Berrien and E. E. Miller, as year-round elementary schools.

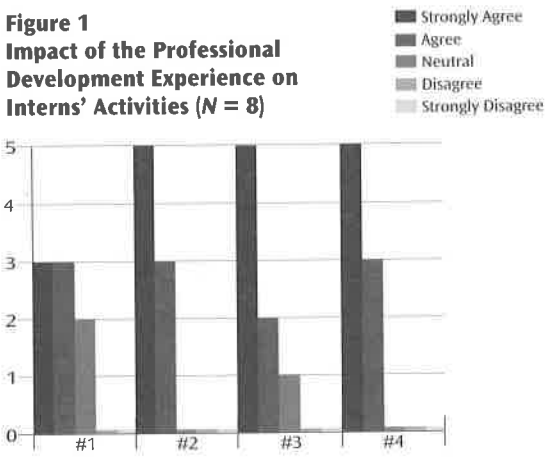
Faculty of FSU's Department of Elementary Education taught all core methods courses in partnership schools. Middle-grades and secondary education methods faculty taught mathematics methods courses and content-area reading courses in partnership schools. When methods courses are taught in collaboration with partnership teachers, the curriculum that professors are teaching must mesh with the school's curriculum; the number of teachable moments dramatically increases; and terms such as "cooperative learning," "teacher with-it-ness," "instructional practices," "classroom dynamics," "community of learners," and "teacher expectations" are actualized. When methods classes are taught in schools, teaching becomes a reality for the preservice educator.

Tutoring as a Part of Preparation for Teaching

The North Carolina Department of Public Instruction rates schools according to the statewide school accountability policy set forth by the State Board of Education. "Low-performance" designations are made as a result of students' scores on end-of-grade tests. The partnership collaborated with two low-performing elementary schools to help them in their quest for exemplary status by providing tutoring to needy students. School administrators were receptive to the idea of students in reading and mathematics methods courses providing one-on-one tutoring to elementary school students identified by school personnel as academically challenged in those content areas. During the 1999–2000 academic year, 41 students in reading methods courses and 35 students in mathematics methods courses provided one-on-

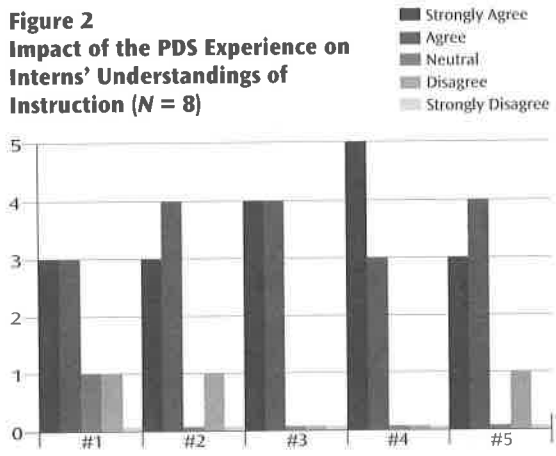
Joni Ellison, student intern from FSU, poses with fourth-grade students from Ferguson-Easley Elementary School.

Figure 1
Impact of the Professional Development Experience on Interns' Activities (*N* = 8)



Question 1: As a result of the PDS experience, my enthusiasm for teaching is reinforced.
Question 2: As a result of the PDS experience, my enthusiasm for learning is reinforced.
Question 3: As a result of the PDS experience, my confidence as a teacher candidate has increased.
Question 4: As a result of the PDS experience, my desire to assume a leadership role is promoted.

Figure 2
Impact of the PDS Experience on Interns' Understandings of Instruction (*N* = 8)



Question 1: As a result of the PDS experience, I have applied what I learned in my methods classes.
Question 2: As a result of the PDS experience, I have shared what I learned with other members of my cohort.
Question 3: As a result of the PDS experience, my awareness of instructional resources is extended.
Question 4: As a result of the PDS experience, my awareness of the teaching profession has increased.
Question 5: As a result of the PDS experience, my use of the innovative instructional approaches called for in all subjects and/or technology by the North Carolina Standard Course of Study/Task Analysis is encouraged.

one tutoring at Ferguson-Easley and Pauline Jones elementary schools. On the middle-grade and secondary education levels, 14 students in mathematics methods courses provided tutoring services for youngsters at Luther "Nick" Jeralds Middle School.

The tutoring proved beneficial for both the preservice teachers and the students. The students received needed additional instruction, while the preservice teachers obtained invaluable experience diagnosing, planning, facilitating, and evaluating the instruction necessary to eliminate or reduce academic deficits. Methods professors were pleased to receive reports from the students' content-area teachers highlighting the students' academic improvement. And there were improvements in self-esteem and motivation, which, though intrinsic, were successes nonetheless.

Partnership Evaluation

Fortunately for the partnership, one of the elementary school principals involved in the partnership was enrolled in FSU's doctoral program. As a doctoral student, she conducted a survey to evaluate the elementary education component of the PDS initiative. Survey participants were part of the 12-member spring 2000 teacher intern cohort. Eight interns, assigned to two elementary school PDSs, were involved.

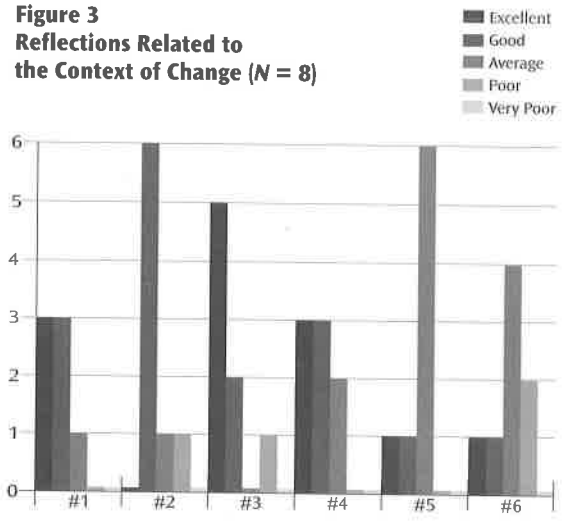
The survey covered three major areas: (1) impact of the PDS experience on the interns' attitudes, (2) impact of the PDS experience on the interns' understandings of instruction, and (3) the interns' reflections on the context of change—that is, their rating of the overall program, partnership teachers, partnership administrators, partnership schools, and university supervisors.

Section 1 of the survey asked respondents about their agreement or disagreement with statements that the PDS experience had reinforced their teaching, reinforced their learning, increased their confidence as teacher candidates, and promoted their desire to assume leadership roles. Survey results indicated agreement or strong agreement from at least six interns on all statements. (See Figure 1.)

In Section 2 the survey asked the interns if they had applied lessons learned in methods classes, shared that knowledge with members of their cohort, increased their awareness of resources, and increased their awareness of the teaching profession. Six interns agreed or strongly agreed that they had applied lessons learned, seven that they had shared acquired knowledge with cohort members, eight that they had increased their awareness of resources, and seven that they had increased their awareness of the profession (see Figure 2).

Analysis of responses to Section 3 indicated an average rating of the overall program, partnership teachers, partnership administrators, partnership schools, and university supervisors.

Figure 3
Reflections Related to the Context of Change (*N* = 8)



Question 1: The program is a valuable experience.
Question 2: Please rate the overall program.
Question 3: Please rate the partnership teachers.
Question 4: Please rate the university supervisors.
Question 5: Please rate the partnership administration.
Question 6: Please rate the partnership school.

Several interns appeared to have some reservation about the partnership schools: Fifty percent rated them as average, and 25% rated them as poor. However, six of the eight respondents rated the overall program as good. (See Figure 3.)

The interns were asked what recommendation they would make to someone who asked about applying to this program. Four respondents gave the program the second-highest rating, and two the highest rating. One intern gave it an average rating, and one intern chose poor. (See Figure 4.)

The second phase of data collection involved a focus-group interview with eight elementary school PDS interns. During the interview the researcher asked the interns to share their perceptions of significant elements of the PDS experience. Several interns reported that they appreciated having the entire semester to complete the internship because it gave them additional time to observe the partnership teacher and become acquainted with students before having to assuming full teaching responsibilities. Others verbalized an appreciation for the support and the mentoring from university professors; for the opportunity to attend professional conferences; and for the nurturing, welcoming environment created by the partnership school administrators and teachers. According to the interviewer, this environment encouraged risk-taking and flexibility.

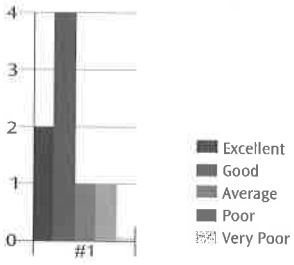
The interviewer asked interns if program goals and objectives were compatible with the university's mission. Respondents unanimously agreed that they were. Only one respondent thought that there was no obvious difference between the traditional student-teaching program and the PDS program. As the focus-group interview continued, the interns were asked for programmatic recommendations. They appeared to be unanimous in their negative comments about taking methods classes concurrently with the internship experience. This practice, long associated with the traditional student-teaching program, was phased out with implementation of the yearlong internship.

Analysis of data from eight partnership teachers indicated that throughout the internship the PDS interns remained enthusiastic and their attitudes tended to be favorable. The partnership teachers suggested that the interns' understanding of instruction was a work in progress and there was evidence of growth almost daily. The partnership teachers rated interns highly in making the transition from student to practitioner.

From the roster of university methods faculty, three were randomly selected for a structured interview. Interestingly, the university professors' responses mirrored those of the interns and the partnership teachers. Interviews yielded many positive responses and feedback. All agreed that enthusiasm was evident throughout the experience and that interns appeared to have a greater depth of awareness of the tremendous amount of work involved in teaching. They also agreed that the PDS experience positively influenced interns' attitudes and that the interns' understandings of instruction grew as they gained experience. Consistent across all respondents was the notion that the PDS initiative prepares participants to become professionals through reality-based training.

As an additional evaluative measure initiated by FSU, each intern was videotaped while teaching. Interns watched and critiqued themselves and their peers.

Figure 4
Approval of Program (*N* = 8)



Question 1: What kind of recommendation would you make to someone who asks you about applying to this program?

Impediments

Maintaining PDSs and other partnership activities and planning for expansion are time- and labor-intensive. To continue the upward spiral, the partnership needs additional resources to engage support personnel. Also, funding for collection and management of data would help fuel the evaluative process.

Lessons Learned

Marketing innovative educational initiatives is never easy. However, the experiences have yielded many new and improved skills and abilities. Lessons key to this partnership are as follows:

- Planning is critical to program success, and involvement of all partners in the planning process serves to reinforce the collaborative efforts.
- Making resources available for professional development activities enhances the mission of the teacher preparation program.
- Garnering the support of university personnel early is imperative to program success.
- Identifying a coordinator for the partnership has helped organize program efforts and centralize responsibilities.

Next Steps and Future Aspirations

FSU is historically a teacher education institution. The belief that quality teachers positively shape lives is paramount in the School of Education and in the partnership. Partnership successes only increase the motivation to accomplish the following:

- Begin collaborative research between partners.
- Expand the number of PDSs: increase the number of elementary school PDSs from 5 to 10 and add 1 middle and 1 secondary school.
- Make available to middle-grade and secondary school preservice teachers additional partnership assignments in schools with themed curricula.
- Establish partnership schools in at least two additional school districts within the next academic year. The partnership is seeking an alliance with the Department of Defense Schools located in neighboring Fort Bragg and is preparing the foundation for additional sites in the Hoke County Schools.
- Increase teacher recruitment efforts beyond the secondary school level to include middle grades, with a special emphasis on minority enrollment.

Profile of USTEP Based at FSU

SCHOOLS

Number of school districts involved in partnership	10

Number and types of schools (overall) across participating districts:

ELEMENTARY	MIDDLE	SECONDARY	OTHER
151	50	38	15

Student enrollment (overall) across participating districts	145,811

Racial and ethnic makeup of student body across participating districts:

WHITE	BLACK	HISPANIC	OTHER
46%	44%	4%	6%

Number and types of schools involved in partnership:

ELEMENTARY	MIDDLE	SECONDARY	OTHER
2	1	1	—

Student enrollment in schools involved in partnership	2,519

Racial and ethnic makeup of student body in partnership schools:

WHITE	BLACK	HISPANIC	OTHER
4%	88%	6%	4%

Percentage of students on free or subsidized lunch program in partnership schools	81%
Number of teachers (overall) in partnership schools	235
Number of teachers in partnership schools involved in partnership activities	200
Number of cooperating/clinical teachers in partnership schools	75
Number of nationally certified teachers in partnership schools	1

Are cooperating/clinical teachers, mentors, or clinical instructors rewarded for their work?

	MONEY	TUITION	PRIVILEGES	HONORS
COOP./CLIN. TEACHERS	Yes	—	—	—
MENTORS	—	—	—	—
CLIN. INSTRUCTORS	Yes	—	—	—

UNIVERSITIES

Number of education faculty (overall):

Full-time 45, Part-time 2

Number of education faculty involved in partnership:

Full-time 45, Part-time 2

Number of arts and science faculty involved in partnership:

Full-time 165, Part-time 20

Number of students preparing to teach (prospective teachers):

Undergraduate 513, Graduate 475

Percentage of prospective teachers (total of undergraduate and graduate) by level:

ELEMENTARY	MIDDLE	SECONDARY	SPEC. ED.	OTHER
60%	25%	5%	10%	—

Number of prospective teachers (total of undergraduate and graduate) working in partnership schools in last two academic years:

	1998–1999	1999–2000
In Pre-Student-Teaching Clinical/Field Experiences	380	400
In Student Teaching	100	125
In Post-Student-Teaching Experiences	10	10
In Other Assignments	20	20

Percentage of prospective teachers (total of undergraduate and graduate) involved in partnership program	25%

Number and level of graduates over last three years who have completed teacher education program:

	ELEMENTARY	MIDDLE	SECONDARY	OTHER*	% MINORITY
1998	30	8	2	14	32%
1999	70	16	32	67	37%
2000	32	12	10	37	31%

Percentage of graduates employed in teaching:

1998 96%, 1999 98%, 2000 98%

Degrees offered that lead to certification:

BS, MA, MAT, Other

— = no answer

*Figures are for graduate and special education.

North Carolina Agricultural and Technical State University

in partnership with Alamance-Burlington and Guilford County Schools

In 1999–2000 the University-School Teacher Education Partnership among North Carolina Agricultural and Technical State University (NC A&T), Guilford County, and Alamance-Burlington Schools involved 19 schools, up from 16 the previous year. This represented more than 13,000 students and approximately 250 teachers. There is a strong working relationship between the university and the schools.

The partnership achieves implementation of its goals through actualization of six components initially agreed on by the partners: preservice field experiences, action research, faculty exchanges, faculty development, clinical faculty, and support services.

The partnership's governing body is the coordinating council, which consists of 77 representatives from the 19 partner schools, the 2 school systems, and the NC A&T School of Education. It is chaired by the partnership's professional development school (PDS) coordinator.

The partnership is the driving force in the teacher education program. It influences the university's general education program as assessment of students' abilities in teacher education courses and field placements loop back into the assessment of the general education program. For example, "clinical faculty" (master teachers employed as university supervisors) are assigned to partnership schools to observe and evaluate education students' knowledge, skills, and dispositions as they relate to becoming a catalyst for learning. If education students are working with small groups, clinical faculty listen and watch closely for knowledge of content, use of language, and ease of interaction with students. This procedure has provided one aspect of performance assessment.

Further, in foundation courses the professor of record visits schools to ensure that theory is being translated into practice, and he or she completes an evaluation sheet on the field experience. Data from these sheets are compiled and analyzed and used to improve the courses as well as the field experience. Each activity is a component of performance assessment.

The partnership also interfaces with a number of graduate-level education courses. For example, students in counseling, reading, and instructional technology are involved in practicums in the partnership schools.

One way in which equity in decision making among partners is ensured is by the presence of at least 85 percent of the 77 members of the coordinating council at its meetings. This representation also is evident on the council's committees, which make the decisions about directions, major emphases, and expenditures. There always is a sharing of information about ongoing and projected projects at these meetings, which are held at both university and school sites. Consequently there now is much less hesitance among partners to address issues, concerns, and ideas.

The council's procedures have been the major factor in bringing about changes in the attitudes of university professors and school personnel regarding teacher education. The council has provided opportunities for all stakeholders to work together on the resolution of problems. This type of interface on teaching and learning has given each partner a greater appreciation for what other partners are doing. Through these procedures the partnership has been able to demonstrate attitudinal changes and unified efforts to university trustees and school board members via presentations at their meetings.

The school system partners have been supportive by contributing in-kind resources to the partnership. For example, they pay the cost of substitutes for teachers to attend meetings or staff development activities and the cost of transportation for college student involvement in partnership activities. Discussions within the coordinating council on closing the minority achievement gap indicate that partnership and school system funds will be used to address that issue.

The partnership has submitted letters of endorsement for five grant proposals developed by teacher education faculty. The proposals address (1) minority involvement in science, engineering,

and mathematics; (2) assistance to disadvantaged middle school students through GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), a program to help them prepare for and pursue a college education; (3) biotechnology education and communications; (4) the minority achievement gap; and (5) adapted physical education. All activities will be in partnership schools, and the partnership has initiated a proposal to the potential grant recipients to secure a portion of funds from each grant to extend the activities of the partnership.

Knowledge of the partnership's efforts extends beyond the education community. During the year there were discussions with members of the Legislative Black Caucus on closing the minority achievement gap through involvement with the partnership. Legislators who met with partnership leaders included State Senators Howard Lee, Bill Martin, and Flossie McIntyre and State Representative Pete Oldham. Further, the partnership is collaborating with North Carolina Central University in addressing this issue.

A School of Education advisory board consisting of superintendents, business leaders, community college presidents, and School of Education alumni meets twice annually and is made aware of partnership efforts. These and other stakeholders have access to the partnership Web page at http://prometheus.educ.ncat.edu/users/pds. All partners can be contacted through the Web page.

Vignettes

Following are short descriptions of three selected activities and accomplishments of the partnership in 1999–2000.

Clinical Experiences: Successes of the Yearlong Internship

Realizing that early and continuing field experiences are a powerful component of teacher education, the partnership's committee on preservice field experience examined the field experience sequence in fall 1997. The committee assessed the quality of the existing experiences in relation to the teacher education curriculum and the opportunities for preservice teachers to observe and model effective teaching. As a result, the committee recommended to the council that it initiate a field experience that would keep students in the same school for three consecutive semesters. This field experience was to begin in the second semester of the junior year and extend through the second semester of the senior year. The sequence was termed "yearlong internship" (even though it would last for three semesters).

Recognizing that this was a needed course of action, the Teacher Education Council approved the program and its immediate full-scale implementation in spring 1998. The sequence consists of a first semester in which the student's time is devoted to foundation courses and field experiences, a second semester in which methods courses are connected to field experiences, and finally a semester of full-time student teaching. The student remains with the same teacher in the same school for the entire internship. By the time students reach the student-teaching semester, they are firmly entrenched in the culture of the school, and they understand the community and the student population. Thus they move into their final clinical experience with ease and great confidence.

At the conclusion of the 1999–2000 academic year, more than 90% of 44 student teachers had completed the yearlong internship. All student-teaching assignments were in the partnership's PDSs. Visitations were conducted by clinical faculty. This supervision creates an avenue for continued communication that bridges many gaps between professional education courses and fac-

Student interns with the NC A&T PDS program gain practical experience and hands-on training in preparation for a career in teaching.

ulty, and it strengthens many weak areas for preservice students. Clinical faculty and university professors jointly supervise the first two semesters of the internship. University professors supervise the student-teaching semester.

The yearlong internship has had a positive impact on the teacher education program. Also, it promises greater success for new teachers who are products of it because they have had an extended and deeper experience in a school. In 1999–2000, the longer the students spent in the clinical experience, the more confidence they gained and the more they became assimilated into the structure of the schools. Increased supervision has created a stronger tie between preservice students and clinical faculty, the school, and the teacher education program. The yearlong internship has made a more authentic assessment of performance possible and thus has developed stronger teachers.

Jacqueline Koonce is a 1999 NC A&T graduate in English education and a 2000 graduate of Teachers College, Columbia University. This year she is a teacher at Northeast High School (a partner school). She writes,

The yearlong internship, one of the programs of the Professional Development School at North Carolina A&T State University, greatly contributed to my success as a student teacher at Northeast Guilford High School (1999) and as a graduate student at Teachers College, Columbia University (1999–2000). To explain, spending a semester in the same classroom in which I would student-teach enabled me to develop a relationship with the students, cooperating teacher, and staff; discern the school climate; and structure teaching units that suited the students' learning styles and academic levels. The yearlong internship also enhanced my studies in graduate school by increasing my understanding of effective teaching methods and classroom management tools. Many of my colleagues who did not have teaching experience were at a loss in certain classes where methods were modeled and demonstrated because they could not envision the school climate. As a result, many of them asked for my insight in class discussions in order to help them in the classroom. Consequently the internship gave me the experience needed to help other interns entering the classroom.

Now, as a novice teacher, I am greatly benefiting from many of the teaching techniques I learned through the yearlong internship. The classroom management skills and unit planning skills I acquired are helping me to curb behavior problems and facilitate the learning of my students as they develop higher-order thinking and research skills.

In summary, the yearlong internship is a program more colleges and universities should consider implementing because it better prepares teachers to enter the classroom. Novice teachers need the experience of dealing with classroom management, unit planning, and meeting all the other various demands of teaching before entering their first year of teaching. Spending a year with the same students and cooperating teacher gives the intern a chance to develop classroom management methods by watching the cooperating teacher and practicing. Furthermore, the intern learns how to "juggle" the various demands placed upon the classroom teacher. This training provided by the Professional Development School at A&T is a worthwhile innovation that results in quality teachers, thereby reshaping the face of education.

Karen Harris, a 1999 graduate in English education and now a teacher in the nonpartnership Northeast Middle School, writes,

My experience with the North Carolina Agricultural and Technical State University Professional Development School was a positive one that has thoroughly prepared me for a career in teaching. I spent more time in a classroom receiving hands-on training than sitting in a college classroom looking at theory. Theory is a great thing, but nothing can replace experience. I had the opportunity to think about several ways to approach a problem and research it before having to solve the problem on my own in my classroom. I was able to devise a classroom management plan prior to moving into the classroom. When I accepted my teaching position, I was prepared for the challenges that lay ahead.

As teacher education moves toward performance assessment under the 2000 standards of the National Council for Accreditation of Teacher Education, longer field experiences give faculty more of an opportunity to assess students' total abilities in general education, foundation courses, and professional education courses. Also, the yearlong internship helps establish long-term relationships among school-

teachers, preservice students, and university faculty, many of which extend beyond graduation and generate a sense of support, respect, and interdependence. True mentor-novice relationships are spawned. One result is that, over the past two years, 11 student teachers have been hired in five partner schools directly following their completion of the yearlong internship in those schools.

Involvement of Arts and Science, Agricultural Education, Technology, and Business Education Faculty

Much has been written and said about the importance of actively involving arts and science faculty in teacher education programs. This partnership has 25 faculty from the College of Arts and Sciences and the Schools of Agricultural Education, Technology, and Business working with teacher education licensure programs. Each licensure area has appointed a noneducation faculty member to be a member of the partnership's coordinating council. Coordinators keep their faculties apprised of partnership activities and guide many interfaces with classroom teachers and schools.

These faculty members are active in all components of the partnership—to the same extent as the elementary, physical, and special education faculty members. They engage in policy making, curriculum assessment, and program review. An example is Gilbert Casterlow, a professor of mathematics, who works with the AVID (Advancement Via Individual Determination) program in the Guilford County Schools. Such faculty are an integral part of the teacher education program. They are involved with clinical faculty and preservice students in field experiences. Further, they teach segments of classes in their discipline in the schools; attend and present in local, state, and national faculty development activities; and work with support service activities. Shirley Bell, coordinator of English education in the College of Arts and Sciences, writes,

> *The collaboration with colleagues that I have experienced through the partnership stands out as an important milestone in my teaching career. I have found two critically invaluable factors operating throughout this experience: (1) the pooling and sharing of knowledge, resources, and techniques between university and public school personnel, which magically maximizes our capabilities; and (2) consequently, the renewed respect between all involved, which has become a catalyst for heightened efforts. In other words, we work hard with those whom we respect!*

Clinical Faculty: Enhancing the Productivity of Teacher Education

One of the initial components agreed on by the partnership was the creation of clinical faculty positions as a linkage between university faculty, preservice students, and schoolteachers. In fall 1998 two Guilford County teachers were employed as clinical faculty to assist with the implementation of the field experience component. These teachers came to the partnership for two years, on leave. With a combined 40 years of teaching in the public schools, they brought expertise needed to improve the teacher education program: a knowledge of public school policies, changing curriculum, and available resources (both human and material). They are an essential part of collaboration and cooperation among the partners.

Clinical faculty supervise preservice students during the first two semesters of the yearlong internship, to ensure that these students are prepared for teaching gradually yet effectively. They are continuously involved in curriculum planning, and they serve as the main university connection with schools. They ensure a high degree of congruence between the curriculum of the teacher education program and that of the school program.

Clinical faculty take part in regularly scheduled meetings of the partners and hold both formal and informal conferences with the teachers assigned to work with preservice students. In some instances they consult with principals. They serve as liaisons and maintain a professional rapport between the university and elementary and secondary school partners. They also establish a relationship with preservice students that enables them to discuss, prepare, plan, and evaluate lessons and activities.

The partnership is committed to the notion that all its constituents should participate in professional development. Clinical faculty tap the resources of partner schools to enhance the teacher education curriculum, and vice versa. For example, they bring schoolteachers into university classrooms and take university professors into school classrooms. Teachers come to methods and content courses on request to present information on current school practices, such as

Administrators reported that preservice teachers were better prepared for a career in teaching after taking part in the yearlong internship program.

a newly adopted literacy program or administration and evaluation of students' running records.

Clinical faculty also have been instrumental in bringing the support services and the resources of the university to partners. Such activities have included seminars to introduce Teacher Cadets and ProTeam students (high schoolers) to teaching as a possible career; workshops to prepare students for the Scholastic Aptitude Test (a college entrance exam); and testing for High Schools That Work (a work-study program). In 1999–2000, clinical faculty facilitated bringing more than 600 middle and high school students to the campus during the year for these functions.

In addition, clinical faculty have assisted teachers in partner schools by conducting faculty development workshops at school and university sites.

Clinical faculty have been hailed by all stakeholders as pivotal in bringing together actions and activities, theory and practice, school and university classrooms. School partners write,

- "Gwen [one of the clinical faculty members] was very accessible; she served her duty as a liaison between the university, the student, and myself."
- "Angelia [the other clinical faculty member] was positive and supportive."
- "Gwen was an excellent clinical faculty member to work with! She was helpful in my communication with my student and assisted him in his teaching methods and preparation."

Partnership Evaluation

In 1999–2000 the partnership was viewed as an asset to the schools and the students involved. This view was supported in comments of administrators and teachers in an end-of-year survey. Additionally, in end-of-semester exit seminars with yearlong interns and in focus-group discussions with principals and teachers, a majority of responses were positive.

Eighteen of 19 administrators responded to a survey, indicating that the partnership afforded numerous opportunities to teachers and their students, and they looked forward to its continuation. Regarding opportunities for teachers, 12 made presentations at state and national conferences, and two faculty from partner schools wrote proposals and received grant funding from the partnership.

Administrators reported further that they saw preservice students becoming better adjusted to the role of teacher. One administrator said, "We look forward each year to working with your students. This year was great. Each year the candidates entering the teaching profession [from NC A&T] seem to be better adjusted to the role the teacher plays in our society."

Other comments were as follows:

- "By the time they reach student teaching, the candidates definitely know whether or not the teaching profession is what they are looking for."
- "Both sets of students [university and public school] had meaningful experiences."
- "PDS has become an integral part of the intern, student, faculty experience."
- "The PDS partnership is priceless—the profession is improved because of PDS."
- "Staff feel a 'kinship' to the A&T faculty."
- "The partnership has positively impacted our school and added to pupil instruction."

Partnership personnel conclude from such testimony that university-school collaboration is having a positive effect on the 19 schools and the 2 school systems involved.

In assessing the effectiveness of the yearlong internship, 17 of 31 classroom teachers who

worked with interns responded to a survey asking them to rate the interns' experience in 10 areas: level of performance, assumption of professional responsibility, attitude toward education, potential for success in student teaching, rapport with school students, initiative, interaction with the educational environment, attendance (including promptness), reliability, and appearance. Eighty percent or more of the teachers rated each area "good" or "excellent."

In the same survey, clinical faculty were rated on their mentoring, their assistance to the field experiences of interns, and their assistance to the classroom teacher. Again, 80% or more of the classroom teachers rated clinical faculty good or excellent in each area. With a 51% return rate, this information was valuable for reviewing the program and its effectiveness.

Both administrators and teachers expressed some concern about student attendance. They also wanted to see more university faculty actively engaged in school classrooms. It was apparent that school personnel expected university personnel to hold up their end of the partnership by becoming more visible, involved, and engaged.

The coordinating council reviewed the survey results and outlined and implemented recommendations for improvement. Its actions resulted in all partnership schools choosing themes and foci for 2000–2001 and in all teacher education faculty agreeing to collaborate with the schools.

Impediments

The primary impediments to greater success are the differences in the cultures of the university and the school and the inadequacy of resources. Although all partners have the same agenda for higher student achievement, blending the cultures of the university and the school is still far from a reality. An example is the schools' emphasis on accountability versus the university's emphasis on preparation of preservice teachers. If teacher preparation is to improve, each culture must immerse itself more in the other's culture, develop a better understanding of the intricacies that shape the other organization, and determine how differences can be negotiated to the satisfaction of both parties. In that way the two cultures may become more seamless.

More resources are needed to provide the time and the people necessary to address the partnership's goals of engaging more university faculty in schools, bridging the two cultures, and involving more schoolteachers in teaching methods courses, thereby improving teacher education and the education of schoolchildren.

Lessons Learned

A major lesson learned is that the longer and the deeper interns are immersed in teaching, as in the yearlong internship, the more likely they are to become successful teachers. The longer period provides more opportunities for translating theory into practice and for the student teacher to become a second teacher in the classroom. The yearlong internship, including the clinical faculty component, is a keystone to a better teacher education program.

Another lesson is that giving all participants access to a regular forum for expressing concerns and initiating changes is positive for the partnership. The quarterly meetings of the coordinating council have been instrumental in providing an environment in which the cultures of the school and the university can mingle, and in providing procedures by which personnel from the two cultures can collaborate.

Still another lesson is that communication in a partnership takes time and effort and must be planned. An E-mail listserv (an electronic distribution list) and a quarterly supplement to the newsletter that reports on coordinating council meetings serve both to inform partnership members and to prepare them for council meetings.

A final lesson is that university students are very important to the partnership, particularly in engaging the interest of schoolteachers. Involving schoolteachers in partnership activities beyond working in the classroom with interns is a special challenge. Activities such as faculty development, proposal writing, and action research require time and commitment not easy to come by. When preservice students' enthusiasm, interest, and participation are high, schoolteachers seem to take on a deeper involvement.

Next Steps and Future Aspirations

An aspiration of the partnership is to involve all the full-time teacher education faculty (currently 67) and all the teachers in the 19 partner schools in the partnership. When this becomes a reality, it will be possible to begin involving freshman education majors in the partnership network. Such involvement could put the partnership in closer touch with the university's general education program and its arts and science faculty. Student involvement in teacher education would then be a four-year endeavor.

Another aspiration is to change how the university prepares teachers, from treating them as individual entities to grouping them in cohorts. This change will involve extensive staff development for all faculty partners.

With increased resources, the partnership could increase the number of clinical faculty. With additional clinical faculty, the partnership could take on more of an instructional role in both the university and the schools.

The partnership is moving toward an arrangement in which classroom teachers and university professors will co-teach methods and content courses at school sites. The hope is to develop this collaboration to a level at which the school site is looked on as a natural extension of the university and schoolteachers are considered bona fide members of the university faculty. Resources for faculty development and compensation are needed to realize this aspiration.

The partnership has determined that it has the necessary expertise to close the minority achievement gap. An aspiration is to document ways to increase the achievement of all children and thus to decrease the gap in achievement between minority and majority students. An ad hoc group of 23 members of the coordinating council has begun identifying strategies to accomplish this goal.

The partnership will continue to seek outside funding to supplement its budget.

Profile of USTEP Based at NC A&T

SCHOOLS

Number of school districts involved in partnership	2

Number and types of schools (overall) across participating districts:

ELEMENTARY	MIDDLE	SECONDARY	OTHER
78	30	20	3

Student enrollment (overall) across participating districts	83,261

Racial and ethnic makeup of student body across participating districts:

WHITE	BLACK	HISPANIC	OTHER
53.0%	36.0%	4.5%	6.5%

Number and types of schools involved in partnership:

ELEMENTARY	MIDDLE	SECONDARY	OTHER
10	5	4	0

Student enrollment in schools involved in partnership	13,377

Racial and ethnic makeup of student body in partnership schools:

WHITE	BLACK	HISPANIC	OTHER
41.6%	50.0%	4.2%	4.2%

Percentage of students on free or subsidized lunch program in partnership schools	46.7%
Number of teachers (overall) in partnership schools	896
Number of teachers in partnership schools involved in partnership activities	241
Number of cooperating/clinical teachers in partnership schools	95
Number of nationally certified teachers in partnership schools	7

Are cooperating/clinical teachers, mentors, or clinical instructors rewarded for their work?

	MONEY	TUITION	PRIVILEGES	HONORS
COOP./CLIN. TEACHERS	Yes	No	Yes	Yes
MENTORS	No	No	Yes	Yes
CLIN. INSTRUCTORS	Yes	No	Yes	Yes

UNIVERSITIES

Number of education faculty (overall):

Full-time 67, Part-time 2

Number of education faculty involved in partnership:

Full-time 45, Part-time —

Number of arts and science faculty involved in partnership:

Full-time 25, Part-time —

Number of students preparing to teach (prospective teachers):

Undergraduate 449, Graduate 221

Percentage of prospective teachers (total of undergraduate and graduate) by level:

ELEMENTARY	MIDDLE	SECONDARY	SPEC. ED.	OTHER
—	0%	—	—	—

Number of prospective teachers (total of undergraduate and graduate) working in partnership schools in last two academic years:

	1998–1999	1999–2000
In Pre-Student-Teaching Clinical/Field Experiences	146	275
In Student Teaching	82	44
In Post-Student-Teaching Experiences	0	0
In Other Assignments	0	0

Percentage of prospective teachers (total of undergraduate and graduate) involved in partnership program	50

Number and level of graduates over last three years who have completed teacher education program:

	ELEMENTARY	MIDDLE	SECONDARY	OTHER	% MINORITY
1998	41	—	43	—	95%
1999	19	—	25	—	95%
2000	15	—	4	—	—

Percentage of graduates employed in teaching:

1998 90%+, 1999 90%+, 2000 90%+

Degrees offered that lead to certification:

BS, MS

— = no answer

North Carolina Central University

in partnership with Durham and Piedmont Technical Community Colleges and Durham Public, Franklin County, Person County, Wake County, Warren County, and Weldon City Schools

The Central Carolina University-School Teacher Education Partnership was established in June 1997 with six partners: North Carolina Central University (NCCU) and Durham Public, Franklin County, Person County, Warren County, and Wake County Schools. Since that time the partnership has expanded to include Weldon City Schools and Durham and Piedmont technical community colleges. However, the goals of the partnership have remained unchanged: to improve teaching and learning for an increasingly diverse student population; to provide and support a continuum of professional development for university, preservice, and inservice educators; and to engage the community as active participants in education.

In its third year, the current reporting period, the partnership focused on scaling up its work and relationships with collaborating schools and school districts, and on integrating the work of the partnership more fully into the NCCU teacher education program. Today that integration is reflected in virtually every aspect of the undergraduate teacher education program: early and yearlong clinical experiences, a newly drafted model for candidate assessment, university teaching and supervision of interns, faculty research, efforts to secure outside funding, and the nature of faculty involvement in schools. The partnership's integration into the teacher education program is further evidenced by the participation of the partnership policy board in decisions that directly affect program operations and priorities. The shared decision making within the partnership is clearly reflected in the two U.S. Department of Education Title II grants that the NCCU School of Education received last year. Totaling some $4 million, the grants were carefully crafted in response to the expressed needs of the partnering school districts and community colleges and have become the plan of action for the teacher education program for the next four to five years.

The vignettes that follow demonstrate the extent to which the partnership has evolved to the benefit of both the university and its school partners.

Vignettes

Shared Resources, Decision-Making Authority, and Responsibilities

Perhaps the best indicator of a true professional development relationship is the willingness of the partners to share resources, decision-making authority, and responsibility for the outcomes of their joint efforts. The collaboration between NCCU's Visual Impairment Training Program (NCCU-VITP) and the Governor Morehead School (GMS, a school for youngsters with visual impairments) excels in this regard, so much so that the lines between the partners often are blurred beyond recognition.

In the first year of the collaboration, GMS identified a difficulty in recruiting teachers for its residential campus. Even when new hires were recruited, they often were unwilling to devote late evening hours to obtaining the additional university course work required for licensure. In response to this difficulty and to assist GMS in its recruiting effort, the NCCU-VITP now offers courses on the GMS campus from 1:00 P.M. to 4:00 P.M. each Friday. In turn, GMS administrators grant release time for teachers to attend.

Early on, partnership planners recognized that GMS residential students and staff would need consistent and continuing access to university faculty and that preservice teachers would need similar exposure to students with visual impairments. To address that need, NCCU-VITP faculty members spend the vast majority of their time on the GMS campus. In addition to their work as university faculty members, they consult with GMS staff and, in some instances, deliver direct services to GMS students. GMS has provided an entire building wing (five offices, three university classrooms, a university-student lounge, and a university resource library) for NCCU-VITP faculty, staff, and students. One of the dedicated classrooms is a $145,000 teleclassroom facility, jointly financed and constructed by NCCU and GMS and used to provide preservice and inservice teacher training in mobility and low-vision services statewide.

The VITP faculty is currently seeking funding to establish a vision clinic on the GMS campus. The

clinic will provide comprehensive low-vision assessments to GMS students by qualified faculty. Also, it will provide preservice teachers with the clinical observation opportunities and the practical skills necessary to deliver quality low-vision services, and GMS staff with advanced professional development opportunities.

The nearly full-time presence of three university faculty on the GMS campus has facilitated joint decision making and resource sharing in ways ranging from small to great. On the "small" end of the range, for example, the GMS Outreach Program, which shares the building housing the VITP, recently lost access to its fax machine and had no funds for a replacement. Using discretionary funds from its foundationaccount, the VITP immediately replaced the machine. The two programs now share the new machine.

On the "great" end of the range, a VITP faculty member was suddenly diagnosed and hospitalized with a life-threatening illness. On hearing of this, a GMS master teacher asked if she could assist during the faculty member's extended illness. The GMS administration provided her with the release time necessary to take over the faculty member's teaching load for the remainder of the semester. This gesture enabled preservice teachers to continue with their scheduled academic program without interruption.

The GMS recently established a short-term placement program to provide a two-week session of vision-specific skills assessments and training to blind and visually impaired students around the state. The school did not have sufficient outreach staff to take on this responsibility independently. To assist, the NCCU–VITP incorporated the short-term placement session into the course work of the VITP training program. This collaboration allowed university faculty members and preservice students to participate in a meaningful clinical experience while providing a service to the partnership school and its clients. Also, it resulted in a plan for an additional short-term training session during the first two weeks of December 2000.

Other examples of joint decision making and shared resources abound. VITP faculty members routinely provide direct services to GMS students when GMS staff capacity is limited or expertise is unavailable. They provide specialized training for house parents, have direct input into personnel and other administrative decisions, and are active members of the GMS Parent-Teacher Association. Similarly, GMS personnel have readily consulted with VITP faculty and students and assisted them in meeting VITP's educational goals.

These Ron Edmonds Scholars received an average score of 963 on the Scholastic Aptitude Test and an average high school grade-point average of 3.2.

Yearlong Internships and Interns' Impact on Student Learning

One of the important but incomplete tasks of NCCU's teacher education program is to determine how to assess the impact of preservice interns' teaching on the academic achievement of K–12 students. Although this always has been an important issue, it has become more so under the 2000 standards for assessment of candidate performance, recently approved by the National Council for Accreditation of Teacher Education (NCATE). An action-research minigrant project, first funded by the partnership in 1998–99 and continued through 1999–2000, has provided some answers.

Teachers and administrators at the NCCU/Pearsontown Elementary PDS, a year-round school with nine-week sessions broken by three-week intersessions, were concerned about the performance of some students on the North Carolina end-of-grade tests. They requested $3,000 for a small research project to determine if direct instruction in a Saturday Academy and during intersessions would result in increased learning for those students. PDS interns, who complete their senior yearlong experience at Pearsontown Elementary, staffed the Saturday Academy and intersessions and provided individual tutoring and small-group instruction for identified students who were invited and then volunteered to participate. Pearsontown's assistant principal organized a staff development activity and a work-group meeting for interns before the intersessions.

Interns worked with small groups of students and as tutors in mathematics and reading from 8:30 A.M. to 12:30 P.M. during both the Saturday Academy and the intersessions.

During the first year of the project, of 38 Level 1 and Level 2 students who participated in the academy, 92% posted gains in mathematics and 87% in reading. During the 1999–2000 reporting period, of 32 students participating, 92% posted gains in mathematics and 92% in reading. Reading scores increased by an average of 8.3 points and mathematics scores by an average of 9.4 points during the second year.

Some of the success of the Saturday Academy and intersessions can be attributed simply to more time on task. However, the school principal readily admits that the additional time on task would not have been as focused without the presence of NCCU interns. Teachers provided information on the academic needs of the students, but interns delivered the instruction. The budgetary savings to the school (in transportation costs, teacher salaries, and instructional materials) are yet to be determined.

New Leadership Roles for Teachers

Early on, the partnership recognized the need for teachers to assume new leadership roles in the induction and support of novice teachers and the supervision of interns. To facilitate that change, two faculty members and two classroom teachers completed a one-semester graduate course and a one-semester practicum in clinical supervision at North Carolina State University. Their goal was to replicate that supervision model in the partnership.

The partnership also recognized that some cooperating teachers found it difficult to participate in the challenging two-semester graduate course and often opted for less rigorous mentor training. As an interim measure, the partnership implemented an abbreviated, four-day training session for cooperating teachers. Still thinking long-term, though, the School of Education has incorporated the two-semester course and practicum in clinical supervision as required course work in its new master's degree programs in elementary and middle-grades education, in a Teachers as Leaders track. Also, the Special Education Program has incorporated the first three hours of that training into its new master's degree program. Teachers in the PDSs who commit to continue working as clinical supervisors and seminar leaders for interns during their full-time student teaching receive total tuition support for the six-hour course.

Recruitment of Minorities to Teaching

One of the major challenges facing partnership school districts has been recruitment and retention of qualified teachers. As a high school principal in a historically low-performing and resource-challenged district put it, "We have to wait until every other district in the state has hired its teachers before we can hire ours." Such districts find it extremely difficult to attract teachers, in part because of their inability to offer competitive salary supplements, in part because of a lack of certain amenities that other communities can offer professionals.

To respond to this issue and others, the partnership planned and submitted a Title II grant proposal to the U.S. Department of Education last year. Funded in excess of $3 million, the grant provides for up to 20 full-time teacher education scholarships per year for North Carolina high school students, and 20 for community college transfers. In exchange for the scholarship award, candidates agree to teach in high-need schools, preferably within the partnership districts.

The first class of scholarship recipients, named by NCCU as Ron Edmonds Scholars, numbered 25 minority students, including 23 African-Americans, 1 Vietnamese, and 1 Caucasian (a male). These students posted an average Scholastic Aptitude Test score of 963 and an average high school grade-point average of 3.2. All committed themselves to teaching in high-need schools.

Action Research and Teacher Effectiveness

One of the great challenges to university-school partnerships has been the university's reward structure for tenure and promotion. Faculty members who devote considerable time to the public schools often find themselves short on traditional university requirements for promotion and tenure. At the same time, school personnel often find university research agendas to be self-serving and unresponsive to the needs of the school or the classroom teacher. Two action projects now under way in the partnership—the Middle School Achievement Project and the Teacher Effectiveness and Student Assessment Project—demonstrate the value of action research for both the university faculty member and the classroom teacher.

The Middle School Achievement Project grew out of the work of a former NCCU student who, as a classroom teacher, experienced tremendous success in closing the test-score gaps between African-American and non-African-American students and special needs and non-special-needs students. The project was designed to identify the

key characteristics and practices contributing to North Carolina middle schools' achievement of exemplary-growth status as evidenced by gains on state-identified success indicators. Now in its third year, the project has been supported with funding from the partnership and the Z. Smith Reynolds Foundation. The project team (an NCCU faculty member and three former NCCU students who are classroom teachers) has trained more than 540 middle school teachers in nine rural schools in four school districts on the characteristics of exemplary middle schools. The training focused on curriculum, climate, structure, motivational strategies, incentives, and test-preparation practices. Since the training, three of the targeted schools have received exemplary-growth status, and two have been designated schools of distinction. The team has written a monograph, *The Exemplary Middle School in North Carolina*, published recently by the North Carolina Middle Schools Association.

The Teacher Effectiveness and Student Assessment Project focuses on raising student performance on end-of-grade tests and increasing student achievement through teachers' assessment of their own work. A junior NCCU faculty member works directly with teachers in assessing the work they give their students against the higher-level thinking skills of Bloom's taxonomy of educational objectives. Teachers meet regularly to review their work samples, develop their own assessment tools and benchmark tests around the objectives of the North Carolina Standard Course of Study, and reflect on their work and the impact of their actions on student performance. The yearlong project is expected to result in substantive changes in teacher performance and in the depth and the breadth of the work they require of their students.

Partnership Evaluation

Partnership effectiveness is constantly assessed, particularly in the PDSs. The VITP/GMS collaboration was one of 20 test sites for NCATE's PDS standards. Last year, in preparation for an NCATE site visit, the GMS staff and the VITP faculty engaged in an intensive self-study and assessed their partnership in relation to the pilot standards. Many of the changes that have been made in the collaboration over the past year are in response to that self-study and to the ongoing conversation between the two staffs. (The site visit was cancelled because of scheduling conflicts.)

The two elementary school PDS liaisons meet regularly with university liaisons in informal, ongoing assessment of the partnership. In addition, each semester, interns complete a survey evaluating their clinical experience. On the fall 1999 survey, PDS interns consistently indicated that they had the opportunity to work with students with diverse learning needs, to interact with the broader school community, and to experience the full range of professional roles and responsibilities. They also consistently indicated that they thought that what they did in practice enhanced student learning and that their internship prepared them to meet the professional and state standards for a beginning teacher. Non–PDS interns exhibited slightly less confidence in their preparation and in their impact on student learning. The Spring 2000 survey had similar results.

Impediments

The major impediment continues to be lack of faculty and teacher time. Filling the Coach^{2}Coach positions allocated to the partnership probably will help alleviate this problem.

In addition, the current teacher shortage makes it difficult for schools to release teachers to take on new leadership roles within the partnership. The Coach^{2}Coach positions also will help alleviate this problem.

Lessons Learned

One of the major lessons learned over the past three years has been the importance of having university faculty members on site in partnership schools. This means redefining faculty positions to acknowledge, honor, and support the work that must be done to blend university and school cultures and to ensure maximum benefit for both partners from that merger.

Next Steps and Future Aspirations

Last year the School of Education began to frame a candidate-assessment plan and developed a model for elementary education. In the coming year, it will include its public school partners in continuing to develop, refine, and pilot specific parts of that model. By the end of the year, it expects to have a completed model for all program areas and to have the model approved by the partnership policy board.

A business plan for the proposed Center for the Elimination of Achievement Discrepancies has been developed, and an associate director has

been named. Over the next year, it is anticipated that the center will receive UNC General Administration approval and become operational.

With the expected increase in teacher education enrollment, the partnership plans to develop a third elementary PDS next year. Also, it anticipates that a second special education collaboration will evolve into a PDS.

Profile of USTEP Based at NCCU

SCHOOLS

Number of school districts involved in partnership	6

Number and types of schools (overall) across participating districts:

ELEMENTARY	MIDDLE	SECONDARY	OTHER
122	41	30	5

Student enrollment (overall) across participating districts	145,354

Racial and ethnic makeup of student body across participating districts:

WHITE	BLACK	HISPANIC	OTHER
56.2%	35.5%	4.6%	3.7%

Number and types of schools involved in partnership:

ELEMENTARY	MIDDLE	SECONDARY	OTHER
10	3	5	2

Student enrollment in schools involved in partnership	8,500 (est.)
Racial and ethnic makeup of student body in partnership schools	—
Percentage of students on free or subsidized lunch program in partnership schools	30.6%
Number of teachers (overall) in partnership schools	—
Number of teachers in partnership schools involved in partnership activities	60
Number of cooperating/clinical teachers in partnership schools	120
Number of nationally certified teachers in partnership schools	—

Are cooperating/clinical teachers, mentors, or clinical instructors rewarded for their work?

	MONEY	TUITION	PRIVILEGES	HONORS
COOP./CLIN. TEACHERS	Yes	Yes	—	—
MENTORS	No	—	—	—
CLIN. INSTRUCTORS	Yes	Yes	—	—

UNIVERSITIES

Number of education faculty (overall):	
Full-time 31, Part-time 7 (adjuncts)	
Number of education faculty involved in partnership	15
Number of arts and science faculty involved in partnership:	
Full-time 17, Part-time 1	
Number of students preparing to teach (prospective teachers):	
Undergraduate 278, Graduate 72	

Percentage of prospective teachers (total of undergraduate and graduate) by level:

ELEMENTARY	MIDDLE	SECONDARY	SPEC. ED.	OTHER
41.7%	7.2%	8.6%	42.4%	—

Number of prospective teachers (total of undergraduate and graduate) working in partnership schools in last two academic years:

	1998–1999	1999–2000
In Pre-Student-Teaching Clinical/Field Experiences	Unknown	278
In Student Teaching	—	78
In Post-Student-Teaching Experiences	—	—
In Other Assignments	—	—

Percentage of prospective teachers (total of undergraduate and graduate) involved in partnership program	—

Number and level of graduates over last three years who have completed teacher education program:

	ELEMENTARY	MIDDLE	SECONDARY	OTHER	% MINORITY
1998	—	—	—	—	—
1999	—	—	—	—	—
2000	70.2	80	75	—	—

Percentage of graduates employed in teaching	—
Degrees offered that lead to certification:	
BA, BS, MA	

— = no answer

North Carolina State University

in partnership with Franklin, Johnston, and Wake County Schools

Triangle East Partners in Education (TEPIE) is the University-School Teacher Education Partnership between North Carolina State University (N.C. State) and six public schools in Franklin, Johnston, and Wake counties. In general TEPIE has grown from a fledgling to a maturing partnership. Although the consensus is that the partnership concept is sound and that all partners benefit, some university and school personnel still hesitate to become involved because of a lack of resources and time.

With a small amount of carryover funds from 1998–99, the partnership was able to fund professional development opportunities, support beginning and new teachers, and purchase some sophisticated equipment (e.g., a digital camera, a mobile computer lab, and an electronic message board) during the third year. The carryover funds augmented the 1999–2000 budget, giving the partnership more resources for one year. Given additional resources in each year's budget to free both university and school personnel, TEPIE could mature into a cohesive and more effective collaboration that consistently focuses on all its goals.

The current thrust of TEPIE is to become more collaborative internally, to link already existing initiatives in the university and the schools under TEPIE, and to rely on and benefit from its own human resources. The partnership is rich in such resources—teachers who serve as clinical instructors, faculty members who are skilled at grant acquisition, and preservice teachers who share their technical skills with their cooperating teachers. N.C. State and its partner school systems have the potential to build a sturdy framework on the foundation that has been laid for the past three years.

The school sites include Cedar Creek and Bunn middle schools in Franklin County, Smithfield-Selma High School in Johnston County, and Cary High School in Wake County. They also include the science department of Apex High School and the science and mathematics department of Martin Middle School, both in Wake County.

There is strong evidence that the three school systems fully support the partnership. Each fall the TEPIE coordinator and assistant coordinator, along with the College of Education and Psychology's associate dean of academic affairs, meet with the superintendents to introduce new university personnel, update the administrators regarding successes and concerns of the past year, and preview the goals of the current year. Consistently the superintendents express pleasure with the relationship that exists between the university and the schools and offer their support, both financially and professionally. Each school system contributes $3,500 toward the assistant coordinator's salary. Each system also contributes financial support for professional development of personnel at each partnership site. The system contribution for each school site is $4,300, for each department site $1,600. The three school systems account for 15% of the total budget.

Some individual school projects also have benefited from outside funds secured through the efforts of two N.C. State faculty liaisons, Glenda Carter at Martin Middle School and John Park at Cedar Creek Middle School. However, TEPIE as an entity has not sought funding from the private sector.

The partnership influences N.C. State's overall teacher education program minimally. TEPIE centers on six schools. Each has an N.C. State faculty liaison. Three additional faculty members and an associate dean are active. The faculty liaisons involve the teachers at Apex High, Cary High, and Martin Middle in planning university curriculum. They use the school sites for preservice field experiences. Further, they invite selected teachers to teach sessions of methods classes in secondary school science, secondary school English, and middle-grades mathematics and science. The N.C. State faculty members who are involved are dedicated to the goals and the objectives of the partnership. Efforts have been made to increase both involvement and diversity, with some success. However, the percentage of university faculty members participating in the partnership remains relatively low.

Placements for sophomore, junior, and senior field experiences are common at the three Wake

County sites. However, because of distance, placements at the Franklin and Johnston county sites are infrequent at best. The Office of Teacher Education honors students' requests to complete their student-teaching field placements in Franklin and Johnston counties, in both partnership and nonpartnership schools. Currently, TEPIE and the Office of Teacher Education are working on incentives to attract preservice teachers to the more distant sites. Some departments use TEPIE funding to help cover travel expenses for student teachers.

An ongoing goal of TEPIE is to strengthen the partnership's commitment to more and better field experiences for preservice teachers and support for beginning and career teachers. The overall goal is effective teaching that will enhance the achievement of all students.

Vignettes: Celebrations of Success

The following accounts from the individual school site coordinators attest to the value of the partnership. With support, commitment, and collaboration, the school sites and the university have all benefited.

Surviving the First Years and Growing Professionally

Members of the partnership in the Apex High Science Department recognized that new and beginning teachers needed a source of reliable information to smooth their transition into teaching. At the September 1999 meeting of the Apex High Planning and Implementation Team (PIT), a *Survival Guide* was distributed to the science faculty and the administration. The 75-page booklet was written especially for first-year science teachers and new teachers at Apex High. Information in the booklet covered newcomers' frequently asked questions and basic science department and school information. As the department and the administration reviewed the booklet at the Welcome Back to School Tea, the following comments were heard:

- "This is great."
- "I wish I had had something like this when I started teaching."
- "Everything I would want to ask about is right here for me to read and know the answer."

To maintain an informed faculty and to encourage professional development, Rita Hagevik, N.C. State teacher educator, was the guest speaker at the March 2000 PIT meeting. She shared information about mentor training and other opportunities for graduate study. She also explained the purpose of the Coach^{2}Coach Teacher-in-Residence program, designed to support the continuum of professional development in teaching, from the preservice level through career status. Funded by a Title II grant from the U.S. Department of Education, it is administered by the State Department of Public Instruction and UNC–General Administration and housed at N.C. State University.

Because everyone stayed and asked questions about the programs, especially the mentor training and the graduate studies, this was the longest PIT meeting of the year. Apex High teachers were heard saying,

- "This is the most useful information I have received all year."
- "We should have more meetings like this."
- "I had no idea that these opportunities were available to me and are so close by at NCSU."

As a result of this meeting alone, 14 Apex High teachers applied for the fall mentor training class.

—Craig Norton, site coordinator, Apex High School, Wake County Schools

Tutoring Students in Mathematics and English

During a typical school day, teachers are constantly faced with challenges, such as teaching 30-plus students in a class, adapting to the needs of students from numerous countries who speak different languages, preparing students for the state-mandated end-of-course tests, and trying to meet the Accountability-Based Curriculum goals. To assist teachers with these challenges, the Cary High/N.C. State tutorial program was initiated and supported by TEPIE funds. With the specific goal of increasing student achievement, N.C. State teacher education students served as tutors for Cary High students who were struggling in mathematics and English. As an incentive, the N.C. State students were paid $10 per hour. Four tutors for 10 hours per week for 14 weeks were budgeted for this project. The students targeted to attend the tutoring sessions either were identified by their teachers or participated voluntarily. The tutoring, conducted during the lunch periods, provided Cary High students with individualized instruction. It assisted students who could not stay after school because of transportation problems or other commitments. The tutorials also served as a learning experience for the college students providing the tutoring.

The program, which was managed by a Cary High teacher and the N.C. State faculty member who teaches a tutorial course for education majors, began in February and continued until the end of the year. "I hope the program continues next year," one of the mathematics teachers said. She recounted that one of her students had transferred from out-of-state and was behind when he arrived. The extra, individualized instruction proved extremely valuable for him. A second mathematics teacher said, "Maya is in a class that moves too fast for her, and I know the extra help, one-on-one, did her a lot of good!" Another high school student told this teacher how much she enjoyed working with the N.C. State tutors.

Of the approximately 40 students who attended the sessions, all but 2 improved their grades for the marking period. What an opportunity this was to make learning fun and to increase student achievement! The funding and the support from TEPIE made a difference. There are plans to continue the program next year.

—JoAnn Duncan, site coordinator, Cary High School, Wake County Schools

Involving Parents

Recognizing that parental support often results in improved student achievement and good school-family relations, Cedar Creek Middle School invited parents to a special event, Parent Involvement Night. It was originally scheduled for January 2000, but winter weather interfered, so it was postponed. On the new date, in February, the weather was fine, and the event went forward. As parents and students began arriving that evening, teachers and administrators greeted them in the lobby and signed them in. The Cedar Creek Middle School Parent-Teacher-Student Association (PTSA), the Booster Club, and the high school PTSA had booths set up to answer questions and solicit membership. To assist parents in helping their children be better students, several informative workshops were conducted: Test Taking and Study Skills, Building Self-Esteem, Active Parenting, Being a Successful ESL [English-as-a-Second Language] Student, Student Accountability Standards, and Writing Skills. The Student/Parent/Community Involvement Committee recruited experts on these subjects from the county schools. Each person who attended a session filled out a slip of paper for a drawing for a door prize.

Some students were present too. While their parents went to class, they were supervised and played games in the gym. Hungry participants headed to the cafeteria for hotdogs, chips, drinks, and brownies. Students were rewarded for their parents' attendance; the next day they received free ice cream in the cafeteria.

The program was a success, with about 100 people in attendance. Plans are being made for another Parent Involvement Night early in 2001.

—Linda McGee, site coordinator, Cedar Creek Middle School, Franklin County Schools

Orienting Teachers to Middle Schools

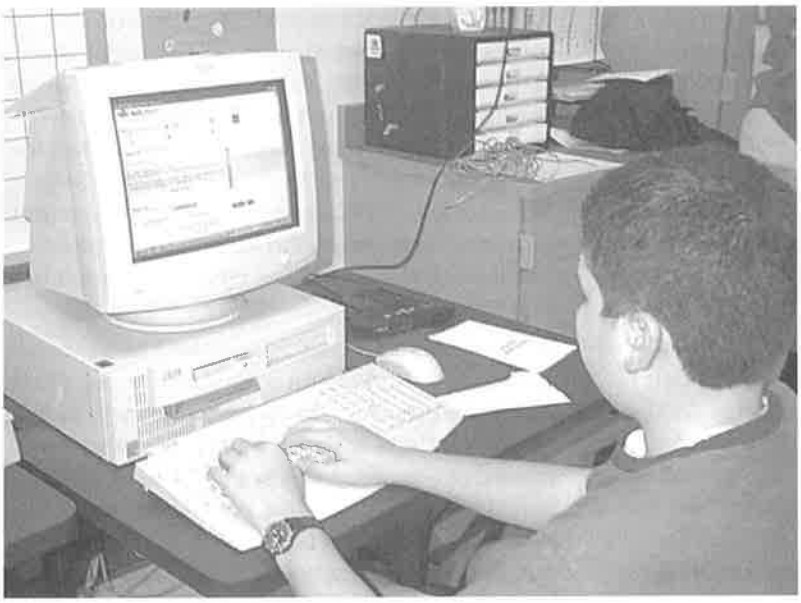
Bunn and Cedar Creek middle schools opened their doors in October 1998 and January 1999, respectively. Before then, Franklin County did not have middle schools. Teachers with little training in middle school procedures and philosophy found themselves teaching in a new environment. So TEPIE funded a daylong Middle School Professional Development Conference at Bunn Middle School to help teachers become more aware of the idea and the concepts that contribute to the education, social development, and emotional growth of young adolescents.

As participants arrived, they were greeted in the lobby. Signs were posted there and throughout the building to direct people, and there were folders and nametags for all teachers from both schools. First on the agenda was a breakfast in the cafeteria and social time. As teachers ate and mingled, the agenda for the day was reviewed. A team of middle school teachers with lots of experience, expertise, and ideas then conducted a general session. The remainder of the day was spent in breakout sessions on selected topics: adviser/advisee programs, proposal writing, inclusion, discipline, exemplary schools, writing, and improving end-of-grade scores. Each teacher had the opportunity to attend three sessions.

Lunch was the highlight of the day. It afforded teachers from both schools an opportunity to network and share ideas.

After lunch, all TEPIE committees from the two schools met to collaborate, brainstorm, and exchange ideas. Some committees said that the joint meeting was the best meeting they had had all year and that they would like to have more meetings like it in the future.

Overall, the conference was a valuable experience. The sessions were helpful and included some hands-on activities, handouts, and lectures. Next year, maybe Cedar Creek Middle



Graham Lovin, a seventh grader at Martin Middle, E-mails an astronaut.

School will return the favor and host what could become an annual event.

—Cathy Lassiter, site coordinator,
Bunn Middle School,
Franklin County Schools

Conducting Action Research and Methods Classes at a School Site

In the true sense of partnering, in 1999–2000 an N.C. State doctoral student conducted her dissertation research at Martin Middle. The school provided the student population for the graduate student's research on how children solve word problems. In return, the school faculty received valuable feedback as the implications of the research became apparent.

The research was conducted with the cooperation of one classroom teacher and her remedial mathematics class. At times there was collaboration between the graduate student and the classroom teacher regarding what the best approaches might be for certain aspects of the research. Students were interviewed and questioned about how they solve particular word problems. These interviews were videotaped. Then the graduate student spent time in the classroom using manipulatives to teach the concepts that she had questioned the students about in the interview. As a follow-up, she re-interviewed the students, asking them the same questions and comparing their answers to see if their understanding had improved. The second interview also was videotaped. The students were very excited about participating in research. They felt very important after the videotaping. They enjoyed the approach used by the graduate student, and it was evident in later lessons that students had learned and applied the techniques because they referred to their prior learning from this experience when the topic was discussed in the regular classroom.

In another collaborative effort, N.C. State faculty conducted middle-grades mathematics and science methods classes at Martin Middle. Interns prepared and delivered lessons in the classroom using topics chosen by the cooperating teachers. After a class was taught, the interns, the professors, and the cooperating teachers processed and reflected on the lessons. The interns felt that their teaching these lessons was very beneficial because they were working in a real education environment rather than in a class of their peers at the university.

After completing her student teaching, an intern from last year discussed with her cohort and their cooperating teachers the benefits of being at a partnership school. She enjoyed the supportive environment, the daily collaboration between cooperating teachers and interns, and the fact that interns were considered an integral part of the Science and Mathematics Department during their student-teaching semesters. This particular preservice teacher thought that there was more cohesiveness at the partnership school than in the nonpartnership school where some of her classmates did internships.

—Glenda Cox, site coordinator,
Science and Mathematics Department,
Martin Middle School, Wake County Schools

Learning about Paideia and Technology

Last year when Smithfield-Selma High School faculty were given the chance to apply for a grant from TEPIE, they submitted a proposal on Paideia training to provide their teachers with instruction and practice in this innovative teaching method (which involves a combination of lecturing, Socratic questioning, and coaching). About 50 of the faculty participated in the resulting sessions: two days in June 2000 during the

end-of-year workdays, and a third day early in fall 2000. The training, originally planned for English and history teachers, was attended by teachers from all areas, and all benefited from it. Teachers expressed hope that in the future there would be more opportunities like this to come together as a faculty in a learning environment. One teacher said that she thought everyone who took part in the sessions came out a better teacher for it.

In another professional development opportunity, many Smithfield-Selma High teachers attended the MentorNet workshop in summer 2000. MentorNet is a consortium of current and future educators whose mission is to challenge and support one another in the creation and the critical application of emerging technologies for 21st century classrooms. It is supported by a U.S. Department of Education grant. Some teachers participated to learn more about instructional technology, while others took the training hoping to assist either their students, student teachers, or first-year teachers with the various skills that they learned.

—Kristie Strictland, site coordinator, Smithfield-Selma High School, Johnston County Schools

Partnership Evaluation

In end-of-year narrative reports, the site coordinators evaluated the effectiveness of the third year of the partnership. They were asked to address the seven goals of the partnership and to discuss the impact, the results, and the effectiveness of each goal in their schools' partnership initiatives for 1999–2000. In addition, they were asked to evaluate their schools with regard to three issues: the extent to which faculty were involved, the method by which information was disseminated among faculty, and the degree to which personnel participated in professional development opportunities.

Through the self-evaluation, TEPIE members realized the importance of placing more preservice teachers in field experiences at the Franklin and Johnston county sites. N.C. State's teacher education program stands to benefit from expanding its collaborative efforts with educators in these two counties. Currently the Model Clinical Teaching Network and the Coach^{2}Coach personnel are supporting a mentor-training class in Franklin County. The Model Clinical Teaching Network and TEPIE have been close allies in the support of mentoring and induction and will continue to focus on those efforts in schools in the partnership.

Additionally, N.C. State has a cohort of 12 teachers who are working on their master's degrees in science education in Johnston County. It also has two cohorts whose members are working toward master's degrees in school administration. The first group consists of 30 teachers and assistant principals who are in their third-year internships, some of whom are in Johnston County. The other group is made up of 33 teachers, some in Franklin County, who are in their second-year internships. Although TEPIE and the two master's programs do not currently intersect, it seems advisable to join forces by encouraging the MEd and MSA students to complete internships in partnership schools and to participate in appropriate activities, especially professional development, support of beginning teachers, and student achievement.

TEPIE's self-evaluation affirms that the collective efforts of its members, both the university and the schools, have produced positive results. Increased numbers of school faculty participate in national conferences, become trained as mentors, and increase their competence in instructional technology. In the Wake County sites, a high degree of collaboration has developed between school and university personnel in middle school science and mathematics and high school science and English. Beginning teachers have received extra support from mentors, through released time purchased by partnership resources. Further, student achievement has been positively affected by TEPIE-funded tutoring.

Impediments

The greatest barriers to the growth of TEPIE into a more collaborative partnership have been limited resources and time. School and university faculties are so overwhelmed with day-to-day duties and obligations that adding another responsibility has been difficult at best. TEPIE is fortunate to have a core of dedicated university and school faculty and administrators whose vision is broad enough to see the inherent benefits of the partnership. They make time for meetings and activities. However, under the current constraints of time and resources, achieving the mature partnership that was envisioned at the outset remains in question.

With more resources and released time, the distance between the N.C. State campus and three of the partner schools would no longer be an issue. University faculty would feel freer to travel, and more preservice teachers could be placed at the distant sites. The natural consequence of more distant placements would be increased collaboration between university teacher education personnel and clinical supervisors.

Making partnership a high-priority concept and further augmenting the partnership's financial support would likely increase the overall commitment of the university and the schools and encourage a more comprehensive, collective ownership of the partnership and its vision.

Next Steps and Future Aspirations

Reflecting on the lessons it has learned, TEPIE recognizes the need to undertake these next steps:

- Study whether projects are having a positive impact on teacher retention and student achievement
- Encourage greater cohesion among partnership schools and the university by reviewing the original goals and refocusing on common objectives while maintaining the individual identities and addressing the unique needs of each school site
- Establish a one- to two-year department-/school-wide focus for each site that addresses its unique needs
- Cultivate a stronger collaboration between school personnel and teacher education personnel by encouraging more involvement of the school faculties in planning and implementing teacher education programs
- Establish a more formal evaluation process to measure the effectiveness of partnership activities
- Increase the presence of university faculty and preservice teachers in the schools by expanding field experience placements in Franklin and Johnston counties
- Increase the visibility of the partnership by celebrating the successes in the individual schools
- Seek outside support, both for the financial benefit and for the opportunity to partner with corporate neighbors and other institutions that support education

Profile of USTEP Based at NCSU

SCHOOLS

Number of school districts involved in partnership	3

Number and types of schools (overall) across participating districts:

ELEMENTARY	MIDDLE	SECONDARY	OTHER
95	32	21	6

Student enrollment (overall) across participating districts	122,498

Racial and ethnic makeup of student body across participating districts:

WHITE	BLACK	HISPANIC	OTHER
64.9%	26.0%	4.4%	4.7%

Number and types of schools involved in partnership:

ELEMENTARY	MIDDLE	SECONDARY	OTHER
0	3	3	0

Student enrollment in schools involved in partnership	7,528

Racial and ethnic makeup of student body in partnership schools:

WHITE	BLACK	HISPANIC	OTHER
71.0%	21.0%	3.0%	5.0%

Percentage of students on free or subsidized lunch program in partnership schools	18.3%
Number of teachers (overall) in partnership schools	554
Number of teachers in partnership schools involved in partnership activities	209
Number of cooperating/clinical teachers in partnership schools	33
Number of nationally certified teachers in partnership schools	18

Are cooperating/clinical teachers, mentors, or clinical instructors rewarded for their work?

	MONEY	TUITION	PRIVILEGES	HONORS
COOP./CLIN. TEACHERS	Yes	No	Yes	No
MENTORS	Yes	No	Yes	No
CLIN. INSTRUCTORS	Yes	No	Yes	No

UNIVERSITIES

Number of education faculty (overall):

Full-time 43, Part-time 41

Number of education faculty involved in partnership:

Full-time 8, Part-time 0

Number of arts and science faculty involved in partnership:

Full-time 1, Part-time 0

Number of students preparing to teach (prospective teachers):

Undergraduate 504, Graduate 329*

Percentage of prospective teachers (total of undergraduate and graduate) by level —

Number of prospective teachers (total of undergraduate and graduate) working in partnership schools in last two academic years:

	1998–1999	1999–2000
In Pre-Student-Teaching Clinical/Field Experiences	62	74
In Student Teaching	—	33
In Post-Student-Teaching Experiences	0	0
In Other Assignments	0	0

Percentage of prospective teachers (total of undergraduate and graduate) involved in partnership program NAV**

Number and level of graduates over last three years who have completed teacher education program:

	ELEMENTARY	MIDDLE	SECONDARY	OTHER	% MINORITY
1998	6	35	129	46	**
1999	0	28	49	87	**
2000	0	36	64	67	**

Percentage of graduates employed in teaching:

1998 —, 1999 65%***, 2000 NAV****

Degrees offered that lead to certification:

BA, BS, MS, EdD, PhD, Other (MEd)

— = no answer; NAV = not available

*This figure includes counseling, instructional technology, etc.

**Ethnicity is tracked in the IHE report, Table A, but in terms of enrolled students, not completers.

***This figure was reported in the 98–99 IHE Report (undergraduates in North Carolina).

****This figure will be reported in the 99–00 IHE Report.

The University of North Carolina at Asheville

in partnership with Asheville City, Buncombe County, and Henderson County Schools

Before the establishment of the University-School Teacher Education Partnership, the relationship of The University of North Carolina at Asheville (UNCA) with area schools was transactional in nature. Activities were designed and implemented as requested by the schools or as necessary for initial preparation of teachers by the university, with no real collaboration. Participants had little ongoing contact with one another, and not much continuing dialogue took place between university and public school personnel. Faculty may have been more or less involved individually with certain projects, but no overall plan existed for the intentional development and growth of work together.

Since the establishment of the partnership, faculty and administrators from the university and the schools have become similarly invested in the preparation and the continuing professional development of all teachers. This investment was ensured by involving university and school personnel in authoring the initial grant proposal during a three-day summer retreat, and by involving them in subsequent annual retreats.

Allowing the voices of all partners to be heard was paramount to establishing a truly collaborative approach to the partnership's mission: "Every child in the public school has a right to teachers who are knowledgeable, skillful, and caring." This mission guides the work of the partnership's three subcommittees, on initial preparation, induction, and professional development. Each subcommittee has university and school cochairs, members from each partnership school district, and members from the arts and science faculty. The subcommittees report to a steering committee, which is advisory to the Education Department and its chair. This model facilitates direct conversation among, and input in department decisions by, partnership members. It has helped the relationship with area schools evolve into one that is more transformational than transactional.

Now, with a broader, more-informed support base, the university and the school districts can implement changes appropriate to better preparing education students to enter the classroom. Clinical faculty (selected master teachers) can team-teach or model up-to-date, hands-on, integrated teaching strategies in methods classes or during workshops on campus. Students can try such strategies out in classrooms under the guidance of an experienced partnership teacher, during field placements for methods courses or in various tutoring and mentoring programs. Clinical faculty can then serve as cooperating teachers for the student-teaching semester. Administrators are more knowledgeable about UNCA's initial preparation program, are more aware of the work that UNCA students do with school faculty, and are able to usher UNCA students directly into teaching positions in partnership schools. Additionally, UNCA is more able to serve area schools by meeting professional development needs; sharing campus resources such as the library, computer labs, and other educational technology; and collaborating on research and conference presentations.

Overall, the partnership activities have combined to form a seamless K–16 connection designed to provide more effective services beneficial to the most important person involved, the public school learner. A sampling of the partnership's successes follows.

Vignettes: Voices from the Field

Hands-on Science for Children, A Leg Up for Education Students

"Mrs. Young, Mrs. Young, will Dr. Latz be here today? Will he? Is he coming? He is!? YA-A-A-AYYY!" Or the opposite, "He isn't!? AW-W-W-WWW!"

So chorused a group of excited first-grade students each week as they anticipated the arrival of UNCA faculty member Mark Latz to bring them a hands-on science activity. Every Friday morning throughout the academic year, Latz worked with Shirley Young, a veteran African-American first-grade teacher, at Emma Elementary School in Buncombe County. He conducted hands-on lessons in growing young plants to maturity, creating caterpillars from paper egg cartons and pipe cleaners, creating clouds in a bell jar. He also read stories about nature or the environment to the assembled children.

These experiences provided Young's eager students with a guest science instructor whom they were excited about and looked forward to, and

from whom they learned plenty. Also, the experiences provided Latz with field-based involvement in a diverse classroom, which he then shared with students in his science methods course on campus.

Both sets of experiences led to Latz's designing a team-teaching approach to the science methods course for the following semester. Unfortunately, Latz moved to Oregon. However, the newly hired adjunct for the course has consulted with Young, and the science methods course has been scheduled for the evening in fall 2000, allowing Young to team-teach it on campus. This will enable university students to interact with a veteran classroom teacher, and it continues the Education Department's practice of bringing clinical practitioners into the university classroom.

Stepping into Each Other's Roles

Bubble gum as a teaching tool? At West Buncombe Elementary School one day, fourth graders stuffed bubble gum into their mouths and earnestly began chewing. UNCA's Karen Cole and West Buncombe Elementary's Lorraine Griffith walked around the room monitoring the students' carefully recorded observations on their charts. The charts contained information about the various bubble gum brands' consistency of flavor, elasticity, and bubble-blowing capability.

This use of standard criteria for determining bubble gum quality also was a lesson in how teachers use criteria to determine the grades that students earn on writing tests. It was intended to demystify the grading process and make students more comfortable in preparation for the state's end-of-grade writing exams.

The unique project was the result of yearlong cooperation between the two veteran teachers, made possible by partnership funds for reassigned time and adjunct salary. Cole would leave the familiarity of her campus classroom and enter the unpredictable halls of the local elementary school building. Griffith would venture from her public school classroom into the reading methods course taught to undergraduate students at the university. Together, Cole and Griffith combined research with the actual practice of teaching reading and writing to children.

"Dr. Cole's not coming to class to tell about things she hasn't experienced," reported one college student. "She's finding out what really works well and what could really be done better."

Said Griffith, "Teachers are saying, 'I can't leave the old methods because I'm afraid my test scores will go down.' Now I've got the benefit of a professor to back me."

As for the children? "She's kind of an everything teacher," remarked 10-year-old Kyle about Cole. "You never know what she's going to teach next."

The positive results of the project culminated in enthusiastically received presentations at state and regional conferences on reading, and in a presentation at the 1999 International Reading Association conference that garnered front-page mention in *Reading Today* (vol. 17, no. 6). The presentation, said *Reading Today*, "showed what the convention is really about. . . . [It was] based on the discoveries [the two professionals] made together, . . . [their] stepping into each other's roles, confronting their own insecurities, and gaining new confidence and skills as educators."

Education Students as Tutors and Mentors

UNCA tutoring and mentoring programs such as Partners-in-Learning (PIL), Asheville-to-Asheville (A2A), and continued work with local school and community programs such as Communities in Schools and Advancement Via Individual Determination (AVID) have resulted in benefits for many area youth. Initially limited to a couple of schools, the programs have expanded to cover a range of K–12 classes in both city and county settings. A middle school teacher reported,

> *My students looked forward to the [tutoring] time every week and were disappointed during vacation times. I do see an improvement in reading, and I'm sure that these [tutors] played a part in that progress. . . . Overall, this was a very positive experience for my students and me; we are very appreciative, and we enjoyed [the tutors'] pleasant personalities.*

Approximately 45 UNCA students were recruited and trained for their duties from the Teaching Fellows, education methods courses, African-American student organizations, and psychology, mathematics, and Spanish classes. Each tutor had to apply. On acceptance he or she received 21 hours of training from various specialists, on understanding the young adolescent, tutoring youngsters in reading and writing, mentoring, planning lessons, tutoring youngsters in English as a second language, and preparing youngsters for end-of-grade testing.

Coordination of all these programs was made possible through establishment of the partnership-funded position of outreach coordinator. The coordinator worked with local schools, community agencies, UNCA faculty, and the newly established

campus-based Key Center for Service Learning.

Tutors were matched with different schools based on appropriateness and need. For instance, many psychology students chose to work at Buncombe Community School West, an alternative middle school where numerous students have behavior problems. Many African-American tutors chose to work with minority students in the Asheville City Schools to provide positive role models for them. At Erwin Middle School, a UNCA graduate now teaching mathematics serves as a liaison to the campus, individually matching mathematics tutors with students. Foreign language majors often are placed in schools with students needing tutoring in English as a second language. UNCA pays tutors and mentors an hourly fee from its partnership and Matching Incentives Grant funds.

Reviews of students' and tutors' journals, viewing of videotapes of training sessions, and examination of written evaluations by tutors indicate benefits for both UNCA and public school students. For example, for the past two years, end-of-grade test scores for the target population have moved from Level II (in need of remediation) to Level III (passing) at a rate of 55% for Asheville Middle School students and 85% for North Buncombe Middle School students.

In 1999–2000, UNCA partnered with the AVID program at Asheville Middle School to support students who demonstrated college potential but lacked the financial or emotional support to remain in school. Fourteen UNCA tutors completed AVID training and tutored in AVID classrooms for up to four 90-minute instructional periods a week. This program emphasizes note-taking skills, organizational skills, writing, and collaboration, and is intended to steer students into college preparatory courses. Several tutors continued working with their students last year, even after the students started Asheville High School, and the ninth grade at Asheville High has initiated its own AVID program.

Approximately 45 UNCA students took part in the Advancement Via Individual Determination (AVID) tutoring program.

PIL and AVID students are eligible for a Legislative Opportunity Grant, a scholarship paying tuition, fees, and text costs for students tracked from middle school through higher education. UNCA admissions and enrollment officers have met with families of eligible students and offered them funding through four years of college if they stay with the program and meet scholarship criteria.

Asheville-to-Asheville (A2A) continues to support high school juniors and seniors by matching them with UNCA junior and senior mentors. The intent of the program is to help students investigate colleges, create résumés, fill out college applications, and explore college life. This creates motivation for them to attend college and provides college mentors with a rewarding experience and a sense of satisfaction. Remarked one A2A mentor, "It was an honor to share my experiences working with area students in the PIL tutoring and A2A mentoring programs."

Besides benefiting from academic tutoring and activities, students participated in such outings as visits to UNCA for a campus tour and a basketball game, a Wiffle-ball game with the UNCA baseball team, a trip to the Asheville Art Museum, and a visit to the Black Cultural Center.

These tutoring and mentoring opportunities provided equally valuable experiences for the UNCA students involved. Several UNCA students were able to travel to conferences and make presentations concerning their involvement with the various programs. The conferences included a national certification meeting, a town meeting with Governor Jim Hunt, the annual North Carolina Teacher Education Forum, the annual University-School Teacher Education Partnership conference, and a conference on closing the achievement gap.

Good Eggs and Hams: Sharing Seuss

Last March as part of Read Across America Day, bolstered by a healthy (though timidly consumed) helping of green eggs and ham prepared in the Education Department kitchenette by Jeanne McGlinn, about 50 education faculty and students set out for Emma Elementary School to share their

favorite Dr. Seuss books with young readers. Accompanied by a stuffed Cat in the Hat, faculty and students were divided into small groups to enter classrooms and share stories with the kids. A highlight for the students to whom Mark Sidelnick read was a spirited rendition of *Yertle the Turtle*. The students collectively were able to "BURP!" loudly at a point in the story when this caused an impossibly high stack of turtles to collapse. Other popular stories were practically committed to memory by the elementary school students, and they recited along with such classics as *Green Eggs and Ham*, *Hop on Pop*, and *A Fox in a Box*.

This was the second year that professors and students from UNCA read Dr. Seuss stories in area schools for this celebration. The department intends to return each year, though participants may reconsider commencing the morning with the literature-inspired menu.

Minigrants for Professional Development

As a science teacher at Asheville High School, Cindy Byron really rocks! At least, she really knows rocks. Funded by a partnership minigrant program for professional development, Cindy attended a two-day Mineral and Rock Identification Workshop at Western Carolina University in April 2000. During a field study in the workshop, Cindy spent time examining and taking slides of metamorphic rocks, igneous rocks, and nonconformities. She also gained experience identifying rocks and minerals through color, streak, hardness, and luster, and through the use of streak plates, glass plates, magnifying lenses, and content-specific software.

Said Cindy, "It was totally worthwhile, and it provided material and lab activities directly applicable to my own classroom. The instructor even offered ideas on effective pedagogy by engaging students through inquiry-based learning and hands-on activities."

Altogether, 17 teachers were funded during 1999–2000 by the minigrant program, which was financed by partnership money. They attended such events as the North Carolina Middle School annual conference, a mathematics retreat, a conference on reading renaissance, a workshop on writing-test preparation, a conference on core knowledge, the conference of the International Reading Association, and a technology workshop. Funds applied toward registration costs and to some extent toward travel, to such places as Greensboro, Chapel Hill, Indianapolis, and even New Zealand!

To be eligible for a minigrant, a teacher had to submit an application to the partnership's professional development subcommittee. The applications included information on how much money the teacher was requesting, how much the teacher already had available, what impact the proposed event would have on the teacher's School Improvement Plan, how the event would benefit the teacher's students, and how the information gained would be shared with other teachers. Applications were received four times across the academic year, and awards were made on a rolling basis. The teachers reported back to the subcommittee through anecdotal surveys indicating the positive impact that their participation in the various events had on their own content knowledge and teaching methods.

Schools as Teaching Laboratories

A loud hum emanated from the tightly packed cafeteria at Erwin Middle School. UNCA students from Dee Eggers's environmental science class were sharing their research projects with middle school students from Nikki Costello's mathematics classes. Portable displays were set up around the cafeteria, bringing the middle school and university students together in excited discussions in front of brightly colored, creatively presented charts, photos, hands-on activities, and text. Students exchanged ideas about the processes that went into researching and creating the displays, including the mathematics and science content, the reading and writing process, and the hands-on production of the actual exhibit.

Costello, a UNCA graduate and a former Teaching Fellow, remains actively involved in the university's initial preparation program, providing opportunities like those just described for UNCA students to hone their craft. She and other teachers serve on the partnership's steering committee, its induction subcommittee, and the Teaching Fellows Advisory Committee. Regular participation by school personnel in partnership and department committees provides invaluable information and ideas for ongoing and new activities in the schools. School personnel also identify teachers as guest speakers, team teachers, and hosts for UNCA students and faculty in the field.

For example, as part of the field requirements for the reading methods course, UNCA students serve as tutors in a local middle school and a local high school. Students also tutor and "mini-teach" (teach short segments or small groups, under supervision) in many local elementary schools. Art education students assist with Super Saturday art courses for talented kids, help with Tanglewood Summer Stu-

dio in the visual arts courses, and are involved with school tours at the Asheville Art Museum.

All other methods courses have similar field components, preparing students for student teaching. For instance, observed by their university supervisor and supervised the regular classroom teacher, students in science methods courses prepare and teach several minilessons in elementary classrooms. This forms the first part of their professional internship, which continues into the following semester when they student-teach full-time in the same classroom. Also during the first semester, they collaborate on a research project with that classroom teacher as part of their educational research course. They follow through with their project by implementing their study during student teaching, producing an action research paper, and presenting their results to peers and faculty at the end of student teaching.

The Internet as a Tool to Teach Art

In 1999–2000, as part of a joint project between Claxton Elementary School for the Arts and Humanities, the UNCA Computing Center, the Computer Science Department, and the Education Department, more than 200 elementary school students created multimedia interpretations of the information highway. UNCA art education students assisted local art teacher James Cassara in teaching the actual art lesson. Part of the lesson involved surfing the Internet with the students, guiding them through a series of preestablished links to art galleries and museums around the world. This component was developed by the Education Department's technology consultant, Glenn Shepherd, and made possible through the loan of a laptop computer and projector to Cassara.

Once the children had created their multimedia works, the next step involved displaying them at an electronic gallery Web site. The art education students took digital photos of all the works, used the computer to convert them to the proper size and format, then turned the disks over to another student for inclusion on the Web site. Additionally, the art education students matted and framed 120 pieces of the students' art and installed them on three walls of the computer lab.

Finally, an opening reception was held for the 200 students and their families, the superintendent, the principal, the UNCA chancellor, and guests. Refreshments were served, and speeches were made as a projector displayed slides of the students at work on their projects. Surrounded by the actual art works, computers in the lab were set at the electronic gallery site for students and others to browse. These creative works are available at http://www.unca.edu/claxton/egallery/index.html.

The success of this project resulted in Cassara's using the computer lab more often with his students to explore art-related sites on the Internet. Parents reported their children using time on the computer more responsibly, looking for sites on topics they were studying in art class rather than just playing games. The UNCA students learned several software applications on the computer for producing and editing works of art electronically, and for building Web pages. As student teachers, they will be required to gather, frame, and hang a children's art show in the Education Department lobby.

Impediments

Not surprisingly, the major setback to any involvement with partnership activities is time. Faculty already fully engaged in educational activities sometimes view partnership events as additional to their university duties. Because of the size of the Education Department, everyone on the faculty participates in the partnership. School personnel also are spread thin, and they must travel from a greater number of places to attend events. Therefore subcommittee meetings have been rotated among the UNCA campus and area schools.

The use of partnership funds for social events, refreshments for workshop participants, lunch during campus visits by school students, or other costs for food is disallowed. This prevents the partnership from establishing a welcoming environment in which university and school personnel can relax after a long school day, or providing even the simplest refreshments as a snack until members arrive home for dinner.

Establishing event dates that accommodate all potential participants is almost impossible. The three school districts' workdays do not always coincide. Also, because of the mountainous terrain in this area and the accompanying inclement weather and unpredictable driving conditions, scheduled events often must be postponed or cancelled. More coordination among personnel in each partnership school district would allow for broader collaboration on professional development, presentations, committee meetings, etc.

Finally, funding by student head-count or by size of department does not seem consistent with the

amount of work being done by the members of UNCA's Education Department. The funding formula should be restructured to take into account the liberal arts format of UNCA's curriculum. Most students don't identify a licensure track until they are first-semester juniors, and they are not formally admitted to that track until the subsequent semester. This circumstance resulted in only three semesters for education students being counted when initial funding was determined. Identification of students when they are first assigned an education faculty adviser would more accurately account for the number of students taking education courses and being served by the partnership's activities.

Additionally, funding for the partnership's outreach coordinator comes right off the top of the partnership budget. Eventually the salary for the coordinator will cost more than the budget she oversees.

Lessons Learned

One of the most important components for the success of the partnership continues to be effective communication. Communication must occur often, with consistently clear messages, in several formats. To facilitate open and timely communication of program events, ideas, and meetings, the partnership has used several channels. E-mail distribution groups (electronic directories for sending multiple E-mail messages simultaneously) were established for the steering committee, the individual subcommittees, and the individual partnership members. However, not every member has or uses E-mail. Therefore, follow-up phone calls also were made, as appropriate, by a work-study student. Additionally, bulk mailings were prepared to disseminate newsletters, brochures, and other information. Finally, a Web site was created for posting information about meetings, programs, and other items of interest. This may be viewed at http://www.unca.edu/ustep.

Effective and efficient use of available resources and personnel also provides challenges. The partnership has had to make the best use of time, funds, and people in a small education department, across three large school districts. Therefore the partnership found it helpful to hold a steering committee meeting halfway through the 1999–2000 academic year, at which time the committee revisited each subcommittee goal. Following the meeting, each subcommittee was directed to consider each goal for that year, identify what had been accomplished toward reaching it, and indicate whether it was still feasible to attempt. This paring down of goals helped the partnership reprioritize programs and activities, redirect its remaining resources, and set a timetable for the rest of the year. The charge at that meeting was to "Keep it, cut it, or create it!"

The numerous activities involving UNCA students and faculty in area schools have tended to overlap and blur at times. Tracking all the programs, school personnel, and university people involved, and the associated budget items, has been a major task. Therefore it was essential to place the responsibility for coordination of all partnership activities in the hands of an executive committee consisting of the codirectors, the department chair, and the outreach coordinator. These four people were empowered by the steering committee to act on recommendations and requests from the subcommittees and to authorize all expenditures. They set agendas for steering committee meetings and set up the annual retreat. This group also made short presentations in monthly principals' meetings in the partnership school districts.

Next Steps and Future Aspirations

To facilitate communication, it would be valuable to have people identified as liaisons at each of the partnership schools. UNCA's maintaining of the partnership relationship with three school districts makes it accountable for the distribution of information to more than 65 schools and 500 individuals. Liaisons could serve as the gatekeepers to each building, and as the spokespeople for the partnership to each principal. Perhaps UNCA graduates would make appropriate liaisons.

As partnership school districts continue to hire new teachers, the partnership must maintain a centralized database of names, mailing addresses, phone numbers, and E-mail addresses. Regularly updating lists and the Web site is essential to reaching the target audience.

To spare the Education Department from being continually overwhelmed with partnership activities, more arts and science faculty must be drawn into planning and delivery of programs. Repeated invitations to other university faculty have not been successful. More personal contacts and further support and urging from the university administration are necessary for other faculty to recognize and value the work of the Education Department and the partnership.

Some next steps for the partnership are implied in the preceding paragraphs on needed improvements. They are repeated here, along with some future aspirations:

- Identify partnership liaisons in each building
- Strengthen relations with arts and science faculty
- Establish the Web site as a clearinghouse for the academic calendars of all three school districts and UNCA
- Better manage all the people and programs within the Education Department and the schools through the reclassification of the partnership administrative assistant as the outreach coordinator
- Streamline on-campus administration of several related committees that serve in an advisory capacity to the Education Department

Profile of USTEP Based at UNCA

SCHOOLS

Number of school districts involved in partnership	3

Number and types of schools (overall) across participating districts:

ELEMENTARY	MIDDLE	SECONDARY	OTHER
42	14	12	—

Student enrollment (overall) across participating districts	40,021

Racial and ethnic makeup of student body across participating districts:

WHITE	BLACK	HISPANIC	OTHER
91.5%	6.5%	2.0%	—

Number and types of schools involved in partnership:

ELEMENTARY	MIDDLE	SECONDARY	OTHER
42	14	12	—

Student enrollment in schools involved in partnership	40,021

Racial and ethnic makeup of student body in partnership schools:*

WHITE	BLACK	HISPANIC	OTHER
91.5%	6.5%	2.0%	—

Percentage of students on free or subsidized lunch program in partnership schools	4%–43%
Number of teachers (overall) in partnership schools	2,174
Number of teachers in partnership schools involved in partnership activities	490
Number of cooperating/clinical teachers in partnership schools	100
Number of nationally certified teachers in partnership schools	68**

Are cooperating/clinical teachers, mentors, or clinical instructors rewarded for their work?

	MONEY	TUITION	PRIVILEGES	HONORS
COOP./CLIN. TEACHERS	Yes	—	Yes	Yes
MENTORS	Yes	—	Yes	Yes
CLIN. INSTRUCTORS	Yes	—	Yes	Yes

UNIVERSITIES

Number of education faculty (overall):

Full-time 10, Part-time 2

Number of education faculty involved in partnership:

Full-time 10, Part-time 2

Number of arts and science faculty involved in partnership:

Full-time 7, Part-time 0

Number of students preparing to teach (prospective teachers):

Undergraduate 159, Graduate 0

Percentage of prospective teachers (total of undergraduate and graduate) by level:

ELEMENTARY	MIDDLE	SECONDARY	SPECIAL
42%	15%	43%	—

Number of prospective teachers (total of undergraduate and graduate) working in partnership schools in last two academic years:

	1998–1999	1999–2000
In Pre-Student-Teaching Clinical/Field Experiences	100%	100%
In Student Teaching	100%	100%
In Post-Student-Teaching Experiences	—	—
In Other Assignments	—	—

Percentage of prospective teachers (total of undergraduate and graduate) involved in partnership program	100%

Number and level of graduates over last three years who have completed teacher education program

	ELEMENTARY	MIDDLE	SECONDARY	OTHER	% MINORITY
1998	19	2	27	—	2%
1999	21	4	28	—	2%
2000	21	14	20	5	2%

Percentage of graduates employed in teaching:

1998 78%, 1999 78%, 2000 —

Degrees offered that lead to certification:

BA, BS

— = no answer

*For Asheville City Schools, racial and ethnic makeup is White 51%, Black 43%, Hispanic 3%, Other 3%.

**This figure includes cooperating teachers and clinical faculty only.

The University of North Carolina at Chapel Hill

in partnership with Chapel Hill–Carrboro City, Chatham County, Durham Public, and Orange County Schools

The Research Triangle Professional Development Schools Partnership (RTPDSP) serves as the University-School Teacher Education Partnership for The University of North Carolina at Chapel Hill (UNC-CH). The RTPDSP is a six-year contractual agreement that began in 1995 between UNC-CH and four school districts. It grew out of a collaborative called Teacher Education Through Partnership that was created in 1987 to develop a school-university program for the preparation of middle school teachers. Its members included UNC-CH and the Durham City, Durham County, Orange County, and Chapel Hill-Carrboro Schools. In 1993-94, merger talks between Teacher Education Through Partnership and the current partnership began and culminated in a formal agreement signed by the partners in 1995. This new collaboration took the name Research Triangle Professional Development Schools Partnership. The partners include UNC-CH and the Chapel Hill-Carrboro City, Chatham County, Durham Public, and Orange County Schools. Everything in the merged partnership is consistent with the principles of the University-School Teacher Education Partnership program.

This year (1999-2000) marked the fourth year (of a five-year cycle) of site and partnership-wide activities for the RTPDSP. The site activities involved operation of five professional development schools (PDSs) focusing on preservice and inservice professional development: two elementary schools, one middle school, one high school, and one multischool site. The partnership-wide initiatives consisted of New Teacher Support Groups, an AmericaReads program, and a High School Literacy Project.

At this time the partnership differentially influences various preparation programs in UNC-CH's School of Education. The greatest amount of programmatic involvement in terms of number of students and faculty occurs in the Middle Grades program, which has a strong presence at the middle school site (McDougle). Involvement in other instances is usually by individual faculty members or small groups of faculty members within training programs, rather than by the programs per se. Thus some faculty who represent the elementary education, secondary education, school psychology, school counseling, school social work (in a separate school on campus), and educational leadership programs are active in the partnership, but their programs as a whole are much less involved.

At the five PDSs, the school and university participants act collegially. The university participants generally see themselves as contributing primarily to a service and teaching mission and only secondarily to a research agenda. Although each participating school district is asked to contribute a minimum of $5,000 to support partnership activities, and most do contribute, the bulk of partnership funding comes from the university through the special funding set aside by the legislature to UNC General Administration. The partnership has made a few attempts to secure outside funding, which have resulted in grants from foundations (e.g., Z. Smith Reynolds) and businesses (e.g., Glaxo-Wellcome and Duke Energy).

Vignettes

The following vignettes provide examples of some of the research-based professional development initiatives that the partnership has undertaken.

Support Groups for First-Year Teachers

The first year of teaching plays a critical role in whether or not a person will stay in teaching and what type of teacher he or she will become. The partnership created the New Teacher Support Groups to support beginning teachers and to assist them with the problems they face during their early years in the teaching profession. The groups were developed on the principle that having regularly scheduled times to talk and listen to one another would help new teachers cope with the many difficulties they encounter during their first year, and help them learn and grow professionally.

Since initiating the groups in 1995, the partnership has worked with a total of 112 beginning elementary school teachers from the four partnership districts. The new teachers were graduates of a variety of college and university teacher

education programs. Participation was voluntary. During the 1999–2000 school year, the New Teacher Support Groups provided a regularly scheduled forum for discussion and assistance to 36 first- and second-year teachers in the Chatham County, Durham Public, and Orange County Schools.

Groups typically meet every other week for two hours during the academic year and are usually led by one or two facilitators—a UNC–CH School of Education faculty member and/or a graduate student in teacher education or school psychology. Over the years, funding to hire these leaders has come from grants, especially from the Z. Smith Reynolds Foundation. Group size ranges from three to nine, with five or six members being ideal. A group-consultation model is used that focuses on problem-based discussions by each teacher. The meetings follow the same general format each time: (1) Teachers take turns presenting an issue of concern; (2) the group helps each teacher who presents refine the problem; (3) the group generates possible solutions; (4) the group helps each teacher who presents develop a plan of action; and (5) the group evaluates the meeting. In subsequent weeks the teachers report on their implementation of the plans. The follow-ups provide the group with opportunities for further exploration and collaboration.

To date, research on the New Teacher Support Groups has focused on identifying the major concerns facing new teachers and the impact of the group on the teachers. With respect to the major concerns they face, new teachers have identified the following categories:

- *Working with other adults.* The most frequently mentioned category, this includes how to communicate with parents, how to use teaching assistants effectively, how to deal with administrators, how to work with specialists and other faculty, and how to cope with visitors in their classrooms.
- *Curriculum and planning.* Discussions related to this concern tend to focus on how to plan lessons, how to manage time, how to assess and grade students, and how to prepare for end-of-grade tests, rather than on specific curriculum content.
- *Self as teacher.* The concerns in this category center on beginners' developing their identity as a teacher and coping with the stress of meeting the demands of the job.
- *Individual children and their families.* Among the issues in this category are ways of meeting special learning needs, such as those of children with behavior problems, attention deficits, and learning disabilities, and the home lives of students.
- *Classroom management.* Strategies for managing behavior, rewarding students, and helping students be more independent and more responsible for their own behavior are among the classroom management concerns discussed.
- *Politics, policies, and procedures.* Schoolwide issues such as the politics of the school and specific policies and procedures constitute the final category of new teachers' concerns.

Individualized interviews with the teachers and written feedback at the end of the year provided information about their reactions to the groups. Overall, the teachers felt that they benefited both personally and professionally. Specifically the groups provided the following:

- *Social and emotional support.* The groups offered hope and encouragement, emotional support, a sense of belonging, and a common bond with others facing the same difficulties.
- *A forum for problem solving.* The groups helped new teachers think constructively about their practice and engaged them in solving professional problems that they encountered in their first year of teaching.
- *An opportunity to give and receive assistance.* The groups gave new teachers an opportunity to give and receive assistance, which was empowering to them.

The groups also provided graduate students in school psychology and teacher education with an opportunity to provide consultation in a group setting and to contribute to the partnership's teacher induction effort. The current challenge for the partnership is to maintain and institutionalize these groups in the absence of the grant support that allowed the partnership to initiate them.

Collaborative Research in a University-School Teacher Education Partnership

In the early stages of university-school collaboration on research, it became evident that school personnel and university faculty did not view research in the same way. Many school personnel saw university faculty as the researchers, and

themselves as the objects of research. University faculty tended to value research questions related to theory, hypotheses, and findings that would be applicable beyond a local setting, while school faculty usually focused on questions that were more relevant to practice in their local setting.

These observations led several partnership personnel to design a study that would investigate the differing perceptions and discover ways in which university faculty and school personnel could collaborate better on research. The study's designers asked, Did university faculty and school personnel see themselves engaging in true collaboration, sharing equal responsibility for all aspects of the research—choosing the research questions, designing the study, etc.? Or did they view the endeavor in terms of more traditional roles, with the university faculty conducting the research, analyzing the data, and so forth, and school personnel functioning primarily to provide access to data?

Salome Espinoza, left, and Liandro Gordiano participate in Moncure School Family Night as part of the UNC–CH/Chatham County At-Risk/Dropout Prevention Program.

To gather data on these questions from partnership participants, a questionnaire and a structured interview were used. A volunteer sample of 55 school personnel and 15 university faculty completed the questionnaire. Twenty-two school personnel, who constituted a stratified random sample from the five PDSs, and 18 university faculty (all the university participants) participated in the structured interviews. The purpose of the interview was to provide more in-depth information on issues raised in the questionnaire. The data were collected in the spring of the second year of the partnership's operations.

Among the findings were the following:

- About two-thirds of the university faculty but only about one-third of the school personnel felt prepared to participate in collaborative research.
- Before their collaborative experience, both school personnel and university faculty held a traditional view of educational research. They saw it as quantitative, measurement based, theory driven, and involving comparative studies to evaluate an intervention.
- School personnel had somewhat more positive reactions to the collaborative research experience than their university colleagues did. School personnel viewed the research as more applied, less didactic, more interesting, and more student focused than previous research with which they were familiar.
- The majority of university faculty reported little or no change in their views on collaborative research. In some instances, though, they became more negative.
- The two groups agreed that the most important type of collaborative research involves collecting data for decisions about practical educational policies and questions. However, university faculty gave this focus significantly higher ratings than school personnel did.
- School personnel believed more strongly than university faculty did that university faculty, not school personnel, should do partnership research.
- The two groups had similar views about their research roles. Between 49% and 81% of the participants said that there should be joint responsibility for each of eight research activities (choosing the questions to study, designing the study, serving as subjects, collecting the data, analyzing the data, interpreting the results, writing the research report, and disseminating the report). However, they agreed that university faculty should not have primary responsibility for choosing the questions to study or for serving as subjects of the study; and that school personnel should not have primary responsibility for analyzing the data, interpreting the results, writing the report, or disseminating the report.
- Although the two groups agreed that the most important sources of satisfaction from collaborative research were findings that

yielded improvements in teaching, student achievement, curriculum, and professional skills, some sources of satisfaction were partner specific. For example, collaborative research yielding publishable articles was a relatively more important source of satisfaction for university faculty, whereas improved teaching, improved student achievement, and renewed enthusiasm for professional work were more important sources of satisfaction for school personnel.

- For both groups, lack of time, lack of support personnel, and inadequate funding were the most significant barriers to a successful collaborative research experience.

In summary, the school and university partners in the partnership appeared to hold traditional views about research that did not become appreciably more positive after the collaborative experience, especially for the university participants. Nevertheless, the partners were able to function collaboratively. However, this research collaboration is clearly at a fragile stage of development. Specifically, the lack of preparation for collaborative research on the part of many school personnel, the differential sources of satisfaction for the two partners, and the lack of time, support personnel, and funding represent significant threats to successful, long-term collaborative research. For collaborative research to prosper in this partnership over the long term, school personnel and university faculty need to determine how to assimilate their differing perspectives and overcome the tangible research barriers that have been identified.

The High School Literacy Project

The High School Literacy Project is an outgrowth of concerns in the partnership about reading and literacy at the high school level. This initiative was funded by Matching Incentive and School Services grants from UNC General Administration to the partnership and its collaborators: Durham Technical Community College, North Carolina Central University, and the Rural Center. The effort focuses on four high schools—Chapel Hill, Jordan, Jordan-Matthews, and Orange—in the four partnership school districts.

The steering committee for the project, which included representatives from each school district and institution, identified two key issues to be addressed:

- Conceptualizing literacy experiences within the structure, the culture, and the organization of the high school so that literacy would not be treated as an isolated skill and so that poor readers would not be studied in isolation of the literacy culture of their schools and communities
- Assisting teachers who have not been adequately prepared to deliver content to students who do not read or write well

During the first year of the project, each high school completed a case study of literacy in its setting. Some of the initial findings of the project across the four high schools are:

- There appears to be a lack of ownership of the reading and writing problem by teachers. There is no consensus among teachers about the nature or the extent of the problem.
- There is a clear call from students for teachers to respond to individual needs and interests, especially in reading and writing choices.
- There is less creative writing in high school than in middle school, yet students reported that writing relieves stress and allows them to express their feelings.
- It is the "unsuccessful" students who are writing (especially poetry) to express themselves and their feelings outside school.
- Schools are doing a poor job of working with English-as-a-second-language students.
- Teachers and students are not identifying the same things as being helpful in approaching the literacy problem. For example, teachers view labeling and tracking as good, and students view them as bad.
- Students reported a fuller, more expansive concept of reading and writing than teachers did. Whereas teachers focus on literacy as an individual attribute, students stress reading and writing as a resource, a means of personal expression and identity.
- Students reported too much focus on textbooks and lectures, whereas teachers said they lecture because they believe students cannot read. This creates a vicious cycle.

On the basis of the findings, the participating groups set the following objectives for 1999–2000, the second year of the project:

- To familiarize members of each school's faculty and staff with the findings of the case study
- To bring the National Writing Project (an outreach project to improve students' writing) to teachers at each high school
- To train teachers in reading techniques at Durham Technical Community College

- To make this initiative a more visible priority of the partnership
- To improve the skills of practicing teachers to work effectively in all curriculum areas with students of low (and all levels of) literacy skills
- To shape the preparation of new teachers to work effectively with students of low (and all levels of) literacy skills, through the teacher education curriculum of the PDSs

To address these objectives, project personnel undertook cross-school activities as well as site-based efforts. Each of the objectives noted was met, and several other accomplishments were realized. In brief, the project sponsored a seminar on the National Writing Project during February 2000, in which more than 20 teachers participated, and Durham Technical Community College sponsored a workshop on reading instruction, which was attended by six teachers.

Perhaps more important, teachers at each of the schools engaged in ongoing, site-based efforts addressing the objectives. Each of the schools also participated in a cross-school meeting in which teachers and administrators shared findings from the case studies in Year 1. In addition, at some of the schools, members of site-based inquiry teams took the findings to their departments for discussion and appraisal.

Several activities made the project a more visible priority within the partnership, including public seminars and presentations, the creation of a project Web site, and a Day of the Poet (a one-day activity organized by local North Carolina poets to promote poetry-writing skills among low-performing and underrepresented students), which attracted local media.

Specific activities and accomplishments of the project during its second year were as follows:

- Teachers and students responded enthusiastically to the use of periodicals in classrooms at Orange High School.
- At Chapel Hill High School, a new reflection form for service learning was developed and implemented to document all service-learning activities and to serve as a writing intervention tool. Approximately 60% of the students (900) used the new form.
- Also at Chapel Hill High School, 84 students participated in the City Works project as part of their ELP (economics, law, and politics) classes. They researched city issues and did telephone interviews. Students also volunteered at an organization addressing issues of individual preference, and wrote research papers about their experiences.
- Forty-nine seniors in advanced placement literature at Chapel Hill High School partnered with 54 fourth-grade students to exchange letters for two months. The two groups read the same books (chosen by the fourth-grade teachers) and wrote letters discussing them.
- Students in lower-level English classes at Chapel Hill High School interviewed their favorite teachers about reading habits, then wrote, published, and distributed a literacy newsletter including this information.
- A Chapel Hill High School faculty member visited rising ninth graders and instructed them to write a letter to their future selves. About 250 students (95% participation) wrote letters, which will be returned to them after they graduate from high school.
- Ninth- and tenth-grade students at Jordan High School who participated in a one-day intensive writing workshop scored significantly higher on the state writing assessment than did their peers who did not accept the invitation to attend.
- Teachers responded positively to techniques introduced at the Durham Technical Community College workshop and agreed to try some in their classrooms.
- Several teachers who participated in the National Writing Workshop seminar will participate in advanced training this summer.

William Burke admires work by Forest View Elementary students Hillary Miller, left, and Ida Donner.

- A project Web page has been completed and continues to be updated. It is located at http://www.unc.edu/depts/literacy/.
- Data from a survey conducted after the Day of the Poet indicated that students valued the event. Eighty-one percent reported that they valued learning from poets or seeing poets perform. Fifty-five percent noted that the information presented was very useful, and 98% wrote that they would come to a similar event again.
- Student poetry from the Day of the Poet was compiled, published, and distributed to participating schools and posted on the project Web page.
- UNC-CH faculty and staff have investigated information about several foundations that offer funding that would further the objective of the High School Literacy Project.

Partnership Evaluation

Two external evaluations were conducted during 1999-2000, one on a component of the partnership and another on the partnership itself.

The National Council for Accreditation of Teacher Education (NCATE) has developed and is testing standards to evaluate PDSs, a type of university-school partnership. The Chatham County PDS was one of 20 that participated in the test of the standards. The evaluation of the site involved a four-day visit by a four-member team, which considered a variety of sources of evidence, including documents, observations, videotapes, and interviews with school faculty and students, university faculty and students, parents, and volunteers. The team produced a 30-page report containing its evaluations, commendations, and recommendations for the Chatham County site. Interested readers may obtain a copy from the partnership.

Ismat Abdal-Haqq, formerly with the Clinical Schools Clearinghouse of the American Association of Colleges for Teacher Education and an authority on PDSs and university-school partnerships, completed an evaluation of the entire partnership. Her visit was coordinated with that of the NCATE site-visit team. Her report, which also is available to interested readers, contains a number of recommendations that will be incorporated into the criteria that the partnership will use to select sites that will begin operation in fall 2001. Selected strengths and recommendations from that report follow:

Strengths

- *RTPDSP displays an uncommon and welcome focus on student learning.*
- *Organized collaborative inquiry by school and university faculty does exist.*
- *A strength is engaging parents and community members as active participants.*
- *A strength is the involvement of building and district-level administrators.*
- *One of the more distinctive aspects is use of the framework for the initial preparation and professional development of counselors, school psychologists, social workers, and administrators.*

Areas of Concern

- *Preservice teacher education is underplayed across some of the sites.*
- *There does not appear to be a coordinated, coherent, and conscious research plan in place for the partnership.*
- *Greater School of Education faculty involvement is constrained by faculty course load and insufficient incentives.*

Recommendations

- *Maintain the existing relationships rather than substituting a new school for a current partner.*
- *Involve more University faculty through modifications to reward and promotion policies.*
- *Build release time and/or compensation into the agreements for school-based personnel heavily involved in Partnership activities.*
- *Craft a comprehensive research agenda that addresses impact on all stakeholders.*

Impediments

Time and cultural differences continue to be the most important impediments to a successful partnership. With regard to time, both school personnel and university faculty view partnership activities as additional responsibilities rather than as an integral part of their jobs. Some burn out; others opt out. The result is low participation rates by school faculty if participation is not built into their professional development plans, by university faculty if participation is not perceived as part of their academic load. Cultural differences between

schools and universities manifest themselves in different perspectives and priorities regarding professional development activities in the partnership. A prime example is the differing perspectives about research, discussed earlier.

Lack of financial resources for release time for school faculty heavily involved in partnership activities also is an impediment. So are the heavy course loads and unrewarding promotion policies for university faculty.

Lessons Learned

The major lesson learned to date is the importance of building the necessary prerequisites for a successful partnership. One of the most important prerequisites is a critical mass of committed participants: from the school, teachers, administrators, and support personnel such as school counselors and school psychologists; and from the university, faculty and graduate and undergraduate students.

At the school level, release time must be built into the schedule to allow individuals to participate as part of their regular duties rather than as an add-on responsibility. Adjusting schedules is not easy, but schools can do it in part by devoting teacher workdays and some faculty-meeting time to partnership activities, as well as by making substitute teachers available.

At the university level, participation must become part of a faculty member's academic load. The university must adjust teaching, service, and research responsibilities to incorporate partnership participation, and its decisions about merit increases, promotion, and tenure must reflect the value of this contribution.

In addition, both school and university participants must develop a better understanding and appreciation of each other's activities and of the value of collaborating. As discussed previously, joint research is one example of where change is needed. This activity can simultaneously further the mission of the schools, which is to improve practice, and the mission of the university, which is to advance knowledge. However, resources to provide released time and a change in the reward structure are needed in order to facilitate this research.

Next Steps and Future Aspirations

At the spring meeting of the policy board, the question of whether the RTPDSP should continue beyond the initial six-year contractual period (January 1995–January 2001) was discussed, and there was widespread agreement that the partnership had been successful and should continue. Whether the current sites should continue and/or new sites be selected also was discussed. The year 2000–2001 is the fifth and final year of operations for the current sites of the partnership. A second round of site selection will occur soon, for the 2000–2001 academic year and beyond. Current sites may apply for renewal. In this second round, the partnership will apply what it has learned about the factors that result in a successful university-school collaboration. As discussed earlier, these factors include (1) a critical mass of committed school and university participants (2) over an extended period and (3) adequate funding from both the university and the school partners.

In addition, the partnership is endeavoring to institutionalize, transfer, and maintain what has worked both at the sites and in partnership-wide activities. With respect to transferring successful activities across sites, in the second round of site selection, the partnership is encouraging development of ambassador site/transfer site proposals. An "ambassador site" is an existing site. A "transfer site" is a new site that wants to adopt some successful practices of an ambassador site. The ambassador site would serve as a mentor to the transfer site in this process. The partnership hopes to experiment with the ambassador site/transfer site approach as one way to spread successful practices across schools in the partnership.

With respect to transferring partnership-wide activities, an important priority is to institutionalize the New Teacher Support Groups across the four districts now that the grant funds that have supported them have been expended. At this point the partnership is trying to develop a mentor teacher-in-residence program as one approach to continuing to offer these groups to new teachers.

In summary, this partnership has two major challenges in the future. The first is to apply what it has learned from the first group of sites to the second round of site selection. The second challenge is to maintain and transfer the best practices that the partnership has discovered in current sites to new sites, and to institutionalize the most successful partnership-wide activities.

Profile of USTEP Based at UNC–CH

SCHOOLS

Number of school districts involved in partnership	4

Number and types of schools (overall) across participating districts:

ELEMENTARY	MIDDLE	SECONDARY	OTHER
48%	15%	11%	—

Student enrollment (overall) across participating districts	51,223

Racial and ethnic makeup of student body across participating districts

WHITE	BLACK	HISPANIC	OTHER
48.8%	43.1%	5.1%	3.0%

Number and types of schools involved in partnership:

ELEMENTARY	MIDDLE	SECONDARY	OTHER
2	1	1	1

Student enrollment in schools involved in partnership	10,775

Racial and ethnic makeup of student body in partnership schools:

WHITE	BLACK	HISPANIC	OTHER
64.1%	24.5%	8.9%	25.0%

Percentage of students on free or subsidized lunch program in partnership schools	28.3%
Number of teachers (overall) in partnership schools	299
Number of teachers in partnership schools involved in partnership activities	186
Number of cooperating/clinical teachers in partnership schools	47
Number of nationally certified teachers in partnership schools	20

Are cooperating/clinical teachers, mentors, or clinical instructors rewarded for their work?

	MONEY	TUITION	PRIVILEGES	HONORS
COOP./CLIN. TEACHERS	Yes	No	Yes	No
MENTORS	No	No	No	No
CLIN. INSTRUCTORS	Yes	No	Yes	No

UNIVERSITIES

Number of education faculty (overall):

Full-time 50, Part-time 12

Number of education faculty involved in partnership:

Full-time —, Part-time 17

Number of arts and science faculty involved in partnership:

Full-time —, Part-time 6

Number of students preparing to teach (prospective teachers):

Undergraduate 165, Graduate 107/252*

Percentage of prospective teachers (total of undergraduate and graduate) by level:

ELEMENTARY	MIDDLE	SECONDARY	OTHER
53.6%/35%	11.7%/8%	26.0%/17%	8.7%/40%*

Number of prospective teachers (total of undergraduate and graduate) working in partnership schools in last two academic years:

	1998–1999	1999–2000
In Pre-Student-Teaching Clinical/Field Experiences	54/106**	62/132**
In Student Teaching	33/86**	31/106**
In Post-Student-Teaching Experiences	0	0
In Other Assignments	7/22***	11/49***

Percentage of prospective teachers (total of undergraduate and graduate) involved in partnership program	36.9%****

Number and level of graduates over last three years who have completed teacher education program:

	ELEMENTARY	MIDDLE	SECONDARY	OTHER	% MINORITY
1998	54	19	63	86	11.9%
1999	29	17	11	91	11.3%
2000	57	15	33	13	14.0%

Percentage of graduates employed in teaching	—

Degrees offered that lead to certification:

BA, MA, MAT, EdD, PhD, Other

— = no answer

*In these data the first percentage or number represents teachers, and the second percentage or number represents guidance counselors, school psychologists, administrators, and educational leaders. All are involved in the program. The 40% following "Other" breaks down as follows: special education 5.5%, guidance counselors 3.0%, school psychologists 8.6%, administrators 10.4% (master's level), and educational leaders(12.5%) (doctoral level).

**The first number is teachers in PDSs, and the second number is teachers in partnership districts. We have partnership-wide (districtwide) activities as well as site (PDS) activities.

*** These are not teachers but guidance counselors, school psychologists, school of social work interns, administrators (master's level), and educational leaders (doctoral level) who are involved in the program.

****The percentage represents the data that appear in rows 2 and 3 of the preceding table. See the preceding note for an explanation of the data in row 5.

The University of North Carolina at Charlotte

in partnership with Cabarrus County, Charlotte-Mecklenburg, and Gaston County Schools

In the University-School Teacher Education Partnership based at The University of North Carolina at Charlotte (UNC Charlotte), the university has partnered with various entities to carry out eight projects. At UNC Charlotte these projects are called partnerships. Therefore, in this report, "partnership" (with a lowercase *p*) refers to projects, and "Partnership" to the overall effort.

In 1997, when the Partnership was originally funded, UNC Charlotte had partnerships with 10 schools in two school districts. Those partnerships were created on the basis of existing strong relationships with schools that were relatively close to the university, and on the idea of placing cadres of preservice students in schools that shared programmatic or curricular themes, such as Total Quality Education and the Boyer Basic School Curriculum. Following two years of implementation, partnership evaluations indicated a need to examine the organization and the focus of the partnerships: Some of the schools were functioning well, with a high degree of support from their administration or leadership, but some had suffered because of changes in leadership and school priorities.

In May 1999 the executive committee of UNC Charlotte's College of Education held a retreat to examine the Partnership program. As a result, Partnership personnel decided that it was a good time to consider new ideas and projects that would benefit additional schools and school faculties and programs, and ultimately more prospective teachers and P–12 children.

In fall 1999 the Partnership issued a call for partnership proposals to all teacher education and arts and science faculty as well as to all schools and superintendents in the university's service area. The call stipulated that each proposal for a partnership (1) describe the value that the partnership would add to personnel preparation efforts (whether preservice, induction, or professional development) and school improvement projects; (2) describe how the partnership would address a subset of the 12 Partnership program components (as proposed by North Carolina's Deans' Council on Teacher Education in 1997); (3) include an evaluation and dissemination plan; (4) include a budget for the two-year period; and (5) contain letters of support that specified commitments of both the university and the partnership schools. An overarching requirement for each proposal was that schools commit themselves to accepting yearlong interns (student teachers).

The partnerships that were selected have enlarged the scope of teachers and children served. For example, some partnerships include only one school, but others involve multiple schools. Two questions guide all the partnerships, however: (1) What value do the partnerships add to teacher education programs? and (2) What value do they add to programs, teachers, and students in the participating schools?

The eight partnerships include (1) Expanding Curriculum Options for Students with Mental Disabilities and Autism (see the third vignette), with the Exceptional Children's Services Program (Charlotte-Mecklenburg); (2) UNC Charlotte Writing Project, with Mt. Pleasant High School (Cabarrus County) and Vance High School and Elizabeth Lane and Nathaniel Alexander elementary schools (Charlotte-Mecklenburg); (3) Mathematics and Reading Project, with Central Cabarrus High School (Cabarrus County); (4) Science and Math Cooperative Initiative Project, with Hunter Huss High School (Gaston County); (5) Professional Development, with Thomasboro Elementary School (Charlotte-Mecklenburg); (6) Balanced Literacy Program, with Concord Middle School (Cabarrus County); (7) Multi-School Partnership, with David Cox Road, University Meadows, Blythe, and Berryhill elementary schools (see the fourth vignette) (Charlotte-Mecklenburg); and (8) West Mecklenburg Feeder Area Schools Partnership (Charlotte-Mecklenburg).

These partnerships represent a wide array of activities and foci with multiple schools, programs, and school districts. Each partnership has at least one university liaison and one school or program liaison. These liaisons are the "lifelines," directing planning activities and coordinating budgets and communication between university personnel and school teachers and administrators.

A component that permeated the entire undergraduate teacher education program in 1999–2000 was the required yearlong internship (see the first vignette). Another such component was

the minigrant program (see the second vignette). The minigrants encouraged research by school and university faculty on the learning of children. They were for a maximum of $1,500 each, and 11 were funded.

School and university faculty are working hand in hand, and they have positive attitudes. The Partnership allocates as much funding to schools as possible. Schools provide substitute pay and minimal resources. However, most of the support comes from Partnership dollars for the goals a project has identified. The Partnership has a Ford Foundation grant, but it has not gone strongly into linking with business, etc. There is equity in the involvement of university and school people.

Vignettes

The first two vignettes that follow describe the two focal points of the Partnership. The next two vignettes describe selected partnership activities during 1999–2000.

Yearlong Internships

For several years, student teachers, cooperating teachers, and university faculty have reported in evaluations that 15 weeks of student teaching was not long or comprehensive enough to prepare teachers as beginners in the teaching profession. In other evaluations the consensus was that preservice teachers needed more time in school classrooms and a stronger link between campus courses and experiences with children. Also, university education faculty wanted early clinical experiences to be richer and better connected to the realities of school.

The yearlong internship was planned and piloted in the 1997–98 academic year to address those concerns. Student participation was voluntary. The pilot entailed two semesters, the first involving part-time clinical experience in a school classroom side by side with college courses, and the second involving full-time student teaching.

Throughout the two semesters, interns worked with the same cooperating teacher. In the first semester they observed, assisted the cooperating teacher and children in multiple ways, and engaged in clinical activities required as part of campus courses. They also attended teacher workdays at the beginning of the school year, became familiar with the total school environment, took part in schoolwide activities, and participated in parent meetings. The classroom teachers played an active role in identifying meaningful activities and experiences and in helping the interns become an integral part of the faculty.

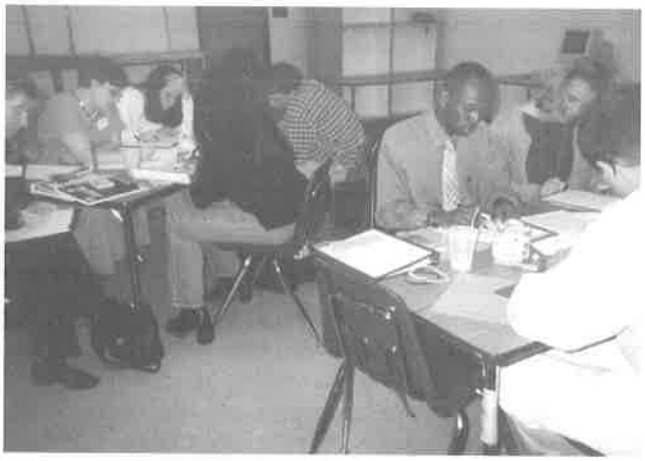
In the second semester, the interns were typically able to move swiftly into the role of student teacher and concentrate more fully on the dynamics of the classroom. This included trying and finding effective teaching strategies, classroom and student management techniques, and overall classroom organization. In other words, they had an opportunity to see clearly and completely the big picture of the classroom and the school. They also had a chance to make the connections they needed to become effective teachers. All these skills and understandings began to form while the student teachers still were under the supervision of cooperating teachers, a situation in which they could begin to feel the confidence needed for going into the next year as beginning teachers.

For the pilot year of the internship, the role of the cooperating teachers was both expanded and advanced in responsibility. This led to the creation of a new term, "clinical instructors," to distinguish them from the traditional cooperating teachers. Clinical instructors were selected for their effectiveness as teachers, their skill in mentoring prospective teachers, their demonstrated professionalism, and their dedication to giving back to the profession by coaching future teachers. They worked with a university student for two semesters. Principals expected clinical instructors to model exemplary performance and excellent behaviors and to remain fully involved in the classroom.

Three UNC Charlotte faculty members conducted a quasi-experimental study to examine the differences between the results achieved by students in a yearlong internship and those achieved by students in the traditional semester-long student teaching. The study examined the university students' perceptions of (1) the quality of their relationships with clinical instructors and cooperating teachers, (2) their knowledge of school policies and procedures, (3) their teaching ability, and (4) the adequacy of the time spent to prepare for the profession.

The study, conducted following the first two years of the pilot, provided evidence that supported the benefits of a yearlong internship over student teaching. The students engaged in the internship rated the adequacy of time spent in schools and with clinical instructors higher than the semester-long student teachers did. They also rated their relationships with clinical instructors and their knowledge of school policies and procedures higher than the students who experienced one

semester of student teaching did. The greatest difference, though, was in the students' perceptions of the adequacy of the time spent in the internship. They reported that they had an adequate amount of time in a school and a classroom before they had to take on full teaching responsibility. In contrast, student teachers participating in the traditional one-semester experience had less start-up time and had to assume their teaching duties while they still were learning school policies, names of children, management of the classroom, etc. They indicated less confidence in their ability to juggle the many tasks early in the teaching semester because they had to handle such a variety of new and unfamiliar duties.



In May 2000, twenty-three teachers from four schools participated in the Multi-School Partnership induction meeting.

Feedback from the interns indicated that they found their clinical instructor to be an invaluable component of the internship, and they contended that the relationship with this person was invaluable in making the internship successful. They noted that the yearlong internship made it possible to become a part of the school community, to see the full school year in progress, and to achieve a better understanding of school policies and procedures.

School personnel indicated some similar and some different reactions. The clinical instructors thought that important improvements in learning to teach were accomplished by having interns participate in workdays and the opening of school, and by exposing them to school procedures and the ways in which classroom rules and procedures are established. Most important, they asserted, interns learned more about the individual needs of students firsthand.

School administrators thought that the yearlong internship helped create better-qualified teachers. It provided prospective teachers with a smoother transition to student teaching, gave them more hands-on experience, and helped them better understand the day-to-day operations of school, the administrators said. They noted also that it helped teachers become more aware of current trends in education and enhanced the professional development of the clinical instructors. The principals reported selecting clinical instructors more carefully and claimed that these teachers became more thoughtful about their role in working with interns. The principals also said that they valued having more adults in classrooms to assist with student learning, and they reported watching the professional growth of interns with an eye to future employment.

UNC Charlotte's Office of Field Experiences continues to collect semester-by-semester data on the value of the yearlong internship. As a consequence of the positive evidence from piloting, the yearlong internship now is required of all prospective teachers except those in fine and performing arts (art, dance, music, and theatre).

The full implementation of the yearlong internships was achieved in 1999–2000. This upgrade brought increased value, clarity, and structure to clinical experiences. It led university faculty to look more closely at course sequencing, early field experiences, and the quality of supervision. Overall, the collaboration required to implement it has had a positive ripple effect (value added) at both the university and the school level.

As word of the yearlong internship spreads among schools, principals call to volunteer their schools and teachers. The opportunity to work with an intern for an entire year allows time for building strong relationships among all concerned, which enriches the experiences of interns and school personnel.

—Vicki Jaus, director of field experiences, and Melba Spooner, faculty coordinator of the Partnership, UNC Charlotte

Collaborative Research Funded by Minigrants

One of the original expectations of the Partnership was that research would increase emphasis on collaboration, applied research, and evaluation in schools to improve teaching. Another expectation was that it would increase the access of teachers, administrators, counselors, and others in schools and universities to the current knowledge base on teaching and learning, thereby narrowing the research-practice gap and contributing to more effective school programs.

In 1998–99 the Partnership piloted 10 minigrant research projects to encourage collaboration between university and school faculty. In 1999–2000 it funded 11 projects. The process was competitive, and projects were funded for up to $1,500. An example of a funded project is Reading, Writing, and Technology Portfolios: Incorporating Technology into a Special Education Classroom Through the Development of Activities for Reading Literacy, Writing Literacy, and the North Carolina Technology Licensure Requirement. The three goals of this project were (1) to increase K–12 students' reading literacy by providing them with appropriate computer software; (2) to improve the students' writing literacy by having them engage in a collaborative writing activity that will result in electronic book reports; and (3) to improve student teachers' skills in teaching and technology integration by involving them in the implementation of the project in the classroom.

The minigrant program required a proposal to be submitted jointly by a team of at least one university and one school teacher or administrator. Preference was given to teams that included clinical instructors, to proposals from schools that were current or former partnership schools, and to schools that had or had had significant connections to the university. Proposals were reviewed by a panel of university and school personnel.

Minigrants have provided university faculty and P–12 teachers with the opportunity to identify specific classroom and school issues that they can address through collaborative activities and research that will strengthen teaching and learning for teachers and children. The emphasis has been on providing more resources for classroom teachers through study and research and through the purchase of materials for instruction.

—Melba Spooner, faculty coordinator of the Partnership, UNC Charlotte

Expanding Curriculum Options for Students with Mental Disabilities and Autism

The advent of accountability systems for students with disabilities has created the need for teachers of students with moderate and severe disabilities to have increased skills in curriculum development. On June 15–16, 2000, fifty special education teachers in the Charlotte-Mecklenburg Schools participated in a dynamic two-day workshop on building curriculum. Four teachers from the school system served as co-presenters with university faculty on new curriculum ideas. Because curriculum for students with moderate and severe disabilities has to be both real-life and hands-on, this workshop modeled both types. Participants scanned newspaper coupons to use in instruction during the following academic term, watched videotapes of students using communication systems, sampled a new pickle recipe, made a simple dessert, and played with unique toys while gaining hundreds of new ideas for personalizing a life-skills curriculum. Ideas were presented creatively through fun drawings from a fishbowl of ideas, which teachers voted as "functional" or "not functional" for their students. Through these drawings, teachers began to realize what types of skills did or did not match the new accountability system. Some drawings included door prizes of materials that teachers could use to implement their new ideas.

During the two days, teachers played a unique version of bingo based on three curricular concepts: self-determination, functional academics, and technology. When they saw one of the concepts presented in a videotape or by a workshop speaker, they marked their bingo card. The first teacher to identify three examples of the concepts won a prize.

Participants' feedback on the workshop showed the highest level of consumer satisfaction, with several teachers commenting, "The best I ever attended." Partnership funds made it possible to pay teachers to attend, and to pay other teachers to develop the workshop and serve as presenters. From comments like "Not only did I learn a lot of new ideas and have fun, but I also felt very honored," the session leaders concluded that they had achieved the workshop's goals.

—Diane Browder, project director, UNC Charlotte

Multi-School Partnership

In late January 2000, the first meeting of the school and university liaisons for the Multi-School Partnership took place. Berryhill and Blythe elementary schools had just joined the partnership, which had been operating for the previous three years with UNC Charlotte and David Cox Road and University Meadows elementary schools as partners. This meeting was a session to get acquainted and begin planning for the inclusion of the two new schools. Everyone was excited about the potential of supporting teachers and making a difference in children's lives.

As the school and university liaisons refocused on the four Partnership areas the partnership had selected—school improvement, induction,

preservice teacher preparation, and professional development—they decided that the best use of time and resources for the remainder of the 1999–2000 school year was induction. Consequently they planned a meeting for first-, second-, and third-year teachers. The purpose of the meeting was to introduce beginning teachers to North Carolina's performance-based licensure process and to solicit input from the teachers about how the partnership induction program could address their needs.

At the end of May 2000, beginning teachers from the four partnership schools came together for the first induction meeting. Funds from the Partnership paid for substitute teachers, allowing 23 participants to be released for the full-day workshop. The morning session included an overview of the performance-based licensure process and tips for successful completion of the products required of the teachers. In the afternoon session, participants assembled as grade-level teams to discuss how the partnership could best support them. Each grade-level team then shared a list of needs that it had identified. Some of the common ideas included planning days for performance-based licensure, materials for organizing performance-based licensure artifacts and reflections, and a listserv (an electronic subscription list) for E-mail communication between induction participants and university and school liaisons.

In mid-June 2000, a planning meeting was held at Blythe Elementary. A school administrator, a teacher representative from each school, and university liaisons participated. The purpose was to plan how to address the partnership's four focal areas during the 2000–2001 school year. For *school improvement*, the group planned a workshop on differentiating instruction and curriculum planning; for *induction*, school visits, meetings, and/or support on an individual basis (for more detail, see "Next Steps and Future Aspirations"); for *preservice preparation*, the hosting of preservice teachers and yearlong interns by partnership schools; and for *professional development*, staff development programs for clinical instructors and cooperating teachers.

—Joyce Frazier and Janet Finke, project directors, UNC Charlotte

Partnership Evaluation

When developing proposals for funding, each partnership identified an evaluation and dissemination plan for its two-year activity. The partnerships that are currently receiving funding began activities and operation in January 2000. As can be seen in the vignettes, activities (teacher training, planning sessions, etc.) began to take place immediately and continued throughout summer 2000. The current academic year (2000–2001) will be the year of full implementation of the partnerships.

In spring 2001 the Partnership will hold a dissemination conference. At the conference all partnerships will present poster displays and papers on their activities and outcomes. The minigrant participants will present poster displays and abstracts of their projects. Further, focus groups will be conducted with public school teachers and administrators and with university faculty who served as liaisons.

In 1999–2000 the 11 projects financed by the minigrant program served 13 public schools in 4 school districts, 1 charter school, 1 school for children with special needs, and 1 independent school working collaboratively with a public school. They involved 15 university faculty from seven departments in the Colleges of Education and Arts and Sciences. As a consequence, this very successful program will continue.

Each partnership will address how well it met its goals in terms of value added to personnel preparation (preservice education, induction, and professional development of teachers) and school improvement.

Impediments

In administering and "living out" the partnerships, the biggest barrier is to find simple and smooth procedures for disbursement of funds. Partnership personnel have worked on procedures, and they seem to be improving. Resources are the key to being able to support the collaborative work that goes on in the partnerships. Whether it be purchasing research-related materials, supporting staff development events, or providing stipends, funds to pay for those and other items are the bottom line. All participants have indicated satisfaction with the support they have received, but the disbursement of money is sometimes a long, complicated process.

All in all, the 1999–2000 Partnership refocus on projects, with university faculty and school personnel charting their own course of activities and actions—in other words, being the key decision makers—has been a very positive experience, so there are no major impediments to discuss at this time.

There is never enough money to get done all that the Partnership needs or wants to do. However, the partnerships have been very careful to delineate goals that work within the parameters of the budget that they proposed. In the first year of this new configuration, partnerships have received planning money and some initial training money. If they are to continue implementation of goals, institutionalize meritorious projects, and grow beyond the confines of a two-year time frame, funding will need to increase.

Lessons Learned

This year has been spent charting a new course in partnerships at UNC Charlotte. One lesson learned is that it is important to keep components that have become extremely collaborative in nature and that permeate the teacher education program, in arts and sciences as well as education. One such component is the minigrant collaborative research program, which involves faculty from seven departments across campus, including, in the College of Arts and Sciences, the Departments of Chemistry, History, and Art, and in the College of Education, the Departments of Reading and Elementary Education; Middle, Secondary, and K–12 Education; Counseling, Special Education, and Child Development; and Educational Administration, Research, and Technology.

The other component is the yearlong internship, which caused the university to examine the pre-student-teaching semester to make sure that it benefited and was tailored to the needs of preservice teachers, P–12 students, and clinical instructors. Guidelines were developed to help ensure that a smoother, more gradual transition to student teaching, and ultimately to the beginning year of teaching, took place. Except for students in the fine and performing arts programs, which now are examining their program requirements, the yearlong internship is required of all teacher education students.

Another positive step that the Partnership took in 1999–2000 was to establish an advisory council to guide Partnership efforts. Specific tasks include developing the call for proposals, reviewing proposals, and selecting partnerships to be funded; also, reviewing proposals for minigrant collaborative research and selecting the projects to be funded. The council meets four times per year. It is made up of selected faculty from education and arts and sciences who represent programs that contribute to the preparation of professionals for teaching, counseling, administration, and other significant responsibilities in the schools. Teachers also serve on the council.

Next Steps and Future Aspirations

The Partnership at UNC Charlotte has moved in a more positive direction during 1999–2000. It will continue to work to meet its goals and will provide documentation and assessment of outcomes during spring 2001 when the Partnership dissemination conference takes place. The advisory council, which has served in a very positive manner with great energy and participation, will continue to guide Partnership efforts, initiating a new call for proposals in spring 2001. This call will be open to all education programs and faculty and to all schools and school districts in the UNC Charlotte service area. The call again will be for a two-year (2001–2003) period. Current partnerships will be able to reapply and are encouraged to do so if it is reasonable and necessary to extend their work.

The yearlong internship will continue to be an integral part of the undergraduate teacher education programs. The Office of Field Experiences will work with teacher education programs, P–12 schools, and the partnerships to ensure that all components are addressed, and are supported with adequate resources and procedures.

The advisory council has begun to discuss a Beginning Teacher Initiative. During this critical time of teacher shortage, the need is not only to support beginning teachers so that they can sustain their energy, enthusiasm, and effective instruction, but also to recruit and attract more talented young people into the teaching profession. The ultimate goal is to increase the number of high-quality teachers graduating, so that the children and youth of North Carolina will be prepared for life in the 21st century.

One partnership already has planned an induction program for 2000–2001, the support to vary depending on the teacher's year (first, second, or third) of experience. Support for first-year teachers will take the form of school visits from the university liaisons to address teachers' questions and concerns. Additional support will be provided on an individual basis. Support for second-year teachers will be the main thrust of the program. Four meetings are planned to guide them through the performance-based licensure process. The meetings will take place at the different school sites at regular intervals throughout the school year. Third-year teachers will receive support on an individual basis.