

Profile of USTEP Based at UNC Charlotte

SCHOOLS

Number of school districts involved in partnership	3
Number and types of schools (overall) across participating districts:	
ELEMENTARY MIDDLE SECONDARY OTHER	
118 42 25 9	
Student enrollment (overall) across participating districts	129,315
Racial and ethnic makeup of student body across participating districts:	
WHITE BLACK HISPANIC OTHER	
44% 42% 5% 9%	
Number and types of schools involved in partnership:	
ELEMENTARY MIDDLE SECONDARY OTHER	
19 1 5 6	
Student enrollment in schools involved in partnership	14,004
Racial and ethnic makeup of student body in partnership schools:	
WHITE BLACK HISPANIC OTHER	
43% 41% 4% 12%	
Percentage of students on free or subsidized lunch program in partnership schools	59%
Number of teachers (overall) in partnership schools	704
Number of teachers in partnership schools involved in partnership activities	224
Number of cooperating/clinical teachers in partnership schools	87
Number of nationally certified teachers in partnership schools	22
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	
CLIN. INSTRUCTORS Yes No Yes No	

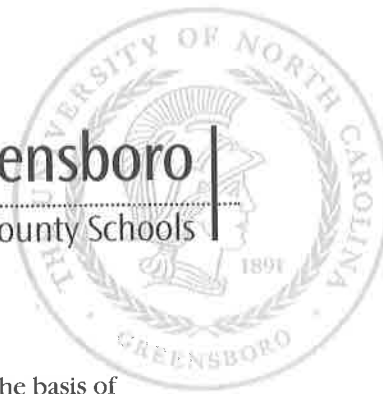
UNIVERSITIES

Number of education faculty (overall):	Full-time 89, Part-time 8
Number of education faculty involved in partnership:	Full-time 18, Part-time 0
Number of arts and science faculty involved in partnership:	Full-time 3, Part-time 0
Number of students preparing to teach (prospective teachers):	Undergraduate 992, Graduate 619
Percentage of prospective teachers (total of undergraduate and graduate) by level:	
ELEM. MIDDLE SECONDARY SPEC. ED. LDRSHIP	
35% 5% 14% 19% 10%	
K-12 ESL READING	
4% 3% 6%	
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	63 159
In Student Teaching	63 85
In Post-Student-Teaching Experiences	NAP NAP
In Other Assignments	NAP NAP
Percentage of prospective teachers (total of undergraduate and graduate) involved in partnership program	67
Number and level of graduates over last three years who have completed teacher education program:	
ELEMENTARY MIDDLE SECONDARY OTHER % MINORITY	
1998 43 13 12 15 28%	
1999 46 13 19 18 32%	
2000 55 15 14 21 38%	
Percentage of graduates employed in teaching	—
Degrees offered that lead to certification:	BA, MA, EdD

— = no answer; NAP = not applicable

The University of North Carolina at Greensboro

in partnership with Guilford and Rockingham County Schools



During the first year of the University-School Teacher Education Partnership at The University of North Carolina at Greensboro (UNCG), activities primarily involved K-8 programs in the Department of Curriculum and Instruction. Over the next two years, the partnership's executive committee expanded the reach of activities to encompass all 37 of the university's professional education programs. These education programs include arts and science preservice training in K-12 specialty areas, secondary school academic areas, special education, and counseling and administration.

The activities of the many education programs are carried out at three types of sites in the Guilford or Rockingham County Schools: professional development schools (PDSs); general teacher/professional education sites, which are non-PDS sites that support licensure preparation; and collaborative sites, where UNCG education faculty engage in research or other collaborative activities.

UNCG's Teachers Academy serves as an umbrella organization for the university's education programs. Its central purpose is to develop community among all university faculty members involved in education and to enhance collaborative arrangements with teachers and administrators in the schools. The governing body of the Teachers Academy, the Council of Program Coordinators, provides a forum for interdisciplinary conversations and group decision making. It consists of representatives from all the professional education programs.

Increasingly, the partnership emphasizes development of interprofessional and interdisciplinary linkages. To ensure that these linkages take place, the partnership has encouraged collaborative efforts among university, school, and community personnel. It has provided support for projects within established teams at PDSs. It has supported communication among educators who are directly involved in PDS programs and others who, although not part of a PDS team, are working with students at PDSs. Finally, it has encouraged all professional education areas to develop programs that emulate the PDS model.

Three types of programs form the basis of university and school collaborations:

- Collaborative School Improvement and Research Projects, which involve personnel from both schools and the university in programs that enhance preservice experiences and K-12 student achievement
- The Clinical Faculty Cadre, which supports the participation of master teachers in development of preservice curriculum and delivery of teacher preparation courses
- Connecting Conversations, which provides opportunities for preservice teachers, university faculty, schoolteachers, administrators, and counselors to communicate with one another and thus to gain a better understanding of all professional education roles and an increased commitment to collaborative efforts

Equity among partners is an essential element of true collaboration, and the partnership has achieved it. Representatives of Guilford and Rockingham County Schools, professional development initiatives such as NC TEACH and LEARN NC, UNCG programs, and community organizations are members of both the partnership council and the executive committee. These two bodies serve as forums for decision making about goals and activities. University faculty, school personnel, and community members contribute strongly and with equal voice to all conversations and decisions. Further, all professional education programs and public schools have equal opportunities to acquire professional and financial support for collaborative projects.

There has been no quantitative assessment of attitude changes since the inception of the partnership, but anecdotal reports indicate an awareness of partnership programs and positive attitudes toward involvement in them. Many participants exhibited enthusiasm in their 1999-2000 reports. The reports reflected an understanding of the importance of collaboration and the need to improve preservice experiences and student achievement. Participants expressed interest in continuing to refine and take part in partnership projects.

In one year-end report, the team leader of a Paideia program noted that this partnership-

supported endeavor has had a positive effect on teachers:

[As a result of this project,] teachers are . . . eager to try new ways to conduct Paideia seminars. That willingness to try new things and improve on old proven methods is positive change in any educational environment.

In another school, teachers, administrators, university faculty, and preservice teachers collaborated on the development of a preservice handbook. "Our goal," one teacher wrote, "was to focus on what [the preservice teachers] really need[ed] to know—the understandings and the 'nuts-and-bolts.'" As a result of using the handbook, she continued, these teachers would have "better understandings, sharper 'on-the-spot' skills in many aspects of teaching, and—confidence!" The handbook team created a structured form for feedback. Teachers and interns reported that the handbook had a positive effect on preservice experiences and that they wanted to continue using it.

Overall, the partnership has achieved a recognizable position among university and school educators. Participants look for and use partnership programs, not as the overarching professional education structure but as a facilitative element in a network of programs that support professional education and development.

Mindful of the importance of communication with policy makers, the partnership keeps information about its activities and its goals flowing to people in decision-making roles. The partnership coordinator reports on the partnership's activities at meetings of the Council of Program Coordinators. She also writes and distributes a partnership newsletter twice a year that is distributed to members of the local business and civic communities, and to local representatives in the state legislature. She visits project sites and meets with principals, team leaders, and university faculty. Further, the coordinator and other university and school partners meet with the superintendents of the local school systems, both in small meetings and through visits to the Piedmont Triad Education Consortium.

School districts have demonstrated their support of the partnership through funding (among other ways), mostly as in-kind contributions. Teachers are released from classes to attend meetings and to collaborate on projects. Administrators have



Parents at Jessie Wharton Elementary School participate in a program that connects them with the N.C. Standard Course of Study and their children's education.

been assigned to the partnership council and the executive committee. The school districts have been open to the master teachers' participation in the Clinical Faculty Cadre. Also, they have provided space and supplies for a number of the collaborative projects.

Some projects have been conducted exclusively as partnership projects. Others have received funding and other support as part of programs that are sponsored and financed by the community and a school district. University and public school faculty, for example, developed a *Guidebook for Preservice Teachers* over a period of three years with partnership support. The After Hours Homework Project, in contrast, was a broad weave of multiyear collaborative programs to help reduce the minority achievement gap. It received support from a variety of sources.

In 1999–2000, attempts to secure outside funding of activities met with mixed success. On the one hand, the Duke Power Fund for Innovations in Education awarded a total of \$15,000 for three competitive projects. Because of the similarity of its goals with those of the Duke Power Fund, the partnership facilitated implementation of the projects. On the other hand, the Department of Curriculum and Instruction applied for a \$6 million Title II School Quality Enhancement grant for collaborative efforts in PDSs but was not funded.

Members of the business and civic communities participate in the partnership council and the executive committee, along with representatives of the university, the schools, and various education initiatives. To promote broad representation and involvement, the partnership schedules meetings at the university, schools, and community sites.

Vignettes

The following vignettes illustrate various activities and accomplishments of the partnership.

Fostering Personal Development and Social Responsibility Through Project Effort

Project Effort, funded by the Duke Power Fund for Innovations in Education, focuses on fostering students' personal development and social responsibility through sports. All the youngsters in Project Effort live in a low socioeconomic neighborhood in Greensboro and attend a Title I school, Hampton Elementary (part of the Guilford County Schools). The program was developed to help children and youth overcome the challenges related to drug abuse, poverty, neglect, and exposure to criminal behavior by providing a safe after-school program and one-on-one mentoring. Organizers hoped that, through participation in the program, students would stay in school and become positive contributors to society. University and school faculty, undergraduate and graduate mentors, and parents work together to meet these goals.

The comments of three participants give insight into their efforts:

- "The main purpose of the Project Effort Mentoring Program is to help the students transfer the values and the goals that they learn (self-control, caring, independence, etc.) within the [sports] club setting, to their neighborhood and home."
- "Mentoring [of school students by undergraduate and graduate student volunteers] allows a relationship to develop between two individuals who might never cross paths if not united in this way. Not only do these two people meet, but also they are able to enrich each other's lives through friendship, guidance, sharing, and trust. . . . This reciprocal interaction makes mentoring both unique and precious."
- "The Youth Leader Corps [10–12 high school students who had been involved in the sports club when they were in lower grades] was in full action this year! The leaders planned and conducted lessons that focused on being responsible for the welfare of others. After spending a grueling day in school, . . . high school youth leaders traveled to UNCG once a week to teach sport and life skills to kids from the Boys and Girls Clubs and [to kids who were] home school[ed]. Who are the Youth Leaders? They are youngsters who are committed to teaching younger children how to

try their best, help others, work on their own, and respect the rights and feelings of others."

The effect of Project Effort was measured by studying the rate (number per year) of office referrals (students' being sent to the office for behavior problems), the rate (number per year) of suspensions from school, teacher ratings of students on a persistence scale (how much they "keep trying"), mentors' journals regarding how well students were setting and reaching goals, and end-of-the-year interviews with teachers. The data indicated a decrease in the number of referrals and suspensions, as well as continuing participation in and responsibility toward the project, all of which indicated a positive effect.

Developing a Secondary School PDS

For the past seven years, the secondary education program at UNCG has been working with Western Guilford High School to develop a secondary school PDS. The project has had problems and successes, as seen from both university and school perspectives.

During spring and summer 1993, administrators and faculty from the university and the high school held a series of meetings at the school district's administrative office. The meetings focused on understanding the functions of a PDS, developing a PDS structure at the secondary level, and securing funding to implement the idea.

Between 1993 and 1997, university and school partners engaged in a series of conversations about the nature and the goals of a PDS in the context of high school reform. The participants went through the stages of getting acquainted, building trust, and making the commitment for continuous renewal. Outcomes during that time included development and implementation of (1) a professional-year sequence (methods courses, internship, and student teaching), (2) a school-wide interdisciplinary unit at the high school, and (3) an action-research project in the high school.

A number of problems were involved in implementation of this program, many of which reflected differences in the cultures of the school and the university:

- Distrust or misunderstanding between school and university people
- Differential demands and expectations
- Differential reward systems
- Perceived differences in status between professors and schoolteachers
- Changing roles for all the partners

- Sustained leadership
- Scarce resources (money and time)

Over time, most of these problems were resolved through continuing conversations about the issues, during which the groups developed the understanding and the flexibility to adapt to changing roles. For example, to alleviate concerns about differential demands and expectations and differential reward systems, the participants shared information about their respective cultures. Concerns with scarce resources were resolved more concretely, with the help of partnership funding. Some problems recurred and required attention. However, the possibilities outweighed the problems as the collaborative relationship grew stronger. Positive outcomes included mutually beneficial practices and research. For example:

- Institutionalization of yearlong internships for interdisciplinary teams of students preparing to be secondary school teachers. There was an average of 10 interns at Western Guilford High each year, with a consistent core group of social studies and English interns; science, mathematics, and foreign language departments participated when possible.
- Participation by both teachers and student teachers in professional development to use the Paideia and Comer approaches.
- Integration of the Paideia and Comer models into university teacher education courses.
- Collaborative curriculum development.
- Collaborative action research.

In addition, this school-university collaboration has served as a model for developing other secondary school PDSs.

Throughout, collaboration was ensured in a number of ways: "Connecting conversations" maximized mutual understanding. Student-teaching seminars were held on site, and all student teachers participated in periodic meetings with the principal, the assistant principal, and the media specialist to share information about the school's policies and procedures, the role of specialists as curriculum resources, computer-based record-keeping, and more. University faculty, schoolteachers, and the media specialist met to design an action-research project that focused on helping ninth-grade students master research skills. Teachers and interns then implemented the research project. During 1999–2000, university and school educators collaboratively developed a PDS internship handbook.

Implementing the 4 Block Reading Model

The faculty and staff of Reidsville Intermediate School, in the Rockingham County Schools, targeted reading improvement as a goal for their students. Although the on-site reading facilitator had worked closely with the teachers and many elements of a good program were in place, the teachers thought that a comprehensive, directed reading program would provide a consistent approach to instruction and improve reading skills for all students in the school.

In 1999–2000 the faculty decided that the 4 Block Reading Model would improve the language arts skills of Reidsville Intermediate students. The 4 Block Reading Model is a structured yet adaptable program for teaching reading. On the one hand, the model provides a detailed set of methods for developing literacy. There are well-defined lessons that involve spelling instruction, guided reading, self-selected reading, and writing. On the other hand, teachers have opportunities to individualize learning activities according to students' needs and interests.

Teachers representing each grade-level team met with the program developer, who, through a series of workshops, taught the teachers about the 4 Block Reading Model. The teachers, in turn, worked with team members and UNCG interns to help them learn how to use the model. Working in teams, the teachers made decisions about how to adapt the program in their classrooms.

The school faculty indicated that the interns made a valuable contribution to the use of the 4 Block Reading Model. The program requires a lot of one-on-one time between teachers and students; the interns added significantly to the students' opportunities to practice with an adult.

Reidsville Intermediate used the results of end-of-grade testing to assess the effectiveness of the 4 Block Reading Model. The school achieved exemplary status, as it had for three of the preceding four years. Overall, reading scores for participants continued to improve. When examined more closely, however, the reading scores of fourth graders did not improve as much as expected, whereas the scores of fifth graders were above expectations.

Teachers reported that they were enthusiastic about and committed to continuing use of the 4 Block Reading Model. They were pleased with student achievement. They did want to explore why fourth graders did not make the expected gains. All teachers were trained in the model by fall 2000 and will use it in the 2000–2001 school year. They

will develop additional measures for assessing the impact of the model on student achievement.

Building Bridges for a Successful Journey through the Gateways

Beginning with the 2000–2001 school year, North Carolina public school students are required to meet statewide standards for promotion, in addition to local requirements. The standards, called “gateways,” are meant to ensure that students have achieved at grade level in mathematics, writing, and reading before being promoted to the next grade. (High school students also must meet standards in computing before they graduate.)

As the demands on students to pass the gateways became apparent, teachers and university faculty who worked with a cluster of three schools in Guilford County looked for ways to improve the students’ skills. As teachers explained, they saw the need for a collaborative learning community made up of teachers, administrators, and support staff; university faculty and interns; parents; and students. They thought that they needed a network of invested adults who understood the learning goals and would work together to enhance student achievement.

The gateways involved transitions from second to third grade, fifth to sixth grade, and eighth to ninth grade. Workshops were held to discuss appropriate developmental expectations for students in each of these transitions. Together the participants planned instructional strategies that would increase the students’ achievement in the targeted areas. The group reported back to the faculty at large so that the entire learning community understood and became involved in the project. At the end of the year, the group prepared and distributed packets of its materials to members of the group and to other members of the partnership.

The project leaders worked to coordinate the curricula of all three schools so that the students would acquire all the skills needed to pass the gateways. They developed a structure in which teachers could communicate horizontally (with teachers in the same grade and with parents), vertically (with faculty in feeder schools), and outside the schools (with university faculty). They understood that they were creating a collaborative model that might be replicated in other school-university settings and that would contribute to the skill development of university interns.

End-of-grade achievement scores were not analyzed for project evaluation. The project leader reported that the emphasis in this first year was on

implementing the project rather than on evaluation. However, the participants did provide feedback using an evaluation form that asked about perceived successes, areas for future improvement, and level of commitment to the project.

Teachers reported that they had been successful in establishing collaborative relationships. They found that sharing information about developmental changes and academic goals was important in the preparation for transitions. They also found that their plans for preparing students for the gateways were useful. Overall, teachers were enthusiastic about the project. The participants anticipated that, in the 2000–2001 school year, they would fine-tune the existing program and give increased attention to minority achievement gaps, science and math proficiency, and avenues for ongoing collaboration and communication.

Partnership Evaluation

The partnership council and the executive committee meet often for evaluative conversations about directions, needs, and successes of partnership programs. For several reasons, however, quantitative measures have not been used to evaluate the overall impact of activities. First, each project is tailored to meet the needs of specific students and situations. There is, appropriately, much variation among projects. Second, projects in education settings often require several years to show change that is clearly the outcome of the initiative and will result in continuing improvement. Finally, school personnel have indicated that they are not prepared to engage in extensive evaluation of the school-based projects, especially given the many competing demands on their time. Participants in many projects have collected data or anecdotal reports. These evaluations have shown improvement as a result of their work.

As the partnership enters its fourth year, the leadership sees the need for increased emphasis on evaluation. For the 2000–2001 academic year, there will be a two-tiered evaluation that assesses both individual projects and overall impact. To this end, a portion of funding will be dedicated to evaluation. One or more UNCG faculty members will take the lead in designing and implementing the evaluation components of each site-based project on which they collaborate. They also will design and implement an evaluation of the overall impact of the partnership. When the proposals for projects are reviewed, proposals will be returned if the assessment portions are not sufficiently strong in terms of their empirical base.

Impediments

The expansion of the partnership's focus and of participation in partnership activities has led to positive educational outcomes. At the same time, the expansion has created certain tensions.

First, there sometimes is concern about how to set directions and select projects equitably. Clear communication and leadership are necessary.

Second, many participants have expressed concern about the limited financial resources. In the 1999–2000 academic year, the partnership awarded \$1,500 each for 13 Collaborative School Improvement and Research Projects. This procedure ensured the recognition of a breadth of programs. However, a number of the schools noted that \$1,500 was not enough for their project to have a significant impact. Increasing the amount of the grants would, of course, decrease the number of projects funded. There is a clear need for more funding.

Lessons Learned

The partnership has grown in both concept and implementation over the past three years. It is broader in scope, in terms of reaching out to the entire professional education community of the university and to two school systems. Moreover, the projects that the partners have undertaken have had positive impacts on preservice experiences; on professional linkages among the schools, the university, and the community; and on student outcomes.

On the other hand, there is a need for continued and enhanced avenues of communication in order to facilitate the smooth and effective work of the partners. There also is a need for more qualitative and quantitative assessment in order to identify best practices and monitor the benefits of partnership projects.

Although both university and school personnel show interest in involvement in the partnership, the leaders must be proactive in facilitating communication between the constituencies. It is helpful for the coordinator to visit regularly with the members of the partnership, to provide assistance and support as necessary, and to provide encouragement for “connecting conversations” among participants.

Given the limitations on partnership monies, it is important for members to seek additional resources. Grantsmanship, awarding of monies, and financial oversight, however, are only one aspect of the work of the partnership. It also is important to see that the work centers on establishing structures and facilitating programs whose goals support the best collaborative activities among professionals.

Next Steps and Future Aspirations

In 2000–2001 the partnership will emphasize a number of goals:

- Plans for evaluation must be included in the proposals for Collaborative School Improvement and Research Projects. Assessment will be an essential element of the end-of-the-year reports about these projects.
- Emphasis will be placed on collaborative activities that involve more of the professionals who work at PDSs.
- Professionals who are not directly involved in PDS activities will be encouraged to adopt PDS models for their work.
- The partnership will support development of new PDSs that include elementary, middle school, secondary, K–12 specialty areas, school administration, and counselor education interns and faculty.
- Emphasis will be placed on projects that work to reduce the minority achievement gap.
- The partnership will collaborate with the coordinators of other education initiatives to align its work with that of others to promote preservice and professional development, as well as improved student outcomes.

Profile of USTEP Based at UNCG

SCHOOLS

Number of school districts involved in partnership	2
Number and types of schools (overall) across participating districts:	
ELEMENTARY MIDDLE SECONDARY OTHER	
79 22 18 3	
Student enrollment (overall) across participating districts	76,027
Racial and ethnic makeup of student body across participating districts:	
WHITE BLACK HISPANIC OTHER	
55.0% 36.4% 2.8% 5.8%	
Number and types of schools involved in partnership:	
ELEMENTARY MIDDLE SECONDARY OTHER	
11 4 2 1	
Student enrollment in schools involved in partnership	11,063
Racial and ethnic makeup of student body in partnership schools:	
WHITE BLACK HISPANIC OTHER	
47.6% 39.8% 4.0% 8.6%	
Percentage of students on free or subsidized lunch program in partnership schools	37%*
Number of teachers (overall) in partnership schools	699
Number of teachers in partnership schools involved in partnership activities	186**
Number of cooperating/clinical teachers in partnership schools	166
Number of nationally certified teachers in partnership schools	11***
Are cooperating/clinical teachers, mentors, or clinical instructors rewarded for their work?	
MONEY TUITION PRIVILEGES HONORS	
COOP./CLIN. TEACHERS	Yes No Yes Yes
MENTORS	Yes No Yes No
CLIN. INSTRUCTORS	Yes No Yes Yes

UNIVERSITIES

Number of education faculty (overall):	
Full-time 81, Part-time 56	
Number of education faculty involved in partnership:	
Full-time 19, Part-time 2	
Number of arts and science faculty involved in partnership:	
Full-time 39, Part-time 8	
Number of students preparing to teach (prospective teachers):	
Undergraduate 519, Graduate 533	
Percentage of prospective teachers (total of undergraduate and graduate) by level	NAV****
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	195 192
In Student Teaching	195 192
In Post-Student-Teaching Experiences	NAP NAP
In Other Assignments	49 37
Percentage of prospective teachers (total of undergraduate and graduate) involved in partnership program	76%*****
Number and level of graduates over last three years who have completed teacher education program:	
ELEMENTARY MIDDLE SECONDARY OTHER % MINORITY	
1998 111 17 30 83 NAV*****	
1999 54 13 42 135 NAV*****	
2000 165 31 64 187 NAV*****	
Percentage of graduates employed in teaching:	
1998 69%, 1999 63%, 2000 NAV	
Degrees offered that lead to certification:	
BA, BS, MA, EdD, PhD, Other	
— = no answer; NAP = not applicable; NAV = not available	
*This is the percentage reported by 11 of 18 partnership schools; no data on this question were available from 7 schools.	
**This is the number involved in specific projects. Most of the 699 teachers are involved in some way. Thirty-nine teachers participated in clinical faculty cadre activities.	
***This is the number reported by 9 of 18 partnership schools; no data on this question were available from 9 schools.	
****These data are available for program completers only, not for all students in teacher education.	
*****The percentage represents the number of student teachers in Guilford and Rockingham County Schools, 192, divided by the total number of student teachers, 252.	
*****No data are available for minority students in teacher education only. Data are available for all professional education program completers, including those in teacher education, counselor education, school services, supervision, and administration: 1998—9%, 1999—10%, and 2000—7.7%.	



The University of North Carolina at Pembroke

in partnership with Fort Bragg Schools and Anson, Bladen, Columbus, Cumberland, Hoke, Montgomery, Richmond, Robeson, and Scotland County Schools

The partnership between The University of North Carolina at Pembroke (UNCP) and the 10 school systems in UNCP's service region reflects a shared commitment to quality education for all children and youth. Every program and service sponsored by the partnership affirms the value of university and schools working together to achieve common goals. Collaborative initiatives for 1999-2000 resulted in increased participation of faculty and teachers in partnership activities, a reconceptualizing of the partnership organization and structure, and an expanded vision of future possibilities for collaboration.

In January 2000 a steering committee of school teachers and administrators and teacher education faculty was charged with evaluating the status of the partnership and making recommendations for its improvement. After deliberating, the committee recommended that the partnership be reconceptualized and reconstructed. This recommendation emerged as the major focus for the latter half of the 1999-2000 school year, and the committee worked the rest of the semester and over the summer to that end.

The result is a more inclusive and participatory partnership model with built-in flexibility for diverse program areas to self-determine ways to strengthen collaboration between the university and the schools. The partnership now is organized into three major initiatives: (1) Services and Programs for Children and Youth, (2) the Professional Development Collaborative (PDC), and (3) School Improvement Collaborative Projects. The steering committee selected the PDC as the first priority for development. Initiatives 1 and 3 will be implemented in 2000-2001.

In the past the partnership focused almost exclusively on the preservice component of the professional career cycle. The PDC is organized into three committees that reflect the whole range of the cycle: preservice education, which involves the preparation of teachers in the undergraduate program; induction, which encompasses the transition from the university into the teaching profession; and career-long development, which addresses continuing professional development as an inservice teacher. Each committee is cochaired

by a school teacher or administrator and a teacher education faculty member. All teacher education faculty are members of one of the three committees; the number of school, community, and business partners participating in the PDC increased dramatically. Each committee determines its own membership, constructs its own mission, establishes its own priorities and work plans, and controls its own budget.

The steering committee also developed a new mission statement, new goals, a new logo, new organization charts, and new PowerPoint presentations to assist in disseminating information about partnership efforts. Further, it published an overview of the partnership structure and reorganized itself into a PDC advisory council for first-year implementation.

Vignettes

Following are some vignettes describing selected partnership efforts in 1999-2000.

Extending Parent Involvement for Academic Success

A collaborative action-research project was conducted in 1999-2000 between UNCP and South Hoke Elementary School. The primary objective was to provide students with structural support at home and at school that would increase their academic success. The impetus for this effort was drawn from a statement by Richard W. Riley, former secretary of education:

The American family is the rock on which a solid education can be built. I have seen examples all over this nation where two-parent families, single parents, stepparents, grandparents, aunts, and uncles are providing strong family support for their children to learn. If families teach the love of learning, it can make all the difference in the world to their children.

Building on the foundation of parent involvement as a key to successful student learning, the project consisted of a series of workshops for parents, students, and K-5 teachers based on input from all three groups. Throughout the project,



A series of workshops was developed for parents that included topics such as instructional methods, kindergarten orientation, and use of technology.

UNCP faculty and teachers provided minisessions for parents on such topics as instructional methods, assessment of students, use of technology in the school, kindergarten orientation, and end-of-grade tests. Additionally, opportunities for parents to volunteer in the school were emphasized. Each minisession focused on a specific skill or subject. Grade-level topics were based on the academic needs of students as determined by test scores, parent feedback, and teacher evaluations. Classroom teachers served as facilitators, and to free parents, teacher assistants provided child care during the evening programs, held monthly.

At least twice a month, South Hoke Elementary teachers provided interactive homework assignments in the format of Teachers Involve Parents in Schoolwork (TIPS). Developed by Joyce Epstein, director of the Center on School, Family, and Community Partnerships at Johns Hopkins University, these assignments required South Hoke Elementary students to share their work, ideas, and progress with their families. Families commented on their children's work and requested additional information on the assignments from teachers.

Project outcomes included (1) development of a parent resource room staffed by parents; (2) student learning materials and resources; (3) increased parent involvement, ranging from one-on-one assistance to general school duties such as monitoring of the cafeteria; (4) development and distribution of a monthly school newsletter, with versions in English and Spanish; and (5) better understanding of the school's curriculum by parents.

Integrating Technology into Instruction

To ensure that teachers become technologically competent, the State Board of Education has required that 3 to 5 of the 20 continuing education units required of each educator for licensure renewal be in technology. The UNC system has allocated resources to coordinate the new requirements for preservice teachers and teacher education faculty. UNCP teacher education faculty collaborated with the schools to seek grant funding for technology training initiatives in the partnership service area.

During the 1999-2000 school year, 60 teachers from partnership schools participated in three professional development sessions (20 teachers per session) at UNCP on technology integration. The first session's focus was nonlinear multimedia integration. Software application programs featuring this kind of integration allow the user to choose next steps according to options provided by the programs themselves. During this session,

Netscape Editor and Microsoft Front Page were the software packages of choice. The software was demonstrated, the participants were led through the development of a simple Web page, and then they developed individual Web pages reflecting their own instructional purposes. The participants responded favorably to the session. In particular they cited the physical presence of three staff during the training sessions as a significant positive factor.

The second session's focus was linear multimedia integration. Linear multimedia slide presentations give the user access to various means of communication, including visual, audio, and movement, but allow the user to proceed only to the next step or the previous step, in contrast to navigation within nonlinear multimedia, where the user can choose from any option the author has provided within the design of the presentation. Microsoft PowerPoint was the software application program of choice for linear multimedia integration. It was demonstrated, the participants were led through the development of a brief slide presentation, and then they developed their own presentations directly related to their K-12 curriculum area. The response to this session also was positive.

A third session was offered because of the positive feedback from participants. This session focused on linear multimedia integration through Microsoft PowerPoint. The structure of the session followed that of the previous session. The response to this session also was positive.

No formal follow-up was conducted with participants, but many anecdotal comments collected indicated that teachers had modified their teaching to incorporate several of the skills taught in the sessions, and classroom learning was enhanced.

Strengthening Career Development in Elementary Schools

The goal of this project was to enhance the career development program in the elementary schools of Robeson County. Studies have shown that students who receive early career training and counseling services (1) improve school performance and involvement, (2) increase personal and interpersonal skills, (3) improve preparation for careers, and (4) increase awareness, exploration, and planning skills. The partnership provided funds to (1) reproduce copies of *Elementary Career Awareness Guide: A Resource for Elementary School Counselors and Teachers* (Raleigh: North Carolina Department of Public Instruction, 1999), (2) distribute the resource guides to schools (P-6), and (3) conduct appropriate training for area school counselors. Activities found in the guide are taught as part of the goals and objectives of the North Carolina Standard Course of Study. Sandy Peyser, a counseling consultant for the North Carolina Department of Public Instruction, said in the guide, "A comprehensive school career development program begins at the elementary level and continues for life. It is important for counselors and teachers to help students make the best possible learning and career choices so they may have a full life and be contributing members of society."

As a result of the project, 33 elementary schools received a total of 700 resource guides. Also, at least one school counselor from each elementary school in Robeson County participated in a two-hour training session conducted by the UNCP counseling faculty on how best to use the guides in their schools. The training session presented an overview of the guide, an explanation of the classroom lesson plans, and a format for conducting inservice training with classroom teachers. Feedback from the school counselors and school administrators indicated a high degree of satisfaction with and appreciation for the assistance provided.

Aligning Curriculum

The UNCP teacher education program encouraged faculty in education and arts and sciences

to participate in the Praxis II content-area and Principles of Learning and Teaching (PLT) tests in an effort to align undergraduate teacher education course work better with expectations of Praxis. Praxis II is a national professional assessment for teachers, developed and administered by the Educational Testing Service. The partnership supported this endeavor by providing funds to cover participants' expenses.

The project was designed to improve the performance of teacher education students on Praxis II. To ensure that the content of Praxis II and the content of professional studies and methods courses were aligned, methods and arts and science faculty took the Praxis II test in their respective specialty areas. In follow-up sessions, they shared their impressions of the tests and discussed ways to modify their courses so that students would be better prepared for the tests. Faculty then used their shared experiences and insights about the Praxis II tests to develop *Preparation for Praxis II Guidelines* for UNCP students. Through the partnership a consultant was contracted to deliver PLT workshops to both UNCP preservice teachers and lateral-entry teachers in the partnership region.

Disseminating Best Practice in Assistive Technology

A survey was conducted in the partnership region to determine the nature and the extent of the use of assistive technology. "Assistive technology" is any piece of equipment that increases the independence of a person with a disability. The survey findings indicated that teachers did not fully understand their role in helping identify and serve students with assistive technology needs, and that resources should be available to help them discharge their responsibilities.

As a result, the Special Education Program at UNCP and the Cumberland County Schools cooperatively developed training videotapes that can be used by both preservice and inservice teachers. The videotapes focus on a process approach to securing appropriate assistive technology. Viewers are taken through the steps necessary to identify and meet assistive technology needs. The videotapes explain what assistive technology is, what is required by law, and how a large school system (Cumberland County) responded to the challenge of developing a comprehensive Assistive Technology Department. Highlights include actual instructional use of a variety of assistive devices (communication devices, aids for daily living, computer access,

environmental control, etc.) with elementary school, middle-grades, and high school students. As a result of this activity, the assistive technology specialist from the Cumberland County Schools, Judy Pittard, made a statewide presentation that included the videotapes. Special Education Program faculty now are determining how and where to use these videotapes in the overall teacher training program. A presentation also is being planned for a regional technology conference in spring 2001.

Integrating Technology into

Secondary School U.S. History Courses

UNCP faculty from the Schools of Arts and Sciences and Education and teacher education students collaborated with teachers at Lumberton Senior High School in Robeson County to develop teaching materials that would meet the instructional technology goals of the university's social studies teacher preparation program and the high school's social studies program. This effort assisted five secondary school U.S. history teachers in learning how to integrate technology into their courses.

The five teachers attended two all-day workshops. In the first workshop, they learned how to use database and spreadsheet programs and how to construct PowerPoint presentations for use in the classroom. During the second workshop, UNCP faculty provided the five teachers with information about (1) the expectations for student-teaching interns and their portfolios (e.g., use of Microsoft PowerPoint to sequence the events of World War II) and (2) evaluation procedures for UNCP students' portfolios. The five teachers then assessed the portfolios of the spring semester social studies education interns and shared their observations and questions with UNCP interns and teacher education faculty. As a result, UNCP was able to refine and streamline the assessment procedures used in the portfolio evaluation. The social studies teachers at Lumberton High School will continue to work with UNCP faculty in 2000-2001 on integrating technology into their U.S. history courses.

Promoting National Board Certification

Last year's objective of promoting awareness of the certification program of the National Board for Professional Teaching Standards (NBPTS) focused on (1) providing teachers with a clear, detailed overview of NBPTS requirements, (2) explaining the benefits of board certification, and (3) devel-

oping collaborative strategies to support teachers who wished to seek certification. The primary activities included a survey of 225 schools in the partnership region to help determine the number of teachers wishing to apply for certification and to help determine any specific needs with which UNCP could provide assistance. Subsequently the partnership sponsored three workshops at UNCP and six workshops in four school systems. Also, it purchased and distributed NBPTS materials.

During 1999-2000, the following awareness activities were undertaken: (1) The partnership conducted at least one orientation session in each of 10 school systems, including repeat sessions in the systems served the previous year. The partnership's NBPTS project coordinator and three board-certified teachers (one elementary, one middle grades, and one secondary) developed and presented the sessions. They also provided teachers with assistance with the application process between September and June.

(2) There were two orientation sessions at UNCP, one in fall and one in spring, for UNCP faculty, administrators, and preservice teachers. The NBPTS project coordinator and two board-certified teachers conducted the sessions.

(3) Applicants for board certification were organized into cluster groups for the purpose of sharing strategies, resources, concerns, and frustrations. Leadership for the groups again was provided by board-certified teachers and the NBPTS project coordinator.

(4) Finally, in recognition of the honor of becoming a board-certified teacher, UNCP hosted a banquet in the chancellor's dining facility for all board-certified teachers in the partnership region. Twenty-five teachers attended. The keynote speaker was Karen Garr, Governor Jim Hunt's teacher-adviser.

Sponsoring a First Friday Series

The partnership annually sponsors a series of First Friday professional development activities on the first Friday of each month. The activities, which are open to all school teachers and administrators, are scheduled during the regular school day. The topics for the 1999-2000 series included (1) The International Baccalaureate Program; (2) Core Knowledge; (3) Paideia in the Guilford County Schools; (4) Technology Showcase; (5) Building a Presence in Science—Implementing the National Science Education Standards; and (6) Hoke County Senior High School—The 4 Ps (Research Paper, Portfolio,

Product, Oral Presentation). Attendance averaged 30 teachers per session, plus UNCP faculty. As an incentive to participate, the partnership covers participants' costs for substitute teachers. Follow-up contacts with participants have elicited positive feedback on the series as well as suggested topics for future events.

Partnership Evaluation

A variety of assessment strategies were used to measure program effectiveness, and both formative and summative evaluations took place. A primary technique employed was participant feedback through questionnaires and surveys. Data collected by these means were shared with teacher education faculty. In some cases, participants were asked to discuss their impressions of activities. The action-research projects undertaken by UNCP faculty and schoolteachers openly involved this sharing of information as a result of their collaborative nature.

The partnership also collected information through the following procedures: surveys of teacher education program completers; written evaluations by interns, cooperating teachers, and university supervisors; retrieval of student performance data on Praxis II; and calculation of the number of program, course, and syllabus revisions. Respondents were largely positive in their comments about each project. For example, program completers indicated a high degree of satisfaction with professional preparation, and cooperating teachers indicated that UNCP student interns were proficient in the use of technology in the classroom. Anecdotal evidence was collected on many projects, and it too demonstrated success of partnership activities. Further, teacher education faculty involved in the Praxis II specialty-area tests provided feedback about their experiences to the Teacher Education Committee during a regularly scheduled meeting.

Impediments

One of the major impediments for the partnership relates directly to the unique characteristics of its large, rural, economically and educationally disadvantaged service area, and the limited human resources available at a small institution. The great disparity between the high demand for services and the paucity of resources is a constant source of frustration.

Another impediment is the high turnover of personnel in schools in the partnership region. Teachers and administrators get shifted or move away from low-performing schools. A single change of a school principal can cause the total redirection of a school, including its commitment to the partnership.

A third impediment is that schools in the region are increasingly reluctant to participate in extra programs or activities because of accountability expectations. This hinders placement of students in field experiences and student-teaching internships.

Lessons Learned

The UNCP teacher education program must be responsive to the needs of the students served. The majority of students are both nontraditional and commuters. At times the needs of students and the programs designed to serve those needs are in conflict. Students should have a voice in reform initiatives during the planning phase of a program, rather than after the fact.

Standardization is neither a necessary nor a sufficient condition for program improvement that enhances preservice students' performance. Being flexible and responsive is how diversity is accommodated; finding multiple pathways to common ends increases the probability that all participants will flourish in the system.

Next Steps and Future Aspirations

Members of the advisory council are excited about the potential for a stronger and more productive partnership between UNCP and the 10 school systems in the coming year. Among the many benefits anticipated as a result of the reconceptualized and reorganized partnership are (1) 100% participation by the teacher education faculty; (2) a threefold increase in the number of school teachers and administrators actively participating in partnership activities; (3) a significant increase in the number and the variety of collaborative efforts; and (4) an extended sphere of influence, which will include delivery of support services to initially licensed teachers and career teachers. In addition, the quality of field experiences and internship components across all licensure areas will be improved, and the kinds diversified.

Profile of USTEP Based at UNCP

SCHOOLS

Number of school districts involved in partnership 10

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

ELEMENTARY	MIDDLE	SECONDARY	OTHER
136	56	39	14

Student enrollment (overall) across
participating districts 124,150

Racial and ethnic makeup of student body
across participating districts:

WHITE	BLACK	NATIVE AMER.	HISPANIC	OTHER
44%	40%	11%	4%	1%

Number and types of schools involved in partnership:

ELEMENTARY	MIDDLE	SECONDARY	OTHER
136	56	39	14

Student enrollment in schools
involved in partnership 124,150

Racial and ethnic makeup of student body
in partnership schools:

WHITE	BLACK	NATIVE AMER.	HISPANIC	OTHER
44%	40%	11%	4%	1%

Percentage of students on free or subsidized lunch
program in partnership schools 60%

Number of teachers (overall) in partnership schools 5,654

Number of teachers in partnership
schools involved in partnership activities 5,654

Number of cooperating/clinical
teachers in partnership schools 150

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	Yes	—	—
MENTORS	Yes	—	—	—
CLIN. INSTRUCTORS	Yes	—	—	—

UNIVERSITIES

Number of education faculty (overall):

Full-time 13, Part-time 7

Number of education faculty involved in partnership:

Full-time 13, Part-time 1

Number of arts and science faculty involved in partnership:

Full-time 8, Part-time 0

Number of students preparing to teach (prospective teachers):

Undergraduate 511, Graduate 107

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

ELEMENTARY	MIDDLE	SECONDARY	SPECIAL	OTHER
56.7%	4.7%	17.5%	21.1%	—

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

	1998–1999	1999–2000
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In Pre-Student-Teaching
Clinical/Field Experiences 453 473

In Student Teaching 81 56

In Post-Student-Teaching Experiences — —

In Other Assignments — —

Percentage of prospective teachers (total of
undergraduate and graduate) involved in
partnership program 88% (interns, est.)

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

	ELEMENTARY	MIDDLE	SECONDARY	OTHER	% MINORITY
1998	47	4	21	21	31.2%
1999	48	4	16	26	31.0%
2000	50	4	8	7	35.1%

Percentage of graduates employed in teaching —

Degrees offered that lead to certification:

BS, MA

— = no answer



The University of North Carolina at Wilmington

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

The Watson School of Education's Professional Development (PD) System is the result of a 10-year history of partnerships between The University of North Carolina at Wilmington (UNC-Wilmington) and public schools in southeastern North Carolina. As a professional school, the Watson School has linked its academic programs with P-12 schools that provide settings for application of learnings, and quality educators who help prepare prospective teachers and administrators. The faculty and the Watson School as a whole have developed strong relationships with regional school districts.

The PD System started with preservice field experiences and a general school-reform effort and rapidly expanded to include all aspects of schooling. The current organization is complex and sophisticated. It represents years of effort, learning from trial and error, continued analysis of an ever-increasing research base, and collective "re-visioning" by leaders at the university and school levels. The complexity of the organization, involving 10 school systems and more than 60 public schools, has demanded structural additions and changes that assist the partnership in making and implementing decisions beneficial to all partners.

Unlike some professional development school initiatives, which may impact a single school and a narrow subset of teachers, students, and university faculty, the PD System represents a more comprehensive approach to partnership. The model is broad based and powerful enough to include the entire teacher education faculty, more than 300 teachers-in-training, and more than 500 public school educators each year. It involves collaboration in redesigning and integrating roles, alignment of resources at all levels, and establishment of collaborative structures for solving problems and focusing attention on improvement in student learning in the university and the schools.

In a formal ceremony on July 8, 1999, representatives of each of the 10 school districts and the university signed the second round of three-year PD System contracts. The contracts reaffirm the importance of the partnership's goals and the responsibilities inherent in them. While reflecting

the importance of flexibility in meeting the needs of individual partners, the contracts also ensure that the partnership's goals are not compromised and that continuity and equity remain foremost in the vision. School systems now are asking to become a part of the partnership, valuing the growth opportunities that are inherent in collaboration. How to ensure quality for both university and school roles has become a strong focus for the partnership this year—a direct result of meetings with superintendents, central office personnel, and university faculty. One of the greatest accomplishments of this reciprocal relationship has been the development of trust in the school of education and its commitment to a true collaborative relationship with public schools.

As the Watson School searched for a new dean this year, the faculty kept foremost in their minds the vision guiding the partnership. The school sought a dean who saw partnership as a cornerstone of teacher preparation. The new dean has publicly pledged her support to the school partners and their relationship with the school of education. As the school of education continues nine other searches for 2000-2001, the partnership involvement will be an integral component of the process. Partnerships now have become the school of education's standard for doing business.

Vignettes

The following vignettes highlight activities in 1999-2000.

Professional Work Cultures Centered on Reflection

Effective partnerships must acknowledge the benefits of combining the wisdom of practice with the wisdom of practitioners. Such partnerships reach beyond improvements in technical skills and teaching activities to sophisticated understandings of instructional design and delivery in the context of school cultures that support and foster good practices. How does this occur? The following vignettes illustrate the importance that the Watson School places on opportunities for professional growth beyond the initial

internship and on the importance of maintaining professional work cultures. Two graduate-level courses in learning-centered supervision and coaching are required and funded by the Brunswick County Schools for all partnership teachers (cooperating teachers) who will have an intern in their classrooms, and for the administrators in those schools. Deep and lasting changes have occurred in the professional work cultures of this district's partnership schools as a result of its strong commitment to professional systemic growth.

Maintaining a Practicing Teacher

Training a prospective teacher is less complicated than maintaining a practicing teacher. Learning content and pedagogy is of primary importance in the preservice years. However, once a teacher is in the field, the complexities of the teaching-learning process become overwhelming. Many teachers lose their self-efficacy when faced with the myriad problems each child brings to the classroom, the limited support available to meet those needs, and the extra effort required to secure that support. Coming to believe, through experience, that they are unable to make the needed difference demoralizes teachers, causing them to leave the profession.

Participation in graduate-level courses focused on reflection and change gives teachers time to process their situation and acquire new skills. Professional growth can remediate their sense of worthlessness and helplessness. When teachers operate in collaborative environments, there is a climate of support, and colleagues to provide it. The confidence that someone else cares and shares their burden renews their commitment and provides encouragement to meet the daily challenges. Reading professional resources and discussing the implications for their context contribute new ideas, strategies, and energy. Thus professional growth informs and rejuvenates teachers and increases student achievement.

The partnership between UNC-Wilmington and the Brunswick County Schools supported my participation in courses on cognitive coaching. This gave me the opportunity to experience sustaining professional growth. I learned new strategies for analyzing and improving my practice. I developed methods for collecting data that both improved my professional habits and changed my instructional practices. "Getting inside my own head" was possible when I reflected on decision making before, during, and

after learning experiences. My teaching breathed new life as I wrote or talked about what I was doing, why I was doing it, what the impact of my practices was on student learning, and how those results occurred. These experiences better equipped me to recognize the growth my students were undergoing, and why and how it occurred. This routine reflection and the knowledge gained from the analysis made it easier for me to replicate successful learning. Also, collecting data and thinking analytically about my practice enabled me to teach preservice interns the same habits of mind. That in turn allowed these interns to begin their teaching careers with the essential skills of reflective practice.

Purposeful planning, routine collection of data, and daily reflection on practice prepared me to seek and obtain certification by the National Board for Professional Teaching Standards. This process validated me as a professional and refined my abilities to learn from all that happens in the classroom. It recommitted me to practices that intellectually I knew to be practical but had not employed because of the time required to do so. It reminded me that spending time examining the teaching-learning process is as important as preparing to teach and engaging in teaching. It reconnected the heart and the habit of teaching for me. These changes would not have occurred without my first experiencing the deep level of reflection provided in the UNC-Wilmington graduate courses, and for that I am eternally grateful.

—Carol Midgett, *partnership teacher,*
Southport Elementary School,
Brunswick County Schools

Ab, the Life of a University Supervisor

It is spring 2000 in two excellent elementary schools in Brunswick County. I am supervising the internships of five prospective teachers from UNC-Wilmington. The interns are from 21 to 40 years old. Their experience ranges from 2 years as a part-time worker in a day-care center to 12 years as a teaching assistant in a public school. Their personalities go from timid with low self-esteem to gregarious with a world of self-confidence. The five partnership teachers with whom the interns are working have years of experience and are nurturing and quite helpful to the interns. I am new to the supervisor role except for a required practicum and a semester under the tutelage of an exceptional supervisor. I do bring with me 10

or so years of teaching experience and 25 hard years of parenting.

Four of the five interns are easy to supervise, are successful, and take to the teaching role like a duck to water. The fifth intern, however, struggles from the beginning. Twenty-one years old and the mother of a small child (less than a year old), she works part-time at a day-care center after school and has a husband who doesn't quite understand the stress of teaching. She is soft-spoken and shy, with low self-esteem. She has been placed in a combination first-/second-grade class of 23 students.

During my first observation, announced, the intern is nervous, unenthusiastic, and ineffective. After the observation I talk to her quite a bit about what I saw because she will not talk.

My second visit, unannounced, is the result of the partnership teacher calling me with concerns about the intern. During the visit the students are inattentive. Even though the intern's lesson design is good and the lesson itself is hands-on, her delivery is weak and falls on deaf ears. She and I talk afterward about some strategies for improved behavior management. We also confer at length about whether she should continue her internship at this time, and I give her the options. I ask her to think about them during the afternoon and tell her that I will call her at home about 6:30 P.M. to see what she has decided.

When I call, she says that she is going to see the internship through and will work on several ideas that we have discussed. Her partnership teacher and I are pleased that she has decided to continue.

About a week and half later, I make my second announced observation. The intern is getting ready to send the students to learning centers. Her directions are unclear, and the pace is too slow. She keeps losing them (and me). I talk to the partnership teacher at length, and we are both discouraged. As the partnership teacher puts it, for every step the intern takes forward, she takes three steps backward.

I choose not to confer with the intern until I have given myself several days to come up with a coaching plan. I pay the intern a visit a couple of days later with a plan in hand. I am fairly direct with her and give her some specific assignments. She is to videotape herself teaching a math lesson and also to videotape her partnership teacher teaching the follow-up lesson the next day. I ask her to view the tapes alone and write a reflection paper comparing the two teaching sessions. I also arrange for her to observe a friend of mine who

teaches second grade in a neighboring county. My friend, a teacher of 20 years, is soft-spoken and low-key, like the intern, but a very successful teacher.

When I go back the following week for my third announced observation and a midterm conference, the partnership teacher meets me with renewed hope and enthusiasm. The videotaping was successful, and the intern's reflection paper is quite revealing (see the excerpt, below) about what she saw. During my observation I see slightly better behavior management—more forcefulness and consistency. She seems to feel better about herself, too.

During the midterm conference, I share all these observations with her, and she opens up more. She even smiles some, and the partnership teacher and I get a little moist around the eyes. My final comment to her is that now all she needs (assuming that she keeps up the hard work) is a bit of fine-tuning.

—Cindy Pernell, university supervisor,
UNC-Wilmington

An Excerpt from the Intern's Reflection Paper

I realized several things when I watched the video of me and Mrs. C. teaching. One thing that I saw was that I do not have a lot of control over my classroom. The children were talking while I was teaching. They were not hearing my instructions, so I had to repeat things several times. This was wasted time that could have been used for learning. When I watched Mrs. C., I saw a different classroom. The children were more attentive and were learning. I realized that I have a long way to go with teaching, and I need to work on behavior management in order to maintain a learning environment.

Reflective Self-Study Promoting Professional Growth for All Partners

Like the partnership teachers, the faculty of the Watson School must realize the need to reflect on where they are in their understanding of theory as it relates to practice in the partnership schools. Faculty in university program areas readily accept informal feedback from personnel in partnership schools that challenges them to examine closely the programs they are delivering. The result is an opportunity for faculty not only to grow and change as they examine their practices but also to share that process with personnel in the partner-

ship schools and become facilitators of the latter's growth as well. Self-study experiences result in win-win situations fostering the belief that professional growth is necessary for all partners in a relationship, university and school alike.

Willingness to Risk a Change in University/School Practice

Strong relationships between public schools and the Watson School develop as PD System staff and faculty listen to and reflect on public educators' concerns about teachers-in-training. An example of connection and mutual respect occurred in the 1999-2000 school year. Visiting with central office personnel in the southeast region of the state, PD System staff learned of their concerns about prospective teachers' preparation for teaching reading and writing, particularly phonics.

PD System staff met with the school of education's literacy faculty to discuss those concerns. The literacy faculty then interviewed members of the region's central office staffs, adding their insights and wishes to an extensive review of the literacy program already being conducted for the university by three national experts.

As a result, the school of education's literacy faculty developed a plan for improving practicum experiences in reading and language arts and presented it to the Curricular Studies department. Both public school and university partners appreciated the easy connection, the positive input, and the willingness to collaborate for the best learning for all.

Another example in 1999-2000 of the easy connection between the university and public schools occurred when a school-based curriculum leader who had graduated from UNC-Wilmington called a university faculty member to request help in reviewing her middle school's literacy program. A cross-department faculty team spent two days observing classes and meeting with school leaders and teachers to discuss best practices in literacy programming and teaching for middle schools.

Subsequently three teachers from the middle school decided to take a UNC-Wilmington graduate course, Literacy Programs and Practices, and, as part of the course, to design a change project for their school. Guiding change became the three teachers' work focus in the school for the semester in which they were enrolled in the graduate course. They were supported by continued consultation from the university faculty team.

The principal of the three teachers' school and the school curriculum leader led the way to

change in the school's literacy program. The changes in the literacy program were acknowledged greatly in the school's quest to obtain national recognition as a Blue Ribbon School. This middle school is continuing to focus on strong literacy-program practices that are learning centered and student centered.

It is a tribute to the school that its faculty and staff respected learning, wanted to seek new knowledge, and were willing to risk a change in practice. UNC-Wilmington faculty were happy to support and help guide the changes. When school and university faculties and organizations work together for strong teaching and learning, that is education at its best.

—Hathia Hayes, *associate professor,*
UNC-Wilmington

Closing the Gap Between Theory and Practice

The faculty of the Watson School's Social Studies Program values the wisdom of outstanding master teachers in informing design and delivery of university methods courses. In 1999-2000, for the fourth year in a row, four high school social studies teachers from the PD System joined me in planning and teaching Theory and Practice in Teaching Social Studies.

The four teachers reinforce the theories and the practices presented in the course. They thereby provide a more integrated program for university students and help close the gap between theory and practice that so frequently characterizes teacher preparation programs.

In addition, the teachers bring firsthand classroom experiences to the course, and they provide university students with a variety of approaches to assessing learning, managing the classroom, working with different learning styles, accommodating a diversity of learners, and other challenging program needs. Their involvement thus improves students' preparation for the internship.

The quality of the PD System partnership teachers with whom UNC-Wilmington places students for their field experience and internship also is crucial to their overall preparation. In addition to informing and improving design and delivery of methods courses for interns, the social studies partnership seeks to establish a cohesive social studies program in which the partnership teachers are knowledgeable about the goals and the objectives of the university methods course and are invested in the teacher preparation program.

Although the social studies partnership involves only four teachers, I hope that they will serve as leaders of other social studies teachers in their schools. A different kind of leadership role already has emerged for one partnership teacher in this arrangement: UNC-Wilmington has hired her as a part-time instructor in the Social Studies Program, thus continuing to enhance collaborative thinking about social studies instruction.

—Robert Smith, *associate professor,*
UNC-Wilmington

Collaborative Professional Development

Understanding change is critical to the growth of all the PD System partners. Interns who recognize, value, and implement inquiry and collaborative professional development are likely to continue to do so after their internship. If the partnership is truly following a tenet of its mission—to build reflective decision makers—then it must provide interns with the context to become that kind of practitioner.

Teachers and Student Interns

East Duplin High School is engaged in a formal partnership with the Watson School that stresses the importance of the relationship between partnership teachers and their interns, and emphasizes the roles of classroom teachers and university faculty as professional decision makers. Several of the principles guiding this collaboration focus on closing the gap between theory and practice and supporting collaboration that combines, focuses, and uses the talents, the knowledge, the energies, and the resources of all the partners.

The foundation for developing interns as focused and committed teachers is collaboration between them and partnership teachers. PD System partners believe strongly that they can facilitate an intern's becoming an effective teacher by providing the intern with numerous opportunities to reflect on his or her growing knowledge and ability to teach. Learning to be reflective enables practitioners to deal with numerous variables and their interactions, and to become more skilled at decision making. Interns who are encouraged to be self-reflective and autonomous are more likely to become competent decision makers and therefore more effective practitioners.

A primary concern of interns is the mismatch that they perceive between the theory espoused by university faculty and the philosophy and practice of their partnership teachers. Learning-

centered supervision and collegial coaching practices among partnership teachers, interns, and university faculty provide a framework for negotiating understanding between the differing perspectives and developing workable solutions to problems arising from them.

As partnership teachers in the science department at East Duplin High, we perceived and welcomed collaboration as a learning experience but had some apprehension and questions about expectations. Through reflection and experience, however, we realized that many of our questions were natural ones and that our remaining anxieties would be assuaged as we interacted with our interns.

Before our PD System involvement and training, we perceived the teacher/student teacher interaction as a boss/employee type of association. In other words, the student teachers were there to learn and to do what we instructed them to do. After PD System training and involvement, we understood the relationship to be altogether different—innovative, congenial, and collegial. There is substance and worth in the relationship, and its primary focus is growth as an educator for all participants.

We think that partnership teachers should be nurturing, sensitive, and supportive. They also should be positive, enthusiastic, and committed to the teaching profession as well as to being partnership teachers. Further, they should exhibit confidence, flexibility, and professionalism. We view this collaborative supervision model used by the university as learning centered, with the partnership teacher assuming the roles of both coach and confidant.

Trust must be established from the very beginning of the teacher-intern relationship. As supervising teachers, we foster this trust by being available, by being open and honest, by being empathetic and active listeners, by making the relationship a priority, and by agreeing on common goals. For the relationship to be successful, the participants must have trust in themselves, trust in their partners, and trust in the learning and working environment.

What do we do to make the relationship work? We see the interns as fully participating elements of East Duplin High. We introduce our interns to both students and faculty, and we view them as professionals. This creates greater expectations for their performance and success, and they rise to those expectations. Also, we empathize with them, relating their internship to our own experience of having limited or no support as begin-



At a PDS partnerships-in-action conference, participants updated roles and responsibilities.

ning teachers. We collaborate with one another and with our interns. Further, we ask the interns for their ideas and suggestions, and we greatly value and appreciate their input. We think that we model effective practices by working toward common goals.

We have a realistic view about what we can accomplish as coaches. We provide a framework for negotiating between theory and practice. Also, we encourage experimentation. This model is beneficial to the interns and to us, and we all have expressed a high degree of satisfaction with it. Key to its success is support from the local school administration, the school system, and the university.

Even though we are veteran teachers, we still strive for personal and professional growth. Supervision has allowed us to understand how we teach and why we teach the way we do. We believe in the profession of teaching and are proud to be called educators. We want to share our enthusiasm and expertise with prospective and beginning teachers.

Is the relationship unique? Perhaps not, but it is exceptional because our situation allows the interns to make self-assessments and to take responsibility for their own teaching. We make it clear that we are coach/facilitators and that there is no accommodation for "cookie-cutter" teaching. Also, our interns often are willing to be very flexible about their schedules at the beginning of their practicum. They come to our classrooms on the workdays before the start of the semester, before they are required to begin

college classes. Thus they see the work involved in starting a new semester (comparable to a new school year). They also are present on the first day of class, involving themselves in orientation and introductory procedures. Students interact with and recognize the interns as one of their teachers from the beginning. Because of this early interaction, the interns do not face some of the problems traditionally faced by interns.

We believe that the teacher-intern relationship at East Duplin High is reproducible if all participants agree. Also, we believe that the relationship is successful because introductory meetings and school observations enable the interns and the prospective partnership teachers to form a working relationship built on trust.

In conclusion, our working model of collaboration produces new teachers who are independent thinkers, self-starters, risk takers, open-minded and flexible communicators, and collaborators, with innovative ideas and a solid knowledge of pedagogy.

—Laura Rumbley and Mary Sholar,
partnership teachers, East Duplin High School,
Duplin County Schools, and Laura Rogers,
associate professor, UNC-Wilmington

Interns' Effects on Student Learning and Teacher Growth

I serve as a partnership teacher for student interns from UNC-Wilmington and as a mentor for novice teachers. Working with prospective and new teachers to improve the profession has been a rewarding and enjoyable facet of my 20-year teaching career.

As a partnership teacher, I collaborate with the university supervisor and the student intern to create a meaningful learning experience for the latter. As the intern observes, questions, helps students one-on-one, and begins to develop lesson plans, I answer questions, provide feedback and resources, and assist in the intern's development of an educational philosophy. By the fourth week in my classroom, the intern is teaching one class under my direct supervision. By the sixth week, the intern has assumed all teaching responsibilities. Although I leave the room to enable the intern to experience total control of the classroom, I spend the majority of my time observing, collect-

ing evidence, and conferring with the intern. I use a collaborative peer-coaching model, which facilitates the personal and professional growth of both the intern and me.

I completed UNC-Wilmington's graduate-level courses to become a mentor and a partnership teacher because I was personally interested in supporting and improving the teaching profession. I had no idea that the involvement would affect my own career to the extent that it has. Answering the continuous "why" questions from interns has caused me to evaluate my rationale for the daily decisions I make in the classroom. I have discovered that some of the activities I have routinely used in my classroom were no longer assisting my students in reaching present goals and objectives. Forced to analyze my own practice in order to respond to the interns' questions, I have changed some of my methods and experimented with new ideas.

Not only am I exposed to varied ways of teaching, but also collaboratively we are able to discuss and create innovative strategies to meet the needs of my students. Student success is evident in daily progress, student projects, and end-of-grade test scores. My students have scored well above the state average, with 100% proficiency in all areas of mathematics. They have benefited from having the expertise and the ideas of two professionals in the classroom, and I feel rejuvenated and excited about the progress and the change occurring in education today.

—Debbie Lemon, *partnership teacher,*
Shallotte Middle School,
Brunswick County Schools

Frameworks Fostering Collaboration

The complexity of the PD system has demanded supporting structures or frameworks to sustain fluidity and promote continuity. The following vignettes highlight the efforts of the partnership during the past year to respond to targeted areas of change and to achieve the PD System's overarching goals. These areas address equity in learning for all partners and directions for continued success.

Organizational Structures **Supporting Equity and Purpose**

Collaborative Intern Placement Meetings

A critical structure that enhances collaboration is the on-site Intern Placement Meetings, created to ensure the best possible decisions about

internship placements. Responding to feedback from university and school partners that input is necessary from all partners in the placement process if equitable and meaningful placements are to occur, the school of education's field experience coordinator and the PD System director established a more collaborative framework for the placement process. In 1998 these two university representatives began traveling to each district to meet with its contact person, partnership school administrators, and site coordinators. The desired outcomes—improved communication of the issues related to internship placements and collaborative decisions regarding the best match of intern and partnership teacher—are more nearly realized using this framework. The site coordinators come to the meeting knowing the teaching styles and leadership skills of partnership teachers, and the interns have provided a written description of their philosophy of teaching and their learning styles. They also have written a narrative to their potential partnership teacher describing themselves personally and professionally, including experiences, interests, hobbies, and talents that would contribute to their internship. Some interns have previously participated in field experiences within the school and have an opportunity to complete a yearlong relationship with a teacher or in a building. All participants in the placement process have a better understanding of the uniqueness of the intern and are more able to discuss what will be most beneficial for both the intern and the partnership teacher.

During the fall and spring semesters of 1999–2000, more than 250 interns from the Curricular Studies department were placed in partnership sites using this process. Further refinements are under way, among them close consultation with faculty in all program areas, resulting in stronger alignment of academic goals and the PD System delivery mechanism.

Collaborative University-District **Technology Meetings**

In 1999–2000, as a follow-up to partners' recommendations from the previous year, the technology outreach coordinator and the PD System director held Collaborative University-District Technology Meetings in each district. These meetings centered on (1) ensuring better communication of common issues related to establishing technology-rich classroom environments for interns and (2) establishing closer alignment

of technology training efforts provided by the district and the PD System. The outcomes of the meetings were (1) establishment of a system of prior approval by school districts for PD System offerings of continuing education units in technology; (2) sending of lists of participants in PD System technology workshops to district staff development coordinators; (3) provision of follow-up activities for additional credits for teachers who attend PD System technology workshops; (4) assistance to teachers in integrating newly acquired technology skills into classroom curricula; (5) training in LEARN NC for the technology outreach coordinator to enable her to become a trainer and to complement the training already being conducted in PD System districts; and (6) regular communication with district-level technology and staff development coordinators to continue fostering collaborative partnerships and to coordinate training efforts. These outcomes have broadened the perspective originally intended for this role and created a network with the partnership districts that has enhanced the way in which both university and school system partners view technology.

Placement Fairs for Informed Decision Making about Clinical Experiences

A Placement Fair held each semester in the Watson School enables education students to learn more about the PD System's school district partners. Students have an opportunity to talk with district representatives before completing a request form that will be used by the field placement coordinator in making field placements.

The fair gives district representatives an opportunity to showcase unique learning experiences that university students might find interesting. Further, holding the fair in King Hall (the building in which the Watson School is located) gives faculty the opportunity to talk with school district representatives and learn more about partnership efforts.

—Patti Tyndall, *site coordinator liaison,*
and Diane Calboun, *PD System director,*
UNC-Wilmington

Training Initiatives Focused on Standards-Based Learning

Professional standards provide benchmarks for teacher education programs and public school practice. All partners are accountable to one another, professional standards, and the public. The PD System provides ongoing opportunities

to gather and share with decision makers not only accountability data but also reports on the processes through which partnership personnel regularly solicit and share timely, targeted, and relevant information.

Accommodation of Standards-Based Learning in PD System Training

PD System personnel are acutely aware that teacher education is in the midst of an important paradigm shift, from assessing teachers' accomplishments to assessing students' learning. Knowledge and skill requirements for teachers are being linked to emerging standards for P-16 student learning, and performance standards for preservice teachers are being articulated by state legislatures, national subject-matter organizations (the National Council of Teachers of English, the National Council of Teachers of Mathematics, etc.), and national education agencies [the Interstate New Teacher Assessment and Support Consortium (INTASC), the National Council for Accreditation of Teacher Education, etc.]. In North Carolina the University-School Teacher Education Partnerships and the Institution of Higher Education Report Card required by the Excellence in Schools Act emphasize the link between teacher education and student learning. Because of this emphasis on standards-based learning, the PD System has included several new components in its training for partners. Following are some examples.

PDS Intern Orientations

A training initiative for UNC-Wilmington interns is held at the beginning of each semester to orient them to the conceptual underpinnings of the PD System and to the collaborative approach that will be used throughout their semester-long internship. Discussion centers on the collegial relationship between the university supervisor, the intern, and the partnership teacher, all three having mutually interdependent roles in the development of quality educators. The notion that "it takes a whole school to raise a future educator" extends to the broader professional culture within a school and to the professional growth opportunities stemming from such relationships: Everyone in the school will become involved in providing support to the interns. Interns are prepared for their role in the model of supervision that has been adopted by the Watson School, which stresses the need for individualization. As part of their introduction to

learning-centered supervision, interns examine Howard Gardner's concept of multiple intelligences to enhance their understanding of the needs of diverse learners and of their own diverse learning styles.

Another important part of this orientation is making interns aware of their role as reflective decision makers and the ownership that they must take as both learners and teachers. Work during the orientation engages them in using the North Carolina Standard Course of Study and basing their assessments on achievement of its objectives. This helps prepare them for a required assessment project during the internship, in which they create a pre- and post-assessment of student learning, and document the results to inform further instruction. During the 1999-2000 academic year, more than 250 interns received this training.

Annual Conferences for Administrators and Lead Teachers

Without strong administrative support, many well-intended goals of the partnership would not be realized. This knowledge has led the partnership to create professional growth opportunities for partnership administrators and teachers who serve as site coordinators. One such opportunity that focuses on standards-based learning is a conference held each fall for more than 110 school site coordinators, school administrators, and university faculty.

Discussion at this year's conference centered on developing a quality environment for learning, and achieving success in exit and licensure procedures. University faculty updated participants on INTASC standards and the Technology Product of Learning, which the Watson School requires of students to demonstrate their mastery of the Advanced Technology Competencies.

In their feedback, conference participants stressed their need for professional growth in the areas of standards-based learning and assessment in order to provide critical coaching and support for interns. (In response, partnership conference sessions and site seminars during 2000-2001 will focus on these needs.) An important direction-setting implication arising from the conference was a need for all partners to recommit themselves to ensuring equitable opportunities for interns in the best-possible sites.

Semiannual Conferences for Partnership Teachers and University Supervisors

A conference is held each semester for more than 100 partnership teachers and university supervisors who are working with interns. The conference provides a rare opportunity for teachers to have extensive dialogue with colleagues across counties. Professional growth opportunities embedded in the internship make important connections to learning and teaching for preservice and inservice teachers. Guided by legislative direction that schools of education be accountable for student learning taking place during teacher internships, the Watson School began to look more closely at ways of measuring student learning during the practicum semester. Thus an important focus at these conferences has been (1) ways in which interns might demonstrate that their teaching during the practicum semester results in appropriate learning by students and (2) the role of the partnership teacher in assessment of student learning.

At the fall conference, teachers were informed about all the new INTASC standards, the Technology Product of Learning, and interns' required assessment project, and they discussed ways to facilitate interns' successful completion of these accountability requirements. The assessment project is a vehicle for helping interns and teachers practice giving and obtaining feedback about their effectiveness in fostering student progress.

At the second conference, held in the spring, partnership teachers, arts and science faculty, and university supervisors discussed program content components; interns' inquiry projects, designed with their partnership teachers to address an identified need in the classroom; and the need for thoughtful assessment of students' learning during the internship.

As a result of data collected from earlier assessment projects, PD System partners on the implementation team were able to refine the assessment process and suggest ways to present the modifications to involved partners. Subsequently the quality of interns' products was greatly enhanced. Among other improvements the products reflected a greater understanding of how to match assessment design to learning outcomes.

Further examination of the assessment process was begun in spring 2000 using professors of instructional design. Partnership personnel asked them to critique the process and recom-

mend ways in which the partnership might integrate instructional design concepts into the interns' assessment projects, thus helping link theory to practice. They improved the design of the process and the methods of communicating expectations to the intern, the partnership teacher, and the university supervisor.

—Diane Calboun, PD System director,
and Patti Tyndall, site coordinator
liaison, UNC-Wilmington

Partnership Evaluation

External Evaluation

In 1999–2000, Charles Coble of UNC-General Administration asked each university participating in the University-School Teacher Education Partnerships to host a site visit from a review team member. This person was to report to him on (1) the organization and management of the partnership, (2) its progress toward meeting its goals, (3) evidence of shared responsibilities and communication among partners, (4) research and/or evaluation results, and (5) lessons learned, barriers, and needs. Lynn Cornett of the Southern Regional Education Board was appointed to review UNC-Wilmington's PD System. All 35 Watson School faculty and 6 arts and science faculty who work closely with the PD System were invited to the daylong review session. Sixteen were able to attend. Cornett also spent a morning visiting a partnership school. Her report is published in UNC-General Administration's Spring 1999 *University-School Teacher Education Programs Site Visit Reports*, which was disseminated to all UNC system institutions. UNC-Wilmington's PD System was cited in that report as an exemplary partnership based on its systemic approach:

Since the partnership has a ten-year history, several lessons emerge that might be useful for other college or university campuses that are working on a comprehensive effort. First, and foremost, it is critical that the leadership within the college of education and the university support the notion of a system approach as opposed to a program approach. The strength of this partnership and the substantial change that has occurred are based on that attitude. (pp. 7–8)

Additional comments from Cornett's site visit report follow:

- *Grants, funded programs and internal resources within the university have been*

merged under the Professional Development System, therefore aligning efforts rather than supporting numerous independent efforts of faculty that are not connected or aligned to common goals. (p. 2)

- *The Partnership recognizes the school as the place where change occurs. It appears that significant changes have occurred in the preparation programs at UNCW focused primarily on the involvement of all faculty in working in the schools, and joint work with school persons on research topics and content of courses taught in the School of Education. (p. 3)*
- *Interviews with faculty indicated that they felt there had been a considerable change in attitude and communication between schools and the university faculty. They reported that PDS has "opened up classroom doors" and the trust developed through the partnership has allowed continuing conversations on a variety of issues not only among faculty at the university but between school and university personnel. The continued challenge in communication, according to faculty, is how to reach parents. (p. 6)*
- *PDS has generated evidence concerning the progress of PDS and focused on research initiatives within the Professional Development System. Both faculty and teachers [have been] engaged in research with the school system. Additional data and follow-up on interns are needed. (p. 7)*
- *Teachers and administrators in the schools now feel they have opportunity to influence the content of teacher preparation. An extensive survey of school persons was recently completed with a response rate of around 80 percent, indicating from the faculty researchers' point of view that the teachers are saying the university is "now listening to us." (p. 7)*

Cornett also referred to UNC-Wilmington's PD System in *Getting Beyond Talk: State Leadership Needed to Improve Teacher Quality* (a monograph in the Educational Benchmarks 2000 series, Atlanta, GA: Southern Regional Education Board, Dec. 1999). She stated, "The implementation of partnerships has been uneven, but some universities, such as the University of North Carolina at Wilmington, have made clear changes in how they work with schools and how teachers are prepared" (p. 6).

The site visit report highlighted many of the ways in which the partnership is making a difference in teacher preparation and the impact it is having on partnership schools. It also challenged the partnership to look closely at opportunities to make itself even stronger.

Ongoing Data Collection for Accountability and Quality Assurance

Another vehicle for evaluating the impact of the partnership is examination of the learning of students in the classrooms where interns are placed. It is imperative that interns be held accountable for the impact they have on the learning of their students. To help accomplish this, interns are expected to complete an INTASC project that is similar to what an initially licensed teacher completes in the first years of teaching. The interns complete assigned activities from North Carolina's performance-based licensure handbook, requiring them to demonstrate their attainment of eight INTASC standards. They must collect data as evidence that they have met the standards, add a caption to each piece of evidence, and reflect on the attainment of each standard.

Interns share their products in small groups at the end of the semester and receive feedback from their instructor and peers. This process allows important dialogue that continues to inform their thinking about assessment of student learning and the impact of teacher instruction on that learning. Part of the projects is a data-collection assignment, which involves the intern's collecting before and after data on student learning during the internship and documenting how the data influence further instruction.

Throughout the semester, partnership teachers assist interns and support their growth in these critical skills. Products are collected and then studied and evaluated to help partnership personnel determine what areas need attention in assessment of student learning.

Lessons Learned/Next Steps and Future Aspirations

Equity is the embodiment of partnership. Authentic learning communities provide for and require of each partner an equal opportunity to participate in all aspects of collaboration, learning and teaching, accountability, and reflection. Barriers to equity in partnerships often are hard to recognize, masquerading as traditionally approved practice. As the PD System moves into its next phase, partners are focusing on how to implement seamlessly the ideas of collaboration and equity that define true partnerships.

PD System partners also recognize that teacher education programs have expanded their focus beyond delivery of course work in teacher preparation to become more intensely linked with P-12 schools. As schools of education and school systems become more immersed in each other's successes, challenges, and difficulties, they must collaboratively examine and respond to the state of the profession, from preservice education through career-long development.

It is no longer enough for the partnership to look only at what it does. It also must examine what it could do. Opportunities to delve into sensitive and challenging areas are becoming a reality. As these critical areas are identified, the development of complex, systemic, and dynamic solutions will become the challenge for all partners.

Profile of USTEP Based at UNC–Wilmington

SCHOOLS

Number of school districts involved in partnership	11		
Number and types of schools (overall) across participating districts	—		
Student enrollment (overall) across participating districts	88,958		
Racial and ethnic makeup of student body across participating districts:*			
WHITE	BLACK	HISPANIC	OTHER
62.1%	32.3%	3.6%	1.8%
Number and types of schools involved in partnership:			
ELEMENTARY	MIDDLE	SECONDARY	OTHER
44	14	14	—
Student enrollment in schools involved in partnership	88,958		
Racial and ethnic makeup of student body in partnership schools	—		
Percentage of students on free or subsidized lunch program in partnership schools	—		
Number of teachers (overall) in partnership schools	—		
Number of teachers in partnership schools involved in partnership activities	1,205		
Number of cooperating/clinical teachers in partnership schools	—		
Number of nationally certified teachers in partnership schools	148		
Are cooperating/clinical teachers, mentors, or clinical instructors rewarded for their work?	—		

UNIVERSITIES

Number of education faculty (overall):	
Full-time 37, Part-time 36, Other 5	
Number of education faculty involved in partnership:	
Full-time 37, Part-time 36	
Number of arts and science faculty involved in partnership	5
Number of students preparing to teach (prospective teachers):	
Undergraduate 1,000, Graduate 148	
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	—
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	300 (average)
Percentage of graduates employed in teaching	—
Degrees offered that lead to certification	—
— = no answer	
*These are the average percentages across 9 districts. No figures were given for the Camp Lejeune Schools.	



Western Carolina University

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

The University-School Teacher Education Partnership based at Western Carolina University (WCU) expanded this past year in two significant ways. First, the Elementary, Middle Grades, and Special Education programs made the year-long internship mandatory for their students. Second, the number of schools and school systems hosting partnership interns increased from 9 schools in 5 systems, to 18 schools in 8 systems. Additional schools in the region participated in the partnership through action research, induction, and professional development activities. These changes indicate the extent to which the partnership has become an even greater part of the teacher preparation program. It influences almost every aspect of the university-school endeavor to enhance the achievement of public school students in the region.

Vignettes

Another way to represent the partnership's impact on the university and the schools in the region is to let participants in the partnership tell their stories. All the stories that follow are from educators in the field: interns, teachers, and a university supervisor. Although the partnership is very involved in the induction of new teachers and the professional development of educators, much of its focus during the first three years has been on developing and implementing the yearlong internship. Most of the stories reflect that emphasis.

The Internship from Two Interns' Perspectives

When I first started my internship, I had no idea what to expect. I was anxious, excited, nervous, and just about any other emotion you can possibly imagine. I have learned more about teaching in the past month than I have probably learned in my entire schooling career. Most important, I have realized that teachers play many different roles in students' lives—nurses, mentors, counselors, coaches, artists, musicians, and much more. Also, their students expect them to be all-knowing. Until my experience at Tuscola High School, I never thought about the many roles teachers slip into on a daily basis. I have been

fortunate enough to watch my cooperating teacher slip into these roles with each of her classes. I have watched how she handles various situations and how she interacts with the students.

I am continuously growing and learning through my daily experiences at Tuscola High. I feel more comfortable in the classroom because of my cooperating teacher's support and her willingness to allow me to experience working with the students in the classroom. The internship has helped me affirm that this is definitely what I want to do for the rest of my life.

The internship is well worth the time, and I consider it to be an excellent decision for anyone who may consider teaching as a career.

—Whitney Wiggins, intern, Tuscola High School, Haywood County Schools

I am currently a first-year teacher of third graders. I spent last year working as a teacher without the benefit of a salary. That was called an internship. On reflection I would say that my training took place before the internship but the internship provided a time for fine-tuning. I feel very fortunate to have been able to experience the internship program and all the support it entailed. If I had to do it over again, I would leap at the opportunity and encourage others to do the same.

My reason for choosing the internship (which was optional at the time) was that I wanted to know what happened behind the scenes. I wanted to experience the paperwork, meetings, parent conferences, celebrations, field trips, and planning so that those parts of the teaching profession would not take me by surprise during my first year.

The lessons I learned were invaluable. I learned how to plan for a year, instead of simply for one lesson or unit. I learned how to look at the curriculum from the aspects of long-term planning and integration. I also learned how to manage my time better and make things more efficient. I worked with teachers, parents, and administrators to improve the entire system. I was able to apply the techniques and the theories I had learned in college. But most important, I learned

how to constantly reflect on methods and practices and feel completely at ease about modifying and changing things midstream.

My host teacher and I became very close through this experience together. We made a successful and energetic team. We balanced each other well and managed to help the students with our differing expertise. I was able to help her by bringing in new ideas. She helped me by allowing me to try those ideas and by giving me the practical tips that made them work.

I have been very successful so far in my career, and I attribute much of that to the partnership. I had impeccable training throughout the time I spent in the education program at WCU. That time prepared me for the internship. Once in the internship, I had a lot of support and encouragement from my supervisor, my host teacher and school, the partnership coordinator, the university administration, and the program faculty. I continue to receive support and wisdom from all those people. I do not feel like a novice teacher, and I am continually hearing that I don't seem like a novice. It surprised most of the staff and parents at my school to find out that I was, and I give credit to those who trained me. I advertise daily for this program and the benefits it allows teachers. It gives us the freedom to walk into our first classroom without fear and trepidation.

—Lara Ernest, third-grade teacher,
Jonathan Valley Elementary School,
Haywood County Schools

The Internship from Two Cooperating Teachers' Perspectives

I was very pleased with the opening of school this year and with the fact that my intern, Heather Nelson, was able to see the process involved. We managed to stay busy every workday because we had to prepare for our class. In fact, it was good for Heather to realize that one can be ready and well prepared but always think of more to do.

Heather helped label books and create nametags and folders for each student. She also helped compile all sorts of forms and information to be sent to parents. We spent the first few days assessing as much as we could so that we would know the strengths and abilities of each child. She did a great job with this process.

We have done a lot of talking about individual expectations for students and providing for the learning styles and differences of each child. Heather helped start groups of students in reading, math, and spelling. She began to work with

the children gradually by reading short stories having to do with character-building qualities, which we were trying to stress in our classroom. She helped write our classroom "pledge," in which students promise to take care of and respect one another.

Together we have gone over the expectations of a first-semester intern so that we both understand them. We decided to try to stay ahead of due dates on projects rather than to cut the dates and times too closely. We are off to a good start. We have an open line of communication, and that is the most important part of such a close working relationship!

—Penny Graham, second-grade teacher,
Cullowhee Valley School,
Jackson County Schools

Helping prepare students to enter the teaching profession has been one of the most rewarding experiences that I have had in the 22 years I have taught in the public schools. I have been a clinical faculty member [a master teacher who co-teaches university courses] for the university for eight years, and I enjoy having close contact with the university faculty and being able to see the bigger picture. I have a professional relationship with university faculty and staff, which allows me to call on them for professional support and for them to do the same with me.

Working closely with student teachers and interns has helped keep me motivated to improve continuously as a master teacher, as well as to try new ideas. The excitement shown by the student teachers and interns is contagious.

I feel that the internship has an advantage over traditional student teaching in that there is a greater sense of community within the classroom when all teachers are on board from the first day. Children view the interns more as a teacher than as a visitor. One intern said, "I am seen as a teacher now, not just as someone who is coming in to try and teach them in the middle of the year." Another said, "I had never seen the first day of school, and I really am glad that I did." Statements like these let me know that the internship is extremely valuable. After all, aren't we in the business of graduating the most capable, experienced university students, prepared to provide the best learning environment for future generations?

—Pat Proffitt, second-grade teacher,
Smokey Mountain Elementary,
Jackson County Schools

The Internship from the Perspectives of a Special Education Teacher and Her Intern

As an intern, one can see how the classroom is created, how schedules are juggled, and how the community bond is formed. Much of the groundwork for a successful year happens during the weeks just before and just after school begins, and this is a time when traditional student teachers are absent. The intern plays a role in early decisions and is seen simply as another adult who will be teaching in the classroom.

While the student teacher must rush to complete the requirements of the university and transition into the role of primary educator and authority, the intern has two semesters to become familiar with students' needs and abilities, work with them one-on-one and in small groups, and get the feel of whole-class instruction. The intern uses the first semester as a testing ground so that during the second semester he or she can accelerate into the role of independent teacher with ease and have much more experience with full-time planning. The discipline policy is not outside the teacher-in-training's realm; the intern is included in the discipline policy and asserts authority. This prevents discipline problems later when the intern pushes for more independence. The intern knows the children's learning styles and needs, and that permits more informed instruction and more knowledgeable assessment of the growth of all the children.

The role of the inclusion teacher and the intern as a team is unique. Team-teaching in five regular classrooms requires both the cooperating teacher and the intern to adapt to various environments and serve the children who are identified as having exceptional needs every day in the regular classroom. The cooperating teacher and the intern are not simply assistants who pull out the exceptional children or grade papers in the back of the regular classroom. They actively teach and work with all the children in grades 3-8. The exceptional children are not separated from their peers. Many times the cooperating teacher and the intern are involved with whole-group direct instruction. When small groups are formed, all the children are evenly distributed among the cooperating teacher, the intern, and the regular classroom teacher. The inclusion of children who in earlier times would have been in a pull-out program changes the children's self-image and helps them achieve with the same materials that peers use.

In summary, the children benefit from both the intern's stable presence and the modifications

that the team brings to the regular classroom teachers and children. The children also benefit from the pooling of three separate knowledge bases.

—Terri Hollifield, *special education teacher,*
and Kelly Lynn Voss, *elementary*
and special education intern, Fairview
Elementary School, Jackson County Schools

The Internship from a Cooperating Teacher's and a University Supervisor's Perspective

Having been a public school teacher for 30 years, I have developed a personal interest in WCU's teacher preparation program and in the students who aspire to become teachers. My involvement has been as a cooperating teacher for students in the traditional student-teaching program and students in the current internship program. I have had the opportunity to evaluate the effectiveness of both programs. Each has its particular set of expectations and benefits, but I think that the yearlong internship is especially effective in meeting the goals of all who are directly involved.

For a cooperating teacher, the benefits of working with an intern for an entire school year are many. The internship program places the intern with the teacher at the beginning of the school year to assist him or her with such responsibilities as room preparation, student registration, class scheduling, instructional grouping, and parental contact. The traditional student-teaching program does not allow the participant these early contacts or experiences. During the first semester, the intern shares a portion of the teaching responsibilities with the cooperating teacher and assists him or her with all the responsibilities connected to the classroom. In return, the cooperating teacher becomes the student's main role model, or mentor, and bridges the gap between the student's learning in university course work and its practical application to classroom instruction. This aspect of the internship is very beneficial in that the intern has the opportunity to view the instructional program as a sequentially based program of skills and knowledge.

My continuing interest in WCU's teacher education program helped me gain employment in a second role after retiring from the public schools—that of university supervisor of both traditional student teachers and interns. From this perspective I am convinced that the advantages of the yearlong internship program outweigh those of the traditional program. The



Cody Nations, left, Matthew Leonard, and Shawna Allman created a model of the Titanic after reading a book about the ship for Joyce Dyer's second-grade class.

intern has the opportunity to work with the same classroom mentor over a longer period and thus to develop the skills necessary for today's classroom challenges. The supervisor facilitates the fulfillment of university expectations and requirements in a cooperative effort. In addition, the supervisor observes the intern in a variety of situations throughout the school year; the traditional student teacher does not experience some of these situations. This added period of guidance and assistance enhances the students' prospects of becoming effective classroom teachers.

—*Beverly Williams, former cooperating teacher, Fairview Elementary School, Jackson County Schools, and university supervisor, WCU*

Action Research from a Physical Education Teacher's Perspective

I found the partnership's action-research grant program attractive because it allowed us to purchase heart-rate monitors for our students to use. I doubt that we would have had an opportunity to buy the monitors otherwise. I thought that adding a technology element to our physical education program was important and that allowing students to monitor their own heart rates using the monitors was a very tangible way to demonstrate the effects of exercise. Research has shown that North Carolina adults and school-age children are less active and more obese than their counterparts in other parts of the country. Heart disease and illnesses associated with inactivity are the number one killers of North Carolinians. On the basis of that information, I thought that monitoring exercise intensity was an important concept and skill for students to master. I wanted to investigate whether

wearing heart-rate monitors would serve as a motivator for students' performance in fitness activities, particularly in running the mile. We found that, for the majority of students, it did.

For the project we randomly selected 10 students to wear a heart-rate monitor during each of their monthly mile runs. We then compared their mile times with their own previous times and with the times of students not wearing monitors. We found that students ran the mile faster when they wore the monitors. Our conclusion was that heart-rate monitors do serve as motivators for students' (sixth graders') performance in the mile run.

In the course of the study, we also learned about the administration and the management involved in using heart-rate monitors. Students must be trained in how to put on the monitors and which buttons to push.

I think that the project improved our teaching methods. Even the pre- and post-tests turned out to be teaching and learning tools. Before we acquired the monitors, we were using overheads, bulletin boards, and minilectures.

Our findings have caused us to be even more enthusiastic about using the monitors as motivators and instructional tools. We still must work out a better management program, but once we have done that, we will be able to use the monitors more and more.

—*Dennis Proffit, physical education teacher, Fairview Elementary School, Jackson County Schools*

Induction of Novice Teachers, from a Master Teacher's Perspective

Since summer 1996, WCU has annually sponsored a weeklong Summer Institute for Beginning Teachers. The institute targets teachers who have just completed their first or second year of teaching. Before the institute, using the Beginning Teacher's Individualized Growth Plan (IGP), principals and novice teachers jointly identify the standard(s) of INTASC (the Interstate New Teacher Assessment and Support Consortium) on which they will focus during the coming year. Second-year teachers may choose instead to develop unit plans for their performance-based licensure product. Using the teachers' goals, the institute's codirectors plan the institute, individually tailoring it to meet the needs of each novice teacher. Novices are

paired with mentors who teach in the same content area or grade level but are not employed in the same county. This allows the mentors to focus on the professional needs of the novice without regard to personalities or politics. During the week the novices visit the classrooms of their mentors, developing strategies and activities for the coming year as well as discussing curricular and testing demands, scheduling options, pacing guides, and the like. Mentors suggest two professional titles for their novice teachers, which are purchased by the institute. These books become resources for the novices to use in meeting the INTASC standard(s) or developing the unit plan.

This year during the institute, participants attended the WCU Inquiry Conference, sponsored by the College of Education and Allied Professions, the Center for Math and Science Education, and the partnership. The conference featured as keynote speakers Heidi Mills and Tim O'Keefe, two of the nation's most recognized authors on and practitioners of inquiry-based instruction. Inquiry-based teaching encourages (1) fostering the sense of wonder in learning that children bring to school, preparing children academically and socially to take personal responsibility for their own learning while making valuable contributions to the learning community, and (2) teaching responsively so that all children's needs and interests are recognized and valued. Titles of other workshops at the conference were Gardner's Theory of Multiple Intelligences, Performance-Based Licensure, and Teaching Diverse Populations.

Beginning in the fall, mentors and novices exchange reflective journals twice a month via E-mail. In September each novice again visits the classroom of his or her mentor, and in October the mentor spends a day in the classroom of the novice. During these visits the two share ideas, concerns, and resources that will help the novice meet his or her professional goals for the year. In November, all novices and mentors meet again as a group for sharing and celebrating.

In a 1986 study by Sandra Odell (*Journal of Teacher Education*, vol. 37, no. 1), first- and second-year teachers most frequently requested assistance collecting and locating teaching resources, materials, or strategies. The Summer Institute for Beginning Teachers provides novice teachers in western North Carolina with precious time for meeting these needs, with professional books to strengthen their content and/or



Student interns, like Brooke Simson from WCU, start out working with small groups of students and eventually lead the whole class.

methodology base, and with a network of master teachers to provide further support and prepare them for the complex and demanding roles expected of educators.

—Janice Holt, master teacher
(teacher-in-residence), WCU

Lessons Learned: Accounts from a Principal and Two Teachers

Swain County East Elementary School has been a component of the partnership since its inception. The staff at East Elementary has been very involved in the partnership's development. As the principal of East Elementary, I not only supervise interns but also serve on the partnership advisory board.

From a principal's point of view, I have been very impressed with the change from conventional student teaching to a yearlong internship. The partnership has made it possible for interns to experience the school year from the beginning through the end. Interns are able to develop relations with staff, supervising teachers, students, and parents that were not possible with conventional student teaching. Having another "teacher" (the intern) in the classroom for a full year not only reduces student-teacher ratios but provides teachers with the opportunity to give students more attention than they could alone. This program definitely improves instructional effectiveness and student achievement.

Cooperating teachers not only benefit from the interns' hands-on teaching but have been able to participate in staff development activities offered by the partnership and to apply for technology grants and action-research grants. Several grants have been awarded to East Elementary. Pat Tagliarini used an action-research grant to

develop a take-home reading program for first-grade students. Jason Dunford was awarded an action-research grant to purchase Alpha Smarts (portable word processors) in order to encourage students to develop writing skills. A large technology grant allowed East Elementary to purchase four complete computer systems. Several cooperating teachers have been able to purchase supplies and instructional materials for their classrooms with small instructional-support grants from the partnership.

The partnership allows the participating school to be more involved with the teacher education program and with the selection of interns. In the past, conventional student teachers were placed in cooperating schools by the central office of the system, on recommendation of the university. With the internship program, prospective interns and cooperating teachers meet and are able to request placement of interns on the basis of interviews and other background information. WCU's director of field experiences uses that information to request placements from the partnership school systems. Cooperation between the university and the school has played a large role in the organizations' developing a much closer relationship. The staff at East Elementary feels very comfortable discussing issues, problems, and so forth with the staff at the university. It also is evident that the staff at WCU feels comfortable bringing issues to the school.

The goals of the university and those of the local school are very aligned. Both organizations want students to be comfortable, to have good experiences, to have high expectations, and to be successful. The staff at East Elementary believes that the partnership with WCU helps reach these goals.

I think that the partnership is an indispensable component of the WCU teacher education program and the instructional program at East Elementary. It is vital to these organizations and their futures that the partnership continue.

—*Lambert Wilson, principal, Swain County East Elementary School, Swain County Schools*

My story begins with a shared vision: a school-university partnership, a partnership of equals between Fairview School and WCU. The heart of this vision was the decision to create a year-long internship for preservice teachers. A partnership committee from Fairview and WCU, of which I was a member, devoted school year 1995-96 to working out the details of the intern-

ship. We relied heavily on research focusing on the retention of novice teachers, specifically a study by the Public School Forum, which found that realistic preparation for the classroom was the chief factor in preservice and novice teachers' commitment to teaching and their plans to remain in the field. Realistic preparation became the central focus of our plan. The partnership committee agreed that interns and cooperating teachers would operate on the same calendar—the public school calendar, not the university calendar. Interns would then have the opportunity to experience the opening and the closing of school, participate in the administration of mandated testing, and watch the physical, social, emotional, and intellectual changes in a group of students over an entire year.

The impact on student learning and the benefits of the school-university partnership are many. The program provides vital resources that enrich the learning environment for children, in the form of additional materials, inservice training, and university support.

But the irreplaceable yearlong experience for preservice teachers has the greatest impact. I remember when Kathleen, my first intern, arrived at Fairview in early August 1996. Together we set up our classroom, planned for the upcoming year, and attended meetings, meetings, and more meetings. We stood together on the first day of school greeting students and parents. She was there for Hepatitis B shots, early dismissal for snow, and proctoring of end-of-grade tests. She even returned to finish the year after she had graduated from WCU. Because she was there for the entire school year, in the eyes of our students, Kathleen was a real teacher, not a student teacher.

It is no wonder that interns leave this program realistically prepared, confident, and eager to begin professional careers in their own classrooms. They also find themselves in the enviable position of deciding which job to take, since they are actively recruited by systems throughout the state.

Cooperating teachers like me grow professionally from the relationships developed with interns and university faculty. Interns bring with them fresh ideas and new ways of thinking about teaching and learning. Together we try new strategies, exchange ideas, celebrate successes, and grow as professionals.

In the course of a school year, the lines between lead teacher and intern often diffuse, and it

becomes impossible to determine who is leading and who is following, who is veteran and who is novice. Two years ago my intern Dwayne and I decided to explore inquiry-based teaching in our math/science classes. We were encouraged and supported by WCU professor Rick DuVall as we investigated and implemented this teaching strategy. Little by little, we created an environment of risk-taking and trust, and we became true colleagues.

Public school children also benefit from the school-university partnership. Teachers often work alone with a class. Having a second professional in the room brings the benefit of another person thinking about and interacting with students. Using the team-teaching model reduces the chances that some needs of students will be overlooked. My intern and I are able to confer with individuals or small groups on a regular basis. We make ourselves available to counsel and advise students on a wide range of issues, from academic progress to peer relationships to extracurricular opportunities. Working with students in this manner supports not only their learning but also their development as responsible members of society. They also benefit from the relationships they develop with these young professionals.

Teaching is so complex: Experienced teachers design curriculum, engage children in meaningful learning experiences, manage the logistics of a classroom, mediate disputes, and attend to the needs of 20–30 individuals—all simultaneously. It takes time and practice to develop both the deep understanding and the split-second responses that are necessary to masterful teaching. Preservice and beginning teachers need to think through every activity or decision methodically so that they do not miss crucial steps. The strength of the internship program is that it gives these young professionals an opportunity to learn and grow over an entire school year—slowly, often by taking small steps, one at a time, while being supported and nurtured by the cooperating teacher, other public school personnel, and university faculty. By May they are indeed ready for a classroom of their own.

—Janice Holt, *middle-grades teacher, Fairview Elementary School, Jackson County Schools*
(currently teacher-in-residence at WCU)

The dynamics of the teaching profession are complex and intricate. Many excellent teachers leave the profession after only a few years. Because of my contact with the faculty and students of WCU, I have been able to maintain my enthusiasm and love for the profession. WCU has enabled me to do this by providing opportunities for staff development, assistance from well-trained preservice teachers, and additional funding for my classroom. For five years I have hosted a number of WCU education students at Cullowhee Valley School and also have served as a faculty member in WCU's Model Clinical Teaching Program.

It is a pleasure to have WCU students in the classroom. They provide direct assistance to my students and improve student achievement. They serve as a source of innovative ideas and enthusiasm, and they assist me in expanding my repertoire of teaching skills, especially in technology. Having graduated from college 25 years ago, I would not be familiar with techniques such as electronic portfolios, presentation software, literature circles, Socratic teaching, and classroom meetings were it not for the college students who are assigned to my classroom. The contact with these students is stimulating and consistently rewarding for my eighth graders and me.

I have additional exposure to new ideas as part of the Model Clinical Teaching Program. I team-teach a methods class with a WCU faculty member, Beth Manring, and the research required to do so constantly expands my knowledge of today's child and recent innovations in our field. Beth is an exciting professional who is very active in a variety of professional organizations. I learn as much from her as the students in our middle-grades methods class do. It is exciting to be able to implement new ideas in my eighth-grade classroom and to share the experience with college students. Integrating fresh ideas keeps me stimulated and enthusiastic about teaching. My middle graders, especially those with nontraditional learning styles, enjoy the varied activities that I have learned through the Model Clinical Teaching experience.

Gloria Houston, nationally known author and author-in-residence in the Department of Elementary and Middle Grades Education at WCU, has made significant contributions to the growth of Cullowhee Valley's eighth-grade students. She has conducted workshops for them on organizational skills and study techniques. She also has

met with some of the gifted students and held inspiring writing seminars with them after school. Many of these students have continued their contact with her over the summer. It is wonderful to be able to offer our students direct exposure to such talented people.

I also am enthusiastic about the changes I see being implemented in the teacher education program at WCU. The movement to a yearlong internship will certainly produce more qualified graduates. The intern currently assigned to my classroom is highly competent and has been well prepared to enter the teaching profession. Coming three days a week this first semester, she is a welcome resource in the classroom. Certainly the exposure that she is getting to our students now will make her transition to the second semester of her internship smooth and successful.

In conclusion, our school's partnership with WCU has been beneficial both to my students and to my continued growth as a professional. Additional funding, staff development, and additional assistance in the classroom have provided stimulating opportunities to enhance classroom activities and student achievement. I am well aware that the university benefits from its partnership with our school, but I also am very enthusiastic about the wonderful impact the partnership has had on the students and the faculty of Cullowhee Valley.

—Leslie Dougherty, *middle-grades teacher,*
Cullowhee Valley School,
Jackson County Schools

Impediments

As the partnership continues to become an integral part of the teacher education program at WCU, the hindrances are few but significant. The major ones are geographic location and the region's lack of adequate bandwidth. WCU is located in a rural, mountainous region that is sparsely populated. The public schools are small, and distances between schools and the university sometimes extend beyond 70 miles of two-lane mountainous roads. Travel in such circumstances is difficult for interns and university supervisors, particularly in adverse weather. There is a need for additional tenure-track faculty to supervise the large number of interns who are placed some distance from the university. These new faculty positions also are needed because the expansion of the partnership requires significant involvement with a larger number of schools.

Distances and difficult road access also make it more challenging to gather partnership teachers and administrators for activities such as professional development and governance meetings. Increased bandwidth in the region would help address some of the issues that distance and mountainous terrain pose by increasing electronic communication options such as E-mail, video conferencing, Web access, and remote supervision using streaming video. Because participation in the partnership by faculty across campus, and by teachers in partnership schools, is hindered by distance and by the increased load of supervising more interns, supporting more beginning teachers, and providing more professional development, incentives have proven useful when available. Travel funds for faculty, reduced classloads because of clinical supervision, substitute pay and instructional materials for teachers, and technology resources for schools are needed to provide incentives for partnership activities to be maintained, broadened, and intensified.

Next Steps and Future Aspirations

As one next step, the partnership has agreed to revise its governance structure to allow for more efficient participation by all stakeholders. A committee composed of partnership stakeholders was formed to propose a new governance structure, and its proposal is currently being reviewed.

Also, the partnership is continuing to explore ways to integrate its activities with other teacher education initiatives (Coach²Coach, Incentive, etc.) and other professional development organizations (the North Carolina Center for the Advancement of Teaching, Western Region Education Service Alliance, etc.), in order to emphasize diversity (e.g., closing the achievement gap) and to expand the internship in the secondary school teaching areas.

In 2000–2001 the partnership will begin to focus more extensively on induction and on service to career teachers. For example, it will place more emphasis on action research. Also, it will refine procedures related to the yearlong internship. Further, it will examine the involvement of the school counseling, school psychology, and administration programs, and the effects of such involvement.

Summary

The partnership continues to change, grow, and thrive. More schools have joined the partnership, the partnership is actively involved in professional development and induction, and more students are completing the yearlong internship.

This report has been in the voice of those in the field, who have commented on the partnership's effects on the quality of teacher preparation and, more important, on instruction and student performance. One of the major lessons learned in the WCU experience has been that the partnership relies on personal connections and the strengths of all stakeholders. Partnership funds provide the wherewithal to develop those connections.

Profile of USTEP Based at WCU

SCHOOLS					
Number of school districts involved in partnership					8
Number and types of schools (overall) across participating districts					—
Student enrollment (overall) across participating districts					—
Racial and ethnic makeup of student body across participating districts					—
Number and types of schools involved in partnership:*					
	ELEMENTARY	MIDDLE	SECONDARY	OTHER	
	10	1	4	3	
Student enrollment in schools involved in partnership					11, 019
Racial and ethnic makeup of student body in partnership schools					—
Percentage of students on free or subsidized lunch program in partnership schools					—
Number of teachers (overall) in partnership schools					—
Number of teachers in partnership schools involved in partnership activities					779
Number of cooperating/clinical teachers in partnership schools					179
Number of nationally certified teachers in partnership schools					5
Are cooperating/clinical teachers, mentors, or clinical instructors rewarded for their work?					—
UNIVERSITIES					
Number of education faculty (overall):					
	Full-time 35, Part-time 33				
Number of education faculty involved in partnership:					
	Full-time 35, Part-time 33				
Number of arts and science faculty involved in partnership:					
	Full-time 12, Part-time 0				
Number of students preparing to teach (prospective teachers)					—
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					—
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
	58	8	23	47	6%
Percentage of graduates employed in teaching					—
Degrees offered that lead to certification					—

— = no answer

*The number of schools involved in the partnership reflects the number of schools with interns. Other schools participate in the partnership in other ways, such as induction, action research, and professional development.

Winston-Salem State University

in partnership with Winston-Salem/Forsyth County Schools



During its third year, the University-School Teacher Education Partnership based at Winston-Salem State University (WSSU), called the Coalition for Educational Leadership and Learning +, has had a major impact on teacher education in a number of ways:

- WSSU has collaborated with the Winston-Salem/Forsyth County Schools on six proposals: one on 21st century schools, one on school reform for teaching science and mathematics, one to prepare middle school students for college, one on training teachers to use technology, and two on closing the achievement gap. The technology proposal has been funded for \$487,284 over a three-year period, and the two achievement-gap proposals have been funded for \$55,000.
- Through the partnership, WSSU is building working relationships not only with the public schools but also with the Chamber of Commerce, the Forsyth County Library, the Forsyth Early Childhood Education partnership, Wake Forest Medical School, and the local faith community (religious leaders of Forsyth County).
- Partnership personnel are changing how they think about addressing the challenges to teacher education.
- Administrators and faculty from the schools are working with university faculty on development and revision of curriculum and programs.
- The emphasis on clinical experience has been integrated into all of WSSU's programs. Clinical experiences now begin in the sophomore year and culminate in the senior year in a yearlong student-teaching experience.
- WSSU has found partners in the public schools who support its historical mission to prepare teachers to educate all students effectively.
- The partnership has caused university faculty and administrators to rethink operational definitions of scholarship and how the university rewards merit.

In summary, the partnership has changed how faculty and administrators in the university and

K-12 schools think about and implement teacher education at WSSU.

Vignettes

This medium does not enable the partnership to show its depth and texture, but the following descriptions may give an idea of what the partnership is doing and, more important, how it works.

Attempts to Secure Outside Funding

The partnership's plan is closely aligned with the university's strategic plan, one goal of which is to work collaboratively with the public schools to obtain external funding. In 1999-2000 the Winston-Salem/Forsyth County Schools was the lead institution on two collaborative proposals, and WSSU the lead institution on four.

The school system submitted a proposal to the 21st Century Schools program of the U.S. Department of Education and a proposal to the National Science Foundation for comprehensive school reform for teaching science and mathematics. Neither was funded.

WSSU submitted a proposal to GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) and a proposal to a program to prepare teachers in technology, both part of the U.S. Department of Education; and two proposals to the North Carolina Department of Public Instruction.

The GEAR UP proposal elicited the broadest support across the partnership. It was designed to enable a first generation of students to attend college. The proposal requested \$1.7 million. However, it was not funded. The cooperative planning team is working on resubmission.

As noted earlier, the proposal entitled "Preparing Tomorrow's Teachers to Use Technology" was funded for \$487,284. The funding from this proposal will provide technology training for preservice and inservice teachers.

Both the university and the school district made in-kind contributions to the two proposals. University faculty, school district personnel, community stakeholders, and politicians were actively involved in planning effective outcomes for students.

The two proposals to the Department of Public Instruction went specifically to the Historically Minority Colleges and Universities Consortium, which is funded by the Department of Public Instruction and was established to close the achievement gap in North Carolina's schools. These proposals were funded for \$55,000, as noted earlier. More detailed descriptions of the two projects appear later in this report.

Involvement of Arts and Science Faculty

In collaboration with WSSU's International Studies program, faculty members in education and arts and sciences sponsored the Madie Hall Xuma celebration in spring 2000. Xuma was a native of Winston-Salem and an alumna of WSSU. She met a black South African physician, Alfred B. Xuma, while in graduate school at Columbia University and married him. Together she and her husband revitalized the youth wing of the African National Congress and recruited Nelson Mandela as a member. The School of Education wanted to honor her as part of the 75th anniversary of its elementary education program. Leon Woods, an artist-in-residence at Diggs Gallery, carved a bust to present on behalf of the university to Madie Hall Xuma's family in Winston-Salem. The director of the International Studies program recruited the South African Ambassador to the United States, Her Excellency Sheila V. M. Sisulu, to make the keynote presentation. Approximately 40 family members and friends came to participate in the program.

Steven D. Gish of Auburn University had recently published a biography, *Alfred B. Xuma: American, African, South African*. The director of the International Studies program arranged a book signing after the main program. The South African Ambassador made a presentation to the members of Madie Hall Xuma's family at the book signing. About 25 people from WSSU, the local school system (administrators, teachers, and students), and the local business community also attended. This event led to collaborative plans among faculty in arts and sciences and education for student and faculty exchanges with universities in South Africa.

Efforts to create a more diverse teaching force have been ongoing for the School of Education and the College of Arts and Sciences. Faculty members in both units have been actively involved in organizing and conducting workshops on multiculturalism. For example, during 1999-2000, in collaboration with the Winston-

Salem/Forsyth County Schools, WSSU sponsored a staff development workshop entitled "Infusing the Curriculum with Technology and Multiculturalism." The presenters showed how teachers could use Microsoft's Encyclopedia Encarta Africana to provide culturally significant information on various aspects of the history of Africa and African-Americans. This staff development initiative led to revisions in the WSSU course African American Culture and revisions in the curriculum at Philo Middle School in the Winston-Salem/Forsyth County Schools.

Action Research on a Yearlong Internship

The partnership has stimulated collaborative action research on preservice teacher preparation. One initiative involved yearlong student teaching. The purpose of the initiative was to improve the students' ability to translate theory into practice, to foster reflective thinking among all the participants, and to strengthen the working relationship among K-12 and postsecondary faculties. When the Teacher Education Committee agreed to pilot-test yearlong student teaching in WSSU's programs of study, the partnership coordinator, the coordinator of the Model Clinical Teaching Program, and the assistant principal of Konnoak Elementary School, a professional development school (PDS), decided to treat this initiative as an action-research project.

During the first semester of the internship, for one day each week, the participating education students visited the classrooms where they would later student-teach. They began a case study of an individual child, observed their cooperating teacher, and worked with children in small groups.

During the second semester, the students worked in the same classroom every day, taking on more and more teaching responsibilities. In addition, they met once a week in a Responsive Pedagogy Seminar to discuss their observations and their reflections on classroom experiences. University faculty and clinical faculty guided the discussions in the seminar.

The data collected from cooperating teachers, students, and administrators were very positive. As a consequence, the Teacher Education Committee chose to implement yearlong student teaching permanently. In addition, the three researchers submitted a manuscript on the internship for publication in the *North Carolina Journal of Teacher Education*.

Programs for Underserved and Disadvantaged Students

The mission of WSSU always has included a commitment to prepare educators to educate all students effectively. WSSU has brought that commitment to the partnership and has found committed partners.

For example, last spring, two proposals on closing the achievement gap were submitted to the North Carolina Department of Public Instruction. Funded for the 2000–2001 school year, both proposals were based on a needs assessment of the end-of-grade scores in reading, writing, and mathematics of students at Mineral Springs Elementary School.

One proposal, on direct instruction as an effective teaching strategy for students who are at risk, focused on a staff development initiative with all the third-grade teachers at Mineral Springs Elementary, which serves about 400 students. The whole faculty of the school, in collaboration with WSSU education faculty, was involved in helping enrich the school's curriculum.

The second proposal, entitled "Partners for Academic and Social Success," focused on parent involvement. Parent involvement will be incorporated into other parent-related activities, such as the PTA. A parent survey, Family Strengths Index, will be administered after a series of activities at the end of the year.

Professional Development of Teachers and Professors

Arts and science professors have been involved in inservice activities on multiculturalism and technology. The momentum from the celebration of Madie Hall Xuma has carried over into

collaborative projects among faculty in arts and sciences and education and teachers in the Winston-Salem/Forsyth County Schools. They are using Microsoft Encyclopedia Encarta Africana to support the North Carolina Standard Course of Study. That is, it is providing them with supplemental resources to teach about the African people. For example, when students are discussing North Carolina history, they can use Microsoft Encyclopedia Encarta Africana to capture supplemental information on the Wilmington Riot of the 1870s, in which a mob of white citizens ran the elected mayor out of town and burned the black community to the ground.

As noted earlier, during 1999–2000 a workshop entitled "Infusing the Curriculum with Technology and Multiculturalism" was presented to university staff, preservice and inservice teachers, and administrators from the Winston-Salem/Forsyth County Schools. The participants were surveyed to evaluate the workshop. The survey data indicated that the workshop was very helpful in providing information on multiculturalism and technology and in showing participants how to infuse the information into curricula.

There has been an ongoing process to get teachers, professors, prospective teachers, and administrators involved in professional development on technology. Konnoak Elementary School was the first PDS to set up a computer lab, and this year WSSU assisted Philo Middle School in setting one up. The computer labs support instruction—for example, by enabling teachers to search the Internet for information for lesson plans and classroom research assignments. They also help teachers and staff keep records. The activities that take place in the computer labs have been stepping-stones to other involvement, such as outside agencies helping educate other people about technology.

Following are some specific activities that have taken place in the computer labs:

- The School of Education has worked with Konnoak Elementary and Philo Middle on staff development to address alignment of technology competencies within the curricula.
- A technology specialist from the School of Education has developed three computer workshops for preservice teachers, teachers, parents, and students at Konnoak Elementary and Philo Middle. Two workshops were conducted in fall 1999 and one in spring 2000.



Feedback from student teachers at WSSU indicates that they receive support and encouragement from the members of their cohorts.

School-University Collaboration in Teaching Methods Courses

To help students translate theory into practice and to provide them with a more effective clinical experience, faculty members in education and in arts and sciences and teachers from the local school district have collaboratively taught methods classes in several partnership schools. Methods courses in reading, social studies, English, mathematics, and science have been taught at elementary, middle, and high schools. Feedback from the exit interviews with graduating seniors and survey data from cooperating teachers indicate that this initiative has been successful.

Scholarship Reconsidered

In 1999–2000 the School of Education started implementation of a three-year development plan for faculty. The discussions began on how to address broader definitions of scholarship, which emphasized the importance of peer review in the scholarship of discovery, application, and synthesis. Faculty evaluations for tenure and promotion are based on teaching, research, university services, and community service. Faculty members develop weighted objectives in these four categories for their preevaluation conference with their department chair at the beginning of the school year. The School of Education hopes that faculty members' research and service will reflect the scholarship of discovery, application, and synthesis.

Partnership Evaluation

The partnership has used a number of methods to capture evaluation data:

- Feedback from workshop participants: This feedback indicated that sharing of experiences, cultures, and diversity was very helpful.
- Feedback from staff/professional development sessions: This feedback indicated that computer-lab activities such as searching the Internet, assessing students' performance, setting up a grading system, and seeking new information were very helpful.
- Surveys of and evaluations from first-year teachers and other graduates: Data gathered using these methods indicated that the new student-teaching paradigm was perceived as very effective.

- Graduates' exit interviews: This method provided comments on the programs that need improvement and the programs that were quite helpful in graduates' academic growth.

The partnership received feedback from student teachers, university/school supervisors, and administrators. There were 47 responses from student teachers, 18 from university/school supervisors, and 3 from administrators. A content analysis of the responses revealed the following to be the most frequent ones:

- Students should work in cohorts and support one another.
- Student teachers are well versed in subject matter.
- Student teachers need to be involved more in technology.
- Student teachers have been prepared well for the classroom.

Impediments

The major impediment to more effective implementation of the partnership concept is lack of resources. The partnership needs current instructional technology in the laboratories in the School of Education and in the laboratories and the classrooms of the schools where WSSU places its student teachers so that they can take advantage of technology as they learn to implement their instructional and assessment strategies.

The partnership has found that early clinical experience for education students—that is, experience as sophomores and juniors—helps them understand schools, schooling, and their reaction to the profession. However, reflection on and discussion of clinical experiences are very labor-intensive for the faculty. The limits on available faculty time to process clinical experiences are an impediment to the partnership's initiatives.

Another impediment, more complicated to explain, relates to the multiple methods from various agencies to maintain accountability in teacher education programs. Partnership personnel spend a lot of time creating and reviewing reports—time that could have been spent in program planning and implementation. Effective accountability measures are necessary, but they must be cost-efficient in terms of the faculty and the staff who implement the partnership programs.

Lessons Learned

Partnership personnel have learned a number of lessons during the 1999–2000 program year:

- Collaborative professional development can enrich the schools and the university.
- Schools are a good place to teach preservice teachers about the profession and the art of teaching.
- Collaboration is the key to effective communication. Once partners begin to work together consistently toward common goals, formal and informal communication networks emerge. Through communication, the most rewarding activities have been shared, and some needing improvement have been identified.
- Early and extended field experiences offer preservice teachers the opportunity to observe and to participate in promising or best practices in education.
- As the partnership expands within the local school system and gradually moves into neighboring counties, equity among partners will be a great concern. To ensure equity, the partnership must look for additional faculty members to take on active roles in the schools and in related school activities.
- Active recruiting is needed to attract more minorities into teaching. Recruitment can start in the middle grades and continue through high school. The importance of recruiting people of color must be communicated more to principals, veteran teachers, guidance counselors, and students.
- The need to bridge the cultures of the school and the university has raised a number of issues:
 - ✓ How can the school and the university come to view the partnership as one entity?
 - ✓ How can the partnership become more of a collaborative effort in which all interested parties share responsibilities?
 - ✓ How can the partnership be less threatening to participating institutions?
 - ✓ How can the partnership create new ideas in education?

Next Steps and Future Aspirations

The partnership between WSSU and the Winston-Salem/Forsyth County Schools has provided services to preservice teachers, inservice teachers, staff, students, and parents. Members of the partnership expect to pursue the following goals next year:

- Increase the number of faculty members who are actively involved with schools
- Expand the partnership to neighboring counties, including Davidson, Davie, and Stokes
- Develop programs that lead to state certification of teacher assistants in Davidson, Davie, Forsyth, Stokes, Surry, and Yadkin counties
- Initiate more staff development in technology and cultural competence for preservice and inservice teachers
- Help develop instruments and procedures for authentic assessment of student learning
- Create a database to support record-keeping for internal program planning and external reporting
- Educate all stakeholders involved to value new technology; to have high expectations; to be collaborative problem solvers; and to create a database for informed decision making

Profile of USTEP Based at WSSU

SCHOOLS

Number of school districts involved in partnership	1
Number and types of schools (overall) across participating districts:	
	ELEMENTARY MIDDLE SECONDARY OTHER
	38 14 11 3
Student enrollment (overall) across participating districts	44,560
Racial and ethnic makeup of student body across participating districts:	
	WHITE BLACK HISPANIC OTHER
	54.8% 36.4% 5.8% 3.0%
Number and types of schools involved in partnership:	
	ELEMENTARY MIDDLE SECONDARY OTHER
	12 4 4 2
Student enrollment in schools involved in partnership	13,368
Racial and ethnic makeup of student body in partnership schools:	
	WHITE BLACK HISPANIC OTHER
	34.8% 66.0% 0% 0%
Percentage of students on free or subsidized lunch program in partnership schools	52%
Number of teachers (overall) in partnership schools	420
Number of teachers in partnership schools involved in partnership activities	100
Number of cooperating/clinical teachers in partnership schools	55
Number of nationally certified teachers in partnership schools	2
Are cooperating/clinical teachers, mentors, or clinical instructors rewarded for their work?	
	MONEY TUITION PRIVILEGES HONORS
COOP./CLIN. TEACHERS	Yes — — —
MENTORS	No — — —
CLIN. INSTRUCTORS	Yes — — —

UNIVERSITIES

Number of education faculty (overall):	Full-time 13, Part-time 6
Number of education faculty involved in partnership:	Full-time 7, Part-time 3
Number of arts and science faculty involved in partnership:	Full-time 4, Part-time —
Number of students preparing to teach (prospective teachers):	Undergraduate 46, Graduate —
Percentage of prospective teachers (total of undergraduate and graduate) by level:	
	ELEMENTARY MIDDLE SECONDARY SPEC. ED. OTHER
	65% 5% 15% 15% —
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	200 275
In Student Teaching	40 39
In Post-Student-Teaching Experiences	— —
In Other Assignments	— 7
Percentage of prospective teachers (total of undergraduate and graduate) involved in partnership program	90%
Number and level of graduates over last three years who have completed teacher education program:	
	ELEMENTARY MIDDLE SECONDARY OTHER % MINORITY
1998	17 1 5 4 56%
1999	20 2 7 8 62%
2000	25 3 9 9 63%
Percentage of graduates employed in teaching	NAV
Degrees offered that lead to certification:	BA, BS

— = no answer; NAV = not available

The University of North Carolina Deans' Council on Teacher Education

Vision Statement

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

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